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## FOREWORD

Our curriculum has been designed to provide students with the opportunity to plan individual programs of study. We feel that a strong foundation in basic skills combined with a broad general background is essential if students are to adjust to the demands of a complex and rapidly changing society.

Cooperative planning of programs with counselor, student and parent is extremely important. The selection of subjects should be geared to each student's interests and abilities and should fit into an overall plan for the student's high school years. Careful planning should lead to a possible career pathway or further education following graduation. Thoughtful planning will help you make the best of the opportunities available at Kittatinny Regional High School.

Feel free to call upon the Guidance Department and Administrators at any time regarding questions that may arise concerning any aspect of the school program.

We have planned to make your years at Kittatinny Regional High School exciting, rewarding and enjoyable.

## GUIDANCE DEPARTMENT SERVICES

The primary function of the Guidance Department is to aid (not direct) students in the process of decision making. Students (and their parents) are encouraged to make full use of our facilities and counselors to solve problems which are academic, vocational or social in nature.

Students are assigned a guidance counselor on two separate occasions during their educational experience at KRHS, once as they enter grades 7 and 8 and, again, as they embark on their high school career in grades 9-12.

In addition to individual and group counseling, we offer many other aids to our students. Visitors from colleges and industry will frequently be on our campus to speak to student groups. College/Career Mini Days are scheduled yearly and should be utilized by students and their parents. A library of college catalogues and vocational materials is available in a specially marked area of the library for students to browse through during their free time. Various audio-visual materials can also be found there. Internet access as well as the NAVIANCE program is also available. Other services include working papers, referrals to special services, testing programs and vocational placement.

We are no further away than our office in the Administration area or the telephone. Please take advantage of our services as often as possible.

## GENERAL INFORMATION

### Policy: Extra-Curricular and Co-Curricular Activities

The KRHS District Board of Education believes individual students will benefit through opportunities to grow both physically and intellectually. In addition to academics the school provides the opportunity for students to participate in a full complement of athletic, intramural and co-curricular sports and activities. Although the school encourages student involvement, student participation shall not be at the expense of academic achievement.

#### STUDENT ELIGIBILITY - ACADEMIC:

- A. Pupil participation shall not be at the expense of academic achievement.
  - 1. To be eligible for athletic/extracurricular participation during the first semester (Sept. 1 through Jan. 31) of the 10th grade or higher, or the second year of attendance in the secondary school or beyond, a pupil must have passed 25% of the credits (35), required by Kittatinny Regional High School for graduation (140), during the immediately preceding academic year.
  - 2. To be eligible for athletic/extracurricular participation during the second semester (Feb. 1 to June 30) of the 9th grade or higher, a pupil must have passed the equivalent of 12 1/2% of the credits (17.5) required by Kittatinny Regional High School for graduation (140), at the close of the preceding semester (approximately Jan. 31). Full-year courses shall be equated as one-half of the total credits to be gained for the full year to determine credits passed during the immediately preceding semester.
- B. If a student does not meet the academic requirements as outlined in category A for any semester, the student will immediately be denied participation in 7-12 athletic teams, and extracurricular activities for the semester, e.g., Yearbook, Cheerleaders, Color Guard, Drill Team, Twirlers, Health Careers, Marching Band, Madrigals, drama productions, National Honor Society, Tapestry, Student Council, Intramurals, Ski Club, Class Officer, AIASA, etc. The above list is representative of clubs and activities and should not be construed to be final in listing. Eligibility to participate will be reinstated at the end of the non-participating semester if academic standards are met.
- C. Determination of academic eligibility is the responsibility of the head coach or the activity advisor working in conjunction with the Director of Athletics and/or the Guidance Department.
- D. Academic eligibility requirements for participation in athletic and other extracurricular activities affect all students in the school. (Classified students can be exempt from said policy only if their IEP designates such).

- E. Eligibility is determined by grades received in each semester and the final yearly grades.
- F. Summer school work to make up course deficiencies can be applied toward the reinstatement of eligibility.
- G. Suspension from school prohibits the participation in the attendance of activities of the school during the time of the suspension-- inclusive of all athletic events and practices and extracurricular activities and rehearsals/practices.
- H. Time of arrival: Students who enter school later than 11:00 a.m. are prohibited from participating in school sponsored extra-curricular activities later in that day or evening. Exceptions to the designated time of arrival may be granted for unusual circumstances by the vice principal and/or principal.
- I. In addition to complying with all local requirements, students participating in the interscholastic program must also meet all eligibility requirements of the N.J. Interscholastic Athletic Association.
- J. Any appeal of the eligibility criteria must be made through the Office of the Principal.

## GRADUATION REQUIREMENTS

The following are the minimum graduation requirements necessary to receive a Kittatinny Regional High School diploma as deemed by the Kittatinny Board of Education and the State of New Jersey.

