



# High School

# Course Description Guide

## 2024-2025

**LINDEN PUBLIC SCHOOLS**  
**Linden, New Jersey**

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# LINDEN PUBLIC SCHOOLS

## HIGH SCHOOL ADMINISTRATION

Principal	Charles Koonce	486-5432
Vice Principal Class of 2023	Wayne Happel	486-5432
Vice Principal Class of 2024	Maria Rivera	486-5432
Vice Principal Class of 2025	Nicole Campo	486-5432
Vice Principal Class of 2026	Kevin Thurston	486-2212

## DISTRICT PERSONNEL

Apalinski, Cynthia	Science, Supervisor	587-2212
Altobelli, Michele	Special Education, Elementary Supervisor	587-3285
Andersen, Jason	Maintenance, Elementary Supervisor	862-0950
Cada, Berzelius	Chief Technology Officer	587-3263
Devaney, Ryan	Student Services, Supervisor	486-2800
Dougherty, Jennifer	Pre-Kindergarten Program, Supervisor	486-2800
Firestone, Michael	Health & Safety / Physical Education / Athletics, Director	486-7085
Frankonis, Nicole	Pre-Kindergarten, Supervisor	486-2800
Grasso, Gregory	Social Studies, Supervisor	486-2800
Kolibas, Christopher	Special Education, Secondary Supervisor	486-5432
Kondratowicz, Dariusz	Data, and Assessment, Supervisor	486-2800
Lorenzetti, Matthew	Fine and Performing Arts / Gifted and Talented, Supervisor	486-2800
Migueluez, Tania	World Languages, Supervisor	486-2800
Molinaro, Richard	Mathematics, Director	486-2800
Monaco, Angelo	Before School/After School Programs, Supervisor	486-2800
Orelien, Danie	Multilingual Learners and World Languages, Director	486-2800
Ramirez, Rolando	Maintenance, Secondary Supervisor	862-0950
Scaldino, Joseph	Instructional Technology/Career and Technical Education, Supervisor	587-3263
Smith, Jennifer	Elementary Language Arts & Early Childhood, Director	486-2800
Stefanick, Marie, Ed.D	Special Education, Director	587-3285
Tartivita, Patricia, Ed.D	Secondary Language Arts, Supervisor	486-2800
	Human Resources Manager	486-2800
Zahir, Kcyronne	Alternative School, Director	486-2800

**HIGH SCHOOL  
COURSE DESCRIPTION GUIDES  
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## **Linden Public Schools**

### **Vision Statement**

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students.

### **Mission Statement**

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

### **Public Notice of Non-Discrimination**

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation, or disability, contact:

Affirmative Action Officer

Mr. Kevin Thurston

Email: [kthurston@lindenps.org](mailto:kthurston@lindenps.org) or telephone at 908-486-5432 ext. 8307

504 Officer & District Anti-Bullying Coordinator

Mr. Ryan Devaney

Email: [rdevaney@lindenps.org](mailto:rdevaney@lindenps.org) or telephone at 908-486-2800 ext. 8025

Title IX Coordinator

Mr. Michael Firestone

Email: [mfirestone@lindenps.org](mailto:mfirestone@lindenps.org) or telephone: 908-486-7085.

Director of Special Education

Dr. Marie Stefanick

Email: [mstefanick@lindenps.org](mailto:mstefanick@lindenps.org) or telephone: 908-587-3285

## Introduction

This catalog is a valuable reference manual for students, parents, and school personnel actively involved in curriculum planning at Linden High School (LHS). It is a complete guide to the possible course offerings at LHS. Each department has described its specific course offerings, highlighting the chief components of each course. Please understand that final decisions regarding the actual offering of any course will be dependent upon enrollment and budget constraints. **Therefore, not all classes listed in this catalog are guaranteed to run every school year.**

Planning an individual student's high school program of studies demands a cooperative effort between home and school. The program of studies that a student pursues in high school should reflect his or her aspirations, achievements, and aptitudes. The courses at LHS provide students with many opportunities to meet educational needs. Beyond state, district, college, and career requirements, students are encouraged to select courses that will be academically stimulating and personally enriching. In selecting courses, the following criteria should be considered. Does the course:

- a. meet the high school graduation requirements?
- b. provide an outlet for interests in specific subject areas?
- c. reflect a significant proficiency level?
- d. provide a background for post-high school plans leading to career options?
- e. meet general college entrance requirements?
- f. meet college entrance requirements specific to schools in which the student is interested?

Please note the following when planning an academic program:

- a. Make sound initial choices. Initial low enrollment totals may lead to the cancellation of a course, thus decreasing the options for change once the master schedule is complete.
- b. Choose courses, not teachers. Students and parents should not make the mistake of choosing or refusing a course based on the perception of a particular instructor. Each choice should be based on the merits of the course content and its value to students' specific needs. Please understand that requests for schedule changes based on the issue of personnel will not be honored.
- c. Discuss specific subject area choices with teachers and/or department chairpersons who can share valuable insight into the nature of specific courses.
- d. When planning course-level placement, consider taking the most challenging course load that can be handled without creating an undue burden. It may be better for students to experience success in an appropriate placement than to experience extreme difficulty in an inappropriate placement.
- e. Scheduling requirements: Every Linden High School student will be scheduled for 35 credits per year. Seniors meeting graduation requirements may be eligible for early out.

## Genesis (Student Information System- SIS)

The district utilizes a web-based student data system called Genesis, which makes student information accessible 24 hours a day, 7 days a week. Genesis can be used by parents to view student attendance, scheduling, conduct, student progress, and report cards. Parent access to Genesis is private and password-protected. It can be obtained by submitting a completed Genesis Access Form with a photo ID to the student's school office for approval. This is an excellent way for parents to access important information about a student's academic record and standing which will enable parents/guardians to stay well informed about student progress.

## Counseling Services

School Counselors and School Social Workers are available to assist students with navigating the exciting yet challenging years of high school. It is the time when students begin to discover who they are and what the future holds for them. High school counselors have an impact on these years by implementing a comprehensive school counseling program and collaborating with school staff, parents, and the community to create a safe and respectful learning environment. High school counselors enhance the learning process and promote academic, career, and social/emotional development. The high school counseling program is essential for students to achieve optimal personal growth, acquire positive social skills and values, set informed career goals, and realize their full academic potential to become productive, contributing members of society. Counselors provide individual and group counseling in all aspects of students' lives and each student has the same counselor for their four years of high school.

## Student Assistance Counselor

This counselor provides a broad spectrum of services throughout the district, such as counseling, crisis intervention, and referrals related to substance abuse.

School Counselors		Case Managers		Social Workers	
Teal Anderson	Ext. 8333	Kim Barnes	Ext. 8656	Jenise Banks	Ext. 8455
Elba Ceballo	Ext. 8329	Lauren Bosio	Ext. 8658	Ebony Davis	Ext. 8452
Laurie Juliano	Ext. 8330	Micah Burge	Ext. 8659	Brad Krill	Ext. 8352
Lauren Meyers	Ext 8327	L'shawn Rodriguez	Ext. 8676	Shamona Patterson, Anti-Bullying Specialist	Ext. 8318
Melissa Perez	Ext. 8332	Michael Stevens	Ext. 8667	Kathy Volker, Student Assistance Counselors	Ext. 8459
Genesis Vasquez	Ext. 8328				
Laura Golebiewski College & Career Counselor	Ext. 8353				

## Intervention and Referral Services

The Intervention and Referral Services (I&RS) committee is a multidisciplinary school-based committee. I&RS is a primary way to support teacher and student needs in the general education environment. The committee plans and delivers educational, social, health, emotional, and behavioral interventions for students, which may result in referrals to additional school and community resources, such as counseling, tutoring, and/or a Child Study Team referral. The collaborative approach utilized during the I&RS process allows for an opportunity to maximize the chances for student success.

## **District Standardized Testing**

### NJSLA-ELA, NJSLA- MATH

Students in grade 9 are required to take the New Jersey Student Learning Assessment (NJSLA). The NJSLA assesses English Language Arts (ELA)/Literacy and end-of-course Mathematics in either Algebra I, Geometry, or Algebra II.

All students will take this summative test toward the end of the school year to demonstrate their knowledge.

- In ELA/Literacy, this will involve analyzing literature and a narrative writing task. Students will read texts and write several pieces to demonstrate they can read and understand sufficiently complex texts independently; write effectively when using and analyzing sources; and build and communicate knowledge by integrating, comparing, and synthesizing ideas.
- In Mathematics, students will be asked to solve problems involving the key knowledge and skills for their grade level (as identified by the New Jersey Student Learning Standards), express mathematical reasoning and construct a mathematical argument, and apply concepts to solve model real-world problems.

### NJGPA-ELA, NJGPA- MATH

Students in grade 11 are required to take the New Jersey Graduation Proficiency Assessment (NJGPA) in Language Arts and Mathematics. The assessment is aligned with the New Jersey Student Learning Standards (NJSLS) for grade 10 ELA and NJSLS for Algebra I and Geometry. The assessment format is the same as NJSLA administered through the Pearson platform.

### NJSLA-S

Students in Grade 11 are required to take the New Jersey Student Learning Assessment – Science (NJSLA-S). This assessment is a comprehensive science assessment aligned to the state’s new Science Standards. The assessment format is the same as NJSLA-ELA and NJSLA-Math and is administered through the Pearson platform.

### ACCESS Testing for English Language Learners

Students in grades 9-12, who are Limited English Language Learners (ELLs) also take the ACCESS (Accessing Comprehension and Communication in English State to State for English Language Learners) test for ELLs.

## **Student Assessments**

The NJDOE has implemented New Jersey Student Learning Assessments (NJSLA) in English Language Arts (ELA)/Literacy, Mathematics, and Science and NJGPA in ELA and Mathematics. The NJSLA assessment system will be comprised of a coherent set of diagnostics, informative, and summative assessment components in English Language Arts (ELA)/Literacy and Mathematics for Grades 3 through High School and Science for grades 5, 8, and 11.

The College Board national testing program includes the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) and the Scholastic Aptitude Tests (SAT I and SAT II). Students in 10<sup>th</sup> and 11<sup>th</sup> grade will take the PSAT/NMSQT at the High School on October 12, 2024.

SAT administration is available at Linden High School in October, December, March, June, and August. Registration and more information can be found at [www.collegeboard.com](http://www.collegeboard.com) and for the ACT at [www.ACTstudent.org](http://www.ACTstudent.org).

## Scheduling Procedures

Any scheduling inquiries should first be directed to the student's school counselor. The programs that students pursue in high school should reflect their interests and future goals. Students' personalities and pursuits differ, and as such, programs must also differ. Since post-high school requirements for employment, college, or vocational-technical training are constantly changing, students must frequently reevaluate immediate and long-term goals. The courses at LHS provide students with the opportunity to meet educational needs by individuality and aspirations. Beyond the state or local requirements, students are encouraged to select courses that best match these. The counseling staff is available to discuss a student's program as often as necessary. Parents/guardians are encouraged to call the school for conferences when assistance is needed.

Parents/guardians are expected to assist in the development of a curriculum plan. Students' performance and progress should be positively monitored. School counselors are resources to both students and parents/guardians in the development and monitoring of educational programs and are available for consultation. Additionally, counselors conduct individual and group sessions to help students with the planning process as well as assist in personal, social, and academic matters that may arise. Students with significant difficulty in reading, mathematics, and writing may receive additional services, upon the recommendation and/or the evaluation and approval of Special Services. Parents or students may initiate this service by contacting the appropriate school counselor or Child Study Team case manager. In addition, tutoring is also available for students.

Eighth-grade students and parents will be allowed to attend a large group informational session during the school day and evening. Freshman, sophomore, and junior students will attend small group information sessions designed to outline course selection. Once the group sessions have been conducted, school counselors will set up group/individual appointments with students to choose classes for the following year. To ensure sufficient time for the course selection process, students must report for the appointment with their counselor at the designated date and time.

Student schedules will be made available in the Genesis Parent Module before the beginning of the school year. Changing a student's schedule once classes have started is strongly discouraged, as it is disruptive to the learning and teaching process. Counselors and administrators will review requests for schedule changes on a case-by-case basis after the school year has begun.

## Awarding of Credits

Credit will only be awarded for courses that have been completed. Partial credit is not given for partial study.

For Promotion to . . .	Credits Needed
Sophomore Year	25 Total Credits
Junior Year	55 Total Credits
Senior Year	85

## Honors Courses

The content of an Honors course is organized to include a more elaborate, complex, in-depth study of major ideas, problems, and themes that integrate knowledge within a given academic subject. Emphasis is placed on higher-level thinking skills, creativity, and excellence of performance. Students are selected for honors courses by state test data, previous course grades, and teacher recommendation. These students have been identified as being capable of above-average work. To maintain enrollment in honors courses, students must maintain a marking period average of 'C' or above. In the event a marking period average falls under a 'C', a review process consisting of the student's counselor seeking input from the teacher regarding the placement of the student will take place. If removal from the honors course is recommended, a parent conference with the student's counselor and teacher will be conducted.

## Advanced Placement Course

Advanced Placement Courses are for college-bound students. Students who do not take the AP Examination related to their course will have their grade weight revert to the 1.075 GPA weight of an Honors Course rather than the 1.1 GPA weight of the AP Course. To maintain enrollment in an AP course, students must maintain a marking period average of 'C' or above. In the event a marking period average falls under a 'C', a review process consisting of the student's counselor seeking input from the teacher regarding the placement of the student will take place. If removal from the AP course is recommended, a parent conference with the student's counselor and teacher will be conducted.

## International Baccalaureate Program

### Diploma Program

The International Baccalaureate Diploma Program is a two-year course of study in the 11<sup>th</sup> and 12<sup>th</sup> grades. Affiliated with the International Baccalaureate Organization, headquartered in Geneva, Switzerland, Linden High School offers students the opportunity to obtain a world-class education. The IB Diploma program is for college-bound students. Additional details are contained in the IB section of this book. Students who do not take the IB Examination related to their course will have their grade weight revert to the 1.075 GPA weight of an Honors Course rather than the 1.1 GPA weight of the IB Course. To maintain enrollment in IB courses, students must maintain a marking period average of 'C' or above. In the event a marking period average falls under a 'C', a review process consisting of the student's counselor seeking input from the teacher regarding the placement of the student will take place. If removal from the IB course is recommended, a parent conference with the student's counselor and teacher will be conducted.

### Course Program

The International Baccalaureate Course Program is offered as an alternative to the Diploma Program. Students are eligible to enroll in any IB Course as a course candidate. Course candidates must comply with all the course requirements, which include the internal and external examinations, and will receive the same grade weight enrollment requirements as outlined in the Diploma Program above.

## **Independent Study Courses**

Independent study courses are offered on a very limited basis as augmentations to a student's course of study but not as a means to make up courses that students failed. Students who are repeating failed courses must take these courses as a part of the regular school day if not made up in summer school. Make-up courses have scheduling priority over non-required electives. If a student's entire schedule is filled, an independent study course may be authorized by the principal during the student's senior year. Educere, an online course of study, is offered for credit recovery and/or original credit with permission from the student's school counselor.

## **Grade Point Average**

Linden High School students' grade point averages are computed by using a formula that includes the course grade, weight, and credit. The GPA is computed based on numerical grades earned, in all subjects attempted. Failing marks, grades for courses repeated, and summer school grades are counted. The GPA is a number based on a scale of 0-100. Many colleges and universities request that the GPA be reported on a 4.0 scale. To accommodate these institutions and not penalize our students, Linden High School can and will convert the GPA to a 4.0 scale for this purpose.

## **Ranking Procedures**

Greater weight is given to honors and International Baccalaureate courses as part of the ranking procedure. These courses differ substantially in their levels of academic challenge and ranking allows for more favorable academic peer comparisons. Students are encouraged to elect those subjects, which are best suited, to ensure maximum utilization of his/her potential for educational development consistent with his/her goals and aspirations.

The essentials of the ranking system are as follows:

- Class rank will be prepared for all seniors who have registered for school by September of their senior year.
- Cumulative ranking begins with the ninth grade and an exact ranking is computed at the end of the eleventh grade.
- Grades for all classes will be included in computing class rank.
- Rank-in-class is computed based on numerical grades earned, in all subjects attempted. Failing marks, grades for courses repeated, and summer school grades are counted.
- All students are included in the class rank except those transfer students with incomplete or inconsistent grading data.
- In the event a tie for Valedictorian occurs, the students will be declared Co-Valedictorians. In that case, no Salutatorian will be designated.
- A weighted factor of 1.075 will be given to honors courses. A weight of 1.1 will be given for International Baccalaureate courses.
- Courses designated remedial or special education will be given a weight of 1.00, except for those designated In-Class Support, which will be given a grade of 1.025.
- All remaining courses will be assigned a weight of 1.025.

## Graduation Requirements

The following criteria must be met to complete graduation requirements and be issued a diploma:

Participate in a local program of study of **not fewer than 120 credits** in courses designed to meet all of the New Jersey Student Learning Standards, including, but not limited to, the following credits:

### GRADUATION COURSE REQUIREMENTS

NJ Dept. of Education Required Assessments	<u>Class of 2020 &amp; beyond</u> NJSLS (9, 10, 11) and NJBCT
<b>Subject/Course:</b>	<b>Required:</b>
<b>Language Arts Literacy</b>	20 credits- English 9, 10, 11, 12 or ESL Equivalent
<b>Mathematics</b>	15 credits including Algebra I and Geometry or the content equivalent and a third year of Math that builds on the concepts and skills of Algebra and Geometry and prepares students for college and 21 <sup>st</sup> century careers
<b>Science</b>	15 credits including at least five credits in laboratory biology/life science or the content equivalent; an additional laboratory/inquiry-based science course including chemistry, environmental science, or physics; and a third laboratory/inquiry-based science course
<b>Social Studies</b>	15 credits - World History, U.S.I, and U.S. II
<b>Financial Literacy</b>	2.5 credits from classes including financial, economic, business, or entrepreneurial literacy
<b>World Language</b>	5 credits or student demonstrated proficiency
<b>Fine or Performing Arts</b>	5 credits
<b>21<sup>st</sup> Century Life and Careers or Career Technical Education</b>	5 credits
<b>Physical Education/Health</b>	20 credits from classes including Physical Education/Health, Naval Science, PE Dance for each year of enrollment as per N.J.S.A. 18A:35-5,7,8
<b>Elective Courses</b>	To achieve the required 120 credits
<b>GRADUATION Credits</b>	<b>120 Total Credits Required</b>

## GRADUATION ASSESSMENT REQUIREMENTS

### Graduation Requirements for the Class of 2024 - 2025

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

Pathways Available	English Language Arts/Literacy (ELA)	Mathematics
<p><b>First Pathway:</b> Demonstrate proficiency in grade 11 on the NJGPA, which includes content aligned to grade 10 NJSLS in ELA, and the NJSLS in Algebra 1 and Geometry</p>	<p>New Jersey Graduation Proficiency Assessment ELA <math>\geq 725</math> (Graduation Ready)</p>	<p>New Jersey Graduation Proficiency Assessment Mathematics <math>\geq 725</math> (Graduation Ready)</p>
<p><b>Second Pathway:</b> Demonstrate proficiency in English language arts and/or mathematics by meeting the designated cut score on one of the alternative assessments</p>	<ul style="list-style-type: none"> <li>• ACT Reading <math>\geq 17</math></li> <li>• Accuplacer Write Placer <math>\geq 5</math></li> <li>• Accuplacer Write Placer English Second Language <math>\geq 4</math></li> <li>• PSAT10 Evidence-Based Reading and Writing (EBRW) <math>\geq 420</math></li> <li>• PSAT10 Reading <math>\geq 21</math></li> <li>• PSAT/NMSQT EBRW <math>\geq 420</math></li> <li>• PSAT/NMSQT Reading <math>\geq 21</math></li> <li>• SAT EBRW <math>\geq 450</math></li> <li>• SAT Reading <math>\geq 23</math></li> </ul>	<ul style="list-style-type: none"> <li>• ACT Math <math>\geq 17</math></li> <li>• Accuplacer Elementary Algebra <math>\geq 49</math></li> <li>• Accuplacer Next-Generation QAS <math>\geq 250</math></li> <li>• PSAT10 Math Section or PSAT/NMSQT Math Section <math>\geq 420</math></li> <li>• PSAT10 Math or PSAT/NMSQT Math <math>\geq 21</math></li> <li>• SAT Math Section <math>\geq 440</math></li> <li>• SAT Math Test <math>\geq 22</math></li> </ul>
<p><b>Third Pathway*:</b> Demonstrate proficiency in English language arts and/or mathematics through Portfolio Appeals</p> <p>*Only available to students who completed the NJGPA in grade 11</p>	<p>Meet the criteria of the NJDOE Portfolio Appeal for ELA</p>	<p>Meet the criteria of the NJDOE Portfolio Appeal for Math</p>

The information above is provided from a memo updated in May 2023 found on the NJDOE website under the "Assessment" tab. If you have any questions or concerns regarding the assessment graduation requirement, please contact the Office of Assessments at [assessment@doe.state.nj.us](mailto:assessment@doe.state.nj.us) or 609-984-6311.

