

# Bordentown Regional High School 2019-2020 Program of Studies

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# **BORDENTOWN REGIONAL SCHOOL DISTRICT**

## **BOARD OF EDUCATION**

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Eileen Fancisco-Cabus  
Stephen Heberling  
Michael James  
Aneka Miller  
Janet Nielson  
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Sylvia Scozzari**

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Mr. Eloi Richardson, Business Administrator/Board Secretary**

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Meredith Morley, Assistant Principal  
Teresa Valentin, Assistant Principal  
Ernie Covington, Assistant Principal**

## **DIRECTOR OF SPECIAL SERVICES**

**Vanessa Bekarciak**

## **DIRECTOR OF CURRICULUM AND INSTRUCTION**

**James Lymper**



# BORDENTOWN REGIONAL HIGH SCHOOL

January 2019

Dear BRHS Students and Families;

In a matter of a few weeks, we will be working with you on your 2019-2020 course selections. Without question, these are important decisions that will affect your future. We urge you to take full advantage of the people who can help you make wise decisions – family members, school counselors, teachers, and administrators. Consider taking some courses that may challenge and interest you. As you know, colleges seriously consider the rigor of your schedule and are particularly impressed with honors and advanced courses.

Before you get started, we urge you to review this Program of Studies catalogue. It has a description of every course we offer, including the innovative programs, which make BRHS unique. These include our Option ii programs and the state recognized, articulated programs with colleges such as Fairleigh Dickinson University and Rowan University. Students who participate in the *Middle College and BRHS/RCBC* programs are eligible to receive not only credits from BRHS, but also college credits. In addition, we have established a unique academic program in which Rowan College at Burlington County offers college courses at BRHS during the school day. These courses are being taught by college professors or qualified high school faculty members for both college and BRHS credit.

Again, we encourage you to work closely with your teachers, parents and advisors – we all share the common goal of developing your academic plan for success. Your future begins now.

Sincerely,  
*Robert S. Walder*  
Robert S. Walder  
Principal

## **GUIDANCE DEPARTMENT**

The Guidance Department is organized to give continuous service to both students and parents prior to the first day of school and until students enter college, the military or the world of work. Students have the opportunity to meet individually with a counselor to discuss all matters pertinent to their programs. Appointments may be made at the request of a counselor, a teacher, a parent, and most importantly, by the students themselves.

### **PHONE NUMBER**

(609) 298-0025

### **ADMINISTRATIVE ASSISTANT**

Mrs. Melissa Guido x1111

### **SCHOOL COUNSELORS**

Ms. Stephanie Ashton x1117

[sashton@bordentown.K12.nj.us](mailto:sashton@bordentown.K12.nj.us)

Ms. Amy Rabenda x1108

[arabenda@bordentown.K12.nj.us](mailto:arabenda@bordentown.K12.nj.us)

Ms. Michelle Leusner x1182

[mleusner@bordentown.K12.nj.us](mailto:mleusner@bordentown.K12.nj.us)

### **SERVICES**

The primary purpose of the Guidance Department is to provide assistance to students during their high school years. Students are encouraged to speak to their counselor about educational, vocational and personal concerns.

Some of the services offered by the Guidance Department are:

- Planning a suitable academic program, analyzing and improving academic achievement and investigating college or other post high school opportunities.
- Guiding vocational exploration through interest, values and aptitude inventories.
- Arrange parent/teacher conferences
- Assisting students with the college application process.
- Providing referrals to outside agencies

Students are assigned a counselor prior to September of their freshman year. Assignments are alphabetical and students will remain with the same counselor for four years.

## **APPOINTMENTS**

Guidance appointments may be arranged at the request of the student or the counselor. Students requesting an appointment with their counselor should email their counselor, or fill out the Counselor Appointment Request Form before/after school or during their Lunch/Study Hall. These forms are located in the main guidance office or the attendance office. **STUDENTS SHOULD NOT LEAVE CLASS TO REQUEST AN APPOINTMENT.** The counselor will then call the student down when they are available.

If a student needs to see a counselor on the same day as the request, he/she should speak to the Guidance Secretary who will check the counselor's availability.

If it is an emergency, a student can be sent directly down to guidance but must first check in with the Guidance Secretary. Teachers should call the Guidance Secretary to alert the office that the student is on their way with an urgent concern.

When a counselor calls to see a student he/she should arrive with a pass and sign in with the Guidance Secretary.

**PLEASE NOTE:** All students are responsible for class work missed and homework assignments. If a test has been scheduled or if the activities of the class cannot easily be made up, a student should remain in the class. Another appointment can be arranged.

## **EQUAL OPPORTUNITY**

The Bordentown Regional School District is an equal opportunity institution and will not discriminate on the basis of race, creed, color, national origin, ancestry, age, gender, handicap, affectional or sexual orientation, marital status, liability for service in the Armed Forces of the United States or atypical heredity cellular or blood trait of any individual or inapplicable disability.

Access for the disabled is available in many of the district's buildings. The Bordentown Regional School District will also provide assistance in understanding this policy to the visually and/or hearing impaired and to individuals whose native language is not English.

For information regarding special accommodations, grievance procedures, services and activities, contact the Affirmative Action Office at Bordentown Regional High School, 318 Ward Avenue, Bordentown, New Jersey 08505 or call (609) 298-0025 x 1107.

## POLICIES & PROCEDURES

### SCHEDULE CHANGES

The schedule is based on a 7 period day. All students are expected to schedule 4 periods of classes, 1 period for lunch and 1 period for study hall. Students have the first 14 days of a semester to request changes. Changes will only be considered under the following guidelines:

- Missing an academic course.
- Change in academic placement.
- Incomplete schedule.
- Change in an elective
- Computer error.
- A senior student failed a course(s) and needs to be rescheduled for that course(s) in order to have the opportunity to graduate with his/her class. Any underclassman failure must be made up in summer school or in the following school year.
- A very unusual situation as deemed by the administration.

After this time, changes will only be made when concerns regarding the student's schedule are generated through the professional staff.

**Please Note: Schedule changes will not be made for the following reasons:**

- ✓ The student is not doing well in the course.
- ✓ The student is no longer interested in taking the course.
- ✓ The student does not like the teacher.

Parental requests for the scheduling of a student with a particular teacher will not be entertained.

### **Additional Scheduling Information**

1. Every effort to balance classes will be made.
2. Preference will be given to seniors and juniors when enrollment in any subject is too large.
3. Students who successfully complete Algebra I at Bordentown Regional Middle School or New Hanover Middle School will earn high school credit; however, the grades earned in Algebra I will not affect a student's high school GPA.

## HONORS, COLLEGE PREP AND COLLEGE & CAREER READY PLACEMENT

Placement in honors, college prep or college & career ready is determined by academic performance and teacher recommendation. All levels address the curriculum and common core standards at a pace and depth that is appropriate to the academic achievement of students.

### Honors (H):

Honors courses are accelerated courses that give participating students the opportunity to make gains that go beyond the college prep level.

### College Prep (CP):

College Prep classes perform at a pace that readies students for continuing their studies after high school.

### College & Career Ready (CCR):

College & Career Ready course will cover the same curriculum objectives. Pacing and assignments may be modified to meet the academic needs of students.

### Levels will be designated with an H, CP, or CCR.

Parents and students can appeal placement through their guidance counselor with a letter of appeal. Please refer to admissions criteria for AP and honors. College & Career Ready students who wish to move to college prep must have teacher recommendation.

## PROMOTION POLICY

Each year, students are promoted to the next grade level on the basis of the following:

1. Freshmen must achieve **35** or more credits to become a sophomore.
2. Sophomores must achieve **70** or more credits to become a junior.
3. Juniors must achieve **105** or more credits to become a senior.

NOTE: Credit deficits may be made up by enrolling in an approved summer school program. Bordentown Regional High School presently requires **142.5 credits** for graduation.

## GRADING SYSTEM

Students are evaluated at the end of each of the two semesters. They will receive a numerical average in each course. The following is the grading scale:

Grading Scale:	A = 90-100	Distinction
	B = 80-89	Honors
	C = 70-79	Average
	D = 65-69	Below-Average
	F = 50-64	Failing

A minimum grade of **65** for the year is necessary in a subject in order to be granted academic credit for that subject.

## FINAL EXAMS

A semester examination will be given in all courses. These examinations will be taken at the end of each semester course. Semester averages are based on the previous two-quarter grades and the semester exam.

**Seniors are eligible for final exam exemptions upon completion of the following:**

1. The eligible student completes an application for each requested exemption.
2. The eligible student signs the application.
3. The parent/guardian signs the application.
4. The student takes the completed application to his/her cooperating teacher for the teacher to sign.
5. The completed application must be turned in to the cooperating teacher one week prior to the final exam date.

### SENIOR FINAL EXAM EXEMPTION CRITERIA

Final exam exemptions will be in effect each semester. The student qualifies if:

1. S/he achieves a 90% or higher (unweighted) each marking period and
2. S/he is a senior.

If the student qualifies and wants to take the exam, then it will count. The student may **not** change his/her mind after the exam. If the student qualifies and does not take the exam, then his/her first and second quarter grades will be averaged and this will be his/her final exam grade.

Example:

Marking Period #1 = 90%                      Marking Period #2 = 96%  
Average of Marking Period #1      &      Marking Period #2 = 93%

The student qualifies and does not have to take the exam. The student's final exam grade is 93 and the final grade is a 93.

If the student takes a class that requires a midterm, the student qualifies if:

1. She/he achieves a 90% or higher each marking period and
2. She/he is a senior and
3. She/he achieves a 90% or higher on the midterm.

Example:

Marking Period #1 = 90%    MIDTERM = 94%    Marking Period #2 = 92%  
Average of Marking Period #1, MIDTERM, & Marking Period #2 = 91.6%

$$90*(.40) + 94*(.20) + 92*(.40) = 91.6\%$$

The student qualifies and does not have to take the exam. The student's final exam grade is 94 and final grade is a 92.

## STATE TESTING REQUIREMENTS

Current New Jersey regulations (N.J.A.C. 6A:8-5.1) require all students to demonstrate proficiency in English Language Arts (ELA) and Mathematics. To qualify for a high school diploma, students must meet the NJ high school graduation assessment requirements as described here: <https://www.nj.gov/education/assessment/parents/GradReq.pdf>

Note: Currently the Class of 2021 and beyond students must pass the PARCC Algebra I assessment and the PARCC ELA 10 assessment. However, at the time of the printing of this Program of Studies, the NJDOE is considering changing these requirements. All changes will be shared with BRHS students and families as soon as they become official.

## GRADUATION REQUIREMENT GUIDELINES

<b>English</b>	<b>20 credits</b> including English 9, English 10, English 11, English 12
<b>Mathematics</b>	<b>15 credits</b> including Algebra IB or Algebra I, Geometry and Algebra II
<b>Social Studies</b>	<b>15 credits</b> including five credits in world history: integration of civics, economics, geography and global content in all course offerings
<b>Science</b>	<b>15 credits</b> including at least five credits in lab biology/life science and one additional lab/inquiry-based course which should include chemistry, physics, or environmental science and a third lab science course
<b>Health &amp; Physical Education</b>	<b>20 credits</b>
<b>World Languages</b>	<b>10 credits</b>
<b>Visual &amp; Performing Arts</b>	<b>5 credits</b>
<b>21<sup>st</sup> Century Life and Career Education</b>	<b>5 credits</b>
<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	<b>2.5 credits</b>
<b>Electives</b>	<b>35 Credits</b>
<b>Technological Literacy</b>	Consistent with the Core Curriculum Content Standards, integrated throughout the curriculum
<b>Total Credits</b>	<b>142.5</b>

Requirement	Courses Satisfying Graduation Requirement
English	9 <sup>th</sup> Grade: English 9 10 <sup>th</sup> Grade: English 10 11 <sup>th</sup> Grade: English 11 12 <sup>th</sup> Grade: English 12
Mathematics	9 <sup>th</sup> Grade: Algebra I, Geometry 10 <sup>th</sup> Grade: Geometry, Algebra II 11 <sup>th</sup> Grade: Algebra II, Pre-Calculus, Statistics, AP Statistics 12 <sup>th</sup> Grade: Pre-Calculus, Calculus, Statistics, AP Calculus, AP Statistics
Social Studies	9 <sup>th</sup> Grade: US History in the 20 <sup>th</sup> Century 10 <sup>th</sup> Grade: Modern Global Issues 11 <sup>th</sup> Grade: U. S. Government, AP US History II or AP US Gov., AP European History
Science	9 <sup>th</sup> Grade: Environmental Science, Biology, Animal Biology 10 <sup>th</sup> Grade: Biology, Chemistry, Physics 11 <sup>th</sup> Grade: Chemistry, Physics, Earth Science, Chem. II, AP Biology, AP Chem. & Physics 12 <sup>th</sup> Grade: Chemistry, Physics, Forensics, Chem. II, AP Biology, AP Chem., AP Physics
Health & Physical Education	9 <sup>th</sup> Grade: Physical Education/Health 9 10 <sup>th</sup> Grade: Physical Education/Health 10 11 <sup>th</sup> Grade: Physical Education/Health 11 12 <sup>th</sup> Grade: Physical Education/Health 12
World Languages	Spanish IA, Spanish IB, Spanish I, Spanish II, Spanish III, Spanish IV, Spanish V Honors, Native Spanish Speaker, French I, French II, French III, French IV, American Sign Language
Visual & Performing Arts	<b>Visual Arts:</b> Exploring Art, Art I: Drawing and Composition, Art II: Intermediate Studio Art, Art III: General Portfolio Development, Art IV: AP Studio Art (2D or Drawing), Ceramics I, Ceramics II, Introduction to Graphic Design, Graphic Design II, Digital Photography, 3D Studio, Topics in Art History <b>Performing Arts:</b> Vocal Techniques, Chorale, Core Choir, Show Choir, Girl's Show Choir, Honors Choir, Men's Choir, Music Appreciation, Music Theory I, Music Theory II, Concert Band, Jazz Ensemble, String Orchestra, Theatre, Advanced Theatre
21 <sup>st</sup> Century Life and Careers	<b>Business Education:</b> Accounting I, Accounting II, College/Career Exploration, Cooperative Business and Marketing Education Program, Diversified Business Occupations, Marketing Education, Responsible Citizen/Internship/School To Careers, Entrepreneurship, Marketing Entertainment, Hospitality and Tourism <b>Computer Education:</b> Web Page Design, Intro to Computer Science in Python, AP Computer Science Principles, AP Computer Science A <b>Language Arts:</b> Public Speaking, Creative Writing, Journalism <b>Family and Consumer Science:</b> Child Care & Development, Family & Consumer Science <b>Fine and Performing Arts:</b> Introduction to Graphic Design, Graphic Design II <b>Health and Physical Education:</b> Allied Health, New Jersey Teen Prevention Education Program (Teen PEP), Enhanced Physical Education, Introduction to Yoga <b>Social Studies:</b> Genocide, Law/Criminal Justice & Sociology <b>Technology Education:</b> Materials & Processing I, Materials & Processing II, Engineer Design and Tech., Mechanical & Architectural Drafting, Robotics, Capstone Course in Tech.
Financial Literacy	Introduction to Financial Literacy, Introduction to Investing, AP Micro Economics, Entrepreneurship, Cooperative Business and Marketing Education Program, Diversified Business Occupations, College/Career Exploration, Responsible Citizen/Internship/School to Careers, Accounting I