1. A student must complete a minimum of 140 credits.
  - A full year course equals 5 credits
  - A half year course equals 2.5 credits
  - Exceptions:
    - A full year science lab course equals 6 credits
    - A full year Elective class or Physical Education class will have one 1 credit deducted if a science lab is taken during that period since the class will be missed 1 day per week.
    - A failed course equals zero credit.
    - No credit given for study halls.
2. A student must pass the New Jersey High School Proficiency Assessment (HSPA) or the SRA process.
3. A student must pass 4 years of Physical Education and Health.
4. A student must pass all required Academic Courses:
  - 4 courses in English (20 credits)
  - 3 courses in Mathematics (15 credits) including content equivalent to Algebra I and two other years of rigorous Math
  - 3 courses in Science (15 credits) including Biology or its content equivalent
  - 3 course in Social Studies (15 credits)  
Must include 1 World History class and 2 American History classes.
  - 1 course in World Language (5 credits)
5. A student must pass 6 Required Elective Courses:
  - 1 Elective course in the area of "Visual and Performing Arts" which includes courses in the following areas: Drama, Video Production, Band, Chorus, Music Theory or Art.
  - 1 Elective course in the area of "Practical Arts" which includes courses in the following areas: Business, Computer Science, Engineering, Technology, Cooperative Industrial Education (CIE), Woodshop, Clothing, or Graphics.
  - 4 additional Elective courses in the "Visual and Performing Arts" and/or "Practical Arts" areas.
  - By completing the 6 required elective courses, a student also fulfills the state requirement of Vocational Education, Career Education, and Consumer, Family, Life Skills Education.

## 6. Additional Courses:

- Students are advised to take additional academic or elective classes if their schedule permits.
- Keep in mind any additional academic courses out of the English, Mathematics, Science, Social Studies or World Languages Departments do not count as part of the "required 6 elective classes" other than Drama. Drama can count as an English class or a Visual and Performing Arts class, but not both. Classes such as Sociology, Creative Writing, Anthropology, Environmental Science, etc. are academic electives and do not meet the graduation requirement concerning "required electives."

## 7. Additional Requirements

- A student must register yearly for a minimum of 35 credits.
- A student must have a minimum of four academic classes. This excludes senior CIE students who are required to take three academic classes.
- A student cannot have more than 15.5 unexcused absences per year. Loss of credit due to excessive absences can keep a student from graduating on-time.

## Credit Requirements

1. Total credits for graduation will equal 140.
2. All students must take a minimum of 35 credits of coursework each year.

Early Graduation: Students with exceptional ability may opt to increase their course load and accumulate the necessary minimum number of credits in less than four years.

A. To qualify for early graduation by January of the senior year, students must:

1. Apply in writing by May of their junior year.
2. Have parental permission if under 18.
3. Maintain a cumulative average of C (2.0).
4. Have no failures in their freshman, sophomore and junior year.
5. Have no loss of credit due to excessive absences.
6. Earn the required number of credits and meet the minimum course requirements.
7. Students transferring to Kittatinny in their junior year have 30 days to make a request for Early Graduation.

B. Students are eligible to participate in graduation ceremonies in June of the year they complete the requirements.

Area Achievement Awards: At the end of the fourth marking period of each academic year, the departments will recognize those students who have done outstanding work during the year, (except for first semester courses which will be recognized at the end of the second marking period). Criteria for these awards will be described in the Student's Handbook.

National Honor Society: Membership in the National Honor Society is the highest award conferred on a member of the student body. Induction into the Society will be held for Juniors and Seniors each year. A faculty committee will select members from the Junior and Senior classes who have a cumulative grade point average of 3.5. Decisions are based on scholastic achievement, leadership, service and character.

Marking System - Credits: A detailed description of the marking system will be found in the Student Handbook.

<u>Grades</u>	<u>Quality Points</u>
A	4.0
B	3.0
C	2.0
D	1.0
F	0

Credits are given for the number of periods per week a course meets. Half-year courses receive half credits, i.e., English meets five days per week for a full year and is therefore awarded five credits.

Rank in Class: This indicates a student's relative position with respect to all of the members of his class. Student rank is determined at the end of each year. Senior students are also given a seventh semester or three and one-half year rank. This rank is primarily used by colleges and industry to help them evaluate applicants.

Testing Program: A complete testing program has been established to evaluate the growth of our students. It is also a guide to the faculty to ascertain that they are reaching their teaching objectives. Tests are also available from outside agencies, i.e., The College Entrance Examination Board, (Preliminary Scholastic Aptitude Test - National Merit Scholarship Qualifying Test, The Advanced Placement Tests, Scholastic Aptitude Test and the Scholastic Aptitude Subject Test), The Armed Services Vocational Aptitude Battery and The American College Testing Program. Students in Grade 9 are also administered the Kittatinny Testing Program (KTP) which is designed to mirror the HSPA. The results are used to evaluate student progress toward mastering New Jersey Core Curriculum content standards and, ultimately, to assist them in preparing for the HSPA.

Students in Grade 10, in addition to the KTP are also required to take the End of Course Biology Test. Students are required to take Biology

or a course of its content equivalent this EOC Biology test measures students' knowledge of related Core Curriculum Content Standards. At this time, student performance is not tied into any graduation requirements.

The New Jersey Department of Education will be introducing additional testing in Algebra I, Algebra II and other subject areas in the near future.

Independent Study: Students who are working on Independent Study Programs must first obtain approval from their counselor, subject teacher and department head. Opportunity for Independent Study is offered in each subject area. Approved programs will be evaluated on a contractual basis - for either 2 1/2 or 5 credits.

Weighting of Courses: English IH, IIH, IIIH, and Advanced Placement English; US History IH, World History H, and Advanced Placement History; Geometry IH, Algebra IIH, Pre Calculus H, and AP Calculus; Biology IH, Physics IH, Chemistry IH, Biology II and Chemistry AP; Spanish H and French H; are all weighted to determine Honor Roll, National Honor Society eligibility, and class rank. Although the permanent record grade is not changed, a B is weighted as an A, a C as a B, etc.