In summary, our students will have to pass the NJGPA Assessment in Language Arts and Mathematics in their Junior year. Otherwise, they will need to demonstrate competency on one of the substitute assessments for LA and Math.

- A. The 120-credit requirement set forth above may be met in whole or in part through program completion as outlined in NJAC 6A:8-5.1, paragraph a-1-ii. If you are interested in Option II, see your School Counselor.
- B. International Baccalaureate and Advanced Placement (AP) courses or college credit courses may count as fulfilling credit requirements in (A1 or A2) above.
- C. According to the IEP process and pursuant to NJAC 6A:14-4.12, graduation, may, for individual students with disabilities as defined in NJAC 6A:14-1.3, specify alternate requirements for a State-endorsed diploma which may include the Alternate Proficiency Assessment (APA).
  1. Alternate requirements for graduation may be specified in a student's IEP, in accordance with NJAC 6A:14-4.12.
  2. Procedures for assessing whether a student has met any alternate requirements for graduation individually determined in an IEP shall be developed and implemented.

- D. In accordance with NJSA 18A:7C-5, each student entering high school and his or her parents or legal guardians will be presented with a copy of the district board of education's requirements for a State-endorsed diploma, and those programs available to assist students in attaining State-endorsed diploma.
- E. LHS underclassmen starting in the 2018-2019 school year will be subject to New Jersey Student Learning Assessments. Refer to the student assessment and chart above.
- F. High school diplomas:
  - 1. The board of education shall award a State-endorsed high school diploma to prospective graduates who have met all of the requirements adopted in accordance with NJAC.
  - 2. The board of education shall not issue a high school diploma to any student not meeting the criteria specified in the rule provisions referenced in (A) above.
    - a. The board of education shall provide students exiting grade 12 without a diploma the opportunity for continued high school enrollment to age 20, or until the requirements for a State-endorsed diploma have been met, whichever comes first.
    - b. The board of education shall award a State-endorsed high school diploma to any individual who:
      - 1) has met the minimum state requirements as designated in the chart above.
      - 2) has presented official transcripts showing at least 30 general education credits leading to a degree at an accredited institution of higher education; and
      - 3) has, if a student currently enrolled in a public school, formally requested such early award of a State-endorsed high school diploma.

The district will hold appropriate graduation exercises to honor those students who meet the state and district's standards and proficiencies. Recognition of academic achievement and the awards presented by the board of education will be carried out in the exercises or in an appropriate awards assembly. Students who are graduating are expected to finalize all their obligations to the district for taking final examinations, paying fines, and returning library books, textbooks, and equipment. The Superintendent may deny participation in the exercises to students who are not satisfactorily fulfilling the district code of conduct. Only students who have successfully completed all their graduation requirements will be allowed to participate in graduation exercises.

The Board of Education has the legal responsibility under the provisions of NJAC 6A:8-5.1 et seq. for adopting policies and procedures for high school graduation requirements. All employees shall work within the framework of established board policy. Professional staff members are encouraged to advise the board through the superintendent's office of any suggestions for changes or improvements in such requirements.

The Board recognizes the importance of assuring full educational opportunities for each student. This goal is to be supported by qualified secondary school programs that promote personal development, academic growth, and career preparation. Such programs are to be based on a broad, flexible curriculum, that addresses each student's needs, interests, and abilities.

Graduation from our public schools implies that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve and that they have satisfactorily passed any examinations and other requirements set by the faculty. In addition, students shall have maintained a satisfactory record of citizenship during their progression through the instructional programs of the schools.

The faculty will establish their detailed requirements to agree with the goals for our schools as adopted by the Board of Education. It is expected that insofar as possible the faculty will apply measures of achievement to provide evidence that each student has progressed far enough toward school goals – especially in the attainment of

reasonable levels of proficiency in the core content areas to warrant his/her graduation according to the terms of the paragraph above.

The Board, in recognition of its responsibility of all youth in the school system, including those who drop out of school, makes available to all the school system's youth, alternative programs for meeting standards that will enable them to acquire a high school diploma. (18A:4-25; 18A:7A-5; 18A:35-1 thru 4.1; 18A:35-5 et seq.; 6:8-6.1; 6:8-7.1)

### **College and Career Planning Information**

All counselors offer support and guidance regarding post-graduate options. The counselors can provide links to websites to research colleges, scholarship opportunities, financial aid assistance and career planning. Small group sessions are also conducted to review materials and stress important deadlines that students must adhere to.

The school counseling department also uses Family Connection from Naviance, a web-based service designed especially for students and parents. Family Connection is a comprehensive website that one can use to help make decisions about courses, colleges, and careers. Family Connection is linked with Naviance Succeed, a service that school counselors use to track and analyze data about career and college plans. It provides counselors with the most recent information specific to Linden High School. The career component will direct students towards future careers and the scholarship directory will allow students to find scholarships suited to meet their needs.

Students planning to attend college should schedule an appointment with their counselor to discuss their post-graduation plans. College applications may be completed online or mailed by the student. The LHS School Counseling Department will be responsible for mailing, faxing or sending transcripts through an online portal when requested. Allow two weeks notification for processing.

The Learning Commons (LC) at LHS also provides students with authentic learning opportunities in information literacy such as accessing, finding, and evaluating resources, as well as resources to research career, college choices and scholarships. In addition to free online resources, the LC offers subscription-based academic databases for all student research needs.

One such subscription is to EBSCOhost, a database which contains periodicals, journals, and peer-reviewed sources of information for research. This service is available for all Linden High School students. In addition, various print and non-print college and career readiness resources are available.

## **College Admission Requirements**

Minimum graduation requirements should not be confused with college admission requirements. The general rule of thumb for most four-year colleges is that applicants should have completed a minimum of 16 “Academic Units” upon graduation. Normally, “Academic Units” are 5 credit courses in college preparatory Math, Science, English, Social Studies, and World Language. LHS courses which count as academic units depend on the discretion of each college admissions department. Good grades in quality courses will enhance admission chances. Admission to colleges and universities varies for each applicant. Families should familiarize themselves with the various types of colleges and the degree of difficulty for admission. Students should begin the planning process when selecting courses for the high school years.

## **Athletic and Co-Curricular Eligibility**

The Board of Education recognizes that the primary responsibility of the school system is to educate all students to their fullest potential. Although the academic program has priority, student activities are an important part of the total learning experience. The Board of Education, therefore, must provide an opportunity for students to participate in a full range of activities, while ensuring that the student’s academic progress is sufficient to support this participation.

Any student who wishes to compete in interscholastic sports must meet the minimum credit requirements established by the New Jersey Interscholastic Athletic Association (NJSIAA) and the Linden Board of Education. Eligibility for activities will be determined each marking period with academic progress checks. All incoming freshmen are automatically eligible to participate in athletics. Currently, enrolled students at LHS must have accumulated 30 credits at the end of the previous year to be eligible for fall and winter sports and be passing the equivalent of 15 credits at the end of the 2<sup>nd</sup> marking period to be eligible for spring sports. Students should check with their school counselor if they have any questions about eligibility.

## **Participation in College Athletics**

Students who intend to participate in NCAA Division I or II athletics as a college freshman must be certified by the NCAA Clearinghouse. To do so, go to <http://www.ncaa.org/>. Select *register to be a student-athlete* to continue the process. High School Freshmen considering a college athletic career are encouraged to register to ensure proper credit and correct courses are part of the student’s transcript. Certain academic criteria in high school must be met to participate in college athletics at this level. For more information or questions go to [www.eligibilitycenter.org](http://www.eligibilitycenter.org) or call 877-262-1492. Counselors can help determine whether courses meet the initial eligibility standards. Meeting minimum NCAA eligibility requirements will not guarantee admission into the college of choice. It is recommended that coaches and parents work with school counselors on strategies for college admissions.

## **CAREER AND TECHNICAL EDUCATION (CTE) PROGRAM**

The Career and Technical Education Program is an essential component of the overall educational process. The Career and Technical Education Program provides a unique and important understanding of how to succeed in the world. Skills acquired through practical arts education have unlimited applications in life as well as in other areas of study. These technology and practical arts programs meet the New Jersey graduation requirements and specifically address cross-content readiness standards.

Linden High School offers a range of courses within the Career and Technical Education Program. These offerings include business, home economics, industrial arts, licensed courses, and technology. These courses are intended to encourage skill development and technical mastery in specific practical areas. They provide technical enrichment, awareness, and the ability to become producers and consumers. They seek to develop the skills necessary to succeed in post-secondary education and individual career choices.

### **Career and Technical Education (CTE) Pathways**

The career and technical education pathways are a three-year program beginning during a student's sophomore year (grade 10) and continuing until the end of their senior year (grade 12).

Graphic Design  
Television and Digital Media  
Cosmetology  
Computer Science

### **21<sup>st</sup> Century Requirements**

It is a requirement for graduation that students take a total of 5 credits in 21st-century life and careers, or career-technical education. The following would satisfy the five-credit graduation requirement:

Introduction to Education  
Business Courses  
Cooperative Education Experiences  
Family and Consumer Sciences Courses  
Structured Learning Experiences/Cooperative Education Experiences  
Technology Education/Industrial Arts Courses  
Vocational Courses

### **Financial, Economic, Business, and Entrepreneurial Literacy Requirement**

In addition, students are required to take 2.5 credits in financial, economic, business, and entrepreneurial literacy. The courses currently offered that fulfill this requirement are:

Economics...1202  
Personal Finance...1203  
Financial Management Skills...1619 - **CST Recommendation**

## **Business Education Courses**

### **Aspects of a Print Shop Business...1416T ...A1416**

Credits: 5      Grade Level: 9, 10, 11, 12      Prerequisites: None  
Description: This course introduces students to the business world as workers, consumers, and citizens. Topics covered include the economic system, business, labor, government, careers, consumers in our economy, living and working with technology, financial institutions and banking services, credit, and planning savings and investments. Simulated business situations representing the realistic business of running a Print shop will be integrated into the course.

### **Accounting...1220**

Credits: 2.5      Grade Level: 11, 12      Prerequisite: None  
Description: This course introduces students to basic accounting concepts and principles. The accounting cycle - journalizing, posting, preparing financial statements, and adjusting and closing entries - is presented in a step-by-step progression. Topics covered are presented for a service business organized as a proprietorship and for a merchandising business organized as a partnership and as a corporation. This course is beneficial for the college-bound student majoring in accounting or business, the work-bound student, and for personal use. Hands-on computerized accounting applications are integrated into the course content.

### **Business Education CO-OP...1405 & 1405WP**

Credits: 15      Grade Level: 12  
Prerequisite: Business Management, Introduction to Marketing, or Accounting  
Description: This course provides an opportunity for students to apply knowledge and skills while working in a paid position in a local company in business or marketing. In many cases, students may attend school in the morning and then go to work in the afternoon. Assisted activities include the completion of common employee forms and income tax preparation. Co-op students are supervised by a teacher who is involved with job placement, visitations to the job site, employer evaluations, and coordination of the work experience with related classroom instructions. For the college-bound student, it provides valuable experience and skills necessary to pursue their own personal and career goals.

### **Introduction to Business Management...1402**

Credits: 2.5      Grade Level: 9, 10, 11, 12      Prerequisite: None  
Description: This course will provide students with an understanding of the basic theories and principles by which businesses are organized and managed in modern society. They will demonstrate competency by analyzing management functions, principles, and processes that contribute to the achievement of organizational goals. Second-semester students will understand the elements of a business plan and its effect on the success of small businesses. This course includes classroom instruction and business simulations.

### **Career Opportunities (CST Recommendation) ...1519A ...1519T**

Credits: 5      Grade Level: 9, 10      Prerequisite: None  
Description: Introduction to Careers and Vocational Life Skills is a starting point for the introduction of different career areas as researched and recently identified by the New Jersey Office of School-to-Work Initiatives. These include career planning by matching personal traits to job requirements, using labor market information, and job application skills. Students will learn the importance of demonstrating positive work behavior and exhibiting appropriate interpersonal skills, safety, communication, and adaptation to change by transferring knowledge and skills to new jobs and situations. A part of this class will also include hands-on experience with computers. Completion of this class will lead to placement in a Vocation Class or placement in the county Vocational-Technical program. This course requires recommendation and approval by the supervisor.

### **Economics...1202**

Credits: 2.5      Grade Level: 10, 11, 12      Prerequisite: None

Description: Economics is a one-semester elective that concentrates on vital areas of today's economy and emphasizes the facts and concepts that will give the students a sound understanding of the economic system. Personal financial literacy skills and strategies promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. The course reflects the growing need for 21st-century citizens to be financially literate, particularly in light of the increasing number of financial choices they face due to the global economy, and meets the state requirement for graduation. Financial literacy includes the application of knowledge, skills, and ethical values when making consumer and financial decisions that impact the self, the family, and the local and global communities.

### **Entrepreneurship...1403**

Credits: 2.5      Grade Level: 10, 11, 12      Prerequisite: None

Description: This course introduces students to the vital role that small business plays in our national, state, and local economy. Topics covered include the role of small business in the American economy; the characteristics of an entrepreneur; and creating, managing the finances, and expanding a small business. Simulated business situations representing realistic entrepreneurial applications are integrated into the course. The Internet will be used for research to enhance various topics.

### **Financial Management Skills (CST Recommendation)...1619 ...1617 MD**

Credits: 2.5      Grade Level: 11, 12      Prerequisite: None

Description: This resource room model will address personal financial needs for adult life within the framework of mathematics. Topics will include personal banking, budgeting, investments, effective shopping techniques, and managing a home financially. The skills taught will support successful HSPA achievement strategies and methods.

### **Introduction to Marketing...1300**

Credits: 2.5      Grade Level: 9, 10, 11, 12      Prerequisite: None

Description: This course introduces students to the retail world. Marketing is divided into three major areas: economic foundations, marketing and business foundations, and human resource foundations. Product development, promotion, pricing, and possession are covered. Special emphasis is placed on selling, target markets, and applying for a position in today's employment environment as well as college. Participation in the student activities of DECA (Distributive Education Clubs of America) or FBLA (Future Business Leaders of America) as competency-based competition is recommended.

### **Personal Finance...1203**

Credits: 2.5      Grade Level: 10, 11, 12      Prerequisite: None

Description: This course introduces students to the role of a citizen, family member, consumer, and active participant in the business world. Emphasis is placed on how an individual's wants, needs, and values affect personal financial decisions and financial future. Topics covered include career decisions, money management, financial security, credit management, resource management, risk management, and consumer rights and responsibilities. Simulated situations representing realistic personal financial activities are integrated into the course. The Internet will be used for research to enhance various topics.

### **Service Occupations – (CST Recommendation)...1629**

Credits: 5      Grade Level: 11, 12      Prerequisite: None

Description: Service Occupations is for students interested in marketing-related occupations, usually in stores, restaurants, hotels, daycare centers, hospitals, and other related businesses. Instruction is individualized depending on the needs of each student. Students who are ready to work may be placed in a cooperative work-study program and receive credits for working in addition to this related class. This class can be taken in a second year to do work study. Completion of one or two years of this course can lead to post-secondary job placement or education in marketing-service occupations. This is a vocational student organization that helps to prepare them for competitive careers and community experiences.

## Computer Science Courses

### **Discovering Computer Science...1800**

Credits: 2.5      Grade Level: 9, 10, 11, 12      Prerequisite: none  
Description: The course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. There will be a variety of digital tools used to generate data and explore their relationships. Students will research current events around complex questions and learn to create an app using App Lab.

### **Computer Science Essentials (PLTW)...1810**

Credits: 5      Grade Level: 10      Prerequisite: Discovering Computer Science  
Description: Computer Science Essentials is a full-year, Project Lead the Way (PLTW) aligned course. This course will expose students to computational thinking concepts, fundamentals, and computer science tools allowing them to gain understanding. Students will use programming languages such as Python to create apps, design websites, and apply computational thinking practices.

### **Computer Science Cybersecurity (PLTW)...1820**

Credit: 5      Grade Levels: 11      Prerequisite: Computer Science Essentials  
Description: Cybersecurity is a full-year course implemented for 10<sup>th</sup> grade and above. The design of the course exposes high school students to the ever-growing and far-reaching field of cybersecurity. Students accomplish this through problem-based learning, where students role-play and train as cybersecurity experts. PLTW Cybersecurity gives students a broad exposure to the many aspects of digital and information security while encouraging socially responsible choices and ethical behavior.

### **Computer Science Principles (PLTW)...1830**

Credits: 10      Grade Level: 12      Prerequisite: Computer Science Essentials (PLTW) or Cybersecurity (PLTW)  
Description: Cybersecurity is a full-year course implemented for 10<sup>th</sup> grade and above. The design of the course exposes high school students to the ever-growing and far-reaching field of cybersecurity. Students accomplish this through problem-based learning, where students role-play and train as cybersecurity experts. PLTW Cybersecurity gives students a broad exposure to the many aspects of digital and information security while encouraging socially responsible choices and ethical behavior.

### **Senior Project- Student Vanguard...1850**

Credits: 5      Grade Level: 12      Prerequisite: Teacher Recommendation  
Description: The Student Vanguard is a group of Linden High School students whose primary purpose is to increase the productivity of faculty and student MacBook Air usage. They will be available throughout the regular school day for high school support and available as needed within the district, and outside of the high school. The students will gain valuable, real-life experience with technical support, intercommunication with peers and superiors, and teamwork. To make this a 5-credit course it will fall under New Jersey's "Option 2." The assessment points are as follows:

- Students will keep a Logbook of their interactions with teachers and peers
- Students will write a Quarterly Report on their performance and how they can improve
- Feedback will be given by teachers, as well as peers, on their interactions with the Student Vanguard
- The students will be required to create at least two instructional videos each marking period, which will grow a library of necessary instructional videos for all students and teachers to view

## Introduction to Education Courses

### **Introduction to Education...8411**

Credits: 5      Grade Level: 11, 12

Prerequisite: none

Description: The primary goal of the Teacher Cadet program (Introduction to Education) is to encourage academically talented, high-achieving, high school students with exemplary interpersonal and leadership skills to consider teaching as a career. The Teacher Cadet program uses an innovative approach designed to attract talented young people to the teaching profession through a challenging introduction to teaching. The program seeks to provide high school students with insight into the nature of teaching, the problems of schooling, and the critical issues affecting the quality of education in America's schools. Students enrolled in the program will complete a fifteen-hour internship with a professional educator at one of Linden's elementary or middle schools. Students also have the option of interning at the high school. Students in the program can acquire three college credits through a partnership with Rider University.

### **Introduction to Education II...8412**

Credits: 5      Grade Level: 12      Prerequisite: Introduction to Education I

Description: This course builds upon the experience of students in their first year of the Teacher Cadet program. Students will further study the history, development, organization, and practices of preschool, elementary, and secondary education. Additionally, students will learn about educational leadership and complete an action research project. Students will also be required to complete several field experiences at designated schools here in Linden during the year, where they will experience the teaching profession in a hands-on manner. In addition to their field experiences with teachers, students in this course will also complete an internship with a Vice-Principal and School Counselor.

## Home Economics Courses

### **Family Living I...A6119 (CST Recommendation)**

### **Family Living II...A6129 (CST Recommendation)**

Credits: 5      Grade Level: 9, 10, 11, 12      Prerequisite: None

Description: Students will be introduced to the basic skills necessary for financial success and personal independence. This course will cover such topics as planning budgeting, home economics, personal health, consumer issues, social problem-solving, and decision-making in addition to several other areas of family development.