## ADMISSIONS CRITERIA FOR AP & HONORS COURSES

Advanced Placement (AP) and Honors courses differ from College Prep (CP) and College & Career Ready (CCR) courses in terms of the level of expectations placed on the students, the amount of independent work expected, the pace of coverage of content, and the breadth and depth of content covered. Therefore, students and parents should consider these expectations, along with departmental recommendations, and seek a balance of coursework demands in relation to ability, interest, and the time commitment of other activities. As they select courses, students should consult with their parents, teacher, and school counselor to find the best fit.

### ADVANCED PLACEMENT PROGRAM

The AP program offers the most rigorous coursework at an accelerated pace for students that are ready for independent college-level work. AP Courses are tied to a standard curriculum set by the College Board to prepare students to take a comprehensive AP exam, and potentially earn college credit. Bordentown Regional High School offers the following AP Courses: English Language, English Literature, Calculus AB, US History, US Government, World History, Biology, Microeconomics, Computer Science Principles, Computer Science A, Chemistry, Physics, Statistics, and Studio Art.

#### Admission Criteria for AP Program:

<u>Grade in Prerequisite Course</u>	<u>Admissions Criteria</u>
90 or above in prerequisite honors course	Automatically eligible for AP coursework.
80 to 89 in prerequisite honors course OR 90 or above in prerequisite CP course	Admitted with signed contract/waiver.
Below 80 in prerequisite honors course OR Below 90 in prerequisite CP course.	Student must go through appeals process. Signed contract/waiver required.

### HONORS PROGRAM

Honors courses follow a rigorous curriculum that expect more work than CP courses and demand a stronger mastery of skills and more independent critical thinking.

#### Admission Criteria for Honors Program:

<u>Grade in Prerequisite Course</u>	<u>Admissions Criteria</u>
85 or above in prerequisite honors course OR 94 or above in prerequisite CP course	Automatically eligible for honors coursework.
80 to 84 in prerequisite honors course OR 90 to 93 in prerequisite CP course	Admitted with signed contract/waiver.
Below 80 in prerequisite honors course OR Below 90 in prerequisite CP course	Student must go through appeals process. Signed contract/waiver required.

### APPEALS PROCESS

Students will be informed via letter if they will need to undergo the appeals process based on the criteria above. Students/families who wish to appeal will then submit a written letter of appeal to administration and will be scheduled a date with administration for an appeal review. Students/families should be prepared to present student work in support of their appeal.

### WITHDRAWAL AFTER APPEAL

Students and families should be aware that schedule changes must be made within 14 school days of the start of the semester and are dependent on a variety of factors including graduation requirements, space in requested classes, and disruption to the student's other courses.

## COURSES IN ENGLISH

### **ENGLISH 9**

Grade: 9  
Prerequisite: None  
5 credits

In English 9 literature will be studied on the basis of themes and/or genre with emphasis on drama, short story, epic poetry, poems and novels. Students will be expected to maintain a notebook with completed assignments, to be prepared for class, and to complete all assignments. Students who pass this course will be eligible to take English 10. Summer reading assignments will be given to all students.

### **ENGLISH 10**

Grade: 10  
Prerequisite: English 9  
5 credits

English 10 students pursue a study of American literature by reading from a variety of texts, including a literature anthology, novels and plays. Students will be expected to read and respond to literature in a variety of ways, including quizzes, tests, essays, and projects. Students who pass this course will be eligible to take English 11. Summer reading assignments will be given to all students.

### **ENGLISH 11**

Grade: 11  
Prerequisite: English 10  
5 credits

In English 11 students are expected to read selected works of British authors such as Chaucer, Shakespeare, Milton, Bronte and Wordsworth as well as the work of more current authors. Exercises and activities which provide refinement of writing, reading, speaking, listening, and viewing skills will be provided according to student needs. Students who pass this course will be eligible to take English 12. Summer reading assignments will be given to all students.

### **ENGLISH 12**

Grade: 12  
Prerequisite: English 11  
5 credits

English 12 is required of all students. All of the students will be expected to read selected works from authors of varying worldwide cultures. Works will be selected for their thematic impact. Students will complete an I-search project. Summer reading assignments will be given to all students.

## **ADVANCED PLACEMENT LANGUAGE AND COMPOSITION/SEMINAR**

Grade: 11

Prerequisite: Successful completion of Honors English 10

See Admission Criteria for Advanced Placement Program

7.5 credits (Students taking AP English/Seminar must take both semesters of this program, including the spring seminar).

Advanced Placement Language and Composition is course for students who have successfully completed English 10 Honors at an advanced level. The course will focus on the structure of composition and different forms of rhetoric employed in the writing process. The course will focus on advanced reading and writing skills while preparing students to be successful on the Advanced Placement Exam.

Students who earn scores of 3, 4, or 5 on this national exam will be eligible to receive college credit for the course and to be placed in an advanced level English course during their freshman year at most colleges and universities in the United States.

The Advanced Placement Course in English Language and Composition will focus on rhetorical analysis of not only fiction but also of nonfiction texts. By focusing on aspects of English grammar as well as rhetorical styles, students will be prepared to take the Advanced Placement test offered in this area. Students will complete various writing forms and styles to master rhetorical techniques required for upper level writing. From persuasive writing to close reading, students will have the opportunity to hone their abilities in visual analysis skills as well as literary analysis. Various readings will be chosen from classical literature to modern pieces dealing with specific persuasive techniques.

Students will be expected to complete various writing assignments to show their ability to master the forms we have studied. The course will include a Summer Reading/Writing Assignment.

## **ADVANCED PLACEMENT ENGLISH/SEMINAR**

Grade: 12

Prerequisite: Successful completion of Honors English 11

See Admission Criteria for Advanced Placement Program

7.5 credits (Students taking AP English/Seminar must take both semesters of this program, including the spring seminar).

Advanced Placement English is a year-long course designed for able, motivated students who have demonstrated proficiency in comprehending challenging literature as well as strong competency in writing. In the spring, students will be encouraged to take the Advanced Placement Exam in English Literature and Composition.

Students who earn scores of 3, 4, or 5 on this national exam will be eligible to receive college credit for the course and to be placed in an advanced level English course during their freshman year at most colleges and universities in the United States.

Students who qualify for Advanced Placement English will be expected to develop and to exhibit high-level independent thinking skills as they read and analyze college-level material. Reading consistently with a critical focus, students will be expected to develop their own responses and questions and to participate actively in small and large group discussions. In addition to reading from various genres, cultures, and time periods, students will read excerpts from classical and contemporary philosophy as a basis for analysis.

Writing assignments will include short compositions and themes, longer essays, research papers, creative writing assignments, in-class (timed) writing assignments, and a summer reading/writing assignment.

The skills emphasized in this course aim to increase students' confidence in their ability to read and write, to foster appreciation of literature for its own merit as well as its relevance to their lives, and to enhance their chances for success in future academic and career pursuits.

## **CREATIVE WRITING**

Grades: 10, 11, 12

Prerequisite: English 9

5 credits

This elective course is designed for students who want to expand their interest and develop their skills in creative writing. In a writing workshop atmosphere, students will write daily to practice the skills necessary to write prose (short stories, realistic fiction, screen plays etc.), and poetry (ballads, sonnets, found poems, concrete poems, limericks, etc.). Models from professional writers and from the students themselves will serve as a basis for discussion and analysis. Assignments will follow all steps of the writing process (brainstorming, rough draft, editing, revising and final copy). Students will share written work with the class through peer editing and presenting final products. Class participation is an essential element to have a successful creative writing experience. Students who take this class are required to be motivated, strong writers.

## **JOURNALISM**

Grades: 11, 12

Prerequisite: English 10

5 credits

Students will learn principles of journalism, including interviewing, writing, leads, creating headlines, distinguishing between news and features, presenting opinions in editorials, laying out pages, and photographing events. All students will be expected to produce news stories, features, and editorials for their class portfolio. Texts for the course will include national, local, and college newspapers, which will afford students the opportunity to analyze various aspects of journalistic style.

## **CONTEMPORARY SHAKESPEARE**

Grades: 10, 11, 12

Prerequisite: 10 (Honors level recommended)

5 credits

William Shakespeare is alive and well in the 21<sup>st</sup> century! Themes that he wrote about in the 16<sup>th</sup> century still make sense today. As they confront issues of racism, sexism, madness, friendship and love, his classic characters give us a glimpse of the past and a spotlight on our own lives. The purpose of this course, then, is to give students opportunities to look more deeply into Shakespeare texts new to them in order to find relevance for their own lives. Through in-class reading and staging of plays—as well as examination of Shakespeare on film—students will deepen their understanding of the impact of his work on contemporary literature and life. Text reading will take place in class as students work independently on an array of projects that include a final staging/filming of a Shakespearean scene.

## **CONTEMPORARY YOUNG ADULT LITERATURE**

Grades: 9, 10

Prerequisite: None

5 Credits

Escape from reality into young adult literature. This elective course is designed for students who love to read and wish to journey into young characters' lives each day. Student will have the opportunity to experience a myriad of contemporary young adult literature. During class students will talk in small and large groups with classmates about the novels, share discoveries and explore observations. Students will create assigned as well as self-selected projects for novels read. Throughout this class, students will enhance their comprehension and critical thinking skills as they make connections to social relevance and analyze the literature. They will dissect these high interest books and unconventional characters while comparing literature and life. Ultimately, students will become strong, efficient, independent and fluent readers as they develop their life-long learning and reading skills.

NOTE: There are social and possibly controversial issues that will be addressed in this class.

## **MASS MEDIA and FILM AS ART**

Grades: 9, 10, 11, 12

Prerequisite: none

2.5 credits each (students must enroll in both classes)

These courses are offered as co-courses to introduce students to nine weeks of Mass Media and nine weeks of Film as Art.

**Film as Art:** This course is designed to introduce students to the images and narratives that inform our world. Students will discuss and analyze films, learning how films work and thinking about the choices directors make in generating films. Students will view a variety of films from classics to contemporary works as well as various genres. This course will require students to express their ideas through writing. The course will be an excellent introduction for students who wish to study film or communications in the future. It will also prepare students to analyze another form of communications and gain an overall appreciation of film as art. Possible films might include Citizen Kane, Annie Hall, Monsoon Wedding, and Juno.

**Mass Media:** In Mass Media, students will not only evaluate how media - films, print, television, social media - influences society but also work in a project based fashion to create their own forms of media. Students will construct their own platforms of media in order to evaluate the function and possible biases associated with media. We will look at the practical, business, and marketing uses of media as well consider different ethical concerns that may arise from the use of media. In conjunction with Film as Art, students will work to make their own short films and market their own forms of Media based on the concepts we have discussed.

## **PUBLIC SPEAKING AND ORAL INTERPRETATION**

Grades: 9, 10, 11, 12

Prerequisite: None

5 credits

Through a series of progressive speaking and listening experiences, this course will enable students to develop skill and confidence in their ability to communicate orally. In addition to learning how to organize information for formal speaking situations, students will learn how to communicate more effectively in informal situations. After evaluating their own strengths and weaknesses, students will participate in activities that improve speech delivery in terms of voice and body language. They will learn how to adjust to a variety of speaking situations and develop skills in formal presentation, informal conversation and discussion, parliamentary procedure, argumentation, and storytelling. Acquiring these skills will allow students to be better equipped to meet future challenges in high school, college, the workplace, and interpersonal relationships.

## **INTENSIVE READING INTERVENTION**

Grades: 9, 10, 11, 12

Prerequisite: None

5 credits

The Intensive Reading Intervention Program is recommended for classified students whose scores on standardized tests fall below minimum proficiency levels mandated by the State of New Jersey, Department of Education. Child Study Team recommendation and Individualized Education Plan (IEP) requirement are needed for placement in this course.

This class will provide an intensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills.

## **ENGLISH AS A SECOND LANGUAGE (ESL)**

Grades: 9, 10, 11, 12

Prerequisite: None

5 credits

English as a Second Language seeks to meet the needs of those students whose primary home language is NOT English. This individualized program not only orients students to elements of American culture, but it also fosters students' abilities to understand and to communicate (orally and in writing) in English. The ultimate goal is to help these students become fully functional in regular course work.