Incomplete "I" indicates work that is incomplete. A student who fails to complete his work within two weeks following the close of a marking period will be regarded as having failed.

Withdrawn If a student withdraws from a course prior to the end of the first quarter no entry will be made on his permanent record. If he withdraws during the second marking period a grade of "WP" (if passing to date in the course) or "WF" (if failing) will be given. Any withdrawal after the first semester will result in failure unless there are extenuating circumstances.

## PROCEDURES FOR COURSE SELECTION

### Ninth Grade

Some time after the first of the year, eighth graders will be called upon to choose their program for ninth grade. Since this will be their first experience in the selection of courses, individual conferences will be set up with counselors. Both parents and students will be asked to attend. At that time the student's academic background will be reviewed, i.e., record to date, test results and interests. From this discussion a program of studies shall be determined.

### Tenth, Eleventh and Twelfth Grades

These grade levels will also be involved in course selections usually in February. This procedure, however, will differ somewhat from the ninth grade. Each upperclassman, through a group scheduling procedure, will meet with his counselor to formulate a tentative program.

Historically Kittatinny Regional High School prepares approximately 85% or more of its students to attend college, both four- and two-year.

Student schedules reflect this and are geared to gain acceptance into postsecondary education. State mandates as well as our wide range of elective programs all enter into the yearly determination of a student schedule.

Parents are, of course, encouraged to either call or personally visit the counselor to discuss the courses selected. After the completion of this process the master schedule will be formed. Students are then scheduled by use of a computer and any changes are handled during the summer.

#### STATE MANDATED TESTING PROGRAMS AND PARALLEL INSTRUCTION

In Grade 7, students will participate in the New Jersey Assessment of Skills and Knowledge (NJASK-7).

In Grade 8, students will be administered the NJASK-8. These tests are designed to serve as early warning tests for the Grade 11 High School Proficiency Assessment (HSPA) which is required for graduation.

Students who fall below the passing score of 200 will be required to enroll in a skills class designed to remediate areas of deficiency. This class is in addition to the regularly scheduled class in the specific curricular area. For example, a student enrolled in Algebra 1 for Grade 9 who receives a partially proficient score, below 200, will be required to enroll in a Math Skills class. This "parallel instruction" is designed to not only remediate the specific weakness, but enable the student to remain "on target" with regard to their regular high school academic plan.

Beginning with the 2007-08 school year, all students enrolled in a Biology and Life Science course or its equivalent have been required to take an end of the year Biology test. The scores, at this time, do not impact upon graduation but will be used to assess student strengths and deficiencies and identify areas for curriculum development.

## CURRICULUM

## ENGLISH

<u>COURSE TITLE</u>	<u>SEM</u>	<u>PDS/WK</u>	<u>CREDIT</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
English I H		5	5	X			
English II H		5	5		X		
AP Language & Composition		5	5			X	
AP Literature & Composition		5	5				X
English I		5	5	X			
English II-American Literature		5	5		X		
English III-English Literature		5	5			X	
English Skills 9**		5	5	X			
English Skills 10**		5	5		X		
English Skills 11**		5	5			X	
English Skills 12**		5	5				X
English Skills IV**		5	5				X

ELECTIVES:

Creative Writing*		5	5			X	X
Drama In Literature*		5	5		X	X	X
Fantasy & Mystery	X	5	2 1/2			X	X
Mass Media**	X	5	2 1/2			X	X
Literary Analysis of Film		5	5			X	X
Classics To Contemporaries*		5	5				X
Multicultural Literature*	X	5	2 1/2			X	X
Psychological Themes In Literature*	X	5	2 1/2			X	X
Journalism		5	5		X	X	X

H Denotes honor course

\* Denotes elective course recommended for Liberal Arts Major

\*\* Non college preparatory under NCAA criteria

Half year electives in pairs are suggested to be taken consecutively, however it is not required.

COURSE OFFERINGS AND DESCRIPTIONS  
ENGLISH

English I H - This course is comprised of Advanced Composition/Grammar/Research plus additional readings and essay work. Literary works such as Julius Caesar, Huckleberry Finn and other American Literature items comprise the bulk of the course work. Strong emphasis on vocabulary and writing skills is also included.

English II H - This course is comprised of the Survey of English/American Literature plus additional required readings and essay work. A major focal point of this course is to further the abilities of students to apply critical and analytical thinking processes to various literary works.

Advanced Placement Language and Composition - This course replaces English IIIH and is designed for junior students who are capable of doing college level English work and who plan to take the Advanced Placement Test at the end of the school year. Admission of this course is by recommendation by the Guidance Department and past English teachers. Registration of this course obligates the student to complete a full year program. The prerequisites for this course are English IH and English IIH.

Advanced Placement Literature and Composition - This literature course is set up for senior students who are capable of doing college level English work and who plan to take the Advanced Placement Test at the end of the year. Admission to this course is by recommendation by the Guidance Department and past English teachers. Registration in the course obligates the student to complete the full year program. The prerequisites for this course are English IH, IIH, IIIAP.

English 9 - Required - During this year the students will concentrate on the following units of study: grammar, composition, vocabulary, short story, Romeo and Juliet/West Side Story, the research paper, and spelling. Students will continue to be responsible for outside readings.