### **Independent Living I...A6113**

Credits: 5      Grade Level: 9, 10, 11, 12      Prerequisite: Acceptance in the Alternative Program

Description: This course is designed to help students learn basic economic concepts related to their roles as consumers, producers, and citizens. They will learn how to shape their own financial lives, influence government and business economic policies, and participate fully in the economic system of the United States.

### **Independent Living II...A6114**

Credits: 5      Grade Level: 10, 11, 12      Prerequisite: Acceptance in the Alternative Program

Description: This course is a continuation of Independent Living I. It is designed to help students make important financial and economic decisions with assurance and competence.

### **JFK Life Skills...6129 (CST Recommendation)**

Credits: 15      Grade Level: 10, 11, 12      Prerequisite: None

Description: The Career Development Program is designed to help students explore their vocational aptitudes, options, and abilities. It assists them in making realistic choices about their vocational future. The program provides opportunities to assess vocational strengths and improve personal skills, and practices to obtain and maintain employment and work effectively. Through the program, each student faces the demands of a true work environment and has the opportunity to develop appropriate work attitudes and behaviors. **Students must be eligible for working papers.**

## Electronics Courses

### **Introduction to Electronics...6910**

Credits: 2.5      Grade Level: 9, 10, 11, 12      Prerequisite: None  
Description: Introduction to Electronics is an introductory course that is designed for students with no prior or limited experience in electronics. The purpose of the course is to provide an opportunity for the study of the fundamentals of electronics and to provide up-to-date, "hands-on" related experiences in electronics. Activities of the class may include projects, lab exercises, experiments, and repairs. The course is also designed to aid the student in assessing his/her interests and aptitude in electricity and electronics. Those students with an interest in the field can continue in the Electronics II class.

### **Electronics I...6911**

Credits: 5      Grade Level: 9, 10, 11, 12      Prerequisite: None  
Description: Electronics I is a course that is designed for students with no prior or limited experience in electronics. The purpose of the course is to provide an opportunity for the study of the fundamentals of electronics and to provide up-to-date, "hands-on" related experiences in electronics. Activities of the class may include projects, lab exercises, experiments, and repairs. The course is also designed to aid the student in assessing his/her interests and aptitude in electricity and electronics. Those students with an interest in the field can continue in the Electronics II class.

### **Electronics II...6912**

Credits: 5      Grade Level: 10, 11, 12      Prerequisite: Electronics I  
Description: Electronics II is a course that prepares students by introducing all electronic components, their functions, and applications. Through learning theory, lab experience, and construction of projects, students learn about electronics. Typical projects constructed include- a variable strobe light, motion detectors, a tri-channel color organ, a whooper alarm, a 5-touch switch, and a light-controlled switch. While participating in the course, students are encouraged to bring in defective components for repair. Upon completion of the course, students feel confident and are willing to repair electronic devices. Successful completion of this course can lead to taking Electronics III as the third-year component. Students who successfully pass Electronics II or III will be encouraged to train for the Electronic Technician Certification Exam.

### **Digital Electronics (PLTW)...6940**

Credits: 5      Grade Level: 11, 12      Prerequisite: None  
Description: Digital Electronics (DE) is a full-year, Project Lead the Way (PLTW) aligned course that focuses on the study of applied digital logic. Students will study the application of electronic logic circuits and devices and apply Boolean logic to the solution of problems. Such circuits are found in watches, calculators, video games, computers, and thousands of other devices. The use of smart circuits is present in virtually all aspects of our lives and its use is increasing rapidly, making digital electronics an important course of study for a student exploring a career in engineering/engineering technology. Students will test and analyze simple and complex digital circuitry. They will design circuits, export their designs to a printed circuit auto-routing program that generates printed circuit boards, and construct the design using chips and other components.

## Graphic Design

### **Introduction to Graphics Design...6010**

Credits: 2.5      Grade Level: 9, 10, 11,12      Prerequisite: None  
Description: Introduction to Graphic Design will introduce students to the field of graphic communications. Students will gain knowledge and skills in preparing images and designs for the printing process. Emphasis is placed on creativity and technical design skills using a variety of graphic tools and computer programs. Emphasis is placed on refining perceptual and technical design skills using various design tools. Areas of activity include silk screen printing, button manufacturing, and offset press operation. Student projects include package design, note pads, business cards, posters, buttons, and t-shirts.

### **Graphics Design I...6011**

Credits: 5      Grade Level: 10      Prerequisite: None  
Description: The Graphic Design I course builds upon the computer design skills learned in Introduction to Graphic Design. Students will concentrate on computer graphics using Adobe Creative Suite programs such as InDesign, Illustrator, and Photoshop. Students will also be introduced to color reproduction document processing and pre-press production for printing.

### **Graphics Design II...6012**

Credits: 5      Grade Level: 11      Prerequisite: Graphics Design I  
Description: The Graphic Design II course builds upon the computer design skills learned in Graphic Design I. Students will concentrate on computer graphics using Adobe Creative Suite programs such as InDesign, Illustrator, and Photoshop. Students will also be introduced to color reproduction document processing and pre-press production for printing.

### **Graphics Design III...6013**

Credits: 10      Grade Level: 12      Prerequisite: Graphics Design II  
Description: Graphic Design III students put their skills into practice focusing on long-range projects while receiving real-world design challenges in the classroom printing facility. The Adobe Creative Suite programs will be further explored in the processing of actual printing jobs for customers.

## Engineering Courses

### **Engineering Basics...6800**

Credits: 2.5      Grade Level: 9, 10, 11, 12      Prerequisite: None  
Description: This is a course for students who wish to further their knowledge and skills in technological problem-solving and engineering design. A solid understanding of underlying physics and mechanical principles, the ability to apply mathematics and scientific knowledge to generate a creatively design solution, and an understanding of human factors and social constructs are all a part of the engineering design process. During this course, students will learn about structural design, mechanisms, anthropometrics, and ergonomics, as well as fundamentals of computer-aided design to augment and facilitate the recursive design process. Students will learn the importance of documenting every step of their work and formalizing their design process in graded documentation, which includes notes, analysis, and reflections on their process and solution. Along the way, we will also analyze the way that technology, ethics, and society form strands of a whole, and how each strand guides and influences the others. Discussion and analysis of current events, product analysis, and close readings of historical context will serve to highlight this vital part of technological literacy.

### **Introduction to Engineering Design (PLTW)...6810**

Credits: 5      Grade Level: 9, 10, 11      Prerequisite: none  
Description: Introduction to Engineering Design is a full-year, Project Lead the Way (PLTW) aligned course. Students will dig deep into the engineering design process and apply math, science, and engineering standards to complete hands-on projects. This course will allow students to build knowledge and skills in engineering and empower students to develop essential skills such as problem-solving and critical thinking.

## **Principles of Engineering (PLTW)...6820**

Credits: 5      Grade Level: 10, 11, 12      Prerequisite: Introduction to Engineering Design  
Description: Principles of Engineering is a full-year course designed to be a high school student's second exposure to the PLTW Engineering program. In Principles of Engineering, students explore a broad range of engineering disciplines, and careers, and solve real-world engineering problems. This course introduces students to engineering concepts that apply to a variety of engineering disciplines and empowers them to develop technical skills using engineering tools such as 3-D modeling software, hands-on prototyping equipment, programming software, and robotics hardware to bring their solutions to life.

### **Process Technology Courses**

#### **Process Technology I...6510**

Credits: 5      Grade Level: 11, 12      Prerequisite: None  
Description: This course provides the Introduction Process Technology student with an exploratory look at the chemical and process industry, its products, and career opportunities. Basic manual skills required of process technicians will be introduced, as well as the operation of process trainers and computer simulators. Essential mechanical, scientific, and mathematical concepts will be integrated so that students will understand the practical application of these concepts needed for success in this occupation.

#### **Process Technology II...6511**

Credits: 5      Grade Level: 12      Prerequisite: Process I, Teacher Recommendation  
Description: This course continues with the basic concepts and hands-on experience studied in P-Tech I. There will be a greater depth of study of the various chemical, mathematical, and physical activities required of a process technician. Emphasis will be placed on utilizing the computer simulators and advanced hands-on trainers. Also, the importance of the technician's role in maintaining and optimizing operations in a safe and environmentally responsible manner will be provided. Field trips for this class will concentrate on job orientation, career development, and future employment.

### **Television and Video Courses**

#### **Introduction to Television / Digital Media I...6020**

Credits: 2.5      Grade Level: 9, 10, 11, 12      Prerequisite: None  
Description: This course is designed to teach students video production techniques. Students will develop skills through a series of in-class exercises with an emphasis on single-camera production, scripting, storyboarding, and the fundamentals of non-linear editing. Students will complete hands-on and collaborative work through video digital media productions. The cooperative atmosphere for this course and the subsequent courses in the Television/Digital Media Production program lends itself to a successful transition to higher education and future career roles. Involvement in student-led school and community productions is encouraged for the students, and opportunities for such extracurricular participation are abundant.

#### **Television / Digital Media I...6021**

Credits: 5      Grade Level: 10      Prerequisite: None  
Description: This course is designed to teach students video production techniques. Students will develop skills through a series of in-class exercises with an emphasis on single-camera production, scripting, storyboarding, and the fundamentals of non-linear editing. Students will complete hands-on and collaborative work through video digital media productions. The cooperative atmosphere for this course and the subsequent courses in the Television/Digital Media Production program lends itself to a successful transition to higher education and future career roles. Involvement in student-led school and community productions is encouraged for the students, and opportunities for such extracurricular participation are abundant.

### **Television / Digital Media II...6022**

Credits: 5                      Grade Level: 11                      Prerequisite: Television/Digital Media I  
Description: Students in this course have mastered the use of the studio equipment and formed preferences and aptitudes for specific production roles during their introductory year in Television/Digital Media I. This course is designed to use advanced video production techniques, which include scriptwriting, producing, videography, editing, direction, and learning multi-camera production using switchers, and soundboards to produce a variety of videos. Students will also produce a morning newscast as well as programming for LHS. Increased participation in school and community productions is readily available and encouraged throughout this course, and students at this level can hold higher positions in student-led productions. The students' collaboration on productions, as well as their use of the most state-of-the-art equipment available, helps prepare them for a future in media, both in higher education and in their future careers.

### **Television / Digital Media III...6024**

Credits: 10                      Grade Level: 12                      Prerequisite: Television / Digital Media II  
Description: Students in this course have mastered the use of the studio equipment and formed preferences and aptitudes for specific production roles during their introductory year in Television/Digital Media I and Television/ Digital Media II. This course is designed to take what was learned in the first two years of TV Digital Media and apply it to produce special features and programming for Linden Public Schools and TV 36. Products and filming may require students to meet outside of their scheduled class time and during evenings and weekends. The students' collaboration on productions, as well as their use of the most state-of-the-art equipment available, helps prepare them for a future in media, both in higher education and in their future careers.

## **Vocational Courses**

### **Modern Foods...6110**

Credits: 2.5                      Grade Level: 9, 10, 11, 12                      Prerequisite: None  
Description: Modern Foods is a half-year elective in which students become proficient in the various techniques and procedures in food preparation. Emphasis is placed on skills to plan, prepare, and serve well-balanced meals considering time, energy, and money management. Creative cooking, baking, entertaining, and cultural foods complete the course.

### **Woodshop...6410**

Credits: 2.5                      Grade Level: 9, 10, 11, 12                      Prerequisite: None  
Description: This course is an introduction to the basic skills, materials, processes, and operations within the woodworking area. The main focus will be concentrated on the correct, safe use, and maintenance of common woodworking hand tools. There will also be some limited use of stationary and portable woodworking machines. Activities will include the layout of tools, sawing, boring and drilling, filing and planing, wood joinery, and sanding and finishing. A special emphasis will be placed on developing good, safe, and orderly work habits. Upon completion of this course, students should have developed an appreciation for good craftsmanship and design, along with consumer knowledge in the proper selection, purchase, use, and maintenance of common hand tools used in the woodworking industry.

### **Cosmetology I...6610**

Credits: 10                      Grade Level: 10                      Prerequisite: None  
Description: Cosmetology I is a 350-hour program consisting of the theory and practice of beauty culture. The theoretical phase involves the study of bacteriology, ethics in the beauty salon, and hygiene and sanitation of Cosmetology. The practical aspects include the basics of hairstyling, shampooing and conditioning, corrective hair treatment, facials, manicuring, and pedicuring.

### **Cosmetology II...6620**

Credits: 10                      Grade Level: 11                      Prerequisite: Cosmetology I  
Description: Cosmetology II is a 350-hour program that consists of the theory of all phases of hair coloring, anatomy and physiology, licensing rules and regulations in the State of New Jersey, and business management about Cosmetology. The practical aspects include basic haircutting, all phases of hair coloring and hair lightening techniques, permanent waving, chemical hair relaxing, and hair removal.

### **Cosmetology III...6630**

Credits: 10      Grade Level: 12      Prerequisite: Cosmetology II

Description: Cosmetology III is a 350-hour program that consists of the theory of anatomy and physiology, licensing rules and regulations in the State of New Jersey as well as a complete review of theory for State Board Examination. The practical aspects consist of advanced hair cutting, corrective color techniques, advanced styling techniques, and a complete review of the practical State Board Examination. Students will work in a senior beauty culture clinic practicing skills on outside patrons, obtaining a working permit from the New Jersey State Board of Cosmetology and Hairstyling. Students will take the New Jersey State Board Examination for Licensing upon completion of 1,000 hours in June of their senior year.

### **Modern Clothing...6210**

Credits: 2.5

Grade Level: 9, 10, 11, 12

Prerequisite: None

Description: Modern Clothing is a half-year elective that includes learning to hand stitch as well as operate a sewing machine, how to choose a pattern and interpret the information on the pattern envelope, choosing the appropriate fabric, reading a guide sheet, and learning the different clothing construction techniques. Students also learn basic patternmaking techniques and how to create and hand-stitch embroidery motifs.

### **Parenting...6310**

Credits: 2.5

Grade Level: 9, 10, 11, 12

Prerequisite: None

Description: This course is designed to meet the needs of all students in their roles as future parents, to understand themselves and others in their family life situations, and to develop the skills necessary for working successfully with young children in related child-family services.

## Naval Junior Reserve Officer Training Corps - (NJROTC)

NJROTC is a four-year program offering an opportunity for students to develop skills and knowledge in key areas. These include classroom study, physical fitness, respectful conduct, good personal appearance, and leadership training. It also gives the student a look at the Navy's role in U.S. history. NJROTC may be substituted for the Physical Education-Health requirement for graduation.

For students participating in the program, there is no obligation for students to serve in any of the military services after leaving high school. However, for those few students who choose to enter the military, successful participation in NJROTC can enhance **the opportunity for admission** to one of the service academies (e.g. West Point, Annapolis, etc.), or earn advanced **rank** if enlisting in one of the military branches (e.g. Army, Navy, Coast Guard, etc.).

Male and female students physically qualified to participate in physical education are eligible to apply. Non-physically qualified students may be accepted as special students on a case-by-case basis. Students may apply at any grade level; however, all new students, whatever **their** grade level, will be placed in a Naval Science I class **on initial enrollment**. Cadets are provided with a complete Navy uniform at no expense to parents. Cadets are expected to wear their complete Navy uniform at least once a week throughout the school year. Grooming standards are consistent with active-duty Navy requirements. Cadets are expected to maintain good classroom and school behavior.

The NJROTC program carries out **an extensive** schedule of community **service** events and orientation visits **to military and governmental activities**. NJROTC is a participatory program. Cadets are expected to actively engage themselves in unit activities. This includes parades, community service projects, memorial programs, and orientation visits to military installations. Cadets also work in maintaining the NJROTC program including working in supply and joining **in drill and** academic competitions. Selected older cadets are placed with the Naval Science I classes to exercise their leadership abilities in helping the new cadets. The NJROTC program runs extensive after-school activities including drill team, color guard, physical fitness team, and air rifle team. These teams compete against other JROTC programs in the region and throughout the nation. Successful participation can earn cadets Varsity and Junior Varsity letters.

### **Naval Science I...5310**

Credits: 5      Grade Level: 9, 10, 11, 12      Prerequisite: None  
Description: A general introduction to the NJROTC program and the information needed to properly wear the Navy uniform. Specific training is provided in basic drills and military formations. Detailed academic units cover the basics of naval science including American government, leadership, naval ships, civics, sea power, maritime geography, oceanography, seamanship, navigation, naval history, and first aid.

### **Naval Science II...5320**

Credits: 5      Grade Level: 10, 11, 12      Prerequisite: Naval Science I  
Description: Building on the fundamentals of Naval Science I, this course moves into more detail on program basics. Aspects of moving squads and platoons in military formation are emphasized. Detailed academic units that expand on material presented in Naval Science I include leadership, citizenship, naval history, and navigation. New material introduced includes naval career planning, shipboard organization, naval weapons, meteorology, survival training, and small boat seamanship.

### **Naval Science III...5330**

Credits: 5      Grade Level: 11, 12      Prerequisite: Naval Science II  
Description: Building on the detailed material provided in Naval Science II, this course continues to expand leadership training and detailed coverage of naval and military history. Aspects of cadet leadership within the unit are emphasized. Additional academic units presented include military justice, **logistics, underway replenishment**, astronomy, international law, and the sea, international relations, sea power and national security, maneuvering board, naval electronics and naval operations, communications, and intelligence.

### **Naval Science IV...5340**

Credits: 5      Grade Level: 12      Prerequisite: Naval Science III  
Description: As the capstone of the NJROTC program, this course seeks to bring together all the elements of the NJROTC curriculum. Extensive coverage is given to practical leadership problems, both theoretical and those in the unit itself. Students at this level are expected to be involved in the running of the unit. Students will be involved in preparing the unit for inspection by the Navy and in running the assorted activities of the unit. Seminar-type academic units will look at the fundamentals and responsibilities of leadership **as well as intercultural understanding**. Detailed material on effective communication **and its impact on leadership performance will be covered**.

## **FINE AND PERFORMING ARTS PROGRAM**

The Fine and Performing Arts are a critical component of the overall educational process. The Arts provide unique and vitally important ways of understanding and communicating in the world. Skills acquired through arts education have unlimited applications in other fields of study and include the areas of critical thinking and workplace readiness. Intelligences necessary for high achievement in a multitude of academic disciplines are developed through arts learning.

Linden High School offers a wide and diverse range of courses in art, music, musical theater, drama, and dance to achieve three purposes:

- 1) To encourage skill development, technical mastery, and performance excellence in specific arts areas
- 2) To provide cultural enrichment, aesthetic awareness, and the ability to critically evaluate works of art as producers and consumers.
- 3) To fully develop intelligences that are valuable and necessary to success in post-secondary education and individual vocational choices.

### **ART COURSES**

#### **Introduction to Art...2110**

Credits: 2.5      Grade Level: 9, 10, 11, 12      Prerequisite: None

Description: This course introduces the technical skills needed for personal expression in drawing, painting, and illustration using various 2-D and 3-D applications. Students will explore the elements and various techniques of art as well as general art history. This is a half-year course.

#### **Painting, Drawing & Sculpting...2120**

Credits: 5      Grade Level: 10, 11, 12      Prerequisite: Introduction to Art and Art Teacher Recommendation

Description: This course is a continuation of Introduction to Art. Students will explore advanced practices and techniques using acrylic, watercolor, pastels, and other mediums. Artwork from this class will be selected for exhibits in our community, in the All-City Festival as well as at the Union County Teen Arts Festival.

#### **Digital/Traditional Illustration & Animation...2130**

Credits: 5      Grade Level: 10, 11, 12      Prerequisite: Introduction to Art and Art Teacher Recommendation

Description: This course is a continuation of Introduction to Art. Students will utilize traditional mediums and programs such as Adobe Photoshop and Corel Painter to create commercial artwork. The class will also focus on 2D animation. Artwork from this class will be selected for exhibits in our community, in the All-City Festival as well as the Union County Teen Arts Festival.

#### **Advanced Art/Portfolio ...2140**

Credits: 5      Grade Level: 11, 12      Prerequisite: Introduction to Art and an additional art class

Description: This is an advanced program for students looking to pursue a career in fine arts. Students will learn advanced techniques and build a career or school-based portfolio that will show their work, skills, and abilities. The primary objective of this course is to understand career options and prepare for college acceptance as an art major.