## **PARCC PORTFOLIO PREPARATION: LANGUAGE ARTS**

Grades: 12

Prerequisite: None; No appeals

2.5 credits

This course provides supplemental instruction for students who scored partially proficient on the Language Arts portion of the Partnership for the Assessment of Readiness for College and Careers (PARCC). Students will complete Performance Assessment Tasks to fulfill the state testing graduation requirement. There is a focus on the following clusters: Narrative Reading, Persuasive Reading, Expository Writing as well as Persuasive Writing. Students will also have extensive practice with the skills needed to fulfill the above clusters as well as with answering open-ended questions.

## COURSES IN MATHEMATICS

### **ALGEBRA IA**

Grade: 9

Prerequisite: None

5 credits (credits earned will not count towards State Graduation Requirements)

Algebra IA is the first course in a two-course sequence in which students complete the study of Algebra I. This two-course sequence is designed to address the needs of those students who would clearly benefit from receiving more time in an Algebra I program in order to better internalize concepts and find greater success. With this additional time and adjusted pace, students have the opportunity to experience a greater utilization of hands-on, concrete instructional strategies integrated with the increased use of manipulatives designed to address abstract algebraic concepts. Investigations and applications of basic algebraic concepts to verbal problems are utilized throughout the course with an emphasis on the development of problem-solving skills.

Algebra IA topics include exploring expressions, equations and functions, exploring rational numbers, solving linear equations, using proportional reasoning, graphing relations and functions, analyzing linear equations, and solving linear inequalities. Algebra IA is designed to take students to the point where they can better use the latest technology, such as graphing calculators and computer software.

### **ALGEBRA IB**

Grade: 9

Prerequisite: Algebra IA

5 credits

Algebra IB is the second course in a two-course sequence in which students complete the study of Algebra I. This two-course sequence is designed to address the needs of those students who would clearly benefit from receiving more time in an Algebra I program in order to better internalize concepts and find greater success. With this additional time and adjusted pace, students have the opportunity to experience a greater utilization of hands-on, concrete instructional strategies integrated with the increased use of manipulatives designed to address abstract algebraic concepts. Investigations and applications of basic algebraic concepts to verbal problems are utilized throughout the course with an emphasis on the development of problem-solving skills.

Algebra IB topics include solving systems of linear equations and inequalities, exploring polynomials, using factoring, exploring quadratic and exponential functions, exploring rational expressions and equations, and exploring radical expressions and equations. Algebra IB incorporates use of the latest technology, such as graphing calculators and computer software.

## **ALGEBRA I**

Grades: 9, 10, 11, 12

Prerequisite: None

5 credits

Experts predict that in the 21st century many jobs will require employees to have greater mathematical knowledge and better problem solving skills than they did in the late 1900's. In addition, citizens will need strong quantitative-reasoning skills to make effective decisions in their lives. Preparing students to meet the challenges of the future is one of the goals of the mathematics program of the Bordentown Regional School District.

The students learn basic algebraic concepts, such as solving linear equations and inequalities, factoring quadratic polynomials and simplifying algebraic fractions. Simple rote —symbol manipulation is used only as a building block to applying the course to real life situations. Problem solving is introduced early and is integrated throughout. Applications of algebra are presented in opening lessons, lesson development, special application sections, project work, and interesting and varied word problems. Reasoning skills such as analyzing information, making conjectures, and giving convincing arguments are developed throughout the course. Geometric models are used to illustrate abstract algebraic concepts. Algebra I is designed to take students to the point where they can better use the latest technology, such as graphing calculators and computer software, probability, statistics, and discrete mathematics.

## **GEOMETRY**

Grades: 9, 10, 11, 12

Prerequisite: Algebra I

5 credits

Geometry implements the shift from geometry as a course in proof to geometry as a representation of the world around us. The study of geometry also encompasses its close relationship with algebra by using coordinate and algebraic means to verify geometric representations. In each unit, students use algebraic tools to verify properties of figures presented on a coordinate plane. Each lesson opener motivates students to master the content they need to solve application, connection, or integration problems presented in the lesson. Additional applications, connections, and integration in the exercises enable students to apply what they have learned.

The course incorporates graphing calculator and computer software activities as well as hands-on manipulative for discovery, problem solving and modeling. The use of technology expands the possibilities of pencil-and-paper constructions with included analysis tools that lead students to discover the concepts presented in postulates and theorems. Hands-on activities make the visualization of abstract concepts real. Applications, modeling activities, and open-ended projects encourage a diversity of approaches and engage today's students in geometry.

## **ALGEBRA II**

Grades: 10, 11, 12

Prerequisite: Algebra I and Geometry

5 credits

Algebra II is designed to illustrate how people use algebra in the real world. This goal is accomplished through integration, applications, and connections. In addition to algebra, the course addresses how different branches of mathematics are interrelated. The work of Algebra I is extended to include the properties and operations of the real and complex number systems, various methods of solving systems of equations, radical expressions, and rational exponents. Students will study a variety of different functions, including linear, quadratic, logarithmic, and trigonometric functions. The course incorporates graphing calculator activities for discovery, problem solving and modeling. Examples, exercises and assessment activities integrate algebra topics with statistics, geometry and discrete mathematics.

## **PRE-CALCULUS**

Grades: 11, 12

Prerequisite: Geometry and Algebra II

5 credits

Pre-Calculus is primarily designed for those students who are well prepared for advanced mathematics and who wish to advance in the fields of mathematics, science or engineering with possible career goals in those areas. It is intended primarily to properly prepare students for calculus and related courses traditionally taught on a college level.

Success in college-level mathematics courses begins with a strong foundation in algebra and trigonometry. A central goal of this course is to help students further develop and solidify this foundation following the completion of two courses in algebra and one course in geometry, which is essential preparation in addressing the rigors of calculus. Technology is integrated throughout the course to aid in student understanding.

## **CALCULUS**

Grade: 12  
Prerequisite: Pre-Calculus  
5 credits

This course will develop students' understanding of the general concepts of Calculus. Students will be introduced to properties of functions (linear, polynomial, trigonometric, exponential, and logarithmic), limits continuity, derivatives, and applications of derivatives. The course will also include techniques of integration, definite and indefinite integrals, and applications of integration. There will be a focus on practical applications, conceptual understanding, and problem-solving. Technology is used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. This course is appropriate for students who do not plan to take the Advanced Placement examination but want an introduction to Calculus. Students who complete this course will be thoroughly prepared for a beginning college Calculus course.

## **ADVANCED PLACEMENT CALCULUS/SEMINAR**

Grade: 12  
Prerequisite: Pre-Calculus Honors  
See Admission Criteria for Advanced Placement Program  
7.5 credits (Students taking AP Calculus/Seminar must take both semesters of this program, including the spring seminar).  
*NOTE: Students taking this course are eligible to earn college credit through the Fairleigh Dickinson University Middle College Program.*

The **Advanced Placement Calculus** course is recognized by nearly 2,900 universities throughout the world. It is a year-long course designed to be the equivalent of a college level introductory calculus course, such as would be taken by math and science majors in their first year of college. Advanced Placement Calculus is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. The connections among these representations are also important. AP Calculus is a course that is intended to be challenging and demanding.

Broad concepts and widely applicable methods are emphasized. The focus of the course is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems, or problem types. Thus, although facility with manipulation and computational confidence are important outcomes, they are not the core of this course. Through the use of the unifying themes of derivatives, integrals, limits, approximation, applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics. Technology is used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

## **STATISTICS**

Grades: 10, 11, 12

Prerequisite: Algebra I, Geometry, Algebra II

5 credits

This course is primarily designed for those students not interested in following a career in mathematics, science or engineering. Statistics is important for college majors who typically include business, psychology, political science, and other social sciences, and sometimes the biological sciences. Statistics is designed to give students insight into the use of statistical methods to describe and predict events in the world around them.

The course is developed around four major themes: graphical and numerical techniques to study patterns in data and departures from those patterns, methods and techniques for planning an experiment and gathering data, the fundamental concepts of probability which are the foundation for statistical inference, and techniques of statistical inference which are used to confirm models. Emphasis is placed on real world applications as well as discussing and writing about statistics and its applications. Topics include: interpreting graphs, working with univariate and bivariate data, methods of collecting data, planning and conducting surveys/experiments, generalizability of results, probability as relative frequency, independent and dependent outcomes, normal distribution, sampling distributions, confidence intervals, and tests of significance. Students are expected to have an understanding of algebra, since statistical computations will require advanced algebraic skills. Calculators and computers will be important tools used to analyze data and reinforce concepts. Students will be assessed through daily homework, quizzes and tests, and various real-world projects. Upon completion of this course, students will have gained an understanding and appreciation of statistical methods and their application to the real world.

## **ADVANCED PLACEMENT STATISTICS/SEMINAR**

Grades: 11, 12

Prerequisite: Algebra II or Algebra II Honors

See Admission Criteria for Advanced Placement Program

7.5 Credits (Students taking AP Statistics/Seminar must take both semesters of this program, including the spring seminar).

Advance Placement Statistics is designed to prepare students for the Advanced Placement Examination of the College Board. The topics of a one-semester college statistics course are covered, including descriptive statistics, collection of data, the normal distribution, basics of probability, inference, confidence intervals, tests of significance and regression. Significant written analysis of data is required on a regular basis. Students electing to take AP Statistics should have had a high level of success in past mathematics courses. Students are strongly encouraged to take the AP examination. Use of the TI-83 plus graphing calculator will be integrated throughout the course and is a major requirement for the AP Exam.

## **PARCC PORTFOLIO PREPARATION – MATH**

Grades: 12

Prerequisite: None, no appeals

2.5 credits

This course provides supplemental instruction for students who scored partially proficient on the mathematics portion of the Partnership for the Assessment of Readiness for College and Careers (PARCC). Students will complete Performance Assessment Tasks to fulfill the state testing graduation requirement. There is a focus on number sense, spatial sense, geometry, data analysis, probability, statistics, patterns, functions, and algebra. Students also have extensive practice with problem solving and open-ended questions. Required placement is determined by student scores on state assessments.

## COURSES IN SOCIAL STUDIES

### UNITED STATES HISTORY IN THE TWENTIETH CENTURY

Grade: 9

Prerequisite: None

5 credits

Picking up in scope and sequence where the eighth grade course of study concluded, the ninth grade United States history curriculum is primarily a chronological presentation of American history in the twentieth century designed to teach the student about the major social, political, and economic developments that characterized each decade from 1900 to the present, as well as a steady stream of current events in American society. In addition to highly readable texts, the program features the use of maps, readings, videos, music and exercises selected to develop interest and increase understanding in American history. This course also serves as an introduction to the high school social studies program. Emphasis will be placed on the development of fundamental social studies skills including analyzing written primary sources, reading and lecture note taking, essay writing, information collection and organization, debating, public speaking, critical thinking, and map/graph/table reading and interpretation. Student progress will be measured on a continuous basis through class participation, written assignments, periodic testing, and the completion of short-term projects requiring outside research. Finally, it is hoped that through this study of American history the student will acquire a lasting interest in human society, which will lead in turn to his/her effective participation in American society as a result.

### MODERN GLOBAL ISSUES

Grade: 10

Prerequisite: US History in the 20<sup>th</sup> Century

5 credits

This semester course will provide students with knowledge to better meet the demands of our world and to make informed decisions, which are so crucial to our democratic way of life. Picking up in scope and sequence where the seventh and eighth grade courses of study concluded, the tenth grade *Modern Global Issues* curriculum will focus on issues and problems in the Modern World and their roots in the past. Students will come to understand that modern problems did not simply materialize, but that many have their origins in the years since 1700 and in the historical time periods known as the Age of Revolutions, the Age of Imperialism and the eras of World War and Global Conflict. With primary attention given to the regions of Latin America, Africa, the Middle East, South Asia, East Asia, and Eurasia, whenever possible each unit will center on a problem dominating the world's attention. Using a highly readable textbook and relevant media and supplementary sources, students will first examine the geography and culture of a region. A strong emphasis is placed on understanding the cultures and peoples of the world as an attempt to end all forms of intolerance such as prejudice, racism, ethnocentrism, bigotry, stereotyping, and etc. They will then learn about the current conflicts and trace their roots back through the history, politics, economics, culture, and geography of the areas involved in order to gain a deeper appreciation of the situation. Finally, the unit will conclude by considering the impact each problem will have on the individual, the nation, and the world.

## **US GOVERNMENT**

Grade: 11

Prerequisite: US History in the 20<sup>th</sup> Century and Modern Global Issues

5 credits

This course is mandatory for all juniors as part of graduation requirements unless student opt to enroll in US History Advanced Placement in lieu of this course. Students in this course will master the fundamental building blocks of the US political system and the workings of our government while encouraging their participation in the democratic process. They will gain a comprehensive outlook at the rights and responsibilities of citizenship outlined in the US Constitution. The three branches of government and the series of checks and balances between them will also be heavily emphasized in this course so students can understand how the powers in this country operate and impact their daily lives. Students will learn and apply critical thinking skills through a variety of experiences including; lecture series, debates, group projects and presentations, essays, interviews and role – playing. To be successful in this course, students should demonstrate a strong ability to read and analyze documents, and be willing to express and defend their opinion.

## **ADVANCED PLACEMENT UNITED STATES HISTORY/SEMINAR**

Grades: 11, 12 (As Junior US requirement or as a 12<sup>th</sup> Grade Elective)

Prerequisite: Modern Global Issues Honors and US History in the 20<sup>th</sup> Century Honors

See Admission Criteria for Advanced Placement Program

7.5 credits (Students taking AP US History II/Seminar must take both semesters of this program, including the spring seminar).