English 10 - Survey of American Literature - The course, designed for the college bound student, provides a chronological study of the recognized masterpieces of American Literature incorporating a variety of genres and representing the numerous cultures of the American heritage. The course stresses reading comprehension, vocabulary, writing, and verbal skill development. Special emphasis is placed upon continued preparation for the HSPT Reading and Writing test administered at the end of the 11th grade. The literary works are analyzed from the perspectives of social impact and situations, authors' attitudes, personal applications, varied interpretations, and literary significances. A continuous attempt is made to apply or have each student realize a personal relevancy of the works studied.

English 11 - Survey of English Literature - Designed for the college bound student, this course provides a chronological study of the recognized masterpieces of English Literature. A variety of literary genres and representative historical events and artistic works are included in order to provide a comprehensive cultural

perspective. The course stresses reading comprehension, vocabulary, writing, and verbal skill development with special emphasis on mastering the reading and writing demands of the NJDE HSPT administered during the Fall term of this grade level. Literary works are analyzed from the perspectives of social impact and situations, personal applications and interpretations, authors' attitudes, literary significances, and thematic implications. The content and methodology of its presentation is designed to foster an appreciation for traditional literature of English heritage.

English IV- This course is designed for the student who has successfully completed the HSPA Test but has consistently met with difficulty in developing the reading, writing, and communication skills required for dealing with the demands of everyday life. Areas of concentration center upon the literal, inferential, and applied skills of reading comprehension, interpreting, organizing, and analyzing text, vocabulary acquisition, distinguishing the various types of reading texts: Narrative, Informative, and Persuasive, the mastering of the Writing Process which includes story writing, persuasive and text based essay writing, revising/editing techniques, and communication skills such as speaking, listening and viewing for the purpose of strengthening understanding and improving self-image. Also included are research/informational gathering skills, an emphasis on reading for pleasure and entertainment.

English Skills - Grades 9, 10, 11, 12\*\* - Students who still have difficulty in mastering grade-level reading and writing skills will be assigned to these full-year classes. The courses are designed specifically to provide high interest literary selections and a comprehensive language skills program via supplemental reading texts. Emphasis is placed on basic skills for non-college bound students and successful achievement on the HSPA.

#### ELECTIVES:

Creative Writing\* - The student who has a definite interest in developing his talent for writing, particularly via the short story, poetry, and drama, is encouraged to take this course. Members of the class will be asked to contribute their best works to the school's literary magazine, Tapestry. Extensive use of the Computer Writing laboratory is included.

Fantasy and Mystery - Man has always been interested in exploring the unknown, or in solving challenging who-dun-its. The students will be introduced to imaginative reading--mysteries, stories of the super-natural, and science fiction literature about the future. Students will recognize the fact that some of the science fiction "present" will be the fact of the "future" and that they will have a part in shaping that future.

Drama in Literature\* - Drama is a course to introduce students to the world of the theatre. They will learn how a play uses plot, theme, characterization, setting, tone, point of view, language, audience and various interpretations to reflect the many facets of life. Through role playing and the study of the acting process,

students will attain a better understanding of the process of the theatre and the functions of dramatic literature. Finally, students will develop a greater appreciation of the cultural and literary values of drama.

Mass Media\*\* - Television, radio, the Internet, magazines, newspapers, and other forms of mass media will be explored in this course. Students will study the practical as well as the theoretical aspects of these industries. The impact of propaganda upon modern man will be defined and examined. Accurate writing for these media will be stressed as well as participation in the production of video or computer based programs.

Oral Expression\* - This course will examine the process of effective communication. After an examination of the process of successful general communication, the class will focus on our personal communication styles and skills. Listening and speaking skills used for developing better relationships, self-understanding, and communication effectiveness will be examined and taught. Finally, students will transfer these everyday practical skills to situations involving speaking to groups, i.e., public speaking.

Literary Analysis of Film - A full year elective course for college-bound students which is designed to provide them with the background of the development of the film industry from the silent movies to the contemporary, hi-tech, special effects spectacles. Evaluations and critical appraisals of various "classic" films using numerous criteria is a major component of the course. A significant amount of student analytical writing and analysis of film is required.

Classics to Contemporaries\* - Man's role in society is examined through numerous readings from the classical period - Greek and Roman - through the Middle Ages and Renaissance to contemporary literature. Ideas, questions, and contemplations relating to the existence and purpose of man is the focus of this course. A significant amount of student analytical writing and literary analysis is required.

Multi-Cultural Literature\* - An elective semester course designed to explore the literary accomplishments of selected recognized authors from Latin America, Africa, Europe and Asia. Gender based literature is also investigated with the feminist movement as a focal point.

Psychological Themes in Literature\* - Psychological implication in the writings of traditional or classic as well as contemporary authors are studied in this semester course. The various short novels of this course were selected upon their thematic implications relating various components of human nature.

Journalism\*\* - This course is designed to give students knowledge of basic journalism, including gathering information, interviewing, writing and editing. Students will be able to write news stories, feature stories and editorials. Students will learn how to gather facts, interview sources, and structure their stories in a way that is easy to read. Students will learn to edit for grammar and

content, which can be applied directly to standardized tests, such as the HSPA. The course can be directly related to the school newspaper and student assignments can also benefit the paper. Students will also be exposed to skills that can carry over to extra curricular activities such as the literary magazine and the yearbook. The course will be offered to students in grades 10, 11 and 12 as an elective. The content for the course is broad, and students would be exposed to all aspects of journalism, including the 17 units listed below. This would be a full year, college-preparatory course.