## BAND COURSES

### **Concert Band I...2211**

Credits: 5      Grade Level: 9      Prerequisite: Previous Band Experience or Teacher Recommendation  
Description: Concert Band is an elective that is a planned progression from the elementary and middle school bands. The course includes the study and performance of a varied repertoire of standard concert band literature. Sound rehearsal techniques and procedures are continually stressed, and individual improvement of each student's performance is encouraged. Emphasis is placed on good tone production, balance, intonation, technical flexibility, and musicianship. Participation in the winter and spring concert programs is part of the required curriculum. All band members are scheduled once a week for small group lessons on a rotating basis during the school day.

### **Concert Band II...2212**

Credits: 5      Grade Level: 10      Prerequisite: Concert Band I  
Description: Concert Band II is a designed progression from Concert Band I. The course includes a deeper study and performance of a varied repertoire of standard concert band literature. Sound rehearsal techniques and procedures are continually stressed, and individual improvement of each student's performance is encouraged. Emphasis is placed on good tone production, balance, intonation, technical flexibility, and musicianship. Participation in the winter and spring concert programs is part of the required curriculum. All band members are scheduled once a week for small group lessons on a rotating basis during the school day.

### **Concert Band III...2213**

Credits: 5      Grade Level: 11      Prerequisite: Concert Band II  
Description: Concert Band III is a designed progression from Concert Band II. The course includes a deeper study and performance of a varied repertoire of standard concert band literature. Sound rehearsal techniques and procedures are continually stressed, and individual improvement of each student's performance is encouraged. Emphasis is placed on good tone production, balance, intonation, technical flexibility, and musicianship. Participation in the winter and spring concert programs is part of the required curriculum. All band members are scheduled once a week for small group lessons on a rotating basis during the school day.

### **Concert Band IV...2214**

Credits: 5      Grade Level: 12      Prerequisite: Concert Band III  
Description: Concert Band IV is a designed progression from Concert Band III. The course includes a deeper study and performance of a varied repertoire of standard concert band literature. Sound rehearsal techniques and procedures are continually stressed, and individual improvement of each student's performance is encouraged. Emphasis is placed on good tone production, balance, intonation, technical flexibility, and musicianship. Participation in the winter and spring concert programs is part of the required curriculum. All band members are scheduled once a week for small group lessons on a rotating basis during the school day.

### **Marching Band...2298**

Credits: 1      Grade Level: 9, 10, 11, 12      Prerequisite: Previous Band Experience or Teacher Recommendation  
Description: This course is designed for students who, in addition to completing the Band curriculum, participate in the marching band program which involves the mastery of additional music literature and performance routines. The marching band performs at varsity football games, band competitions, and various parades and civic events that may occur during the year. All band members are scheduled once a week for small group lessons on a rotating basis during the school day.

### **Band Lessons...2299**

Credits: 1      Grade Level: 9, 10, 11, 12      Prerequisite: Teacher Recommendation  
Description: The lesson program is designed for students who are interested in participating in a performance ensemble (*Band, Choir, and Orchestra*) but are not able to enroll due to scheduling conflicts. Preparation of music for and participation in the winter and spring concert programs is a requirement of the lesson program. Students signed up for Band Lessons should not be signed up for Concert Band or Concert Marching Band. Lessons for students in Concert Band or Concert Marching Band are an integral part of the course. Students are scheduled once a week for class lessons on a rotating basis during the school day. *It is strongly recommended that students take the actual ensemble class; lessons are only intended for schedule conflicts.*

## DANCE COURSES

### **Introduction to Dance...2310**

Credits: 2.5      Grade Level: 9, 10, 11, 12      Prerequisite: None  
Description: This course is designed as an introductory workshop in movement and dance including styles of tap, lyrical, jazz, ballet, ethnic, and hip hop. Students will learn dance history and vocabulary that coincide with each style of dance learned. This is a half-year course.

### **Dance Ensemble...2320**

Credits: 5      Grade Level: 9, 10, 11, 12      Prerequisite: Introduction to Dance or Teacher Recommendation  
Description: This class is an extension of the Introduction to Dance curriculum. Students with previous dance training will develop a more advanced knowledge of dance technique, dance history, and vocabulary. Opportunities to work with guest and student choreographers, and develop career awareness are also features of this course. Students will be required to participate in the Spring Concert.

### **Dance Major...2330**

Credits: 5      Grade Level: 10, 11, 12  
Prerequisite: Introduction to Dance and Teacher Recommendation required  
Description: This course includes an in-depth study of various forms of dance, dance history, and vocabulary. Students will also learn the art of choreography, and costume making and maintenance. Opportunities to work with guest and student choreographers and develop career awareness are also features of this course. Dance Major students will be enrolled in Dance PE/Health as well as being required to participate in the Spring Concert.

### **Dance Company...2340**

Credits: 5      Grade Level: 9, 10, 11, 12  
Prerequisite: AUDITION ONLY Dance teacher recommendation required  
Description: This class is an audition-only course. Students in the dance program will be accepted through an audition for this class. The course follows the same criteria as Dance Major but has higher criteria for performance. Students in this class will be featured in the Spring Concert as well as various outside-of-school performances. These students will also be enrolled in Dance PE/Health.

## DRAMA COURSES

### **Introduction to Drama...2460**

Credits: 2.5      Grade Level: 9, 10, 11, 12      Prerequisite: None  
Description: This course is designed to introduce basic acting and theater techniques. Through skill development in movement and the use of voice and character portrayal, students will explore the performance medium of the actor. Major works of noted playwrights from various periods will be studied. Aspects of technical theater including sound and lighting, as well as stage direction will also be introduced. This is a half-year course.

### **Advanced Drama I...2471**

Credits: 5      Grade Level: 10      Prerequisite: Introduction to Drama  
Description: This course is designed as a progression of the Introduction to Drama curriculum. Through advanced skill development in movement and the use of voice and character portrayal students will explore the performance medium of the actor. Major works of noted playwrights from various periods will be studied. Aspects of theater "tech" including sound and lighting, as well as, directing, make-up, costuming, and set design will be included in the course. Students will have the opportunity to attend live performances.

### **Advanced Drama II...2472**

Credits: 5      Grade Level: 11      Prerequisite: Advanced Drama I  
Description: This course is designed as a progression of the Advanced Drama I curriculum. Through advanced skill development in movement and the use of voice and character portrayal students will explore the performance medium of the actor. Major works of noted playwrights from various periods will be studied. Aspects of theater "tech" including sound and lighting, as well as, directing, make-up, costuming, and set design will be included in the course. Students will have the opportunity to attend live performances.

### **Advanced Drama III...2473**

Credits: 5      Grade Level: 12      Prerequisite: Advanced Drama II  
Description: This course is designed as a progression of the Advanced Drama II curriculum. Through advanced skill development in movement and the use of voice and character portrayal students will explore the performance medium of the actor. Major works of noted playwrights from various periods will be studied. Aspects of theater "tech" including sound and lighting, as well as, directing, make-up, costuming, and set design will be included in the course. Students will have the opportunity to attend live performances.

## **GENERAL MUSIC**

### **Introduction to Music Technology...2530**

Credits: 2.5      Grade Level: 9, 10, 11, 12      Prerequisite: None  
Description: This course is designed for students who have an interest in writing and recording music. Students will have the opportunity to work at their ability level through hands-on application using electric keyboards and computers. Basic music theory will also be introduced to help students have a better understanding of composition. This is a half-year course.

## **GUITAR**

### **Introduction to Guitar...2511**

Credits: 2.5      Grade Level: 9, 10, 11, 12      Prerequisite: None  
Description: This course is designed to provide a "hands-on" experience with various musical elements including rhythm, melody, and harmony. Students will explore styles from early guitar music through Rhythm and Blues, Jazz, and Contemporary Rock. A wide range of activities will encourage musical skill development and creativity. This is a half-year course.

### **Guitar Workshop I...2521**

Credits: 5      Grade Level: 10      Prerequisite: Introduction to Guitar  
Description: The Advanced Guitar Workshop course is designed to be a sequential extension of the Introduction to Guitar course. Students will have the opportunity to further develop skills in the areas of reading music notation, lead and rhythm guitar techniques, improvisation, and composition in a variety of styles from the classics to rock.

### **Guitar Workshop II...2522**

Credits: 5      Grade Level: 11      Prerequisite: Guitar Workshop I  
Description: The Advanced Guitar Workshop course is designed to be a sequential extension of the Advanced Guitar Workshop I course. Students will have the opportunity to further develop skills in the areas of reading music notation, lead and rhythm guitar techniques, improvisation, and composition in a variety of styles from the classics to rock.

### **Guitar Workshop III...2523**

Credits: 5      Grade Level: 12      Prerequisite: Guitar Workshop II  
Description: The Advanced Guitar Workshop course is designed to be a sequential extension of the Advanced Guitar Workshop II course. Students will have the opportunity to further develop skills in the areas of reading music notation, lead and rhythm guitar techniques, improvisation, and composition in a variety of styles from the classics to rock.

## MUSICAL THEATRE

### **Introduction to Musical Theatre...2411**

Credits: 2.5      Grade Level: 9, 10, 11, 12      Prerequisite: None  
Description: This course is designed to provide students with an introductory experience to all aspects of a musical theater production. Students will study acting, singing, dancing, musical theater history, direction, and technical theater including costuming, set design, lighting, and sound. In addition, classes work with the dance and choir teacher weekly for group lessons. Students are encouraged to participate in the annual school musical and to perform in the end-of-the-year Broadway Lights Concert. This is a half-year course.

### **Musical Theatre...2421**

Credits: 5      Grade Level: 9, 10, 11, 12  
Prerequisite: Introduction to Musical Theatre or Teacher Recommendation  
Description: This course is designed as a continuation of Introduction to Musical Theatre for students who are interested in pursuing training in acting, singing, dancing, directing, or theater "tech" as these relate to the world of musical theater. Students will work weekly with a professional choreographer and vocal coach. Participation in the school musical and other performance presentations is part of the required curriculum. Students are eligible for individual and small-group voice lessons.

### **Musical Theatre Major I...2431**

Credits: 5      Grade Level: 9      Prerequisite: Introduction to Musical Theatre  
Description: This course is designed to provide students with an in-depth experience of all aspects of a musical theatre production. Students will study acting, singing, dancing, musical theatre history, direction, and technical theatre including costuming, set design lighting, and sound. In addition, classes work with the dance and choir teacher weekly for group lessons. Students are required to participate in the annual school musical and are required to perform in the end-of-the-year Broadway Lights Concert. Musical Theatre Major students will be enrolled in Dance PE/ Health.

### **Musical Theatre Major II...2432**

Credits: 5      Grade Level: 10      Prerequisite: Musical Theatre Major I  
Description: This course is designed as a continuation of Musical Theater Major I for students who are interested in pursuing training in acting, singing, dancing, directing, or theater tech as these relate to the world of musical theater. Students will study acting, singing, dancing, musical theatre history, direction, and technical theatre including costuming, set design lighting, and sound. In addition, classes work with the dance and choir teacher weekly for group lessons. Students are required to participate in the annual school musical and are required to perform in the end-of-the-year Broadway Lights Concert. Musical Theatre Major students will be enrolled in Dance PE/ Health.

### **Musical Theatre Major III...2433**

Credits: 5      Grade Level: 11      Prerequisite: Musical Theatre Major II  
Description: This course is designed as a continuation of Musical Theater Major II for students who are interested in pursuing training in acting, singing, dancing, directing, or theater tech as these relate to the world of musical theater. Students will study acting, singing, dancing, musical theatre history, direction, and technical theatre including costuming, set design lighting, and sound. In addition, classes work with the dance and choir teacher weekly for group lessons. Students are required to participate in the annual school musical and are required to perform in the end-of-the-year Broadway Lights Concert. Musical Theatre Major students will be enrolled in Dance PE/ Health.

## **Musical Theatre Major IV...2434**

Credits: 5      Grade Level: 12      Prerequisite: Musical Theatre Major III  
Description: This course is designed as a continuation of Musical Theater Major III for students who are interested in pursuing training in acting, singing, dancing, directing, or theater tech as these relate to the world of musical theater. Students will study acting, singing, dancing, musical theatre history, direction, and technical theatre including costuming, set design lighting, and sound. In addition, classes work with the dance and choir teacher weekly for group lessons. Students are required to participate in the annual school musical and are required to perform in the end-of-the-year Broadway Lights Concert. Students will be responsible for the design and execution of an original spring musical revue in a cabaret style that will showcase student ability in all areas of musical theater production. Musical Theatre Major students will be enrolled in Dance PE/ Health.

## **ORCHESTRA**

### **Orchestra I...2621**

Credits: 5      Grade Level: 9  
Prerequisite: Previous Orchestra Experience or Teacher Recommendation  
Description: Orchestra I is an elective that is a planned progression from the elementary and middle school orchestras. The course includes the study and performance of a varied repertoire of standard orchestra literature. Sound rehearsal techniques and procedures are continually stressed, and individual improvements in each student's performance are encouraged. Emphasis is placed on good tone production, balance, intonation, technical flexibility, correct style, and musicianship. Participation in the winter and spring concert programs is part of the required curriculum. All orchestra members are scheduled once a week for small group lessons on a rotating basis during the school day.

### **Orchestra II...2622**

Credits: 5      Grade Level: 10      Prerequisite: Orchestra I  
Description: Orchestra II is a designed progression from Orchestra I. The course includes a deeper study and performance of a varied repertoire of standard orchestra literature. Sound rehearsal techniques and procedures are continually stressed, and individual improvements in each student's performance are encouraged. Emphasis is placed on good tone production, balance, intonation, technical flexibility, correct style, and musicianship. Participation in the winter and spring concert programs is part of the required curriculum. All orchestra members are scheduled once a week for small group lessons on a rotating basis during the school day.

### **Orchestra III...2623**

Credits: 5      Grade Level: 11      Prerequisite: Orchestra II  
Description: Orchestra III is a designed progression from Orchestra II. The course includes a deeper study and performance of a varied repertoire of standard orchestra literature. Sound rehearsal techniques and procedures are continually stressed, and individual improvements in each student's performance are encouraged. Emphasis is placed on good tone production, balance, intonation, technical flexibility, correct style, and musicianship. Participation in the winter and spring concert programs is part of the required curriculum. All orchestra members are scheduled once a week for small group lessons on a rotating basis during the school day.

### **Orchestra IV...2624**

Credits: 5      Grade Level: 12      Prerequisite: Orchestra III  
Description: Orchestra IV is a designed progression from Orchestra III. The course includes a deeper study and performance of a varied repertoire of standard orchestra literature. Sound rehearsal techniques and procedures are continually stressed, and individual improvements in each student's performance are encouraged. Emphasis is placed on good tone production, balance, intonation, technical flexibility, correct style, and musicianship. Participation in the winter and spring concert programs is part of the required curriculum. All orchestra members are scheduled once a week for small group lessons on a rotating basis during the school day.

## **Orchestra Lessons...2699**

Credits: 1      Grade Level: 9, 10, 11, 12      Prerequisite: Teacher Recommendation

Description: The lesson program is designed for students who are interested in participating in a performance ensemble (Band, Choir, and Orchestra) but are not able to enroll due to scheduling conflicts. Preparation of music for and participation in the winter and spring concert programs is a requirement of the lesson program. Students signed up for Orchestra Lessons should not be signed up for Orchestra. Lessons for students in Orchestra are an integral part of the course. Students are scheduled once a week for small group lessons on a rotating basis during the school day. *It is strongly recommended that students take the actual ensemble class; lessons are only intended for schedule conflicts.*

## **VOCAL MUSIC**

### **Choir I...2711**

Credits: 5      Grade Level: 9      Prerequisite: None

Description: Choir I is based on the study and performance of standard and popular choral literature in SATB voicing is undertaken by this ensemble. Sound rehearsal techniques and procedures are continually stressed, and individual improvements in each student's performance are encouraged. Emphasis is placed on good tone production, balance, intonation, technical flexibility, correct style, and musicianship. Participation in the winter, spring, and graduation programs is part of the required curriculum. An audition is required for voice placement.

### **Choir II...2712**

Credits: 5      Grade Level: 10      Prerequisite: Choir I

Description: Choir II is a designed progression of Choir I and is based on the study and performance of standard and popular choral literature in SATB voicing is undertaken by this ensemble. Sound rehearsal techniques and procedures are continually stressed, and individual improvements in each student's performance are encouraged. Emphasis is placed on good tone production, balance, intonation, technical flexibility, correct style, and musicianship. Participation in the winter, spring, and graduation programs is part of the required curriculum. An audition is required for voice placement.

### **Choir III...2713**

Credits: 5      Grade Level: 11      Prerequisite: Choir II

Description: Choir III is a designed progression of Choir II and is based on the study and performance of standard and popular choral literature in SATB voicing is undertaken by this ensemble. Sound rehearsal techniques and procedures are continually stressed, and individual improvements in each student's performance are encouraged. Emphasis is placed on good tone production, balance, intonation, technical flexibility, correct style, and musicianship. Participation in the winter, spring, and graduation programs is part of the required curriculum. An audition is required for voice placement.

### **Choir IV...2714**

Credits: 5      Grade Level: 12      Prerequisite: Choir III

Description: Choir IV is a designed progression of Choir III and is based on the study and performance of standard and popular choral literature in SATB voicing is undertaken by this ensemble. Sound rehearsal techniques and procedures are continually stressed, and individual improvements in each student's performance are encouraged. Emphasis is placed on good tone production, balance, intonation, technical flexibility, correct style, and musicianship. Participation in the winter, spring, and graduation programs is part of the required curriculum. An audition is required for voice placement.

### **Madrigals...2721**

Credits: 5      Grade Level: 9, 10, 11, 12

Prerequisite: AUDITION ONLY Vocal Music teacher recommendation required

Description: This is an advanced, select, choral ensemble opened by audition to students desiring greater public exposure and performance experience. The finest ensemble literature is studied and performed at various functions and competitions. Participation in the winter, spring, and graduation programs is part of the required curriculum. All madrigal singers are expected to be available for after-school and weekend performances.

### **Vocal Lessons...2799**

Credits: 1      Grade Level: 9, 10, 11, 12      Prerequisite: None

Description: The lesson program is designed for students who are interested in participating in a performance ensemble (Band, Choir, and Orchestra) but are not able to enroll due to scheduling conflicts. Preparation of music for and participation in the winter, spring, and graduation programs is a requirement of the lesson program. Students signed up for Choir, Concert Choir, and Chamber Choir should not be signed up for Vocal Lessons. Vocal Lessons for students in Choir, Concert Choir, and Chamber Choir are an integral part of the course. Students are scheduled once a week for small group lessons on a rotating basis during the school day. *It is strongly recommended that students take the actual ensemble class; lessons are only intended for schedule conflicts.*

## **INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM**

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment. Students have the option to take an IB class as a course class, and potentially receive university recognition for specific courses only.

### **What is the Diploma Program?**

The IB Diploma Program (DP) is an academically challenging and balanced program of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional, and physical well-being of students. The program has gained recognition and respect from the world's leading universities. Diploma Program prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- develop physically, intellectually, emotionally, and ethically.
- acquire breadth and depth of knowledge and understanding, studying courses from 6 subject groups.
- develop the skills and a positive attitude toward learning that will prepare them for higher education.
- study at least two languages and increase understanding of cultures, including their own.
- make connections across traditional academic disciplines and explore the nature of knowledge through the program's unique theory of knowledge course.
- undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay.
- enhance their personal and interpersonal development through creativity, action, and service.

### **Creativity Action Service (CAS)**

One of the fundamental components of the IB program is CAS. CAS time encompasses a wide range of activities to get the IB students involved in projects outside of the general IB curriculum. Projects can include anything from team sports to volunteer service in the community. IB Diploma students must complete 150 CAS hours. The CAS requirement is met by participating in planned and supervised extracurricular activities related to the local community. Such participation is meant to encourage the appreciation of attitudes and values other than one's own and to enable the student to communicate readily on both a philosophical and practical level. CAS may be done in any area of student interest as long as it does not reap personal monetary gain or pander only to the interest of the student's immediate family.