The Advanced Placement program in US History II is a year-long course. It is designed to provide able and motivated students with the skills and factual material necessary to deal critically with the historical problems spanning 1890 - the present (it will also review material in Early American History). It prepares students for college by making demands on them that are equivalent to those made by introductory college-level courses. Students will be expected to do extensive reading in this course, including two textbooks and many other historical primary and secondary sources. Students will also be required to complete a substantial number of formal essay assignments, as well as, a major research paper and other intensive projects. Self-discipline, a strong work ethic and a passion for history are necessary components for success in this course. In the spring, students will be encouraged to take the National Advanced Placement Exam in US History. Those who earn a 3, 4, or 5 may receive college credit for this course and may be placed in an advanced history course during their freshmen year at many United States colleges and universities.

Note: Juniors on the honors track in social studies may choose to enroll in US History Advanced Placement in lieu of enrolling in US Government. Taking one class or the other will fulfill a graduation requirement.

## **ADVANCED PLACEMENT US GOVERNMENT AND POLITICS**

**Grades:** 11, 12 (As 11th US requirement or as a 12th Grade Elective)

**Prerequisite:** Modern Global Issues Honors and US History in the 20th Century Honors  
See Admission Criteria for Advanced Placement Program

7.5 credits (Students taking AP US Government and Politics/Seminar must take both semesters of this program, including the spring seminar).

The Advanced Placement program in US Government and Politics is a year-long course. It is designed to give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret US government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute US government and politics. It prepares students for college by making demands on them that are equivalent to those made by introductory college-level courses. Students will be expected to do extensive reading in this course, including both primary and secondary sources. Students will also be required to complete a substantial number of formal writing assignments, as well as, a major research paper and other intensive projects. Self-discipline, a strong work ethic and a passion for politics and history are necessary components for success in this course. In the spring, students will be encouraged to take the National Advanced Placement Exam in US Government and Politics. Those who earn a 3, 4, or 5 may receive college credit for this course and may be placed in an advanced political science course during their freshmen year at many United States colleges and universities.

Note: Juniors on the honors track in social studies may choose to enroll in Advanced Placement US Government and Politics in lieu of enrolling in Advanced Placement US History. Taking one class or the other will fulfill a graduation requirement.

## **ADVANCED PLACEMENT EUROPEAN HISTORY/SEMINAR**

**Grades:** 11, 12

**Prerequisite:** Modern Global Issues

See Admission Criteria for Advanced Placement Program

7.5 credits (Students taking AP European History must take both semesters of this program, including the spring seminar).

Students in Advanced Placement European History will develop an understanding of the major themes in modern European History, an awareness of Europe's changing position in the world, and evaluate historical evidence covering the period of 1450 - present. Using college level texts, documents, and other relevant sources, students will explore themes in political and diplomatic history, intellectual and cultural history, and social and economic history. Written and oral skills will be emphasized in the course. Students will be encouraged to take the Advanced Placement examination in May. There may be a summer assignment for this course.

Those who earn a 3, 4, or 5 may receive college credit for this course and may be placed in an advanced social studies course during their freshmen year at many United States colleges and universities.

## **POPULAR CULTURE IN AMERICA**

Grades: 11, 12

Prerequisite: US History in the 20<sup>th</sup> Century, US History II or US Government, and Modern Global Issues

5 credits

This class is designed to show students that history is more than just war and politics. Students will realize that quite often the most enjoyable aspect of studying the past is to see how people actually lived their lives and how society has changed. This course will be a decade-by-decade look at how American society and culture evolved during the 20<sup>th</sup> century. Themes of study will include: art and leisure, technology, sports, music and fashion. Students in the class will have an opportunity to participate in meaningful and engaging historic examinations and get to see how their own lives compare to Americans in the past.

## **GENOCIDE**

Grades: 11, 12

Prerequisite: US History in the 20<sup>th</sup> Century, Modern Global Issues and US Government or US History II

5 credits

This course is a compelling investigation into the darker side of human nature and behavior. The class consists of three basic parts that build upon each other. Part one is an exploration of the nature of humans and their propensity for prejudice and violence. Are they good or evil? Are they beasts operating on instinct or rational creatures capable of moral conduct? Theories regarding these issues are examined from writers, psychologists, sociologists, anthropologists, and philosophers. Forms of intolerance such as racism, prejudice, ethnocentrism, bigotry, stereotyping, and Anti-Semitism in our society are also studied in the light of these theories and ideas. Part two of the course applies the information from part one to an examination of the Holocaust, the most infamous genocidal event of all time. Our ultimate goal is to try and answer the question: How was it possible for an event like this to happen? Part three of the course continues as a comparative study of several other notable genocides and/or human rights abuses in the 20<sup>th</sup> and 21<sup>st</sup> centuries including: the Armenian Genocide, the Ukraine Famine, the Khmer Rouge of Cambodia, the Rwandan Genocide, Darfur in Sudan, ethnic cleansing in Kosovo, atrocities in North Korea, and many more. Students will be asked to examine their own propensity for prejudice and intolerance and to contemplate practical ways to make their world a better place in this regard.

**SPECIAL NOTE:** Students and parents should be aware that this course deals with explicit and disturbing subject matter.

## **LAW/CRIMINAL JUSTICE & SOCIOLOGY**

Grades: 10, 11, 12

Prerequisite: US History in the 20th Century

2.5 credits each (students must enroll in both classes)

**Law and Criminal Justice:** How does our law and criminal justice system work? Students will have the opportunity to acquire practical knowledge of their legal rights and responsibilities and compare their views on legal issues with the view of judges and lawyers. Furthermore, students will learn that law is not a fixed set of rules, but true-to-life cases, stories, interviews and role-playing situations, the law will become a more practical and worthwhile learning experience. Experts—ranging from local policemen to prosecutors and from public defenders to legislative representatives—will discuss their roles in the legal system.

**Sociology:** Sociology provides the student a way to examine human social behavior. Sociology provides the student the opportunity to study our social world and gain insights into the nature and source of the self, the socialization process, types of groups and deviance and social control. The class studies our society through the use of text, Internet resources, experimentation, observation, movies and class discussion. The course deals with how people behave in society and the factors that influence this behavior.

## **GENERAL PSYCHOLOGY I**

Grades: 11, 12

Prerequisite: None

5 high school credits and 3 college credits

**\*This course will be offered at BRHS through Rowan College at Burlington County depending upon the availability of BCC staff. Students will be responsible for the per-credit college tuition and required text books. The cost is approximately \$400, plus the cost of the book.**

This course provides a general understanding and application of the basic principles of psychology. It focuses on the history of psychology, scientific methods as employed by psychology, physiological basis of behavior, maturation, development, principles of learning, thinking and communication, perception, memory, and creativity.

## COURSES IN SCIENCE

### **ENVIRONMENTAL SCIENCE**

Grades: 9  
Prerequisites: none  
5 credits

Environmental Science is a comprehensive interdisciplinary study that seeks to describe problems caused by our management of the natural world. In addition, it seeks some of the remedies for these problems. Environmental Science is designed to introduce students to major ecological concepts and the environmental issues that affect the world in which we live. This course will introduce students to the concepts necessary for making informed environmental decisions.

### **ANIMAL BIOLOGY**

Grades: 11, 12  
Prerequisite: Biology  
5 credits

A course on comparative anatomy and physiology with a focus on comparing body systems (digestive system, circulatory system, nervous system, etc.). This course covers material no longer taught in the general biology curriculum. By comparing different types of animals students will be able to more fully understand their fundamental requirements. This is a great topic of study for those fascinated and interested in the diverse animals of our planet.

### **BIOLOGY**

Grades: 9, 10  
Prerequisite: Environmental Science  
5 credits

College Prep Biology is a hands-on laboratory based course designed to meet the needs of students who intend to pursue higher education following high school. It is specifically designed to meet the state standards for life science and for the End of Course Biology Assessment (EOC). College Prep Biology will lead the student through all the foundations of modern biology. The scientific method, data analysis, powers of observation and problem solving will be integrated into all aspects of the course.

## **CHEMISTRY I**

Grades: 10, 11, 12

Prerequisite: Algebra I

5 credits

This laboratory-oriented course in chemistry is concerned with the structure, properties, reactions and energy effects associated with the behavior of matter. Building on the student's current knowledge, the course stresses the use of critical thinking in problem solving that is intensive in terms of laboratory investigations. The main purpose is to enable the students to develop an understanding of the relationships between scientific theory and its practical application.

## **CHEMISTRY II HONORS**

Grade: 10, 11, 12

Prerequisite: Chemistry I

See Admissions Criteria for Honors Program

5 credits

Chemistry II is strongly laboratory based and will expand upon a number of previously introduced topics of Chemistry. Students will utilize critical thinking skills as a means to solve problems relating to chemistry. A greater emphasis will be placed on the use of mathematics and experimentation to investigate chemical principles. In addition, each student will design and conduct an original research experiment and write a research paper on some aspect of chemistry in the marketplace. Both the experiment and Chemistry in the Marketplace paper will be formally presented to the class and peer reviewed. This course is ideal for students who are interested in pursuing chemistry, health and medical related careers.

## **PHYSICS I**

Grades: 10, 11, 12

Prerequisite: Biology, Algebra I, Geometry

5 credits

Physics I is a study of physical measurement, force, motion, conservation of energy and momentum, the phases of matter, heat, wave motion, optics, electricity, magnetism, atomic structure, and nuclear reactions. It is designed to develop logical thinking and problem solving ability through lectures, classroom discussions, demonstrations, laboratory experiments, films, and filmstrips. Emphasis will be placed on the application of the course material in modern technology and the interaction of physics and society throughout history.

## **PHYSICS II HONORS**

Grade: 10, 11, 12

Prerequisite: Physics I, Algebra II

See Admission Criteria for Honors Program

5 credits

Physics II is a detailed study of wave motion, sound, geometric and physical optics, electrostatics, direct-current circuits, magnetism, electromagnetic induction, alternating current circuits, electronic devices, nuclear reactions and high energy physics. Topics from engineering, environmental science and any topic of special interest to the student will be considered for study. Emphasis will be placed on the solution of problems and the demonstration of the effects of physical phenomena. We will also examine the effects of these phenomena on modern society. This course is ideal for students interested in pursuing careers in engineering.

## **ADVANCED PLACEMENT BIOLOGY/SEMINAR**

Grade: 10, 11, 12

Prerequisite: Honors Biology & Chemistry

See admissions Criteria for Advanced Placement Program

7.5 credits (Students taking AP Biology/Seminar must take both semesters of this program, including the spring semester).

The Advanced Placement Biology/Seminar course is recognized by nearly 2,900 universities throughout the world. It is a year-long course designed to be the equivalent of a college level introductory biology course, such as would be taken by biology majors in their first year of college. AP Biology/Seminar includes the topics regularly addressed in the college biology course. It differs from a lower level high school course in the textbook used, the depth and range of the topics addressed, the kind of laboratory work done, and the time and effort required of students.

## **ADVANCED PLACEMENT CHEMISTRY/SEMINAR**

Grade: 10, 11, 12

Prerequisite: Honors Biology & Chemistry

See admissions Criteria for Advanced Placement Program

7.5 credits (Students taking AP Chemistry/Seminar must take both semesters of this program, including the spring semester).

The Advanced Placement Chemistry/Seminar course is recognized by nearly 3,000 universities throughout the world. It is a year-long course designed to be the equivalent of a college level introductory Chemistry course, such as would be taken by students in their first year of college. AP Chemistry/Seminar includes the topics regularly addressed in the college Chemistry course. This course is structured around the six big ideas articulated in the AP Chemistry curriculum framework provided by the College Board. A special emphasis will be placed on the seven science practices, which capture important aspects of the work that scientists engage in, with learning objectives that combine content with inquiry and reasoning skills.

## **ADVANCED PLACEMENT PHYSICS/SEMINAR**

Grade: 10, 11, 12

Prerequisite: Algebra I & Geometry

See Admission Criteria for Advanced Placement Program

7.5 credits (Students taking AP Physics/Seminar must take both semesters of this program, including the spring semester)

Advanced Placement Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound.

## **EPIDEMIOLOGY**

Grades: 11, 12

Prerequisite: Biology, and Chemistry or Physics

5 Credits

Epidemiologists study the distribution and determinants of health problems in populations and apply the learned information to control the health problems. Students will learn to identify epidemics, both real and simulated, determine how individuals with a given health problem are related, and discuss how the particular epidemic can be slowed or stopped. Students will be using writing and math skills extensively, as well as participating in daily discussions on current public health issues. Students will learn to conduct their own epidemiological experiments and participate in a class-driven service project in public health. This course is ideal for students who are interested in public health or medical fields.

## **FORENSIC SCIENCE**

Grade: 11, 12

Prerequisite: Environmental Science, Biology, Chemistry I recommended

5 credits

Forensic science is a laboratory based integrated science course combining elements of physics (ballistics, blood splatter analysis), chemistry (chromatography, residue analysis, drug analysis), and biology (DNA analysis, blood typing, forensic entomology). Other topics will include fingerprinting, autopsy reports, crime scene documentation, etc. This course will incorporate guest speakers from the local community. Students interested in problem solving and critical thinking will benefit. The integrated nature of this course is aimed at introducing concepts to students who are considering careers in military, law, etc. but can also be applied to a wide variety of other career fields.

## COURSES IN HEALTH & PHYSICAL EDUCATION

### PHYSICAL EDUCATION & HEALTH

Grade: 9, 10, 11, 12

Prerequisite: None

5 credits

These courses will consist of 5 weeks of Health and 15 weeks of Physical Education, with each receiving a separate grade.

The Physical Education components will include:

- fundamental fitness concepts
- sport skills in a variety of team and individual sport activities
- knowledge of physical and psychological benefits derived from health related fitness activities
- knowledge of rules, strategies, and sportsmanship behaviors will be reinforced
- related information concerning lifetime fitness maintenance will be taught.

If a student is “Unprepared” for PE class three times in one marking period, a loss of credit will occur and the student will be given a 50% for that marking period. (Unprepared for class means that the student failed to dress for class and/or refused to participate in the activity.)