## CURRICULUM

## SOCIAL STUDIES

<u>COURSE TITLE</u>	<u>SEM</u>	<u>PDS/WK</u>	<u>CREDIT</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
<u>World History (Freshmen)</u>							
World History H		5	5		X		
World History		5	5		X		
Fundamentals of World History**		5	5		X		
<u>American History (Sophomores)</u>							
U.S. History I H		5	5			X	
U.S. History I		5	5			X	
America Before 1900**		5	5			X	
<u>American History (Juniors)</u>							
Advanced Placement U.S. History H		5	5				X
U.S. History II Honors		5	5				X
U.S. History II		5	5				X
America Since 1900**		5	5				X
<u>Senior Academic Electives</u>							
AP US Government H		5	5				X
Sociology I*	X	5	2 1/2				X
Sociology II*	X	5	2 1/2				X
Current Issues in America		5	5				X
Anthropology		5	5				X

H Denotes Honors courses. Completion of a summer assignment is a course requirement.

\*Denotes elective course recommended for Liberal Arts Major.

\*\*Non college preparatory under NCAA criteria

## SOCIAL STUDIES

### THE WORLD HISTORY PROGRAM FOR FRESHMAN

World History is a survey of the record of human progress from the Renaissance to modern times. The development of western and non-western civilization is linked in order to show the student how our modern interdependent world took shape. These courses meet one of New Jersey's requirements for high school graduation.

World History H: This course is recommended for students who read and write well above grade level, and who wish to pursue the honors program culminating in the Advanced Placement U.S. History course. Extensive emphasis is placed on writing historical essays. Teachers recommendation is a prerequisite.

World History: Students who have acquired mastery of reading and writing skills at their grade level should take this course.

Fundamentals of World History\*\*: This course is intended for students who need to improve their reading and writing skills. The course emphasizes the development of essential skills.

### THE AMERICAN HISTORY PROGRAM

The American History program is a two-year sequence of courses in which all students must select one of the sophomore courses and a second course in the junior year. The course materials and content are selected to provide for different ability levels. Completion of two years of United States History is required to fulfill the State of New Jersey graduation requirement.

### AMERICAN HISTORY FOR SOPHOMORES

These courses survey our nation's past from the development of the Constitution through the 19th Century. Units of study include Constitution of the United States, Civil War, Reconstruction and Industrialization. Students should select the course that is offered for their ability level.

US History I H: This is an honors course, which is designed for students who have reading and writing skills that place them in the top 10% of their class. Students will survey American History from the beginning to the Civil War Reconstruction period. Successful completion and teacher recommendation will qualify students to enroll in the Advanced Placement course during the junior year.  
Prerequisites: World History Honors.

United States History I: This course is intended for students who have average or better reading and writing skills. Students will survey timespan from colonial America to the Civil War and Reconstruction.

America Before 1900\*\*: Recommended for students who need help developing reading and writing skills.

AMERICAN HISTORY FOR JUNIORS

All juniors must select one of the following courses. The course chosen should be of the same level of difficulty as the course taken in the sophomore year.

Advanced Placement - United States History H: This full year honors program of study will help you prepare to take the Advanced Placement Test at the end of the year. The course begins with Reconstruction and ends with the current administration.  
Prerequisite: US History I Honors or waiver by History chairperson

United States History II (Honors): This course is designed to be a challenging analysis of 20<sup>th</sup> Century America for Honor students who may not desire the AP level offering.  
Prerequisite: US History I Honors

United States History II: This course is recommended for students who have average or better reading and writing skills. The course is concerned with our nations past from 1900 to present.  
Prerequisite: U.S. History I.

America Since 1900\*\*: Recommended for students who need help developing reading and writing skills.

SENIOR ACADEMIC ELECTIVES

AP US Government - This full year honors course examines various levels and forms of government. Students are encouraged to take the AP Test at the end of the year.

Sociology I\*: This course presents students with a basic foundation in this Social Science. Culture, society, groups and demography are topics which receive emphasis. Students also examine their relationships in groups and their membership in our culture and society.

Sociology II\*: Sociology II is an elective course offered to seniors in the spring. This course examines marriage and the family, crime and deviance, poverty, social change and futurism. Current events, which are relevant, are discussed and examined in conjunction with these topics. Sociology I is recommended, but not required, for students who wish to take this course.

Current Issues In America: A senior elective course that examines all three branches of the Federal Government and major domestic and foreign policy issues. Particular emphasis is placed on current executive, legislative and judicial agendas. This course is open to all seniors interested in current events.

Anthropology - In this senior elective students will study physical anthropology during the first semester and cultural anthropology during the second semester.



CURRICULUM

MATHEMATICS

<u>COURSE TITLE</u>	<u>SEM</u>	<u>PDS/WK</u>	<u>CREDIT</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
Algebra I		5	5	X	X	X	X
Fundamentals of Algebra I		5	5	X	X	X	X
Practical Geometry		5	5		X	X	X
Geometry		5	5	X	X	X	X
Geometry IH*		5	5	X			
Fundamentals of Algebra II		5	5			X	X
Algebra II		5	5	X	X	X	X
Algebra II & Trigonometry H*		5	5		X		
Precalculus H*		5	5			X	X
AP Calculus H*		5	5				X
Calculus		5	5				X
Math Skills 9**		5	5	X			
Math Skills 10**		5	5		X		
Math Skills 11**		5	5			X	
Math Skills 12**	X	5	2.5				X
Pre Calculus		5	5			X	X
Discrete Math		5	5			X	X

\*Denotes Honors course

\*\*Non college preparatory under NCAA criteria

## MATHEMATICS

Algebra I: The first of a sequential academic series of mathematics electives, Algebra I introduces the formal theories which underlie many of the techniques learned in arithmetic. Topics include real and rational numbers, real and irrational numbers, set theory, algebraic expressions and operations, word problems, quadratic equations and simultaneous equations. Open to all grades.