### **Extended Essay (EE)**

Another fundamental component of the IB program is the Extended Essay. The Extended Essay is a 3,500 to 4,000-word essay on a topic of the student's choice. This essay gives the students the opportunity to research, in-depth, a subject of their interest. The essay should be a well-developed piece of writing that reflects the student's best ability and interest in the subject. It is generally completed during the year before the student plans to graduate and reflects many hours of work over a long length of time. This essay is written in one of the prescribed IB subject areas and should reflect in-depth research as well as critical thought. Students work hand in hand with a faculty mentor to make sure it reflects the very best the student can do.

## Group One - Language A: Literature

### **IB English HL...3134 (11<sup>th</sup> Grade)**

Credits: 5      Grade Level: 11      Prerequisite: None  
Description: IB English HL is an intensive two-year program designed to encourage an appreciation of literary works of different periods, genres, styles, subjects, and meanings. Students should be highly motivated, and able to engage in close, detailed analysis of course content. IB students will be assessed in a variety of ways, such as oral and written assignments, internal and external assessments, research projects, and visual presentations. Students are also required to take the IB Higher Level English Examination in May of their senior year. Students who do not take the IB Examination related to this course will have their course grade weight reverted to Honors rather than IB.

### **IB English HL...3144 (12<sup>th</sup> Grade)**

Credits: 5      Grade Level: 12      Prerequisite: IB English HL Grade 11  
Description: IB English HL is an intensive two-year program designed to encourage an appreciation of literary works of different periods, genres, styles, subjects, and meanings. Students should be highly motivated, and able to engage in close, detailed analysis of course content. IB students will be assessed in a variety of ways, such as oral and written assignments, internal and external assessments, research projects, and visual presentations. Students are also required to take the IB Higher Level English Examination in May of their senior year. Students who do not take the IB Examination related to this course will have their course grade weight reverted to Honors rather than IB.

## Group Two – Language Acquisition

### **IB World Language, SL...11<sup>th</sup> Grade    French...9164    Italian...9364    Spanish...9564    Chinese...9764**

Credits: 5      Grade Level: 11      Prerequisite: none  
Description: May be taken as part of the full IB Diploma Program or as an Individual Course. Refer to the International Baccalaureate Program section for a full description of the Diploma Program. IB World Language SL 11 (French, German, Italian, Spanish, or Mandarin Chinese) is designed for those students with previous experience in the language. Students entering the class should be at the intermediate-low approaching the intermediate-mid level of proficiency. The primary objective is to acquire and perfect the language on a higher level through the study of literary texts and other authentic materials. The course curriculum will be based on three basic themes: exploring change, exploring groups, and exploring leisure. Some of the assignments are prepared for both internal and external assessments and are completed for a portion of the IB score. This is a challenging course requiring self-discipline, self-determination, and motivation. Students are expected to take the IB external assessment at the end of their senior year. The ACTFL Proficiency target for students completing this class is within the intermediate-mid to intermediate-high range.

### **IB World Language, SL...12<sup>th</sup> Grade    French...9174    Italian...9374    Spanish...9574    Chinese...9774**

Credits: 5      Grade Level: 12      Prerequisite: IB World Language SL- Grade 11  
Description: May be taken as part of the full IB Diploma Program or as an Individual Course. Refer to the International Baccalaureate Program section for a full description of the Diploma Program. IB World Language SL 12 (French, German, Italian, Spanish, or Mandarin Chinese) is designed for those students who have completed IB World Language SL 11 (9X64). Students entering the class should be at the intermediate-mid approaching intermediate-high level of proficiency. The primary objective is to continue to acquire and perfect the language on a higher level through the study of literary texts and other authentic materials. The course curriculum is based on three basic themes: exploring change, exploring groups, and exploring leisure. Some of the assignments are prepared for both internal and external assessments and are completed for a portion of the IB score. This is a challenging course requiring self-discipline, self-determination, and motivation. Students are required to take the IB external assessment at the end of the year. Students, who do not take the IB Examination related to this course, will have their course grade weight revert to Honors rather than IB. The ACTFL Proficiency target for students completing this class is within the intermediate-mid to intermediate-high range.

## Group Three - Individuals and Societies

### **IB Business Management, SL...1414**

Credits: 5      Grade Level: 12      Prerequisite: None

Description: This course is designed to give students an understanding of business principles, practices, and skills. Emphasis will also be placed on understanding technical innovation and day-to-day business functions of marketing, human resource management, accounting, and finance. One of the fundamental features of this course is the concept of synergy. In its technical sense, it is a concept that means an organization should seek an overall return greater than the sum of its parts. Students should appreciate the ethical concerns and issues of social responsibility in the business environment. Students should be able to make sense of the forces and circumstances that drive change in an interdependent and multicultural world. This should enable students to assimilate the principles of business and management and to become critical and effective participants in local and world affairs. Students who do not take the IB Examination related to this course will have their course grade weight reverted to Honors rather than IB.

### **IB History of the Americas, HL...8814**

Credits: 5      Grade Level: 11      Prerequisite: None

Description: The History of the Americas course will cover selected topics that concern North, Central, and South America. The period will cover events from the Colonial Period through the conclusion of World War II. By studying the human conditions within the context of the Americas, students will gain an understanding of their own country's history, environment, and institutions, and of the forces that have shaped world culture, economy, government, and society. The course has, by design, an international focus and will provide a balance to view the world. There is a strong writing component in the course. Some assignments are prepared for both internal and external assessment and are completed for a portion of the IB score. Students are required to take the IB History of the Americas HL exam. Students who do not take the IB Examination related to this course will have their course grade weight revert to Honors rather than IB.

### **IB 20<sup>th</sup> Century Topics, HL...8824**

Credits: 5      Grade Level: 12      Prerequisite: History of the Americas, HL

Description: This course allows students to examine historical events of the Twentieth Century in-depth and evaluate their meaning. Specifically, students will concentrate on the 100 years from 1890-1990. The topics will include the causes, practices, and effects of war, the rise and role of single-party states, and the Cold War. Students will also gain the knowledge that history does not occur in a vacuum and that events can have several interpretations depending on one's world perspective. There is a strong writing component in this course. Some assignments are prepared for both internal and external assessment and are completed for a portion of the IB score. Students are required to take the IB Twentieth Century Topics HL exam. Students who do not take the IB Examination related to this course will have their course grade weight revert to Honors rather than IB.

### **IB Psychology, SL...8854**

Credits: 5      Grade Level: 12      Prerequisites: Must be an IB Diploma Candidate

Description: The IB Diploma Program psychology course is the systematic study of behavior and mental processes. The psychology course examines the interaction of biological, cognitive, and sociocultural influences on human behavior. Students undertaking the course can expect to develop an understanding of how psychological knowledge is generated, developed, and applied. This will allow them to have a greater understanding of themselves and appreciate the diversity of human behavior.

## Group Four - Experimental Sciences

### **IB Biology, HL...7124 (11<sup>th</sup> grade)**

Credits: 5      Grade Level: 11      Prerequisite: None

Description: IB Biology HL is a college-level study of biology that explores four themes: structure and function; universality versus diversity; equilibrium within systems; and evolution. Students are expected to integrate new details into their existing content knowledge by studying functioning within living systems through experimentation and evaluation of scientific explanations. This course is intended for self-motivated students, for it requires lengthy daily assignments and independent study. Some assignments are prepared for both internal and external assessment and are completed for a portion of the IB score. All students are required to participate in the Group Four project and to take the IB Biology HL exam in May of their senior year. IB Biology SL covers these same areas but less intensely and comprehensively. Students who do not take the IB Examination related to this course will have their course grade weight revert to Honors rather than IB.

### **IB Biology, HL...7134 (12<sup>th</sup> grade)**

Credits: 5      Grade Level: 12      Prerequisite: None

Description: IB Biology HL is a college-level study of biology that explores four themes: structure and function; universality versus diversity; equilibrium within systems; and evolution. Students are expected to integrate new details into their existing content knowledge by studying functioning within living systems through experimentation and evaluation of scientific explanations. This course is intended for self-motivated students, for it requires lengthy daily assignments and independent study. Some assignments are prepared for both internal and external assessment and are completed for a portion of the IB score. All students are required to participate in the Group Four project and to take the IB Biology HL exam in May of their senior year. IB Biology SL covers these same areas but less intensely and comprehensively. Students who do not take the IB Examination related to this course will have their course grade weight revert to Honors rather than IB.

### **IB Chemistry, HL...7224 (11<sup>th</sup> grade)**

Credits: 5      Grade Level: 11      Prerequisite: None

Description: IB Chemistry HL is a rigorous two-year course whose content is equivalent to a high-level college course in both general chemistry and first-semester organic chemistry. The course provides depth in both physical chemistry and organic chemistry through a program that combines academic study with the acquisition of practical and investigative skills. The purpose of the course is to prepare the student for the cumulative two-year Chemistry HL examinations and/or satisfy the IB Group 4 diploma requirement. IB Chemistry SL covers these same areas but less intensely and comprehensively. Students who do not take the IB Examination related to this course will have their course grade weight revert to Honors rather than IB.

### **IB Chemistry, HL...7234 (12<sup>th</sup> grade)**

Credits: 5      Grade Level: 12      Prerequisite: None

Description: IB Chemistry HL is a rigorous two-year course whose content is equivalent to a high-level college course in both general chemistry and first-semester organic chemistry. The course provides depth in both physical chemistry and organic chemistry through a program that combines academic study with the acquisition of practical and investigative skills. The purpose of the course is to prepare the student for the cumulative two-year Chemistry HL examinations and/or satisfy the IB Group 4 diploma requirement. IB Chemistry SL covers these same areas but less intensely and comprehensively. Students who do not take the IB Examination related to this course will have their course grade weight revert to Honors rather than IB.

### **IB Physics, SL...7314**

Credits: 5      Grade Level: 12      Prerequisite: None

Description: IB Physics SL, in combination with the laboratory experience, is designed to develop the student's understanding of the concepts and theories of physics. The students will develop critical thinking skills, become aware of the interactions within the environment, and gain valuable knowledge on international science and the use of the scientific method for self-discovery. In physics, there are three connected domains of knowledge and skills: 1) Laws of physics, 2) Experimental skills, 3) Social and historical. Students should be highly motivated since the course demands both independent work and group work. Some assignments are to prepare for both internal and external assessment and are completed for a portion of the IB score. Students are required to participate in the Group Four project and are required to take the IB Physics SL exam in May of their junior year. Students who do not take the IB Examination related to this course will have their course grade weight reverted to Honors rather than IB.

### **IB Sports, Exercise, and Health Science, SL...7414**

Credits: 5      Grade Level: 12      Prerequisite: None

Description: Sports, exercise, and health science (SEHS) is an experimental science that combines academic study with the acquisition of practical and investigative skills. It is an applied science course within group 4, with aspects of biological and physical science being studied in the specific context of sports, exercise, and health. Moreover, the subject matter goes beyond traditional science subjects to offer a deeper understanding of the issues related to sports, exercise, and health in the 21st century. Apart from being worthy of study in its own right, SEHS is good preparation for courses in higher or further education related to sports fitness and health and serves as useful preparation for employment in sports and leisure industries.

## Group Five - Mathematics

### **Analysis and Approaches, SL...4914 (11<sup>th</sup> grade)**

Credits: 5      Grade Level: 11      Prerequisite: Algebra II Trig Honors  
Description: This two-year standard-level course is designed for students who wish to pursue advanced studies in mathematics or areas that require large mathematical content. Students taking this course explore real and abstract applications with and without technology, and enjoy mathematical problem-solving and generalization. Topics covered include a wide study within Algebra, Functions, Geometry and Trigonometry, Statistics and Probability, and Calculus.

### **Analysis and Approaches, SL...4924 (12<sup>th</sup> grade)**

Credits: 5      Grade Level: 12      Prerequisite: Analysis and Approaches, Grade 11  
Description: This two-year IB course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content. It is for students who enjoy developing mathematical arguments, problem-solving, and exploring real and abstract applications, with and without technology. The course focus will address analytic methods of mathematics with an emphasis on calculus. Students who plan to pursue study as pure mathematicians, engineers, physical scientists, and economists, or those with an interest in theoretical mathematics and analytic methods are strongly encouraged to take this sequence. There are five topics at the core of this class: Topic 1—Number and Algebra; Topic 2—Functions; Topic 3— Geometry and trigonometry; Topic 4—Statistics and Probability; and Topic 5 —Calculus. Students are also required to complete an individual exploration which is a piece of written work that involves investigating an area of mathematics.

### **Applications and Interpretation, SL...4954 (11<sup>th</sup> grade)**

Credits: 5      Grade Level: 11      Prerequisite: Algebra II CP or Geometry  
Description: This two-year standard-level course is designed for students who wish to explore real-world applications, modeling, and problem-solving using technology. Students taking this course explore real applications with technology, with an emphasis on interpreting the results, and enjoy mathematical problem-solving and generalization. Topics covered include a wide study within Algebra, Functions, Geometry and Trigonometry, Statistics and Probability, and Calculus.

### **Applications and Interpretation, SL ...4964 (12<sup>th</sup> grade)**

Credits: 5      Grade Level: 12      Prerequisite: Applications and Interpretations, Grade 11  
Description: This two-year course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are invested in harnessing the power of technology alongside exploring mathematical models, and those who enjoy the more practical side of mathematics. The course will address applications and interpretation with an emphasis on the use of technology. Students who plan to pursue study as social scientists, some economists, natural scientists, and students with an interest in the applications of mathematics and how technology can support this are strongly encouraged to take this sequence. There are five topics at the core of this class: Topic 1—Number and Algebra; Topic 2—Functions; Topic 3— Geometry and trigonometry; Topic 4—Statistics and Probability; and Topic 5 —Calculus. Students are also required to complete an individual exploration which is a piece of written work that involves investigating an area of mathematics.

## Group Six - The Arts

### **IB Art Design, SL...2154**

Credits: 5      Grade Level: 11      Prerequisite: None

Description: IB Art Design SL presents students with an opportunity to study and produce art that reflects a multicultural perspective. The course will develop students' understanding of a multinational concept of visual arts, the influence of indigenous cultures, and the cultural background and personal needs of the students. Initial interdisciplinary studies and related arts production will serve to identify the roles the visual arts play regarding commentary, literature, history, and the cultures of people around the world. Students are required to prepare a portfolio. Some assignments will be prepared for both internal and external assessment and are completed for a portion of the IB score. Students are required to take the IB Art/Design exam. Students must choose to do their work as either Part A or Part B

Part A: Studio Work: The studio work is constructed to include both the studying of elements and principles of Art, as well as wide-ranging personal research of an experimental nature. The student may experiment with one or more different media, e.g., drawing, collage, painting, graphics, block-printing, etc.

Part B: Research Workbooks: The research workbooks will contain both visual and verbal information and should have the appearance of working journals. At Standard Level, the research workbook should include records of experimental studio research that relate to the techniques, traditions, or Art/Design forms selected for study. These workbooks should include the student's original work in the form of sketches, diagrams, etc. Students who do not take the IB Examination related to this course will have their course grade weight revert to Honors rather than IB.

## Diploma Requirement

### **IB Theory of Knowledge...8834**

Credits: 5      Grade Level: 11      Prerequisite: Enrollment in the IB Diploma Programme

Description: IB Theory of Knowledge (TOK) is a required interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. TOK challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought based on analysis of evidence expressed in rational argument. As the key element in the IB educational philosophy, the Theory of Knowledge course seeks to develop a coherent approach to learning that transcends and unifies academic subjects and encourages appreciation of other cultural perspectives. IB TOK is a seminar course organized around concepts of knowledge taught in the six IB areas. Oral discussion, defense of ideas, and critical thinking are key components of the course. The TOK course explores questions of philosophy and the origins of knowledge. Students also gain a clear appreciation of how knowledge and the perception of reality vary from one region of the world to another. Completion of Theory of Knowledge is required for the IB Diploma. The internal assessments are based on two 1,500-word essays. The standards applied in these assessments are moderated externally by the International Baccalaureate Organization. Students who do not take the IB Examination related to this course will have their course grade weight revert to Honors rather than IB.

## ADVANCED PLACEMENT COURSES

### **AP English Language and Composition...3135**

Credits: 5      Grade Level: 11  
Prerequisite: English II Honors with a grade of 'B' or higher **OR** English II CP with a grade of 'A'  
Description: Students will learn about the elements of argument and composition as they develop critical reading and writing skills. They will read and analyze nonfiction works from various periods and write essays with different aims: for example, to explain an idea, argue a point, or persuade the reader.

### **AP English Literature and Composition...3145**

Credits: 5      Grade Level: 12  
Prerequisite: English III Honors with a grade of 'B' or higher **OR** English III CP with a grade of 'A' **OR** IB English 11 with a grade of 'B' or higher **OR AP English Language and Composition with a grade of 'C' or higher**  
Description: Students will learn how to understand and evaluate works of fiction and non-fiction from various historical periods and cultures. They will read literary works and write essays to explain and support analysis of poetry, prose, and drama.

### **AP Calculus AB...4625**

Credits: 5      Grade Level: 12  
Prerequisite: Pre-Calculus Honors with a grade of 'B' or higher **OR** Pre-Calculus CP with a grade of 'A' **OR** IB Analysis and Approaches Grade 11 or Applications and Interpretation Grade 11 with a grade of 'B' or higher  
Description: AP Calculus AB is designed to be the equivalent of a first-semester college calculus course devoted to topics in differential and integral calculus, focusing on students' understanding of calculus concepts and providing experience with methods and applications. This course features a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds an understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems.

### **AP Biology...7135**

Credits: 5      Grade Level: 12  
Prerequisite: Biology or Chemistry Honors with a grade of 'B' or higher **OR** Biology or Chemistry CP with a grade of 'A' and recommendation  
Description: Study of the core scientific principles, theories, and practices that govern living organisms and biological systems. The course involves 40% of hands-on laboratory work to investigate natural phenomena. The primary goal of the course is for students to develop the skills and content knowledge necessary to be successful in first-year college-level life/health science courses. It is highly recommended that incoming students have completed high school biology and chemistry before starting the course.

### **AP United States History...8335**

Credits: 5      Grade Level: 12  
Prerequisite: United States History II Honors with a grade of 'B' or higher **OR** United States History II CP with a grade of 'A'  
Description: Study the cultural, economic, political, and social developments that have shaped the United States from c. 1491 to the present. You'll analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments.

## LANGUAGE ARTS PROGRAM

The study of Language Arts as a course is a four-year requirement for every high school student in the State of New Jersey. The Language Arts courses at Linden High School are designed and aligned with the New Jersey Student Learning Standards for Language Arts. They are intended to capture language experiences all students need to grow intellectually, socially, and emotionally and to promote students' capacities to construct meaning in any arena, with others as well as on their own. The standards also advocate for students to learn to read, write, speak, listen, and view critically, strategically, and creatively to use these arts individually and in groups throughout their lives.

Suggested language arts sequences would be as follows:

<b>Grade</b>	<b>Sequence 1 Courses</b>	<b>Sequence 2 Courses</b>
9 <sup>th</sup> Grade	Language Arts I CP, Honors	Language Arts I CP, Honors
10 <sup>th</sup> Grade	Language Arts II CP, Honors	Language Arts II CP, Honors
11 <sup>th</sup> Grade	Language Arts III CP, Honors	IB English 11 AP Language and Composition
12 <sup>th</sup> Grade	Language Arts IV- Multicultural CP, Honors Language Arts IV- British Literature CP, Honors	IB English 12 AP Literature and Composition
Electives	Journalism I Journalism II Journalism III Journalism IV SAT Prep  Language Arts Electives can be taken in accordance with the grade level and prerequisites outline below for each course.	

**Language Arts I      CP...3110      ICS...3118      RESOURCE...3119**

Credits: 5      Grade Level: 9      Prerequisite: None  
Description: Designed for students who wish to pursue a college education, other training, or careers, this course fulfills the freshman Language Arts requirement. The course introduces basic literary forms – the short story, the novel, poetry, and drama. Specific attention is given to the improvement of reading, thinking, and discussion skills in connection with required reading. The writing process is reviewed as it applies to argument, analysis, description, and explanation. The student will also be required to complete outside reading and research, as well as an end-of-year capstone project.

**Language Arts I Honors...3112**

Credits: 5      Grade Level: 9  
Prerequisite: Grade of “A” in Language Arts 8 or Grade of “A or B” in Language Arts 8 Honors, or a teacher/principal recommendation.  
Description: Designed for highly capable, motivated students, this course fulfills the freshman Language Arts requirement. This course introduces basic literary forms – the short story, the novel, poetry, and drama. Specific attention is given to the improvement of reading, thinking, and discussion skills in connection with required reading. The writing process is reviewed as it applies to argument, analysis, description, and explanation. The student will also be required to complete outside reading and research, as well as an end-of-year capstone project. The honors level offers greater number and difficulty of the readings and frequency and length of the writing assignments.