#### **Procedures the teacher will follow if a student is Unprepared for PE class:**

- Unprepared #1-Email or Phone Call Home To Parent/Guardian
- Unprepared #2-Second Email or Phone Call Home To Parent/Guardian +Letter Sent Home by Administration
- Unprepared #3-Third Email Sent Home Informing Parent/Guardian that their son or daughter lost credit for the Marking Period

#### **The Health component for Grades 9, 11 and 12 will include:**

Wellness  
Mental Health  
Substance awareness  
Family life  
Disease study- Infections/Non-Infections  
Nutrition analysis  
Health assessments  
Dependency and intervention  
Effective Communication skills  
Structure and function of the human body  
Health Maintenance  
Identification of risk reduction and prevention strategies

**The Health component for Grade 10 will include:**

### **DRIVER EDUCATION**

Students will develop a basic understanding of our Highway Transportation System and the integrated role of the driver within that system. Varied use of workbook material, teacher lecture, class discussion, audiovisual material, guest speakers, and field trips will aid in the preparation and administration of the New Jersey State written exam. Progress will be measured through class participation, completion of assignments, and written evaluation material.

### **ALLIED HEALTH**

Grades: 10, 11, 12

Prerequisite: Biology, Health/PE 9

5 credits

Students who take this course will gain a wide variety of careers in the medical field, the history of medical advances, health insurance analysis, medical terminology, safety and infection control, and legal and ethical responsibilities. Students will be involved in hands on labs, research medical conditions, analyze the importance of nutrition and will explore the importance of keeping the human body physically fit. Students will be introduced to anatomical terms of the human body as well physiology. This is a great course for a student to take if they are interested in pursuing a career in the medical field.

### **ENHANCED PHYSICAL EDUCATION**

Grades: 11, 12

Prerequisite: 90% or higher in previous Health and PE course

5 credits (credits earned will not count towards State Graduation Requirements)

This course is for students that are looking to improve their physical fitness and knowledge to become a healthier individual. This course will meet in the gym for the entire semester where the student is responsible to change into PE attire for 20 weeks. Students will concentrate on a variety of team sports, lifestyle sports, circuit training and team building activities. This course is designed to develop fundamental fitness skills and knowledge. Topics include: safety, identifying weight room equipment, cardiovascular workouts, body sculpting, aerobic dance, calisthenics, core exercises, stretching, pilates, yoga and resistance training. Not only will the student participate in these various activities, they will also learn the basics of officiating and organizing team events. Upon completion, students should be able to successfully design and participate in a personal fitness program. Activities will take place in the gym, the turf fields, the weight room and auxiliary gym throughout the semester. Students are accountable for following the same rules and expectations as in a regular HE/PE course.

## **NEW JERSEY TEEN PREVENTION EDUCATION PROGRAM (Teen PEP)**

Grades: 10, 11, 12

Prerequisite: Student Application with Parent Signature and Interview

5 credits

*Note: In order to be enrolled in this course parents must complete a —Permission to Participate// form and student applicants will have to go through an interview process. Students interested in Teen PEP will participate in a selection process done by the Teen PEP stakeholders committee. The selection process consists of a personal interview, a written statement of interest and letters of recommendation.*

A student that takes this course will become a member of the NJ Teen PEP peer educators, which is a network of young people around the state taking an active role in educating peers about sexual health. This network, the New Jersey Teen Prevention Program, began in 1995 as a way to get students all over the state talking to each other about the dangers of risky sexual behavior. Students will have the chance to be a positive role model for their young peers and help them protect themselves from harmful consequences such as HIV/AIDS, sexually transmitted infections, and teen pregnancy. Students will build their competence in facilitating and leading discussions so that their peers acquire valuable skills including negotiation and refusal, problem-solving, decision-making and communication skills. Of course, as per New Jersey State Law, abstinence is stressed first.

## **INTRODUCTION TO YOGA**

Grades: 10, 11, 12

Prerequisites: 90% or higher in previous HPE and a submitted application

5 Credits (credits earned will not count towards State Graduation Requirements for HPE)

This course is for students that are looking to learn more about the practice of yoga and meditation. Throughout the semester, students will spend 2 days in the classroom each week learning yoga anatomy and terminology, in addition to the history, philosophy, and lifestyle of yoga. Students will spend 3 days each week learning proper alignment, etiquette, breathing techniques, and relaxation methods. By the end of the course, students will be able to successfully lead a yoga class.

## COURSES IN WORLD LANGUAGES

### **SPANISH IA**

Grades: 9, 10, 11, 12

Prerequisite: None

5 credits

Spanish IA is the first course in a two-course sequence in which students complete the study of Spanish I. This two-course sequence is designed to address the needs of those students who would clearly benefit from receiving more time in a Spanish I program in order to better understand language concepts and find greater success. With this additional time and adjusted pace, students have the opportunity to experience a greater utilization of hands on, concrete instructional strategies integrated with a variety of learning styles. The course offers the student the opportunity to learn the basic skills necessary to communicate in the Spanish language. The student will also be introduced to the geography and culture of Spanish-speaking countries. This will be accomplished through a series of explanations, oral and written exercises, readings, dialogues, tapes and videos. The student will be expected to maintain a notebook, actively participate in class activities and prepare for class activities by means of out-of-class study assignments and written exercises. After completing both Spanish IA and IB a student will fulfill the Bordentown Regional High School graduation requirement.

### **SPANISH IB**

Grades: 9, 10, 11, 12

Prerequisite: Spanish IA

5 credits

Spanish IB is the second course in a two-course sequence in which students complete the study of Spanish I. This two-course sequence is designed to address the needs of those students who would clearly benefit from receiving more time in a Spanish I program in order to better understand language concepts and find greater success. With this additional time and adjusted pace, students have the opportunity to experience a greater utilization of hands on, concrete instructional strategies integrated with a variety of learning styles. The student will also be introduced to the geography and culture of Spanish-speaking countries. After completing both Spanish IA and IB a student will fulfill the Bordentown Regional High School graduation requirement.

### **SPANISH I**

Grades: 9, 10, 11, 12

Prerequisite: None

5 credits

The course offers the student the opportunity to learn the basic skills necessary to communicate in the Spanish language. The student will also be introduced to the geography and culture of Spanish-speaking countries. This will be accomplished through a series of explanations, oral and written exercises, readings, dialogues, tapes and videos. Upon successful completion of this course, the student should have mastered the basic skills necessary to continue the study of the Spanish language, which will increase his/her ability to communicate in Spanish.

## **SPANISH II**

Grades: 10, 11, 12

Prerequisite: Spanish I or Department Approval

5 credits

Spanish II offers the student the opportunity to further his/her knowledge of the basic skills needed to speak, read, write, and understand the Spanish language. The student will also continue the study of geography and culture. Knowledge will be acquired through readings in Spanish, class discussions, homework, and taped and written exercises. Upon successful completion of the course, the student should have mastered skills needed to continue the study of the Spanish language to read, write, speak, and listen in Spanish.

## **SPANISH III**

Grades: 10, 11, 12

Prerequisite: Spanish II

5 credits

This course offers the student the opportunity to refine the reading, writing, speaking, and listening skills learned in the Spanish I and II courses. The student will continue to increase his/her skills of communication and knowledge of the Spanish culture. This will be accomplished through a series of explanations, oral and written exercises, review drills, readings, and dialogues. The class will be conducted mainly in Spanish. The student will be expected to speak only the Spanish language throughout the class period. Upon successful completion of this course, the student should have acquired an increased ability to use the skills necessary to communicate in the Spanish language.

## **SPANISH IV**

Grades: 10, 11, 12

Prerequisite: Spanish III with an average of 80 or above

5 credits

Spanish IV offers the above average or gifted modern language student the opportunity for further refinement and development of communication skills in the language of his or her choice. Projects in reading classic and modern literature as well as opportunities for speaking, writing, and listening activities will be provided in activities designed to meet the needs, interests, and abilities of the students. The student electing this course will have exhibited proficiency in reading, writing, speaking and listening in Spanish. Students who successfully complete Spanish IV should be able to generate and sustain communication in Spanish with an observable degree of fluency.

## **SPANISH V HONORS**

Grades: 11, 12

Prerequisite: Spanish IV with an average of 85 or above.

5 credits

This course will focus on Hispanic literature including classics and contemporary selections. In addition, students will be offered a comprehensive review of Spanish structure to help them communicate on a more advanced level. The student selecting this course will have exhibited advanced proficiency in reading, writing, speaking and listening in Spanish. Upon completion of this course, students will be able to generate and sustain a conversation with an observable degree of fluency.

## **SPANISH FOR NATIVE SPEAKERS**

Grades: 9, 10, 11, 12

Prerequisites: Native Speaker

5 Credits

Students will improve their reading and speaking skills through extensive reading and discussion of Hispanic literature, legends of Latin America, Spanish classic literature, newspaper and magazine articles on current events. Written compositions and group discussions of Spanish movies will further enhance student's communicative skills. Students identify causes and effects of the conquest of the Americas, by identifying pre-Columbian civilizations such as the Mayas, Aztec, Incas, and Tainos. Students will recognize the influence of historical events in the Hispanic culture. Students will research career fields where they can use their bilingual skills. Students will develop a sense of dignity and pride for their Hispanic heritage and the Spanish language.

The course is conducted in Spanish only.

## **FRENCH I**

Grades: 9, 10, 11, 12

Prerequisite: None

5 credits

French I offers the opportunity to develop basic skills for communicating in French. The student will also be introduced to the cultures and geography of French speaking countries. S/he will practice listening and speaking, reading, and writing skills with emphasis on listening and speaking. French will be used as often as possible in the classroom. Upon successful completion of this course, the student should have grasped the basics necessary for perfecting his/her skills for understanding and communicating with people in French.

## **FRENCH II**

Grades: 9, 10, 11, 12

Prerequisite: French I

5 credits

French II offers the opportunity to increase the mastery of the basic skills introduced in French I. The student will continue to practice communicating in French using listening, speaking, reading, and writing skills. There will be increased exposure to the cultures and geography of French speaking countries. French will be spoken extensively in this class. Upon successful completion of this course, the ability to communicate with others in French should have increased.

## **FRENCH III**

Grades: 10, 11, 12

Prerequisite: French II

5 credits

French III offers the student the opportunity to perfect and exercise the basic skills acquired in French I and II. S/he will continue to practice listening, speaking, reading, and writing skills. A variety of methods and materials will be used to help increase command of French through use of the active participation in student-centered language learning activities. The student will be expected to speak primarily in the French language throughout the class period. Progress will be evaluated through frequent tests in reading, writing, speaking, and listening.

## **FRENCH IV**

Grades: 11, 12

Prerequisite: French III with an average of 80 or above

5 credits

French IV offers the above average or gifted modern language student the opportunity for further refinement and development of communication skills in French. Projects in reading classic and modern literature as well as opportunities for speaking, writing, and listening activities will be provided to meet the needs, interests, and abilities of the students. The student electing this course will have exhibited proficiency in reading, writing, speaking, and listening in French. Students who successfully complete French IV should be able to generate and sustain communication in French with an observable degree of fluency.

## **AMERICAN SIGN LANGUAGE I**

Grades: 9, 10, 11, 12

Prerequisite: None

5 credits

This beginning level course in American Sign Language (ASL) introduces students to the 4th most used language in the U.S. Deaf Culture and History are integrated into the instruction of the basics of ASL grammar and syntax, vocabulary, fingerspelling, numbers and visual-manual communication. Projects, presentations, skill-building activities and games as well as interactive communication will be used to enhance and enrich developing expressive and receptive skills in the target language. ASL has been recognized by the state of NJ as fulfilling the foreign language requirement for high school graduation plans. Due to the nature of this course, class size will be limited to 18 students.

## **AMERICAN SIGN LANGUAGE II**

Grades: 9, 10, 11, 12

Prerequisite: American Sign Language I

5 credits

This course will continue the study of American Sign Language in an environment devoid of voicing. The use of classifiers, facial grammar, fluent finger spelling, and continued vocabulary development will be emphasized. More complex grammatical structures will be introduced and students will participate in various role-playing activities. Students will continue to gain an understanding of Deaf Culture which may include field trips, assemblies and classroom visits from Deaf presenters.

## **COURSES IN VISUAL & PERFORMING ARTS**

### **EXPLORING ART**

Grades: 9, 10, 11, 12

Prerequisite: None

5 credits

This introductory level class is designed to provide students with the opportunity to explore art history and art making through the use of various media, tools and techniques. Emphasis is placed on basic art techniques that incorporate the elements of art. Both two-dimensional and three-dimensional media will be used. After learning about specific art forms or artist styles, students are encouraged to develop creative problem solving solutions when creating original artwork.

### **ART I: DRAWING AND COMPOSITION**

Grades: 9, 10, 11, 12

Prerequisite: Exploring Art and/or Department Approval

5 credits

This course is designed for students interested in visual arts as hobby, as well as those seeking to advance toward a career. Elements and principles of design will be taught as the framework with a focus on drawing techniques and composition. Color theory and color mixing will be introduced. Students will be exposed to a variety of 2-D media and techniques. Students will be required to keep an artist's sketchbook. Students will explore and respond to information about artists and concepts in art history, aesthetics, and art criticism.

### **ART II: INTERMEDIATE STUDIO ART**

Grades: 9, 10, 11, 12

Prerequisite: Art I

5 credits

Art II is a continuation course for those students interested in art as a major course of study. Students will further investigate and experience various 2-D and 3-D media in greater detail. Students will be required to keep an artist's sketchbook. Art history, aesthetics, and art criticism will continue to be emphasized and explored.