Fundamentals of Algebra I: Represents a comprehensive study of an Algebra I program. It is slower paced for those students not quite ready for the more abstract topics of Algebra I.

Geometry I H: Faster and more rigorous treatment of regular syllabus which includes an emphasis on deductive reasoning. Many topics from Algebra II are studied in the last marking period. Geometry H students must have completed algebra in the eighth grade.

Geometry: This course explores the deductive structure of geometry based upon an abstraction of the physical world. Such theoretical concepts as deductive and inductive thinking, angle relationships, perpendicular and parallel lines and planes, congruent and similar figures, and coordinate geometry are developed and applied algebraically. Open to those who have successfully completed Algebra I.

Practical Geometry: Much the same as Geometry without the rigor of formal proofs. This course follows the Elementary Algebra program and leads to Fundamentals of Algebra II.

Algebra II H: Faster and more rigorous treatment of the same syllabus as in the regular course, followed by supplementary topics leading into Pre Calculus such as equation theory, advanced trigonometry, and linear algebra and vectors. Algebra II H students must have completed Geometry H and/or be recommended by their teachers. They are required to participate in the NJ Math League as a part of the course.

Algebra II: An advanced application of the skills and principles of Algebra I and Geometry, integrated with the study of logarithms and exponents. Open to those who have successfully completed Algebra I and Geometry.

Fundamentals of Algebra II: A continuation of those skills introduced in Algebra I. Open to those who successfully complete Practical Geometry or Geometry and wish to attend a four year college.

Pre Calculus H: Topics are the same as in Pre Calculus but are covered more quickly to allow a switch to the calculus text at the fourth quarter and the coverage of the first topics in the A.P. Calculus course. Open to successful Algebra II H students or those from regular Algebra II who have been recommended by their teachers. Participation in N.J. Math League is a required part of the course.

Pre Calculus: A course for students who have successfully completed Algebra II. Trigonometric Functions, graphs, inverses, applications, identities, equations, Polynomial Functions, Exponential and Logarithmic Functions, Conic Sections, Sequences and Series, and an Introduction to limits and calculus are presented with practical implications using the latest technology. Technology and real world applications drive this course.

A.P. Calculus: Essentially a first year, college-level study of calculus. The Advanced Placement - AB level - syllabus will be followed. Both integral and differential calculus will be studied with an emphasis on physical applications. Advanced functions and advanced techniques of integration will be covered if time permits. Students will be expected to take the CEEB Advanced Placement Calculus exams in May. This course is open to seniors who have successfully completed Pre Calculus Honors and have been recommended by their teacher. Any other students who are recommended are required to complete an independent summer work unit to cover extra material already done in Pre Calculus Honors. Participation in N.J. Math League is a required part of the course.

Calculus: This course is designed for use in a beginning calculus course for students in business, economics, management, and the social and life sciences. Many of the same topics as AP Calculus are covered without the rigor of Advanced Placement. Students not enrolled in the Honors Program will find this an excellent preparatory class for college calculus.

Math Skills 9: Designed for 9th graders that have demonstrated a weakness in math by scoring Partially Proficient on the Grade Eight Proficiency Assessment (GEPA). It is specifically geared to the very difficult requirements of the HSPA. Discovery, manipulatives, calculators and group work are integrated in this course.

Math Skills 10: A second year geared specifically for preparation for the HSPA. In this course, complete integration of arithmetic, algebra and geometry topics is accomplished. All examples and practices reflect questions on the HSPA.

Math Skills 11: A comprehensive review of mathematical skills and principles for the purpose of preparing students for the HSPA test in mathematics. Lessons reflect skills and concepts of the five cluster areas in mathematics: Patterns and Functions; Numerical Operations; Fundamentals of Algebra; Data Analysis and Geometry and Measurement.

Math Skills 12: A comprehensive review of mathematical skills and principles for the purpose of preparing students for the HSPA. The Special Review Assessment (SRA) process will be initiated upon completion of the October exam.

Discrete Math: A course for students who have completed Fundamentals of Algebra 2 or Algebra 2 and wish to attend a four-year college. It provides a review of the fundamentals of a variety of mathematical topics. There will be an emphasis on an assortment of real-world examples and applications. Not for students who have passed Pre Calculus.



## CURRICULUM

## SCIENCE

<u>COURSE TITLE</u>	<u>SEM</u>	<u>PDS/WK</u>	<u>CREDIT</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
Fundamental Physical Science**		5	5	X	X		
Introductory Physical Science		5	5	X	X		
Environmental Science		5	5			X	X
Environmental Science H*		6	6				X <sup>1</sup>
Life Science**		5	5		X	X	X
Biology I		6	6		X	X	X
Biology IH*		6	6	X <sup>1</sup>	X <sup>1</sup>		
Biology IIH*		6	6			X <sup>1</sup>	X <sup>1</sup>
Seminar in Science**		5	5			X	
Chemistry I		6	6			X	X
Chemistry IH*		6	6		X <sup>1</sup>	X <sup>1</sup>	
Chemistry IIH/AP*		6	6			X <sup>1</sup>	X <sup>1</sup>
Physics		6	6				X
Physics IH*		6	6				X <sup>1</sup>
Science in the Marketplace**		5	5				X
Lab Assistant (Year)		5	5			X <sup>1</sup>	X <sup>1</sup>
Lab Assistant (Fall)	X	5	2 1/2			X <sup>1</sup>	X <sup>1</sup>
Lab Assistant (Spring)	X	5	2 1/2			X <sup>1</sup>	X <sup>1</sup>

<sup>1</sup> Departmental permission required.