**Language Arts II      CP...3120      ICS...3128      RESOURCE...3129**

Credits: 5      Grade Level: 10      Prerequisite: Language Arts I CP  
Description: Designed for students who wish to pursue a college education, other training, or careers, this course emphasizes the further study of literary forms and techniques and fulfills the sophomore Language Arts requirement. The writing process as it applies to opinion papers, personal essays, position papers, and reviews is stressed. Intensive instruction in the process of writing and producing a research paper is provided. The student will also be required to complete outside reading and research, as well as an end-of-year capstone project.

**Language Arts II Honors...3122**

Credits: 5      Grade Level: 10  
Prerequisite: Grade of “A” in Language Arts I CP or Grade of “A or B” in Language Arts I Honors, or a teacher/principal recommendation.  
Description: Designed for highly capable, motivated students, this course emphasizes the further study of literary forms and techniques and fulfills the sophomore Language Arts requirement. The writing process as it applies to opinion papers, personal essays, position papers, and reviews is stressed. Intensive instruction in the process of writing and producing a research paper is provided. The student will also be required to complete outside reading and research, as well as an end-of-year capstone project. The honors level offers greater number and difficulty of readings, more complex research, and increased length of writing assignments.

**Language Arts III      CP...3130      ICS...3138      RESOURCE...3139**

Credits: 5      Grade Level: 11      Prerequisite: Language Arts II CP  
Description: Designed for students who wish to pursue a college education, other training, or careers, this course fulfills the junior Language Arts requirement. It provides a chronological survey of American Literature from Colonial times through the Twentieth Century as it reflects historical, literary, and philosophical trends. Writing emphasis is placed on the production of the formal essay. The student will also be required to complete outside reading and research, as well as an end-of-year capstone project.

### **Language Arts III Honors...3132**

Credits: 5      Grade Level: 11

Prerequisite: Grade of "A" in Language Arts II CP or Grade of "A or B" in Language Arts II Honors, or a teacher/principal recommendation.

Description: Designed for highly capable, motivated students, this course fulfills the junior Language Arts requirement. It provides a chronological survey of American Literature from Colonial times through the Twentieth Century as it reflects historical, literary, and philosophical trends. Writing emphasis is placed on the production of the formal essay. The student will also be required to complete outside reading and research, as well as an end-of-year capstone project. The honors level offers greater number and difficulty of readings, more complex research, and increased length of writing assignments.

### **Language Arts IV- British Literature CP...3140      ICS...3148      RESOURCE...3149**

Credits: 5      Grade Level: 12      Prerequisite: Language Arts III CP

Description: Designed for students who wish to pursue a college education, other training, or careers this course fulfills the senior Language Arts requirement. It focuses on the development of the Language Arts language and British literature shaped by historical events and philosophical movements. Students will read, discuss, and view material that will heighten their understanding and appreciation of Language Arts literary works. Emphasis on improving writing and comprehension skills, as well as an end-of-year capstone project.

### **Language Arts IV- British Literature Honors...3142**

Credits: 5      Grade Level: 12

Prerequisite: Grade of "A" in Language Arts III CP or Grade of "A" or "B" in Language Arts III Honors, or a teacher/principal recommendation.

Description: Designed for highly capable, motivated students, this course fulfills the senior Language Arts requirement. It focuses on the development of the Language Arts language and British literature shaped by historical events and philosophical movements. Students will read, discuss, and view material that will heighten their understanding and appreciation of Language Arts literary works. The course begins with the Anglo-Saxon period and continues to the present. The student will also be required to complete outside reading and research, as well as an end-of-year capstone project. The honors level offers greater number and difficulty of readings, more complex research, and increased length of writing assignments.

### **Language Arts IV- Multicultural Literature CP...3240      ICS...3248**

Credits: 5      Grade Level: 12      Prerequisite: Language Arts III CP

Description: Designed for students who wish to pursue a college education, other training, or careers, this course fulfills the senior Language Arts requirement. It focuses on literature from a variety of perspectives, including identity and family, customs, religions, gender roles, education and class, and rebellion and non-conformity. Students will read, discuss, and view material that will heighten their understanding and appreciation of a variety of literary works. The student will also be required to complete outside reading and research, as well as an end-of-year capstone project.

### **Language Arts IV- Multicultural Literature Honors...3242**

Credits: 5      Grade Level: 12

Prerequisite: Grade of "A" in Language Arts III CP or Grade of "A" or "B" in Language Arts III Honors, or a teacher/principal recommendation.

Description: Designed for students who wish to pursue a college education, other training, or careers, this course fulfills the senior Language Arts requirement. It focuses on literature from a variety of perspectives, including identity and family, customs, religions, gender roles, education and class, and rebellion and non-conformity. Students will read, discuss, and view material that will heighten their understanding and appreciation of a variety of literary works. The student will also be required to complete outside reading and research, as well as an end-of-year capstone project. The honors level offers greater number and difficulty of readings, more complex research, and increased length of writing assignments.

### **Reading CST RECOMMENDATION    ...3249 RES    ...3247 MD**

Credits: 5      Grade Level: 9, 10, 11, 12      Prerequisite: None

Description: This course introduces the student to a cumulative skill developmental approach to reading. Skills and strategies are taught with an extensive number of examples through a direct instructional approach. An effective management system detailing individual performance data will also be taught. Each lesson emphasizes basic reading skills, oral language skills, and critical thinking. Placement tests are individually administered and designed to measure relevant skills.

### **Journalism I...3310**

Credits: 2.5      Grade Level: 9, 10      Prerequisite: None

Description: Journalism I is an elective. The course provides an overview of the field of journalism. Included in the course of study is an analysis and appraisal of the press as an institution, the historical development of the newspaper, the gathering and the writing of stories for the press, journalistic presentation, headlining, news placement, and policy and law limitations. Also included are journalistic commercial aspects, such as business organization and income, advertising, distribution procedures, production methods, and generation of articles for publication in the school newspaper. Emphasis is placed on writing news articles for and production of the school newspaper, The Chronicle, and production of the Linden High School Yearbook, *Cynosure*.

### **Journalism II...3320**

Credits: 5      Grade Level: 10, 11, 12      Prerequisite: Journalism I

Description: This elective course is a continuation of Journalism I. Journalism II is an analysis and appraisal of the press as an institution, the historical development of the newspaper, the gathering and the writing of stories for the press, journalistic presentation, headlining, news placement, and policy and law limitations. Also included are journalistic commercial aspects, such as business organization and income, advertising, distribution procedures, production methods, and generation of articles for publication in the school newspaper. Emphasis is placed on writing news articles for and production of the school newspaper, The Chronicle, and production of the Linden High School Yearbook, *Cynosure*.

### **Journalism III...3330**

Credits: 5      Grade Level: 10, 11, 12      Prerequisite: Journalism II

Description: This elective course is a continuation of Journalism II. Journalism III is an analysis and appraisal of the press as an institution, the historical development of the newspaper, the gathering and the writing of stories for the press, journalistic presentation, headlining, news placement, and policy and law limitations. Also included are journalistic commercial aspects, such as business organization and income, advertising, distribution procedures, production methods, and generation of articles for publication in the school newspaper. Emphasis is placed on writing and editing news articles for and production of the school newspaper, The Chronicle, and production of the Linden High School Yearbook, *Cynosure*.

### **Journalism IV...3340**

Credits: 5      Grade Level: 12      Prerequisite: Journalism III

Description: This elective course is a continuation of Journalism III. Journalism IV is an analysis and appraisal of the press as an institution, the historical development of the newspaper, the gathering and the writing of stories for the press, journalistic presentation, headlining, news placement, and policy and law limitations. Also included are journalistic commercial aspects, such as business organization and income, advertising, distribution procedures, production methods, and generation of articles for publication in the school newspaper. Emphasis is placed on writing and editing news articles for and production of the school newspaper, The Chronicle, and the production of the Linden High School Yearbook, *Cynosure*.

### **SAT Prep – Language Arts...3040**

Credits: 1.25      Grade Level: 9, 10, 11, 12      Prerequisite: None

Description: The long-term goal of the SAT Verbal Review is to prepare students to perform highly on the SAT. All materials will continue to be updated and new test-taking procedures will continue to be practiced. The course will stay aligned with the most recent College Board recommendations and test prep materials, allowing both the instructor and students to perform at the highest level. The SAT is ever-changing, and the vision of this course is to keep pace with these changes and to provide students with only the most recent and relevant test-taking techniques.

This multifaceted approach described above will enable students to maximize their scores on the SAT. The preparation students will experience will also enable students to gain confidence, and consequently, relieve many anxieties associated with taking the SAT.

## MATHEMATICS PROGRAM

Three years of mathematics are required for graduation from Linden High School. This requirement is usually met by taking mathematics in grades nine, ten, and eleven. Mathematics courses are available for special needs students and are identified by a course number ending with a nine. The Mathematics Department screens students for honors course placement annually, and the program allows the flexibility of changing from honors or regular classes every year. Under certain circumstances, two math courses may be taken at the same time, with administrative approval.

The Mathematics Department strives to provide a program where students:

- are excited by and interested in their activities,
- are learning important mathematical concepts rather than simply memorizing and practicing procedures,
- are posing and solving meaningful problems,
- working together to learn mathematics,
- are writing and talking about math topics every day and
- are using calculators and computers as important tools of learning.

Suggested mathematics sequences would be as follows:

<b>Grade</b>	<b>Sequence 1 Courses Students taking Grade 8 Math in Middle School</b>	<b>Sequence 2 Courses Students taking Algebra 1 in Grade 8 In Middle School</b>
9 <sup>th</sup> Grade	Algebra 1 CP	Geometry Geometry Honors
10 <sup>th</sup> Grade	Geometry Geometry Honors SAT Prep (elective)	Algebra 2 Algebra 2/Trig Honors SAT Prep (elective)
11 <sup>th</sup> Grade	Algebra 2 Algebra 2/Trig Honors Probability & Statistics IB Math Applications & Interpretations 11 IB Math Analysis & Approaches 11 SAT Prep (elective)	Pre-Calculus Pre-Calculus Honors Probability & Statistics IB Math Applications & Interpretations 11 IB Math Analysis & Approaches 11 SAT Prep (elective)
12 <sup>th</sup> Grade	Pre-Calculus Pre-Calculus Honors Discrete Math Probability & Statistics IB Math Applications & Interpretations 12 IB Math Analysis & Approaches 12 SAT Prep (elective)	Calculus AP Calculus A/B Discrete Math Probability & Statistics IB Math Applications & Interpretations 12 IB Math Analysis & Approaches 12 SAT Prep (elective)

**Algebra II is the minimum course level mandatory for all four-year college bound students**

**Algebra I**      **CP...4110**      **ICS...4118**      **RESOURCE...4119**  
 Credits: 5      Grade Level: 9      Prerequisite: None  
 Description: This is a one-year course designed to develop an understanding of the structure of the real number system. The students will be able to solve equations and inequalities that lead to the solution of a quadratic equation in one variable and use this knowledge for practical applications. Solving systems of linear equations will also be covered.

**Algebra II**      **CP...4420**      **ICS...4428**      **RESOURCE...4429**  
 Credits: 5      Grade Level: 10, 11      Prerequisite: Geometry  
 Description: This is a one-year course that reviews the skills from first-year Algebra and covers all the essential topics for a second-year course. Real numbers are examined with a focus on rational and irrational numbers. Applications involving logarithms and exponential equations are studied. Special emphasis is given to equation solving and its application to word problems.

**Algebra II and Trigonometry Honors...4422**  
 Credits: 5      Grade Level: 10, 11      Prerequisite: Geometry  
 Prerequisite: Grade of "A" in Geometry CP or Grade of "A or B" in Geometry Honors, or a teacher/principal recommendation.  
 Description: Algebra II and Trigonometry is a one-year course designed for the highly motivated college preparatory mathematics student with above average problem-solving skills. In addition to all the essential topics of second-year algebra, this course covers the elements of trigonometry.

**Calculus Honors...4622**  
 Credits: 5      Grade Level: 12      Prerequisite: Pre-Calculus  
 Prerequisite: Grade of "A" Pre-Calculus CP or "A or B" in Pre-Calculus, or a teacher/principal recommendation.  
 Description: Calculus Honors is a one-year course designed for excellent college preparatory mathematics students who have completed all necessary prerequisites before grade 12. The course covers topics in both integral and differential calculus, providing a strong foundation for any college level Calculus I course.

**Discrete Mathematics...**      **CP...4810**      **ELL...4813**      **ICS...4818**      **RESOURCE...4819**  
 Credits: 5      Grade Level: 12      Prerequisite: Algebra II or Pre-Calculus  
 Description: This course is targeted for students who have completed Algebra II and need additional instruction to prepare them for success in college level Math. This course incorporates the New Jersey Student Learning Standards for Mathematical Practices as well as the following New Jersey Student Learning Standards for Mathematical Content: Expressions and Equations, The Number System, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the New Jersey Student Learning Standards for High School Modeling.

**Geometry**      **CP...4310**      **ICS...4318**      **RESOURCE...4319**  
 Credits: 5      Grade Level: 9, 10      Prerequisite: Algebra I or Algebra I CP  
 Description: This is a one-year college preparatory course designed to develop reasoning and problem-solving skills. The topics studied include congruence, similarity, and properties of lines, triangles, quadrilaterals, and circles. Study also focuses on problem solving skills using length, perimeter, area, circumference, surface area and volume in the setting of real-world situations.

### **Geometry Honors...4312**

Credits: 5      Grade Level: 9, 10      Prerequisite: Algebra I or Algebra I CP  
Prerequisite: Grade of "A" in Algebra I CP or Grade of "A or B" in Algebra 8 or Algebra 8 Honors, or a teacher/principal recommendation.  
Description: Geometry Honors is a one-year course designed for highly motivated students with above-average mathematical and problem-solving skills. The content includes more complex applications and challenge exercises which include topics such as Non-Euclidean Geometry, Topology, Regular Polyhedral, and Projective Geometry.

### **Pre-Calculus CP...4521**

Credits: 5      Grade Level: 11, 12      Prerequisite: Algebra II  
Prerequisite: Grade of "A" or "B" in Algebra II CP or Algebra II and Trigonometry, or a teacher/principal recommendation.  
Description: This course is a one-year elective designed for college preparatory students interested in taking calculus. Topics covered include a review of real numbers, algebra, basic trigonometry, trigonometric analysis, logarithms, coordinate geometry, and functional relationships with their graphs, sequences, and series. A summer math project is required for all students entering this course.

### **Pre-Calculus Honors...4522**

Credits: 5      Grade Level: 11, 12      Prerequisite: Algebra II  
Prerequisite: Grade of "A" in Algebra II CP or Grade of "A or B" in Algebra II and Trigonometry Honors, or a teacher/principal recommendation.  
Description: Pre-Calculus Honors is a one-year course designed for highly motivated college preparatory mathematics students who have an interest in taking Calculus. The course includes all topics from Pre-Calculus with additional topics of the study of logarithmic and exponential functions and analytic geometry.

### **Probability and Statistics...4851**

Credits: 5      Grade Level: 11, 12      Prerequisite: Geometry  
Description: This course is designed for juniors and seniors who want a better background in probability and statistics. The course exposes students to topics regarding experimental and theoretical probability; numerical representations of data; graphical representations of data; and written and verbal interpretation of data using concepts from exploratory data analysis. Computer applications, to examine graphical representations of real data (and its subsequent analysis) will play a major role in enhancing the understanding of concepts.

### **SAT Prep – Math...4040**

Credits: 1.25      Grade Level: 10, 11, 12      Prerequisite: None  
Description: The long-term goal of the SAT Math Review is to prepare students to perform highly on the SAT. All materials will continue to be updated and new test-taking procedures will continue to be practiced. The course will stay aligned with the most recent College Board recommendations and test prep materials, allowing both the instructor and students to perform at the highest level. The SAT is ever-changing, and the vision of this course is to keep pace with these changes and to provide students with only the most recent and relevant test-taking techniques.

This multifaceted approach described above will enable students to maximize their scores on the SAT. The preparation students will experience will also enable students to gain confidence, and consequently, relieve many anxieties associated with taking the SAT.

## PHYSICAL EDUCATION/HEALTH DEPARTMENT

Physical Education and Health courses are available in each quarter. Students will be placed in three-quarters of physical education and one-quarter of health per year. Health courses are available for special needs students and are identified by a course number ending with a nine. Adapted Physical Education is a program of developmental activities, games, sports, and rhythms suited to the capabilities and limitations of students with disabilities who may not safely or successfully be able to participate in the activities of the general Physical Education program.

### **Physical Education I...5110**

### **Adaptive...5119**

Credits: 3.75 Grade Level: 9 Prerequisite: None  
Description: Freshman Physical Education is a structured program designed to promote fitness, strength, agility, and basic skills. All freshmen will participate in the following activities - Fitness Testing, Weight Training, Soccer, Aerobics, Volleyball, Basketball, Gymnastics/Tumbling, Dance, Spinning, and Softball.

### **Physical Education II...5120**

### **Adaptive...5129**

Credits: 3.75 Grade Level: 10 Prerequisite: None  
Description: The Physical Education program is designed to offer students opportunities to develop interest and skill in a variety of lifetime activities. Individual activities aim to develop basic skills, coordination, agility, and knowledge of rules and stimulate an interest in leisure-time activities. Individual activities will include Badminton, Spinning, Jogging, Dance, Tennis, Conditioning and Weight Training, Recreational Games, and Track and Field. Team activities aim to develop fundamental team skills and techniques, alertness, endurance, safety, knowledge of rules, and sportsmanship. Team activities will include Football, Soccer, Basketball, Floor Hockey, Volleyball, Softball, and Indoor Soccer.

### **Physical Education III...5130**

### **Adaptive...5139**

Credits: 3.75 Grade Level: 11 Prerequisite: None  
Description: The Physical Education program is designed to offer students opportunities to develop interest and skill in a variety of lifetime activities. Individual activities aim to develop basic skills, coordination, agility, knowledge of rules, and stimulate an interest in leisure-time activities. Individual activities will include Badminton, Spinning, Jogging, Dance, Tennis, Conditioning and Weight Training, Recreational Games, and Track and Field. Team activities aim to develop fundamental team skills and techniques, alertness, endurance, safety, knowledge of rules, and sportsmanship. Team activities will include Football, Soccer, Basketball, Floor Hockey, Volleyball, Softball, and Indoor Soccer.

### **Physical Education IV...5140**

### **Adaptive...5149**

Credits: 3.75 Grade Level: 12 Prerequisite: None  
Description: The Physical Education program is designed to offer students opportunities to develop interest and skill in a variety of lifetime activities. Individual activities aim to develop basic skills, coordination, agility, knowledge of rules and stimulate an interest in leisure-time activities. Individual activities will include Badminton, Spinning, Jogging, Dance, Tennis, Conditioning and Weight Training, Recreational Games, and Track and Field. Team activities aim to develop fundamental team skills and techniques, alertness, endurance, safety, knowledge of rules, and sportsmanship. Team activities will include Football, Soccer, Basketball, Floor Hockey, Volleyball, Softball, and Indoor Soccer.

### **Health I...5210**

Credits: 1.25      Grade Level: 9      Prerequisite: None

Description: The program for freshman health focuses on the acquisition of basic good health habits. Topics to be covered include nutrition, mental health, stress management, bullying prevention, substance abuse education, communicable diseases, and human sexuality. Students will obtain, interpret, and understand the basic health information and services and use such information in ways that are health-enhancing. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, suicide prevention, and stress reduction. Students will also be establishing and monitoring personal and family health goals. Lastly, students will understand national and international public health and safety issues.

### **Drivers Education...5220**

Credits 1.25      Grade Level: 10      Prerequisite: Health

Description: Driver Education Theory will give students an understanding of automobile indicators, controls, and safety equipment. Students will learn to maneuver the automobile and will discuss driver strategies and emergency situations. Instruction will also address current laws regarding driving under the influence of alcohol and illegal substances. Emphasis is placed upon the student's attitude as well as good driving skills. Students will also learn the benefits of organ and tissue donation, and the explanation of the options available to the licensee. The New Jersey State Driver Manual is covered, and the New Jersey State Driving Test is administered at the completion of the course.