### **ART III: GENERAL PORTFOLIO DEVELOPMENT**

Grades: 10, 11, 12

Prerequisite: Art II

5 credits

This course is designed for those students preparing artist portfolios for college entry or career planning. Students will create larger and more extensive projects incorporating new skills in addition to theory and techniques learned in Art I and Art II. There will be a continuation of study of Art Criticism and Aesthetics. However, students will be expected to familiarize themselves with Contemporary Artists. Sketchbooks will also be assigned with self-directed entries. Students will be given opportunities to display their work.

### **ART IV: AP STUDIO ART (2D OR DRAWING)**

Grades: 11, 12

Prerequisite: Art III

5 credits

Students taking this AP course will be required to complete work according to the requirements of an introductory college level art course. The student must develop a concentration or series of art work organized around a compelling visual concept. The quality of work submitted must demonstrate creative understanding of the formal elements, as well as media skill and a serious investigation of ideas which relate to art-making, history, aesthetics and critique. Students will be exposed to self-promoting skills such as mounting/matting their work and photographing their work. The works submitted for portfolio will be reviewed by the Advance Placement board and students earning scores of 3, 4 or 5 are likely to earn collegiate credit in most colleges and universities. Students are expected to work outside of class time, as well as research their subject matter after school, at home, in a museum or local art show. Students will be asked to exhibit their series of artwork and submit an artist's statement at the completion of the course. A culminating project will be the submission of a digital portfolio.

### **CERAMICS I**

Grades: 10, 11, 12

Prerequisites: Exploring Art or Art I

5 Credits

This course is designed to provide students with the experience of using clay as an artistic medium. Students will develop understandings of the technical aspects of ceramics related to hand building and as an introduction to throwing on a potter's wheel. Students will be also provided with opportunities to study the history of the ceramic art form as well as experience the various techniques by which it is produced. Students will be required to keep a ceramicists log book and are responsible for the design and completion of several fired projects throughout the semester.

## **CERAMICS II**

Prerequisite: Ceramics I

Grades: 10, 11, 12

5 credits

Ceramics II is an intermediate/advanced level course where students use clay as an artistic media. Hand building techniques learned in Ceramics I are further explored as well as new or alternative methods to hand building and surface manipulation. Students in Ceramics will also have the opportunity to use the Potter's Wheel extensively. Various clay bodies and glazes will be used in the creation of more developed projects based on advanced concepts in functional and non-functional ceramics.

## **GRAPHIC DESIGN I**

Grades: 9, 10, 11, 12

Prerequisite: None

5 Credits

A Graphic Designer is a professional who creates the graphics primarily for publishing, printing or electronic media. Graphic design is used whenever visual intricacy and creativity are applied to the presentation of text and imagery. The primary tool for graphic design is the creative mind. This course presents the basic principles of graphic design and explores them through problem solving assignments. It gives an overview of the graphic design field and professional working methods. Main units in this course will be components of page layout, using color effectively and typography as an art form and its place and importance in graphic design, digital illustration and introducing photo manipulation in digital photography. The class will lead to the design and production of t-shirts, corporate identity, digital collages, and posters.

## **GRAPHIC DESIGN II**

Grades: 10, 11, 12

Prerequisite: Introduction to Graphic Design

5 Credits

Graphic Design II continues the study of the creative process of graphic design. Students will further enhance their creative design skills by taking a closer look at the industry's areas of study such as brand identity, consumer packaging and page layout. Using the elements and principles of design, students are introduced to digital photography while build on their technical skill in photograph manipulation using Photoshop CS3. Students will continue with the process of digital illustration and will produce original, creative publications for the school community along with scanning and color printing.

## **DIGITAL PHOTOGRAPHY**

Grades 9, 10, 11, 12

5 Credits

Prerequisite: Graphic Design I

This course is a beginning study in Digital Photography. The class is structured around projects emphasizing photographic elements. It will introduce the student to the principles of contemporary media as a verbal and visual means of communication in today's society. Student photographs will be edited and transformed using photo editing software.

## **3D STUDIO ART**

Grades 9, 10, 11, 12

5 Credits

Prerequisite: none

Students taking 3-D Studio will engage in focused exploration of three-dimensional processes and materials as well as develop the ability to analyze form and spatial relationships. Students will create projects utilizing a variety of materials and approaches in Crafts, including but not limited to: fibers, bookbinding, papermaking, weaving and metalwork. Students will also create projects utilizing a variety of materials and approaches in Sculpture, including but not limited to: plastercraft, casting, assemblage, wirework and carving.

## **TOPICS IN ART HISTORY**

Grades 9, 10, 11, 12

5 Credits

Prerequisite: One Visual Art Course

Students taking Topics in Art History will engage in learning experiences that encompass art history, art criticism, aesthetics, and some art production. Students will study works of art and artifacts from world cultures, engage in historically relevant studio activities; utilize research skills to discover social, political, economic, technological, environmental, and/or historical trends and connections. Students will analyze, interpret, theorize, and make informed judgments about artwork and the nature of art while incorporating literacy and presentational skills.

## **THEATRE**

Grades: 9, 10, 11, 12

Prerequisite: None

5 credits

This class invites students to explore and understand basic elements of theater and theatrical performance. Emphasis is placed on past and present Broadway shows, playwriting, character development and script evaluation. Students will have opportunities to read and discuss various scripts. Aspects of theatrical history from its earliest forms through the English Renaissance will be presented along with the major works influenced by each time period. Students will enjoy working independently and in small groups as they explore the elements of performance through the use of proven theatrical games and activities and monologues.

## **ADVANCED THEATRE**

Grades: 10, 11, 12

Prerequisite: Successful completion of Theatre

5 Credits

In this course, students who are interested in theatre will continue to develop the skills introduced in the Theatre course. Emphasis will be placed on advanced monologues and scene work as well as how to approach a script for performance. Technical aspects of theatre, including set and costume design, makeup design and playwriting will be explored. An in-depth analysis of classic works (from Shakespeare to present day) will be included. Students will have the opportunity to participate in a performance for elementary school students.

## **VOCAL TECHNIQUES**

Grades: 9, 10, 11, 12

Prerequisite: None

5 credits

This is a training class in which students who are interested in singing in an ensemble learn proper vocal techniques, sight singing, and music reading. While this class will learn to sing music from various styles, they may or may not perform at the concerts at the discretion of the director.

## **CORE CHOIR**

Grades: 9, 10, 11, 12

Prerequisites: Instructor Approval and one semester Vocal Techniques  
5 credits

Core Choir sings traditional choral literature from various periods at four major concerts each year. Students' progress will be evaluated continuously through class participation, vocal development, oral exams and demonstrations of music vocabulary and notation by mid-term and final examinations. Core Choir can be taken as a semester course.

## **CHORALE**

Grades: 9, 10, 11, 12

Prerequisite: Successful completion of Vocal Techniques and approval of Director  
5 credits

This is a women's ensemble and companion to Core Choir, which will meet all year and will focus on serious choral literature written for three or four parts. Music will be chosen from classical to contemporary with an ear toward pieces which will provide solid training in vocal quality as well as balance and blend. Women will be chosen for Chorale based on the need to adequately balance the ensemble. Women will be in either Core Choir or Chorale but not both, although there may be some exceptions to this general rule.

## **SHOW CHOIR**

Grades: 10, 11, 12

Prerequisites: Instructor approval and Vocal Techniques  
5 credits

Show Choir performs swing, jazz, pop, and show music with choreography. Students must pass a vocal and dance audition to be considered for membership. This ensemble performs at four major concerts each year and occasionally will perform in and around the community. Students are required to take Core Choir or Chorale, schedule permitting, concurrently with this course.

## **GIRL'S SHOW CHOIR**

Grades: 9, 10, 11, 12

Prerequisite: Instructor Approval and Vocal Techniques  
5 credits

Girl's Show Choir will follow the same format as the mixed Show Choir. Students must pass a dance as well as a vocal audition to be considered for membership. This ensemble performs at two major concerts each year and occasionally will perform in and around the community. Students are required to take Core Choir or Chorale, schedule permitting, concurrently with this course.

## **MEN'S CHOIR**

Grades: 9, 10, 11, 12

Prerequisite: Instructor Approval and Vocal Techniques

5 credits

Men's Chorus is a performance based vocal music course for men of all grade levels. Students will not only cover repertoire and performance, they will study history, social connections to music, critiques, and music appreciation. This will be a non-auditioned course and all interested male singers may enroll. Goals are to expose young men to the art of singing and gain self-confidence, to learn and understand musical notation, and grow with the help of friends, a larger understanding of each other, self-confidence, and self-expression. Assessments will be oral, written, and performance based.

Students who have not taken Vocal Techniques should be interviewed by the high school choir director to ascertain that the student understands the requirements of this course, which include singing in two major concerts. Men's Chorus will expand upon technique for vocal performance and repertoire by focusing on the uniqueness of the changing voices of young men. Students will study and perform various styles of music.

## **HONORS CHOIR**

Grades: 10, 11, 12

Prerequisite: Instructor Approval and Vocal Techniques, See Admission Criteria for Honors Program, Page 9.

5 credits

The Honors Choir is a mixed group which sings music primarily from the Medieval-Renaissance period (14<sup>th</sup> through 17<sup>th</sup> centuries). Students will learn vocal techniques exclusive to this style of singing, which includes singing a capella, and the vocal skills necessary to produce the clear, non-vibrato tone required by this music. Students will be selected through audition. The class is a year-long course. Students will develop a deep appreciation for medieval culture and this unique musical genre by having opportunities to perform as Madrigals, quite possibly in authentic medieval costume. Students are required to take Core Choir or Chorale, schedule permitting, concurrently with this course.

Note: Students may elect to take this performance-based course more than once and earn BRHS graduation credits for each successful semester. As students take this class, it becomes more difficult. Second year madrigals students are required to provide more focus, time requirement, and vocal manipulation. Sight singing is mandatory for second year madrigals students. Third year madrigals students are required to sight sing, as well as provide focused time and perfected vocals. Third year students will also be expected to contribute coaching and direction to the ensemble. All students in this ensemble will be required to give time above and beyond the classroom for concerts, solo and group performance, and the nightly study of music.

## **MUSIC THEORY I**

Grades: 9, 10, 11, 12

Prerequisite: Ability to play an instrument is recommended  
5 credits

This course is designed for students who want to become literate in the basic language of music. Students in Music Theory I will develop all of the basic skills to fulfill the goal of understanding and playing basic music composition. Students will work on skills such as: ear training, sight reading, internal study, chord study, melodic dictation, basic composition, transposition and harmonic counterpoint. Foundational Theory I units include: Aural Theory, General Music Theory, Rhythm Reading and Dictation, Chord Study, Triads, Structure, Chord Progressions, Basic Arranging, Basic Composing, Four-Part Harmony and Introduction to Basic Counterpoint. This course may be offered on a rotating basis with Music Theory II.

## **MUSIC THEORY II**

Grades: 10, 11, 12

Prerequisite: Music Theory I or Department approval  
5 credits

This is a course designed for students who display high degree of musical interest and talent. Aural, sight singing, written analytical and compositional skills are developed through written, visual and audio stimuli. Students should be in the advanced study level of their primary instrument and have a thorough knowledge of scales, music notation, musical terms, chord structure and scale structure. Students in Music Theory II will have the opportunity to submit compositions to be performed by the vocal and musical groups in the school. Students in Music Theory II will develop all of the skills to fulfill the goal of composing and arranging music. Advanced Theory unit, include: Advanced Aural Theory, Advanced Rhythm Reading and Dictation, Structure, Chord Progressions, Advanced Arranging (full band/orchestral), Advanced Composing, Advanced Four-Part Harmony and Counterpoint. This course may be offered on a rotating basis with Music Theory I.

## **CONCERT BAND**

Grades: 9, 10, 11, 12

Prerequisite: Audition or Department Approval  
5 credits (This course runs all-yearlong)

Students in concert band follow an audition process. Good tone, memorization skills and hand-eye coordination are necessary. Students will learn performance skills necessary to perform high level repertoire in concert band music. Cooperation between band members is vital to the band's overall performance. Creating a greater sense of community is another important role of the band. After taking this course, students will be aware of many new responsibilities. Their responsibility to the musical group will inevitably help them in future life. They will also be realistically preparing for future work as a member of a college band or a professional ensemble. Students will perform in various concerts throughout the school year.

## **JAZZ ENSEMBLE**

Grades: 9, 10, 11, 12

Prerequisite: Department approval or audition

5 credits (This course runs all-yearlong)

This course focuses on the development of the students' music literacy, performance and listening skills through listening and ensemble performance of a variety of Jazz styles and techniques. These will include Swing, Blues, Fusion, Dixieland, Afro-Cuban, Samba, Bossa-Nova, Ballad, Be-Bop and Ragtime. This group will prepare a significant assortment of musical compositions for public performance. Students will also engage in the study of this great American art form, learning about its roots, history, greatest artists, and its world-wide impact. Student grades are determined through assessment of the students' performance in class, tests and projects, as well as, in required culminating concert performances.

## **STRING ORCHESTRA**

Grades: 9, 10, 11, 12

Prerequisite: Eighth Grade Orchestra or Department approval

5 credits (This course runs all-yearlong)

This is a performing ensemble for string instrument players. Training is provided in the technical skills and music reading skills needed to perform orchestral literature. This class will also provide instruction and performance in string orchestra and full orchestra, as well as ensembles. Students will perform music from a broad range of styles. Weekly tests will be given on scales, arpeggios, and performance literature. This is a full year class. Attendance at scheduled performances and after school rehearsals is mandatory and part of the required class work. Students are encouraged to participate in appropriate enrichment opportunities, such as private lessons, Region III Orchestra, All State Orchestra, Teen Arts Festival and various community orchestras. Students must provide their own instruments.