\* Denotes Honors course. Note: For all Honors courses, there is a mandatory summer assignment requirement. Completion of all the assigned summer work is necessary to maintain continued Honors status. Students are required to maintain a minimum standard of achievement (as per the Honors rubric) in order to continue in the honors program.

\*\*Non college preparatory under NCAA criteria

## SCIENCE

Fundamental Physical Science: This course is designed to provide an opportunity to learn and enjoy basic physical science concepts which are relevant to everyday processes of living. A strong emphasis is placed on laboratory experiences including processes of observations, predictions and organization of data. The course completes three years of science in grades seven, eight and nine which include biological science, earth and space science and finally physical science.

Introductory Physical Science: IPS. Students are given experience in observation, basic laboratory skills, how to analyze experimental data, making generalizations from the data and how to develop abstract ideas from observable experimental evidences. The course provides a sound background for later courses in biology, chemistry and physics. Students who plan to take biology or chemistry are required to take this course.

Prerequisite: Students have completed or be taking Alg I concurrently.

Environmental Science: A dominant issue of our times concerns the relationship of people to their changing environment. The focus of this course is to help each student see how each individual can participate in preserving our natural resources. Emphasis will be placed on ecological relationships. Students will be required to prepare field reports, research reports and read various sources on a regular basis and engage in student debates focusing on environmental concerns.

Prerequisites: IPS or FPS; Biology I or Life Science; and recommendation of the current science teacher.

Environmental Science H: Students taking Environmental Science will be expected to be minimally proficient in Chemistry and to have exposed themselves to concepts in Environmental Science either by completing the summer reading list or by successfully completing Environmental Science coursework by the end of their junior year. Proficiency in Biology, especially taxonomy and classification, will be helpful. These students will engage in ecological field studies in the various habitats found on and near the Kittatinny campus. The coursework will feature classroom lectures, laboratory activities, and field trip experiences. Content will be derived from four thematic units: Ecology and Sustainability, Sustaining Biodiversity, Resources and Environmental Quality and Sustaining Human Societies. In the process they will engage in science-based inquiries into the complex and dynamic relationship between humans and the biosphere.

Life Science: A practical laboratory oriented course that deals with topics from the area of biological science. General areas of study include: The Nature of Inquiry, Characteristics of Animals and Plants, Human Physiology, and Nutrition. Students not intending to continue their study of science beyond high school will find that this course compliments FPS to give them a broader understanding of the natural world.

Prerequisites: FPS or IPS and recommendation of the current science teacher.

Biology I: (Biological Science) Biological Science is most important for students who are contemplating training in college. The investigation of living things and their interrelationships to each other is studied in laboratory exercise, class discussion, and outside reading. Problem solving and critical thinking are stressed.

Prerequisites: Introductory Physical Science and Algebra I.

\*Biology IH: This course is offered to students of demonstrated academic ability who have an interest in science. The content of this course is similar to that of any introductory biology course. There will be greater emphasis placed on development of analytical skills and critical thinking.

Prerequisites: IPS, Algebra I and the recommendation of current science teacher.

\*Biology IIH: Students will be expected to utilize the laboratory investigation to seek a better understanding of experimental results, to study related subject-matter information, and to use their own intellectual ability purposefully in order to expand their knowledge of biology. Students are also expected to commit the time and energy necessary to obtain basic subject matter information necessary for their intellectual growth. To this extent, they are their own teachers. A primary goal of the course is to provide experiences that simulate biological research so that students will gain an understanding of science from direct experience. Yeast metabolism; population dynamics; microbial genetics; anatomy, physiology, biochemistry, and comparative zoology are topics that may be studied based on a reflection of student interests.

Prerequisites: Biology I; Chemistry I; the recommendation of the current science teacher; and a personal commitment to an excellent attendance record.

\*\*Seminar in Science: This is the course for Juniors interested in exploring topics in conceptual chemistry and physics as well as a review of some key elements of Earth Science.

Prerequisites: Fundamental Physical Science; Life Science

Chemistry I: This course is provided to give the student a thorough background in the basic principles of chemistry. The course content includes a presentation of concepts and provides practice in developing problem solving skills. Upon completion of this course, a student will be prepared to meet the requirements of a college chemistry course.

Prerequisite: Algebra I and Biology I.

Chemistry IH and Chemistry IIH/AP are designed to provide a contiguous two-year program leading up to taking the AP examination for Chemistry.

\*Chemistry IH: This course is offered to students of demonstrated academic ability in math and science. The content includes a comprehensive survey of the basic principles of Chemistry with emphasis placed on the development of analytical skills and critical thinking skills. Prerequisite: Algebra I, Biology I; the recommendation of the current science teacher.