### **Health III...5230**

Credits 1.25      Grade Level: 11      Prerequisite: Health II

Description: This course is designed to encourage students to examine contemporary issues in public and personal health and to develop their own values through a variety of teaching methods. The following are examples of the topics to be discussed: human sexuality, infectious diseases, life cycles, and issues of aging, substance abuse, teenage suicide, stress and depression, ecology and environmental safety including accident and fire prevention. Students will also receive instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator.

### **Health IV...5240**

Credits 1.25      Grade Level: 12      Prerequisite: Health III

Description: This course is designed to give students an opportunity to discuss the importance of improving relationships with peers and adults. Substance Abuse, marriage and family, health in human sexuality and understanding LGBTQ will also be covered. Dating, domestic, and gang violence, along with sexual assault and child abuse including the psychological/emotional effects of each will be covered. Topics will also include breast self-examination, abstinence, contraceptives, STI's, HIV/AIDS and cancer awareness.

### **Dance PE/Health I-IV...5510, 5520, 5530, 5540**

Credits: 5      Grade Level: 9, 10, 11, 12      Prerequisite: Dependent upon course

Description: The course will be scheduled grade level accordingly for student who are enrolled in Dance Major, Dance Company, or Musical Theatre Major.

## SCIENCE PROGRAM

Three years of science (15 credits) are required to graduate from Linden High School. This requirement is usually met by taking science in grades nine, ten, and eleven with Biology, Chemistry, and Physics respectively. The Science Department offers laboratory, inquiry-based science courses aligned with the [New Jersey Student Learning Standards in Science](#). All courses are designed to develop students' content and practical knowledge in the life, physical, earth and space, and engineering sciences. The Science Department strives to provide **all students** with an engaging program that:

- captures the imagination and curiosity, producing scientifically literate, life-long learners.
- develops critical thinking skills, positive science attitudes, and problem-solving skills through collaborative, inquiry centered investigation.
- provides context and connections to deepen their proficiency in literacy, mathematics, and use of technology.
- continuously improves through professional learning experiences which ensure equity and excellence in on-going, research-based educator development.

Suggested Science sequences would be as follows:

Grade	Sequence 1 Courses Students taking Grade 8 Math in Middle School	Sequence 2 Courses Students taking Algebra 1 in Grade 8 In Middle School
9 <sup>th</sup> Grade	Biology	Biology
10 <sup>th</sup> Grade	Chemistry	Chemistry
11 <sup>th</sup> Grade	Physics Earth Science Environmental Science Anatomy & Physiology Anatomy & Physiology Honors AP Biology The Earth, Solar Systems, & Beyond Zoology Human Impact on the Environment Introduction to Forensic Investigations	IB Chemistry SL/HL IB Biology SL/HL IB Physics SL IB Environmental Systems & Societies SL IB Sports Science
12 <sup>th</sup> Grade	Physics Earth Science Environmental Science Anatomy & Physiology Anatomy & Physiology Honors AP Biology The Earth, Solar Systems, & Beyond Zoology Human Impact on the Environment Introduction to Forensic Investigations	IB Chemistry SL/HL IB Biology SL/HL IB Physics SL IB Environmental Systems & Societies SL IB Sports Science

**Anatomy and Physiology CP...7130 ICS...7138 RESOURCE...7139**

Credits: 5 Grade Level: 11, 12 Prerequisite: Biology and Chemistry

Description: Anatomy and Physiology is a laboratory course designed for students who have successfully completed Biology and Chemistry. The course is offered as an elective for those students interested in furthering their knowledge of the human body and its inner workings and who may be interested in pursuing a career in the medical or biological professions. Anatomy and Physiology will prove beneficial particularly to those students who are interested in majoring in Premedical, Pre-veterinary, Pre-dentistry or Dental Assistance, Nursing or Biology. Students who elect not to participate in or observe animal dissection will be offered an alternative.

**Anatomy and Physiology Honors...7132**

Credits: 5 Grade Level: 11, 12

Prerequisite: Grade of "A" in Biology CP and Chemistry CP or a Grade of "A or B" in Biology I Honors and Chemistry I Honors, or a teacher/principal recommendation.

Description: This is a weighted laboratory course designed for students who have successfully completed Biology and Chemistry. The course is offered as an elective for those students interested in pursuing a career in the medical, health, or biological professions. Anatomy and Physiology Honors will prove beneficial particularly to those students who are interested in majoring in Premedical, Pre-veterinary, Pre-dentistry or Dental Assistance, Nursing or Biology. Students who elect not to participate in or observe animal dissection will be offered an alternative.

**Biology CP...7110 ICS...7118 RESOURCE...7119**

Credits: 5 Grade Level: 9, 10 Prerequisite: None

Description: This laboratory science course places a comprehensive emphasis on the unifying concepts of Biology that demonstrate biological interconnections. The program goals introduce students to basic concepts in Biology and address the New Jersey State Standards that require an understanding of cell structure and function, basic chemistry, molecular biology, genetics and ecology. Emphasis is placed on small group activities and multimedia educational technologies are used throughout the course as tools for learning. Students who elect not to participate in or observe animal dissection will be offered an alternative.

**Biology Honors...7112**

Credits: 5 Grade Level: 9, 10

Prerequisite: Grade of "A" in 8th Grade Science or Grade of "A or B" in 8th Grade Science Honors in Science, or a teacher/principal recommendation.

Description: This is a weighted laboratory course designed for students who are considering a science related career and who have shown a high aptitude in science and a proficiency in math. The program goals introduce students to basic concepts in biology and address the New Jersey Student Learning Standards that require an understanding of cell structure and function, basic chemistry, molecular biology, genetics and ecology. An increased use of activities in this course will help students assume a greater responsibility in their understanding. Students will be expected to use critical thinking, problem solving and ethical analysis in the study of unifying themes and multimedia educational technologies are used throughout the course as tools for learning. Students who elect not to participate in or observe animal dissection will be offered an alternative.

**Chemistry CP...7210 ICS...7218 RESOURCE...7219**

Credits: 5 Grade Level: 10, 11, 12 Prerequisite: Biology I

Description: This is a one-year laboratory course designed for students on the college preparatory track. Students are introduced to theories and concepts of chemistry that include the study of matter, its properties and the changes it undergoes. Problem solving, critical thinking and algebraic skills are emphasized. Topics included are chemical nomenclature, molar relationships, stoichiometry, gas laws, atomic theory, atomic structure the periodic table, bonding solutions kinetics and acids and bases.

## **Chemistry Honors...7212**

Credits: 5      Grade Level: 10, 11  
Prerequisite: Grade of "A" in Biology I CP or Grade of "A or B" in Biology I Honors, or a teacher/principal recommendation.  
Description: Chemistry I Honors is intended for the student who wants to pursue a more intensive study of Chemistry and/or wants to continue in a scientific career. The course topics are similar to that of the Chemistry I CP but are more rigorous in their depth of study and the use of mathematical concepts. There is an additional emphasis on student participation in developing proper laboratory skills and time management practices.

## **Earth Science...7039**

Credits: 5      Grade Level: 11, 12      Prerequisite: Biology and Chemistry  
Description: Earth Science is a one-year laboratory course dealing with the earth's surface and the forces that influence it: weather, mountain building, the atmosphere, volcanoes, and earthquakes. Students have the opportunity to learn through classroom simulations and exploration with geological tools.

## **Environmental Science...7019**

Credits: 5      Grade Level: 11, 12      Prerequisite: Biology and Chemistry  
Description: Environmental Science is a laboratory science course that builds an understanding of the environment: the interconnections among living and non-living systems; the flow and cycling of energy and material through earth systems; and, descriptions of earth systems using basic principles from the chemical and biological sciences. Laboratory experiences include investigations to explore the properties and behavior of ecological systems both within the laboratory and in the field (such as Linden area parks and public wetlands). Current environmental issues such as climate change, water quality, waste disposal, and energy generation will be explored with a scientific perspective. Laboratory and classroom experiences are designed to build student skills, such as communication, technology use, applying knowledge, and making decisions commonly referred to as 21st-century skills.

## **Physics CP...7310**

Credits: 5      Grade Level: 11, 12      Prerequisite: Chemistry I CP  
Description: This is a one-year laboratory course designed for students on the college preparatory track. Physics investigates the fundamental laws of the universe through the use of equipment in laboratory periods to learn the mathematical relationships of physical phenomena. The use of machines, and the concepts of force, wave motion, heat, light, sound, and electricity are also taught. Guidance is provided for students wishing to pursue engineering careers.

## **Physics Honors ...7312**

Credits: 5      Grade Level: 11, 12  
Prerequisite: Grade of "A" in Chemistry I CP or Grade of "A or B" in Chemistry I Honors, Algebra and Trigonometry, or a teacher/principal recommendation.  
Description: This weighted laboratory course is designed for students who are considering a science-related career. Students will study one- and two-dimensional kinematics and dynamics. This will include such topics as displacement, velocity, acceleration, free fall, forces, Newton's laws, circular motion, work, energy, power, and momentum. Other topics include waves and vibrations, sound, electricity, and magnetism.

## **Human Impact on the Environment...7411**

Credits: 2.5      Grade Level: 11, 12      Prerequisite: Biology and Chemistry  
Description: This laboratory-oriented course examines the interrelationships between living organisms and their surroundings. Emphasis is placed upon the global impact that humans have on their environment, both living and non-living. The students explore, in-depth, both sides of the environmental issues. An emphasis will be placed on problem solving and action research giving personal meaning to the phrase, "Think globally, and act locally".

## **Introduction to Forensic Investigations...7511**

Credits: 2.5      Grade Level: 11, 12      Prerequisite: Biology and Chemistry  
Description: The goal of this course is to have students integrate prior knowledge obtained in Biology and Chemistry courses through the scientific processes of analysis, interpretation, measurement, technology, design, and collaboration. The course is interdisciplinary and covers a wide range of topics and fields associated with scientific and forensic applications, procedures, and analysis. It is designed around students solving crime scene scenarios through the

use of several skills including, but not limited to, skin and tissue analysis, DNA evidence, animal and insect (entomology) evidence, hair and nail evidence, ballistics, and serology.

### **Zoology...7611**

Credits: 2.5      Grade Level: 11, 12      Prerequisite: Biology and Chemistry

Description: This class is a one-semester course that focuses on animal biology. Students will study the major divisions and anatomy and physiology of the animal kingdom.

### **The Earth, Solar System, & Beyond...7711**

Credits: 2.5      Grade Level: 11, 12      Prerequisite: Biology and Chemistry

Description: This is a lab-based course designed to address the Earth and Space Science portions of the New Jersey Student Learning Standards. The Earth, Solar System, and Beyond will assist with the development of inquiry-based scientific practice skills through comprehensive emphasis on the unifying concepts of Earth and Space Science. This course demonstrates how the interconnectedness across and within the Earth's surface influences the geosphere, hydrosphere, and atmosphere. Through the study of the Earth's interior, surface, and atmosphere the students will begin to understand how the Earth was created and how it interacts with other astronomical objects. Particular emphasis is placed on the utilization of small group activities, laboratory (engineering) tasks, and multimedia educational technologies. Concepts emphasized include the formation of the solar system and the Earth, the Earth's chemistry, the geosphere, hydrosphere, atmosphere, human activity on Earth, and the exploration of space.

## SOCIAL STUDIES PROGRAM

The Social Studies Department provides Honors courses in all three required areas of US History I, US History II, and World History. Elective courses available within the Social Studies Program include Introduction to Education, Criminal Justice, Political Science, Psychology, and Sociology, Holocaust Studies, and African American Studies.

### Vision Statement

Know the past. Engage in the present. Impact the future.

### Mission Statement

The mission of Social Studies in Linden Public Schools is to prepare our students to become informed and engaged citizens of an ever increasing, globally interdependent world. Our focus as Social Studies educators is to ensure that students' experiences in our classrooms are meaningful, real, and authentic for all learners. We challenge our students to engage the world around them and strive to find resolutions to both local and global problems. These are the challenges we equip our students to confront, discuss, and address throughout their lifetime. In the end, Social Studies teachers have the highest expectations for all students; we will instill discipline, hard work, and progressive thought through a rigorous instructional model.

### Goals

- To foster an understanding of the processes which are critical to solving complex problems, and to engage students in the regular practice of those problem-solving skills.
- To enable students, through interpretation of historical facts, to analyze information and to fully engage in higher-level thinking.
- To promote knowledge of the core content of historical, political, economic, legal and social issues of our world, nation, and community.
- To help students see the world from different perspectives- those of the historian, the geographer, the economist, the political scientist, the psychologist, the lawyer and other social scientists- and employ the different tools and techniques of each discipline in critical thought.
- To guide our diverse student population in realizing their potential as citizens of a democratic nation and members of our local community.

Suggested mathematics sequences would be as follows:

<b>Grade</b>	<b>Sequence 1 Courses</b>	<b>Sequence 2 Courses</b>
9 <sup>th</sup> Grade	World History	World History
10 <sup>th</sup> Grade	United States History I	United States History I
11 <sup>th</sup> Grade	United States History II	IB History of the Americas
12 <sup>th</sup> Grade	Social Studies Department Electives African American Studies, Criminal Justice, Holocaust Studies, Philosophy, Political Science, Psychology, Sociology	IB 20 <sup>th</sup> Century Topics

### **African American Studies...8471**

Credits: 2.5      Grade Level: 10, 11, 12      Prerequisite: None

Description: The African American Studies course is designed to help students explore the historical experiences of black Americans. The course is a blend of history, literature, and culture that will provide students with the knowledge necessary to better contextualize contemporary events.

### **Criminal Justice...8421**

Credits: 2.5      Grade Level: 11, 12      Prerequisite: None

Description: **This is a dual enrollment class with Berkely College.** This course will allow students to gain an introduction to the study of criminal law and criminal justice and the problems posed in the 21st century. Topics to be addressed include the nature and causes of crime in America; crimes against the person; crimes against property; defenses; the criminal justice process – including criminal investigations, pretrial proceedings, trial procedures, sentencing, and corrections; the juvenile justice system; and civil rights protections for both criminals and victims.

### **Holocaust Studies...8461**

Credits: 2.5      Grade Level: 10, 11, 12      Prerequisite: None

Description: **This is a dual enrollment class with Kean University.** The Holocaust and Genocide Studies course is a half-year elective that will challenge students to examine genocide and human behavior with the Holocaust as a major case study. The Holocaust is a major turning point in human history, and the influence can still be felt decades after World War II. This course builds on the introduction to the Holocaust studied in World History and US History and addresses the historical, sociological, psychological implications of the Holocaust as well as its impact on human behavior. Among these are: the origins of the Holocaust, the role of anti-Semitism and race, who were the perpetrators, collaborators, victims, bystanders, and liberators, the Final Solution, the role of resistance, the response of the world, as well as universal lessons for today. Additionally, other 20th century genocides will be studied within the framework such as: Armenia, Cambodia, Rwanda, Bosnia, and Darfur. Information will be learned primarily through primary sources, survivor testimonies, original research and peer collaboration.

### **Philosophy...8481**

Credits: 2.5      Grade: 10, 11, 12      Prerequisite: None

Description: This basic philosophy course focuses on the history of philosophy, an examination of key philosophical concepts, and major philosophies that have shaped the modern world.

### **Political Science...8451**

Credits: 2.5      Grade Level: 10, 11, 12      Prerequisite: None

Description: This basic political science course focusing on American politics. Throughout the year there will be an emphasis on the principles, institutions, and politics of the federal government. Topics include: the U.S. Constitution, the presidency, Congress, the Supreme Court, political parties and interest groups, and the federal bureaucracy.

### **Psychology I...8431**

Credits: 2.5      Grade: 10, 11, 12      Prerequisite: None

Description: This is an introductory course and will therefore touch on the many different theories within the field of psychology. These theories will fall into various subfields including behaviorism, social psychology, research methods, and developmental psychology among others. Students will learn the methodology and thought processes of various psychologists throughout the history of the field. Students will gain a deeper, more meaningful understanding of many subjects throughout their time in this course.

## **Sociology...8441**

Credits: 2.5      Grade Level: 10, 11, 12      Prerequisite: None

Description: Sociology is a full year elective, which focuses on the basic aspects of sociology: tools, techniques, culture, social structure, collective behavior, and social institutions. Students identify social problem areas and obtain clear-thinking suggestions to deal with them.

## **US History I CP...8220      ELL...8223      ICS...8228      RESOURCE...8229**

Credits: 5      Grade Level: 10, 11, 12      Prerequisite: None

Description: This college preparatory course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in US History. Students will learn to assess historical materials, its relevance to a given interpretative problem, its reliability, and its importance. They will be able to weigh the evidence and interpretations presented in historical materials. The course will develop skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format. This course will be taught with more of an emphasis on writing. The course, also, is designed to prepare students for the more rigorous programs of International Baccalaureate, US History II Honors or Advanced Placement.

## **US History I Honors...8222**

Credits: 5      Grade Level: 10, 11, 12

Prerequisite: Grade of "A" in World History CP or Grade of "A or B" in World History I Honors, or a teacher/principal recommendation.

Description: The goal of this course is to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials of US History. Students will learn to assess historical materials with regards to its relevance to a given interpretative problem, its reliability, and its importance. They will be able to weigh the evidence and interpretations presented in historical materials. The course will develop skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format. This course will be taught with an emphasis on writing. At the conclusion of this course, students will be encouraged to enroll in the International Baccalaureate Program, US History II Advanced Placement, or US History II Honors.

## **US History II CP...8230      ELL...8232      ICS...8238      RESOURCE...8239**

Credits: 5      Grade Level: 11, 12      Prerequisite: US History I

Description: This college preparatory course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States History. Students will learn to assess historical materials in relationship to its relevance to a given interpretative problem, its reliability, and its importance. They will be able to weigh the evidence and interpretations presented in historical materials. The course will develop skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

## **US History II Honors...8332**

Credits: 5      Grade Level: 12

Prerequisite: Grade of "A" in US History I CP or Grade of "A or B" in US History I Honors, or a teacher/principal recommendation.

Description: This is a college level course designed to provide students with the analytical skills and factual knowledge necessary to critically with the issues and materials in US History. Students will learn to assess historical sources for their value and limitations. They will be able to weigh evidence and interpretations of historical events presented through primary and secondary sources. This course will develop skills necessary to arrive at conclusions based on informed judgment and to present reasons and evidence clearly and persuasively in essay format. This course will prepare students for the Advanced Placement (AP) Examination.

**World History****CP...8110****ELL...8113****ICS...8118****RESOURCE...8119**

Credits: 5      Grade Level: 9, 10, 11, 12      Prerequisite: None

Description: This college preparatory course is a study of the historic and contemporary interrelationship of individuals, societies and cultures in the world. Broad topics covered in this yearly course include the study of major world cultures, the influences of important religions, the impact of trade and technology on those cultures, and the sequence of major problems of our world. In this course, students will acquire the knowledge, skills, and attitudes that will enable them to make rational and informed decisions about economic, cultural, and political questions, which face our interdependent world. Students will use additional projects, the incorporation of literature and more in-depth research, including extensive use of the Internet. Students will complete assignments that analyze, evaluate, and discuss information learned about world cultures and historical events. The depth of assignments, which include writing, source analysis, and research will differ based on the curriculum level of students.

**World History Honors...8112**

Credits: 5      Grade Level: 9, 10, 11, 12

Prerequisite: Grade of "A" in World History 8 or Grade of "A or B" in World 8 Honors, or a teacher/principal recommendation.

Description: World History Honors is a study of the historic and contemporary interrelationship of individuals, societies and cultures in the world. Broad topics covered in this yearly course include the study of major world cultures, the influences of important religions and the impact of trade and technology on those cultures, and the sequence of major problems of our world. In this course, students will acquire the knowledge, skills and attitudes that will enable them to make rational and informed decisions about economic, cultural, and political questions, which face our interdependent world. Students will use additional projects, the incorporation of literature and more in-depth research, including extensive use of the Internet. They will engage in a more challenging program. Students will complete assignments that analyze, evaluate, and discuss information learned about world cultures and historical events. They will complete in depth study as well as more complex writing, source analysis, and research.