## COURSES IN BUSINESS EDUCATION

### **ACCOUNTING I**

Grades: 9, 10, 11, 12

Prerequisite: None

5 credits

In this course, students will receive instruction in the set-up organization, maintenance of the accounting records and books of a business. The student will learn to journalize transactions, post and prepare financial statements. A student completing this course will have developed the basic accounting skills and the necessary values and attitudes needed for future entry into the field of accounting. The students are expected to continue the following year in Accounting II.

### **ACCOUNTING II**

Grades: 10, 11, 12

Prerequisite: Accounting I

5 credits

The Accounting II course begins with a general review of the basic accounting principles and procedures covered in the Accounting I course. The course will then focus on specialized accounting areas such as purchases and cash payments, sales and cash receipts and the journalizing and posting of these to the special journals of a business. Units in inventory control, payroll, voucher systems, departmentalized accounting, depreciation, accrued revenues and expenses, and bad debts will also be taught. Partnership and corporation accounting principles and practices will be featured through projects integrating automated accounting.

### **HOSPITALITY AND TOURISM**

Grades: 9, 10, 11, 12

Prerequisite: none

5 credits

An introductory course providing an overview of the structure and scope of the travel/tourism and hospitality industries. This course examines the components of the tourism industry: transportation, accommodation, food and beverage, facilities planning and management, customer service, and attractions. Additional sources of learning- field trips and guest speakers.

## **INTRODUCTION TO INVESTING**

Grades: 9, 10, 11, 12

Prerequisite: none

5 credits

This course offers students an introduction to investing. Students will learn why investing is important and how to invest wisely so profits are earned over the long run. Students will be introduced to many investment vehicles such as stocks, bonds and alternative investments. Students will learn about the concept of compounding and how to create a diversified investment portfolio. They will learn how to analyze these investment vehicles by learning about topics such as value, growth, speculative, and leverage. Lastly, students will apply their new knowledge by participating in an investment simulation where they will build an investment portfolio and see how it performs in different financial market environments.

## **ENTREPRENEURSHIP**

Grades: 9, 10, 11, 12

Prerequisite: None

5 credits

This course offers students an introduction to business as well as exposure to the process of running their own businesses. Topics range from the fundamental characteristics of a business to the social and ethical environment of business to creating a business plan. Students will have the opportunity to utilize computers, the Internet, and other technology to explore profiles of successful business leaders, challenges in the business world, and to undertake individual and group activities/projects that will enable them to launch their own business ideas.

## **MARKETING EDUCATION**

Grades: 10, 11, 12

Prerequisites: None

5 credits

This is an introductory course to the basic principles of marketing. The principles and practices of marketing, merchandising, and management will be featured. The Marketing units of study will also focus on advertising, display, selling, human relations, and market research. Students will display their understanding and comprehension through classroom assignments, projects, role-playing

## **MARKETING ENTERTAINMENT**

Grades: 11, 12  
Prerequisite: None  
5 credits

Marketing Entertainment is a specialized course for students with a career interest in the business of entertainment, sports and/or hospitality. In addition to providing a fundamental knowledge of the business of marketing, this course is designed to equip students with entry-level competencies in the area of sponsorship, promotion, advertising, legal contracts, agents, event marketing, communications, management and leadership styles, media relations, marketing through endorsements, licensing, and logos. Knowledge of Adobe Photoshop or Illustrator is helpful but not required.

## **INTRODUCTION TO FINANCIAL LITERACY**

Grades: 11  
Prerequisite: None  
2.5 credits each (paired with Introduction to Business)

In this course, students will study the fundamentals of personal and business financial literacy. Through this study of economics, students will examine how humans attempt to satisfy unlimited wants and needs through the use of relatively scarce resources. The class will include an overview of microeconomics, the behavior and decision making by individuals and companies and macroeconomics, which addresses the behavior of a national or regional economy. The course will cover areas such as supply and demand, the theory of production, pricing, labor, wages, taxation, government spending and financial markets by focusing on current economic issues and trends. This course will employ interactive technology to simulate real world financial experiences for students. This course runs as a half-semester companion course to the Introduction to Business course. This course satisfies the financial literacy graduation requirement.

## **INTRODUCTION TO BUSINESS**

Grades: 11  
Prerequisite: None  
2.5 credits each (paired with Financial Literacy)

This course will introduce students to the world of business and help them prepare for the economic roles of consumer, worker, entrepreneur and citizen. The class will offer a contemporary view of various business topics and focus on current issues and trends affecting businesses and consumers. Topics such as business operations, small business management, and hospitality/marketing tourism will be covered. Each topic will include a focus on careers that will enhance the student's knowledge of career opportunities and paths. This course runs as a half-semester companion course to the Introduction to Financial Literacy course.

## **ADVANCED PLACEMENT MICROECONOMICS/SEMINAR**

Grades: 11, 12

Prerequisite: None

7.5 Credits (Students taking AP Microeconomics/Seminar must take both semesters of this program, including the spring semester).

The Advanced Placement program in Microeconomics is a year-long course. It is designed to provide able and motivated students a thorough understanding of the principles of economics that apply to a smaller portion of the economics system. Microeconomics applies to markets where goods or services are bought and sold. Microeconomics examines how these decisions and behaviors affect the supply and demand for goods and services, which determines prices, and how prices, in turn, determine the quantity supplied and quantity demanded of goods and services.

This course satisfies the financial literacy graduation requirement.

## COURSES IN CAREERS

### **TOMORROW'S TEACHERS**

Grade: 11, 12

Prerequisite: Application Process

5 credits

This program is designed for those students who feel they may be called to serve this world as future educators. The program will provide them with the knowledge and practical experience to confirm their calling and to prepare them to pursue teacher education programs at the collegiate level. All students accepted into the program will have automatic membership in the New Jersey Future Educators' Association and will be able to participate in NJFEA conferences and service projects.

Students also have an opportunity through Rider University to receive college credit for participating in the Tomorrows Teacher's program. The Application Process will begin in January of each school year.

### **COLLEGE/CAREER EXPLORATIONS**

Grades: 12 (approval required for juniors)

Prerequisite: None

5 Credits

This is an introductory career exploration course where students will begin the process of exploring careers. This course will help students first determine who they are and what they want from life. By completing a variety of interest surveys and portfolio activities, students develop a personal profile that identifies their values, aptitudes, skills, and strengths. The profile is used as a foundation to explore and research relevant careers within their interest area. Education requirements required for specific jobs and careers will be researched to enlighten students on the additional schooling needed to achieve specific careers. They will begin the college application process, which allow them to see the requirements necessary to continue their educational career. Students will continue the process of career exploration by developing valuable workplace readiness skills. The students will simulate the entire job application process by researching job openings from a variety of sources, including the Internet, creating resumes and participating in mock job interviews. In addition, issues surrounding workplace ethics, workplace safety, workforce expectations, and workplace legal matters will be covered.

## **DIVERSIFIED BUSINESS OCCUPATIONS**

Grade: 12

Prerequisite: Additional course in the Business Department

5 Credits – 2.5 credits count toward Financial Literacy requirement

Students will develop personal qualities and entry level workplace readiness skills needed for success in office, marketing, retail or industrial careers. Units of study will cover the following: initial job searching, interviewing, work place safety, sexual harassment in the workplace, budgeting, taxes, payroll and personal finances. Instruction is geared to help students develop a broader understanding and appreciation of the personal, social, and economic responsibilities of American workers. This course is taken in conjunction with the Cooperative Work Program. This course offers a semester or full year option.

## **COOPERATIVE WORK PROGRAM**

Grade: 12

Prerequisite: Must take Diversified Business Occupations in conjunction with this course

10 credits/12.5 credits, 5 credits if only one semester

This program is offered to seniors who are enrolled in Diversified Business Occupations. It is an on-the-job training program whereby selected students leave school in the afternoon and are employed in local businesses and governmental fields. Previous attendance records and grades in business and marketing courses are considered. An individualized training program is arranged for each student by the employer, the student-employee, and the Diversified Business Occupations Coordinator. The student-employee is expected to learn and accurately perform those duties listed in the training agreement. Continuous evaluation is provided through the Coordinator's visits to the workstation and quarterly written evaluations by the employer. Upon completion of this experience, the student-employee will have gained valuable work experience in the business field.

## RESPONSIBLE CITIZENSHIP/INTERNSHIP/SCHOOL-TO-CAREERS

Grade: 12

Prerequisite: none

10 credits

Responsible Citizenship and School-To-Careers will be offered to seniors in one semester block. This course will have a curriculum component that will include: career education, internships, problems of democracy, responsible citizenship topics, and community service as part of the related course. Students will receive 5.0 credits for the Responsible Citizenship/School-To-Careers course and 5.0 credits for the Internship course which is scheduled during Period 7. Both courses must be taken during the same semester. A new way of preparing young people for their ultimate entry into the workplace, School-To-Careers also encourages schools at secondary and post-secondary levels to develop school-to-work systems cooperatively-together with employers, unions, civic groups, and other private sector organizations." Bordentown Regional High School will, therefore, offer senior students the opportunity to take part in the internships, mentorship's, job shadowing and other activities within the school and outside the school under the direction and supervision of the School-To-Careers Coordinator. In order to be scheduled for this course, students must apply for selection, meet the requirements detailed in the School-To-Careers Program Handbook, and receive the approval of the School-To-Careers Coordinator.

**\*\*\* Students who have a disciplinary record that includes any suspension (in or out) will not be eligible for the internship program.**

## **COURSES IN COMPUTER EDUCATION**

### **WEB PAGE DESIGN**

Grades: 10, 11, 12

Prerequisite: none

5 credits

This elective course is designed for those students who wish to expand their interest and develop skills in the planning, designing, and creation of websites. The course will cover the following: creating a new website, working with folders, page views, hyperlinks views, viewing web pages, moving and copying files, importing web content, working with web images, positioning images and placing text, managing web pages, changing colors, applying borders and shading, adding sound and video, working with tables and frames, creating marquees, inserting animated buttons, working with forms, and adding labels. Students will also have hands-on experience in the use of basic HTML and FLASH programming languages.

### **INTRODUCTION TO COMPUTER SCIENCE IN PYTHON**

Grades: 9, 10, 11, 12

Prerequisite: None

5 credits

Introduction to Computer Science in Python curriculum teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem solving skills. Python is one of the most widely used programming languages and teaching the foundations of computer science and basic programming with Python will help students pursue higher levels of programming in Python.

### **ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES**

Grades: 10, 11, 12

Prerequisite: Algebra I

5 credits

AP Computer Science Principles is a rigorous entry-level course that introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career. This course covers a broad range of fundamental topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing and is meant to be the equivalent of an entry-level computer science course for non-CS majors. This course will prepare students for the AP end-of-course exam and provide students with the opportunity to prepare and submit the Explore and Create Performance Tasks, also part of the College Board's AP assessment.

## **ADVANCED PLACEMENT COMPUTER SCIENCE A (aka AP PROGRAMMING)**

Grades: 11, 12

Prerequisite: Introduction to Computer Science in Python or AP Computer Science Principles

See Admission Criteria for Advanced Placement Program

7.5 credits (Students taking AP English/Seminar must take both semesters of this program, including the spring seminar).

Students will learn to design and implement computer programs that solve problems relevant to today's society, including art, media, and engineering. AP Computer Science A teaches object-oriented programming using the Java language and is meant to be the equivalent of a first semester, college-level course in computer science. It will emphasize problem solving and algorithm development, and use hands-on experiences and examples so that students can apply programming tools and solve complex problems. This course will prepare students for the end-of-course AP Exam.

## COURSES IN FAMILY & CONSUMER SCIENCE

### CHILD CARE & DEVELOPMENT

Grades: 9, 10, 11, 12

Prerequisite: None

5 credits

Child Development is a course offered to 9<sup>th</sup> through 12<sup>th</sup> grade students. This course is designed to help students become more aware of the increasing importance of caring for children effectively. This course is designed to teach practical ways for high school students to guide preschool children through a variety of daily experiences in a safe, challenging and educational manner. Successful involvement with preschool children begins by understanding the impact and principles of brain development. Early experiences help to determine brain structure, thus shaping the way people learn, think and behave for the rest of their lives. An important part of the childcare course involves creating a safe, healthy, and nourishing environment. It also helps to provide positive thinking and helps to encourage enthusiasm for learning.

Students also participate in Baby Think It Over, a computerized infant simulator, designed to help them understand what it is like to be a main caregiver of a baby and the challenges that may arise being a parent/caregiver.

A hands-on lab with three and four-year-olds is an integral part of the program. Students prepare lessons plans, create bulletin boards, and prepare updated reports using the computer as a resource tool. Students will observe the preschoolers for growth and development. Topics of early child development, including nutrition, reading to children, and emergencies, will be explored through the use of videos, CDs, websites, textbooks, guest speakers, field trips, and lab activities. Students will use this course to be aware of the challenges of teenage parenthood as well as possible career paths later in life.

### FAMILY & CONSUMER SCIENCE

Grades: 9, 10, 11, 12

Prerequisite: None

5 credits

The Foods & Nutrition I course is designed to explore nutrition-related health concerns, basic food preparation, use of home management techniques and the safe use of small and large home appliances. The course topics include: safety in the home, culinary food presentation, appropriate etiquette and table manners. This course shows students how food affects life, along with the nutritional needs and safeguarding the family health. Detailed study of dairy, quick breads, meats, eggs, and vegetables will be explored through lab experiences. Students will also explore meal planning, wise consumer buying practices, saving, recycling and reduction of chemicals in our environment. Students will prepare a variety of food labs throughout the semester.

## COURSES IN TECHNOLOGY EDUCATION

### **MATERIALS & PROCESSING TECHNOLOGY I**

Grades: 9, 10, 11, 12

Prerequisite: None

5 Credits

This course is an introduction to design and manufacturing using wood, metal and plastics in addition to other materials. It is designed to provide skills and a knowledge base useful to students with little or no background in this area. Topics covered include planning, material and cost calculation, measurement, cutting, shaping, forming, molding, smoothing and finishing. The safe and effective use of tools related processing different types of materials is basic to this course and includes lecture/demonstrations and testing on all equipment.