## WORLD LANGUAGES PROGRAM

The United States' position of leadership in the political and economic affairs of the world demands that now, more than ever before, World Languages play an essential role in a school's curriculum.

To promote effective communication, the World Languages Program seeks to have students achieve a substantial degree of proficiency in French, Spanish, Italian, and/or Mandarin Chinese. As demonstrated in the ACTFL (American Council on the Teaching Foreign Languages) guidelines, developing proficiency in a World Language requires a significant amount of time and dedication. Only those students who have dedicated at least five years of study to a World Language will reach the intermediate range of proficiency. It is strongly suggested that students complete as many years of a language sequence as possible and also take the opportunity to study more than one language.

In addition to developing the ability to communicate in the target language, students will come to understand the history of the people, their culture, and their contributions in the shaping of today's world. Through the study of the target language, students will gain skills and insights to participate effectively in diverse multilingual communities. Critical thinking skills acquired through language study can be applied to other academic disciplines. Cultural exchanges and projects are an integral part of the language program.

### World Language Progression Tracks

It is important for students to be adequately prepared in a world language in order to do well in subsequent courses. Since the study of Honors Mandarin Chinese, French, Italian, and Spanish I are offered in the Middle Schools in grades 6- 8, there are two sequences of study at the high school for these languages. Students who have successfully completed the middle school honors program are encouraged to continue in grades 9-12 with Honors language courses, levels II and III, and to then continue their WL studies through the IB (International Baccalaureate program). This is a fully articulated program that has been designed to develop the skills of communication and to provide an in-depth view of another culture and civilization.

High School Language I courses are open to all students in grade 9 who are at the novice low to novice mid-levels of proficiency in the target language. Students who are beginning their study language study in the high school may elect Chinese (Mandarin), French, Italian, or Spanish.

There are two divisions of High School Language I where students are scheduled according to their level of proficiency and prior experience with the target language.

High School World Language I (Novice Low) is for students at the novice low level of proficiency. Students with little or no prior experience with the target language may register for the class.

High School World Language I (Novice Mid) is for students who have studied the same language at the middle school level (grades 6-8) and can demonstrate a novice mid proficiency level. 8<sup>th</sup> grade teachers will recommend students for correct World Language placement as they prepare to enter Linden High School.

High School World Language II courses are for students who have successfully completed Level I or by recommendation of their World Languages teacher, have demonstrated a novice high proficiency level.

High School World Languages II Honors is the course for 9<sup>th</sup> grade students who have successfully completed 8<sup>th</sup> grade Honors class in the target language, or who have completed LHS World Languages I with a 90 average or better.

Placement in advanced courses, Level II and above, will be dependent on the student’s current language proficiency and the recommendation of the previous year’s teacher. Students who were identified as attaining or approaching novice high levels of proficiency in the 8<sup>th</sup> grade will be recommended for Level II classes.

For those students whose native language is Spanish and have at least a novice-high level proficiency, will be recommended for our Heritage Language classes. These classes are differentiated to meet the individualized needs of heritage learners and are intended to help learners increase their proficiency in Spanish while achieving high levels of over-all biliteracy.

	Accelerated Pathway	Heritage Learner’s Pathway	Middle School to LHS when student continues in the same language	Middle School to LHS when student starts a new language
8 <sup>th</sup> Grade	Middle School Honors World Language	Middle School Heritage World Language	Middle School World Language	N/A
9 <sup>th</sup> Grade	WL II Honors	Heritage I	LHS WL 1 Novice or WL1 Novice Mid according to proficiency level / teacher recommendation	WL 1 novice low
10 <sup>th</sup> Grade	WL III Honors (at or approaching intermediate proficiency level- requires teacher recommendation)	Heritage II	WL II WII Honors	WL II WII Honors
11 <sup>th</sup> Grade	IB World Language	IB World Language or Heritage Special Topic	(a) Complete WL study (b) IB (c) Begin a new World Language I	(a) Complete WL study (b) IB (c) Begin a new World Language I
12 <sup>th</sup> Grade	IB World Language	IB World Language or Heritage Special Topic	(a) n/a (b) IB World Language (c) New World Language II	(a) n/a (b) IB World Language (c) New World Language II

### Departmental Assessments

In order to more accurately assess our students' progress, the Linden Public School District uses the STAMP test as a proficiency assessment. The results of this test may be used to guide placement of students into the appropriate language course.

In addition to the STAMP test, students take a wide variety of in-class assessments, including required final exams. Such assessments may be used, along with teacher recommendation, to recommend a placement not normally indicated by the progression tracks.

### Exchange Programs

International exchange programs are offered for French, Italian, Mandarin Chinese, and Spanish. Students who demonstrate both a commitment to the study of a language and the culture of its speakers as well as strong positive character traits are given priority when planning the exchanges. For more information about the exchanges, consult with the coordinator of the exchange program.

### Graduation Requirements

Parents and students should bear in mind that, although only 5 credits in world languages is required to graduate high school, those planning on attending college should complete a minimum of 10 credits.

### World Language Course Codes

The following course numbers for World Language courses correspond to the language being taught:

91XX French Courses

92XX American Sign Language Courses

93XX Italian Courses

95XX Spanish Courses

97XX Chinese Courses

**World Language- Level One (Novice Low)... French...9110 Italian...9310 Spanish...9510 Chinese...9710**

Credits: 5 Grade Level: 9, 10, 11 Prerequisite: None

Description: Level One (Novice)

World Language provides an introduction to the study of the target language. Students will develop the linguistic foundation that, with further study, will enable them to communicate effectively, both orally and in writing, and develop an understanding of the culture of the target language-speaking people in different regions of the world. Classes are conducted in the target language but made comprehensible to learners through the use frequent repetitions, compelling familiar topics, and communicative interactions. Level I at first focuses on interpretive (listening/reading) skills, forming the linguistic foundation that will enable students to later produce written and spoken language.

**World Language- Level One (Novice Mid)... French...9111 Italian...9311 Spanish...9511 Chinese...9711**

Credits: 5 Grade Level: 9, 10, 11 Prerequisite: Departmental exam and/or teacher recommendation

Description: Level I (Novice-high)

This course is only for students who can demonstrate proficiency at or approaching the novice high level in the target language. This course is intended for students who studied the target language at the middle school level. Students should demonstrate proficiency at or approaching the ACTFL Proficiency Level of novice high in order to be placed in this class. Building upon the foundational interpretive skills developed at the middle school level, this course moves quickly towards expanding the student's proficiency through the use of comprehensible literature, culturally authentic materials, and increasing opportunities to speak and write in the target language.

**Heritage Spanish I...9512**

Credits: 5 Grade Level: 9 Prerequisite: Departmental exam or Supervisor approval

Description: Heritage Spanish I Honors is designed for heritage learners who have a novice high or better level of proficiency Spanish. Students entering this class should be at the intermediate-low level of proficiency. The objectives of the course are to expand both communication skills as well as cultural knowledge, including study of the students' own cultural heritage. Students learn to use Spanish beyond familiar contexts by reading authentic literary selections and writing for academic purposes. The thematic-based curriculum explores topics and concepts that are of interest to adolescents (e.g., music and relationships). This course prepares students for Heritage Spanish II Honors. The ACTFL Proficiency target for students completing this class is at the intermediate low range.

**World Language- Level Two... French...9120 Italian...9320 Spanish...9520 Chinese...9720**

Credits: 5 Grade Level: 9, 10, 11, 12 Prerequisite: Level One

Description: Level II continues the development of proficiency in the target language. Students entering the class should be working within the novice-mid range of proficiency. Level II World Language courses enable students to participate in classroom and extracurricular activities related to the language studied as well as to participate in conversations dealing with daily activities and personal interests. The ACTFL Proficiency target for students completing this class is within the novice-high range.

**World Language- Level Two Honors... French...9121 Italian...9321 Spanish...9521 Chinese...9721**

Credits: 5 Grade Level: 9, 10, 11, 12

Prerequisite: Grade of "A" in Level One or Grade of "A" or "B" in Grade 8 Honors, or a teacher/principal recommendation.

Description: Level II Honors World Language courses provide expanded instruction at an accelerated pace. Students entering the class should be at or approaching or at the novice-high level of proficiency. In addition to mastering the syllabus for Level II (q.v.), students are able to demonstrate increased proficiency in both speaking and writing through assessment-based projects reflective of intellectual interests shared by students and teacher alike. Such interests may include the arts, history, current events, sports, literature, etc. The ACTFL Proficiency target for students completing this class is to progress within the intermediate range, based on individual learner's starting points.

## **Heritage Spanish II...9522**

Credits: 5      Grade Level: 10

Prerequisite: Heritage Spanish I Honors or Departmental exam or Supervisor approval

Description: Heritage Spanish II Honors is designed for heritage learners who are proficient speakers of Spanish. Students entering this class should be at the intermediate-mid level of proficiency. The objectives of the course are to expand both communication skills and cultural knowledge, including study of students' own cultural heritage. As in the Heritage Spanish I Honors course, students learn to use Spanish beyond familiar contexts by reading authentic literary selections and writing for academic purposes. The thematic-based curriculum explores topics and concepts that are of interest to adolescents. Materials and assignments at this level are more rigorous and higher levels of proficiency are expected. Heritage Spanish II Honors prepares students for Heritage Spanish III Honors. The ACTFL Proficiency target for students completing this class is within the intermediate range, based on individual learner's starting points.

## **World Language- Level Three Honors...      French...9131      Italian...9331      Spanish...9531      Chinese...9731**

Credits: 5      Grade Level: 10

Prerequisite: Grade of "A" in Level II or Grade of "A" or "B" in Level II Honors, or a teacher/principal recommendation.

Description: Level III Honors World Language courses provide expanded instruction at an accelerated pace. Students entering the class should be at the novice-high approaching intermediate low level of proficiency. This course will prepare students who wish to continue their world language studies at the IB level in their junior year. In addition to mastering the syllabus for Level III (q.v.), students can demonstrate increased proficiency in both speaking and writing through assessment-based projects reflective of intellectual interests shared by students and teacher alike. Such interests may include the arts, history, current events, sports, literature, etc. The ACTFL Proficiency target for students completing this class is at or approaching the intermediate low range.

## **BILINGUAL/ESL PROGRAM**

A high intensity ESL program is provided to our Limited English Proficient (LEP) students. The ESL Program is designed to introduce international students to the American culture and educational system through patterns and academic writing styles that may differ from their own. A student is placed in one of five (5) levels of ESL, depending upon the score achieved on a New Jersey state-approved test for English proficiency. Students previously placed in an ESL course at the high school or the middle school level will continue in that placement until he/she demonstrates fluency on a New Jersey state-approved test for English proficiency and is recommended to exit by the ESL teacher. ESL courses are taken in lieu of the regular English course and credit toward graduation is awarded upon successful completion of the course.

All ESL courses place an emphasis on the four language domains of listening, reading, speaking, and writing. Level-appropriate activities provide many opportunities for student to practice. ESL courses fulfill the credit requirement in English. All English Language Learners are subject to all other graduation requirements.

### **Sheltered Instruction Courses**

The Sheltered Instruction has been adopted by Linden High School as a method for providing a high-quality, optimized learning environment for our English Language Learners. After receiving professional development and guidance for using the Sheltered Instruction strategies, content area teachers in Social Studies, Science, and Mathematics develop and implement learning activities that foster both understanding of content area concepts, as well as the ability to use the English language to demonstrate mastery of those concepts. Both content objectives (events, themes, etc.) and language objectives (vocabulary, grammar, etc.) are articulated and presented for students to learn and apply. These courses award the same academic credit as their non-Sheltered equivalents and meet the same graduation requirements. Beginner English Language Learners at proficiency Levels 1 and 2 should, when possible, be registered for Sheltered Instruction courses.

### **ESL Beginner (Proficiency Level 1) ...9010**

Credits: 10      Grade Level: 9, 10, 11, 12      Prerequisite: WIDA Screener Score  
Description: This course meets the needs of new entrant ESL students with the introduction of the English Language and American culture. At this level, instruction is focused on teaching survival vocabulary and skills, while developing all language skills (reading, listening, writing, and speaking). Thematic instruction includes concepts such as school environment, professions, and communication. Students enrolled in this class have limited ability to function in the school environment without assistance.

### **ESL Lower Intermediate (Proficiency Level 2) ...9011**

Credits: 10      Grade Level: 9, 10, 11, 12  
Prerequisite: WIDA Screener Score, ACCESS Score or Teacher recommendation  
Description: This course meets the needs of students who are at a minimal level of competency in English. Instruction focuses on the four language domains of listening, speaking, reading, and writing. Thematic instruction includes concepts such as individuality, multiple intelligences, and natural disasters. At this level there is still great emphasis on the development of all skills, therefore academic language skills, as well as content curriculum, are introduced and taught at a basic level.

### **ESL Upper Intermediate (Proficiency Level 3)...9012**

Credits: 10      Grade Level: 9, 10, 11, 12

Prerequisite: WIDA Screener Score, ACCESS Score or Teacher recommendation

Description: This course meets the needs of students at a higher level of language competency. Instruction focuses on the four language domains of listening, speaking, reading, and writing. Thematic instruction includes concepts such as belonging, mythologies, and cultural heritage. The main focus of classroom instruction is designed to develop reading skills and academic language proficiency.

### **ESL Advanced (Proficiency Level 4)...9013**

Credits: 10      Grade Level: 9, 10, 11, 12

Prerequisite: WIDA Screener Score, ACCESS Score or Teacher recommendation

Description: This course meets the needs of students who have achieved an intermediate level of competency in English. Listening, speaking, reading, and writing skills at a more sophisticated level are acquired. The expectation at this level is that he/she can function well socially and academically in English. This course, therefore, must offer the English Language Learner extensive opportunities to continue his/her language development at a rapid rate. Students are expected to read and comprehend various types of texts, as well as write expository and persuasive compositions. Special attention is given to those skills needed to achieve success on NJSLA assessments.

### **ESL Full English Proficient (Proficiency Level 5)...9014**

Credits: 10      Grade Level: 9, 10, 11, 12

Prerequisite: WIDA Screener Score, ACCESS Score or Teacher recommendation

Description: This course meets the needs of students who have mastered advanced listening, speaking, reading, and writing skills of the ESL Program. These students are acquiring the necessary level of proficiency to function in a monolingual English class. Students read and analyze a variety of authentic world literature with an emphasis on the American corpus. Drama is also studied to learn to recognize cause and effect, conflict, and other literary elements. They also refine their writing skills via narrative, expository, persuasive, and descriptive essays. Students must also complete a comprehensive evaluative research paper.

### **Literacy Workshop for English Language Learners...9050**

Credits: 5      Grade Level: 9, 10, 11

Prerequisite: A score of less than 4.5 on the previous year's ACCESS in Reading and/or Writing

Description: Literacy Workshop for English Language Learners is a supplementary course for students who have been in the ESL Program for a minimum of one year and have not met the literacy target on the ACCESS for ELLs. Through a comprehensive program of instruction in reading and writing skills, students are given the opportunity to strengthen their academic performance. By focusing on the WIDA standards, students' ability with vocabulary usage, linguistic complexity, and language control are enhanced in all content areas, which in turn prepares students for success on NJSLA assessments.

## NON-TRADITIONAL COURSES

### **Independent Study....IS**

Credits: Depends on area of study                      Grade Level: 12                      Prerequisite: Depends on area of study  
Description: The Independent Study Program is available for those seniors who are looking for an additional academic opportunity for in-depth study beyond the Linden High School course offerings or have a desire to fulfill a course need that is not available in the current Linden High School curriculum. An Independent Study may not be employed to replace a course that is offered in the current Linden High School curriculum unless there is an irresolvable scheduling conflict. Independent study courses will be offered through Educere.

### **Recovery Credit....Bxxxx**

Credit: Same as original course                      Grade Level: 9-12                      Pre-Requisite: Non-passing grade  
Description: Students who fail a course are allowed and encouraged to take a Recovery Course to replace the failing course. Courses are offered through Educere and may be taken at any time throughout the year with the permission of the School Based Counselor. A numeric grade will be issued by Educere a computer based and Board approved program. Alternative means of recovery may also apply with permission received.

## **NON-TRADITIONAL PROGRAMS**

### **Alternative Program**

The Linden High School Alternative Program is designed to provide a quality educational program for the disaffected and/or “at risk” student in a non-traditional approach to education. Candidates for this program are those who may not be engaged in school due to individual, family, school behavioral and or community related factors. The Alternative Program creates an environment that empowers students to change their attitudes and behavior and to accomplish personal and academic goals.

The program is recommended for students in 11<sup>th</sup> or 12<sup>th</sup> grade that have repeated a grade in high school. A student enters the program through an interview process after being referred by their school counselor with recommendations from their Vice Principal and the Principal. The interview includes the program supervisor, student and the parent/guardian. Attendance and discipline follow district policy.

All aspects of the facility are available to the program. Students satisfy credit in all major subject areas (English, Mathematics, Science, Social Studies, Physical Education and Health) using proficiency based individualized programs. The Alternative School staff assesses student progress on an individual basis in conjunction with the students. Students have access to vocational/technical training at Linden High School and the Union County Vocational-Technical School.

### **Transition Off-Campus Program (TOP)**

The Linden High School Transition Off-Campus Program (TOP) is designed to provide an individualized educational experience for 9<sup>th</sup>-12<sup>th</sup> grade special needs students that have had problems in the traditional high school setting. As a result of these problems, these students were placed in an out-of-district alternative educational program. These students are then eligible for re-entry into Linden High School and TOP once they have successfully completed their alternative program and have received a recommendation from their Child Study Team Case Manager.

TOP offers a small, nurturing, supportive environment for special education students with learning, behavioral, and emotional difficulties. TOP gives students a small teacher to student ratio, modified instruction as per their IEP, and on-site counseling. TOP students split their course schedule between the high school and the Special Education Building, which houses the TOP classroom. While at TOP, students receive academic instruction in the Core Content areas of Math, Science, History and English. These students are then bused to the high school for Lunch, Physical Education and Two Elective courses. TOP offers a morning program as well as an afternoon program.

The goal of TOP is to strengthen academic, emotional, and social development which will lead to a successful experience at Linden High School as well as create productive, self-sufficient young adults ready to enter college, trade school or the workforce.

## Life Skills Program

Linden High School offers a Secondary Life Skills Program in its Academy building. Located on the first floor, it is handicap accessible from the main entrance at street level.

The program offers a small, nurturing, supportive environment for special education students with significant learning difficulties. A student enters the program after being recommended by the Child Study Team as determined appropriate in the IEP. This program emphasizes functional academics, daily living, self-care life skills, communication, and vocational training.

The multi-purpose classroom is divided into several different areas. There is a laundry area, a kitchen, a living/dining area, a computer center, an office, a supermarket set up and a classroom area. Students have access to computers in the classroom and appropriately accessible bathroom facilities are located within the classroom also.

The Secondary Life Skills Program follows a full day schedule and may include opportunities for community-based instruction throughout the local vicinity to develop functional skills. It aims at fostering development that will allow students to become successful, functional members of their community.

## UNION COUNTY VOCATIONAL-TECHNICAL SCHOOL

**UCVT/AM 10...6030**  
**UCVT/PM 10...6050**  
**UCVT/AM 12.5...6031**  
**UCVT/PM 12.5...6051**  
**UCVT/AM 15...6032**  
**UCVT/PM 15...6052**

**Tech Math/Financial Lit I 4214**  
**Tech Math/Financial Lit I 4224**  
**Tech Math/Financial Lit I 4234**

Grade Level: 10 (Special Education Only), 11, 12

Prerequisite: Acceptance into the Program

Description: The Union County Vocational/Technical School at Scotch Plains offers courses to prepare students for initial employment in their chosen occupational field or for further education upon graduation. Union County Vocational Technical School offers courses in vocational areas not currently provided at Linden High School. Students attending UCVT for either the AM or PM sessions continue to identify, participate in co-curricular activities and take academic courses at Linden High School.

If a student chooses to attend, he/she will spend part of the day at Linden High School and part of the day at Union County Vocational-Technical High School in Scotch Plains. Fifteen credits are awarded upon successful completion of the vocational school course for each year in attendance. Students are required to take English and Physical Education, as well as Social Studies, Mathematics and Science courses at Linden High School.

Students may explore course offerings by following the link below.

<https://www.ucvts.tec.nj.us/Page/491>