Experiences in manufacturing and design play an integral part in a student's general education. The processes and practices taught in this course are of benefit for the hobbyist or the student considering a career in any phase of manufacturing, design or engineering.

Note: Students will be required to pay for excessive material used, beyond a predetermined budget

### **MATERIALS & PROCESSING TECHNOLOGY II**

Grades: 9, 10, 11, 12

Prerequisite: Materials & Processing Technology I

5 Credits

This course is designed as a continuation of processes and practices covered in the Materials & Processing Technology I course. It is intended to provide skills and a knowledge base useful to students with a genuine interest and introductory background in this area. A more in-depth study of the topics covered in the first year course will be provided with extra emphasis on more complex equipment and processes, such as Computer Numerical Control machines and a manufacturing production run. Required lecture/demonstrations and testing on all equipment are basic to the completion of this course.

Experiences in manufacturing and design play an integral part in a student's general education. The processes and practices taught in this course are of benefit for the hobbyist or the student considering a career in any phase of manufacturing, design or engineering.

Note: Students will be required to pay for excessive material used, beyond a predetermined budget.

## **ENGINEERING DESIGN & TECHNOLOGY**

Grades: 9, 10, 11, 12

Prerequisite: Materials & Processing Technology I

5 credits

This course is designed to be an introductory course in the Design & Technology department. It is intended to provide skills and a knowledge base useful if you plan to become an engineer or are just interested in how things work. Students will be provided with an opportunity to learn valuable skills such as: problem solving, design, creative thinking, team work, and applied math and science. Students will gain knowledge of technology, engineering, systems, resources, processes, controls, optimization, trade-offs and the social and economic impacts of technology. Projects will be completed by designing, building, and testing solutions to problems.

## **MECHANICAL & ARCHITECTURAL DRAFTING**

Grades: 9, 10, 11, 12

Prerequisite: None; however, Engineering Design and Technology is recommended

5 credits

*NOTE: Students taking this course are eligible to earn college credit through the Fairleigh Dickinson University Middle College Program.*

This course is a combination of concepts taught in the previous Drafting & Design Technology I and Drafting & Design Technology II courses.

This course is designed to provide skills and a knowledge base useful to all students regardless of their career goals. Topics covered include the use of board drawing tools, Computer Assisted Drafting (CAD) software, technical drafting, mechanical drafting, and architectural drafting. Students in this hands-on course will design, model and construct mechanically and architecturally sound objects.

Experiences in drafting will play an integral part in the student's general education. The drafting and design process is of benefit for the hobbyist or the student considering a career in any phase of engineering or manufacturing, since drafting is the basis for the construction of products humans make in our society.

## **ROBOTICS**

Grades: 9, 10, 11, 12

Prerequisite: None; however, Algebra IA, Algebra IB, or Algebra I is recommended

5 Credits

This hands-on course will introduce the basic concepts in robotics. Students will work in teams to design, build and test increasingly complex robotic systems. The culminating activity for the class will be a robotics competition.

Topics covered include the development of engineering notebooks, wiring diagrams, basic electrical circuits, remote control, robot mechanics, autonomous robots, and programming in a version of C.

Experiences in robotics and electronics play an integral role in the students' general education. The engineering design process and robotics are of benefit for the hobbyist or the student considering a career in any phase of engineering or manufacturing, especially electrical engineering.

## **CAPSTONE COURSE IN TECHNOLOGY**

Grades: 11, 12

Prerequisite: Engineering, Design, Technology and two additional Technology Education Courses. In addition, there is pre-course work required in order to allow sufficient time to complete the project.

5 Credits

The Capstone course allows students to apply knowledge gained in prior Technology Education and other courses in the context of an independent study, furthering their education to solve a design problem (subject to approval). A solution to a design problem may be in the form of a product, system or service. The process of design: research, documentation and evaluation of the solution to the design problem are emphasized. The organizational structure of this course is based on a "Student Driven Project" and a "Central Project" philosophy to provide a realistic and meaningful experience and to allow for guidance and support from people in the community and industry.

The course allows students to apply the basic concepts for design, problem solving, technical writing, mathematics, science, computer application and material processing skills. Students will design, develop and construct an entire solution to a problem or an integral part of a system that must be integrated with other student work to produce a solution to a larger design problem. All solutions are tested, evaluated and redesigned as needed.

## INDEPENDENT STUDY

The intent of independent study is to provide students with an enrichment opportunity to go beyond standard curriculum experiences. Working with a faculty advisor, the student prepares a proposal that sets goals of study and achievement. It may be a proposal for the study of a question, a problem or an event of importance and its systematic investigation. The proposal, too, would include a culminating conclusion to the study – a paper, a report or demonstration of skills or a crafted or creative expression.

- In order to participate in the program, a student must complete an independent study proposal in cooperation with his/her faculty advisor. Proposal forms can be obtained from the guidance department.
- A student may participate in the independent study program after successful completion of the fall semester of his/her freshmen year.
- Independent study cannot be taken in a course that is a graduation requirement.
- In order to participate in the program, a student must first select a faculty advisor who is willing to sponsor him/her.

**Credits** – Amount of credits earned will be determined and approved by the faculty advisor and appropriate supervisor

**Grading** – The grading system for independent study will consist of Pass (P) and Fail (F). Independent study will not be calculated into student's GPA.

1. P (Pass) – A grade of P (Pass) is based upon the agreed rubric/contract. In order to receive this grade, the student:
  - a. Must complete at least 85% of the project, including the culminating performance.
  - b. Must produce a log determining that the time requirements for meeting with the advisor and working on the project have been met or exceeded.
2. F (Fail) – A grade of F (Fail) is based upon the agreed rubric/contract. In order to receive this grade, the student:
  - a. Did not complete at least 85% of the project
  - b. Is unprepared regarding the culminating performance, thereby missing the established deadline.
  - c. Has failed to meet his/her time requirements as indicated by his/her log.

**Grade Point Average** – Independent study grades will not be calculated into student's GPA.

**Athletic Eligibility** – Independent study grades will not be included in athletic eligibility decisions.

**Program Conclusion** – Independent study will culminate during the week prior to exam week. At that time, the student will present a research paper or a final project accompanied by a process paper and oral report.

## Guidelines for Independent Study

- a. **Student/Advisor Meetings** – A student on independent study must meet with his/her advisor a minimum number of minutes per week pro-rated according to the number of credits the project is worth. See the table below. At these meetings, the student will report on the work done during the previous week and plan objectives for the next week.

Time to be spent by Student with Advisor per Week

Credits	Minutes
1	17
2	34
3	51
4	68
5	85

- b. **Bi-Weekly Report** – The student and advisor will jointly complete a written bi-weekly report entitled, Independent Study Program – Bi-Weekly Report. The student will also be issued a grade based on the work completed during this evaluative period.
- c. **Time Student Spends On Project** – The time a student spends on a project over a period of one week must be pro-rated to the time spent in five class periods (85 minutes/class) plus time regularly spent on five homework assignments (20 minutes/assignment). See the table below.

Time to be spent on an Independent Study Project per Week

Credits	Hours
1	1.75
2	3.50
3	5.25
4	7.00
5	8.75

## BORDENTOWN REGIONAL HIGH SCHOOL OPTION ii PROGRAM

In order to maximize student achievement, the Bordentown Regional High School encourages students to take alternative learning experiences that are stimulating and intellectually challenging beyond the traditional classroom. **Option ii** (N.J.A.C. 6A:8-5.1 (a)1ii) of the high school graduation requirements allows local school districts to design and/or approve educational experiences that serve as an alternative to traditional instruction and provide meaningful learning experiences that support student achievement of the Core Curriculum Content Standards. **Option ii** allows schools to provide a superior education for all students through the use of multiple and diverse paths.

**Option ii** allows students to obtain credit for learning experiences outside of the traditional classroom environment. Some of these experiences may provide real-world connections not available in the school setting. Other learning experiences may go beyond what the traditional high school can provide, allowing students to participate in research, international study, or college-level work. Any student interested in pursuing **Option ii credit(s)** should contact the guidance department for an application. Also, the entire **Option ii policy** and application adopted by the Board of Education is available on our website.

## MIDDLE SCHOOL OPTION ii APPROVED COURSES

Algebra I as taught at Bordentown Regional Middle School and New Hanover School fulfills all of the New Jersey Core Content Curriculum Standards as their equivalent courses at the high school. All students who successfully complete Algebra with a passing grade at Bordentown Regional Middle School or New Hanover School will receive five credits at Bordentown Regional High School, as per Option ii of the New Jersey state graduation requirements and Board of Education Policy 6180.

## MIDDLE COLLEGE PROGRAM WITH FAIRLEIGH DICKINSON UNIVERSITY

The **Fairleigh Dickinson University Middle College Program** is a cooperative venture with Bordentown Regional High School that enables students to receive advanced college credit for selective courses taken while still in high school. The courses currently approved are:

- Chemistry I
- Chemistry II Honors
- Creative Writing
- Spanish V Honors
- AP Calculus
- AP US History
- AP English
- AP Biology
- Advanced Theater- Performance
- Physics II Honors
- Mechanical & Architectural Drafting

Bordentown Regional High School students interested in the Middle College Program will have the opportunity to register for the program during the spring and fall registration periods in the high school Counseling Office. Also, Bordentown Regional High School students who select to register for the program pay a fee of approximately **\$230.00 per course** to Fairleigh Dickinson University. These high school students are entitled to use the various resources of Fairleigh Dickinson University, including the campus libraries and computer facilities. At the conclusion of the school year, Bordentown Regional High School forwards the grade(s) earned in our courses to Fairleigh Dickinson University. **A list of colleges that will consider accepting these credits can be found on the Guidance & Counseling website.**

<b>ROWAN COLLEGE AT BURLINGTON COUNTY PROGRAMS</b>
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**ARTICULATION PROGRAM WITH ROWAN COLLEGE AT BURLINGTON COUNTY**

Bordentown Regional High School in cooperation with Rowan College at Burlington County is pleased to offer students the following innovative programs.

**BRHS/RCBC Dual Admissions HEADSTART Program**

This program will allow selected students who have demonstrated college readiness to enroll in college level courses at Rowan College at Burlington County. Students who meet the selection criteria established for the program will then be eligible to take specific courses in these advanced programs and receive college credits. This program will allow high school students the opportunity to complete up to 1 year of college or technical courses while enrolled as full-time students at BRHS. The RCBC testing requirements and the \$20 application fee will be waived for students participating in this program. While enrolled in this program a student must have a combined total of 4 courses at BRHS and/or RCBC.

**BRHS/RCBC Dual Admissions JUMPSTART Program**

This program will also allow selected students who have demonstrated the ability to handle college-level courses to enroll in this program and complete two years at Bordentown Regional High School and two years at Rowan College at Burlington County. Under this program, it would be feasible for a student to graduate from BRHS with a diploma and a two-year Associate’s Degree from Rowan College at Burlington County.

The following courses have been approved by the Bordentown Regional High School **Options ii** Applications Review Committee as Rowan College at Burlington County courses satisfying and meeting the New Jersey Core Content mandates in the respective discipline of study. Students may take this equivalent Rowan College at Burlington County course(s) in lieu of the Bordentown Regional High School course(s) to satisfy and meet Bordentown Regional High School graduation requirements.

Rowan College at Burlington County Courses	Bordentown Regional High School Courses
PSY 203: Human Sexuality	Health 12 (Please Note: This course DOES NOT satisfy the BRHS Physical Ed. III requirement.)
ENG 101: College Composition I and any LIT 200 level course	English 11
ENG 102: College Composition II and Any LIT 200 level course (cannot be the same course as the one taken for English 11)	English 12
HIS 102: United States History II	United States in the 20 <sup>th</sup> Century

## ROWAN COLLEGE AT BURLINGTON COUNTY PARTNERSHIP

Bordentown Regional High School and Rowan College at Burlington County have maintained a partnership to link secondary and collegiate education. Rowan College at Burlington County continues to offer college-level classes on the Bordentown Regional High School campus during the school day provided a minimum number of students express an interest in such course offerings. This partnership will be continued for the 2018-2019 school year to include one or more classes that are eligible for course selection by Bordentown Regional High School students as part of their daily schedule. The classes are taught by adjunct professors from Rowan College at Burlington County and follow the college syllabus. Upon successful completion of the course, students will earn **three college credits at Rowan College at Burlington County** along with **five credits from Bordentown Regional High School**. After selecting one of these courses, a student will have to complete a "Special Application for Selected Students" and will be responsible for the appropriate tuition and textbook fees.

## ROWAN COLLEGE AT BURLINGTON COUNTY ACCELERATION PROGRAM (CAP)

The RCBC College Acceleration Program provides students with the opportunity to take college level courses for credit while enrolled in their current high school classes. Students in this program can begin working on their Associate degree while simultaneously completing their high school coursework. Courses are taught by certified high school teachers who have been approved as Rowan College at Burlington County adjunct faculty. Bordentown Regional High School students who select to register for the program pay a fee of approximately **\$150.00 per course** to the RCBC CAP Program.

The courses currently approved are:

- **Engineering Design and Technology**
- **Spanish V Honors**
- **AP Biology**
- **Honors Biology**
- **AP Calculus**
- **Chemistry II Honors**
- **AP US History**
- **AP English**

Before signing up for the program, students are encouraged to check with individual college admissions counselors to determine that institution's transfer of credit policy - regarding RCBC credits. *It is possible colleges and universities will limit the number of transfer credits permitted.*

Students are given the opportunity to enroll in the **Fairleigh Dickinson University Middle College Program** and the **Rowan College at Burlington County CAP Program** in September of each academic year. Students will receive an informational letter from their teacher at the beginning of the course.