\*Chemistry IIH/AP: This course has been structured to effectively prepare superior chemistry students for the advanced placement test in Chemistry. The course provides more challenging work in theory and in the lab, and provides for in-depth study of specific concepts in chemistry. Students will also have the opportunity to learn the basics of organic chemistry in preparation for further study.

Prerequisite: Algebra II and Chemistry IH; recommendation of current science teacher.

Physics: This course is suitable for college bound students who will be liberal arts or science/math majors. The approach emphasizes problem solving and the logical thought required for this science. Instruction is provided through lecture, problem solving, demonstrations, lab work, and film demonstrations. All students who anticipate taking science courses in college should make physics a part of their high school background.

Prerequisite: Algebra II, Chemistry

Physics IH: Typically taken by students who have successfully studied math and science courses, this course is designed to be equivalent to a first year non-calculus college course, although the pace is not as rapid as actual college work. All topics are studied in more depth than the course described above and additional topics are also taught. It is recommended for students who are comfortable with mathematics and who plan to pursue rigorous science courses in college.

Prerequisites: Algebra II, Chemistry and the recommendation of the current science teacher.

\*\*Science in the Marketplace: This course is provided to familiarize the student with a variety of scientific methods used to analyze consumer products. Through observation, laboratory skills, analysis of data and testing and comparison of products, the course will prepare students to make intelligent decisions regarding future purchases.

Lab Assistant: The science staff would like to offer the L.A.P. to students in their senior year and in special cases to juniors. The L.A.P. is designed to basically provide more exposure to science techniques, skills, use of equipment, special studies, and importantly an opportunity to develop more relationships with the science staff on a less formal basis than the usual classroom situation. The L.A.P. is an attempt to give greater opportunity and incentive to students who qualify in order to reward them for past achievement and encourage an even deeper pursuit of the sciences.

Prerequisites: Sponsorship by a member of the science department faculty, application by the student and approval by the department and a B or better average in science.

## CURRICULUM

## BUSINESS

<u>COURSE TITLE</u>	<u>SEM</u>	<u>PDS/WK</u>	<u>CREDIT</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
Accounting I Basic		5	5	X	X	X	X
Accounting I		5	5		X	X	X
Accounting II		5	5			X	X
Money Smarts		5	5	X	X	X	X
Computer Applications		5	5	X	X	X	X
Advanced Computer Applications		5	5		X	X	X
Office/Lab Assistant		5	5			X	X
Business Fundamentals I		5	5	X	X	X	X
Business Fundamentals II		5	5		X	X	X
Personal Financial Management		5	5			X	X
Presentation & Communication Technologies		5	5		X	X	X
Introduction to Business		5	5		X	X	X
Introduction to Marketing		5	5		X	X	X
Creating & Managing Wealth		5	5		X	X	X
Sports & Entertainment Management		5	5		X	X	X
Business & Personal Law		5	5	X	X	X	X
Introduction to Programming I		5	2.5	X	X	X	X
Introduction to Programming II		5	2.5	X	X	X	X
Independent Study HTML Java and the Web		5	5		X	X	X
Independent Study		5	5				X

Accounting I Basic - This course is designed to introduce and develop the skills needed to record business transactions and update accounting records. Students are given hands-on experience without getting into the entire accounting system.

Accounting I - Accounting knowledge is essential for all students planning on a business career or majoring in business in college. The objectives of this course are to prepare students to keep accurate and up-to-date records for a business, to aid them in determining if the field of accounting is a wise career choice and to enable them to manage personal financial affairs. A generic software package is used to implement easy transition to commercial accounting packages.

Accounting II - This second level course builds upon the basic accounting principles learned in Accounting I. The course involves an in-depth view of the entire accounting system including corporations. Microsoft Excel and generic accounting software packages are utilized to assist students in preparing financial documents for analysis.

Money Smarts - This course will equip students with arithmetic concepts and problem solving techniques which they can use not only in business, but everyday life. Topics covered such as: checking accounts, savings accounts, investments, credit cards, loans, insurance, purchasing/leasing a vehicle, buying/renting a home, payroll, tax returns, and being a smart shopper will help prepare students for life after high school regardless of their career path.

Computer Applications - Developing and using technology skills are a must. This course will prepare students to correctly/efficiently use the various computer skills needed throughout high school and beyond. The first marking period is devoted to touch typing, proper technique, and development of speed/accuracy. The remaining marking periods are dedicated to enhancing Microsoft Office 2007 skills (Word, Excel, and PowerPoint) to prepare students for the workplace. Hands-on projects enable the students to prepare a variety of personal/business/school-related documents.

Advanced Computer Applications - This course will allow students to develop advanced techniques and use more sophisticated features of Windows Vista and Microsoft Office 2007 (Word, Excel, Power Point, Publisher and Access). A majority of the course is hands-on and simulates essential everyday business and educational activities.

Office/Lab Assistants - This program provides students the opportunity to work in an office environment or computer lab at Kittatinny. Students will enhance and sharpen their business skills in a realistic setting. Interested students should acquire an application from the Business Department Supervisor.

Business Fundamentals I - This course offers students the opportunity to acquire the basic skills of keyboarding and office procedures through small group instruction. Students are taught at a slower pace than the computer keyboarding class. It allows for much more practice time and reinforcement. Modifications are made for special needs students.

Business Fundamentals II - This course stresses applications necessary for employment skills such as letters, memos, business English, resumes, job applications, interviews, etc. The class is designed to reinforce and build on the concepts learned in Business Fundamentals I.

Prerequisite: Business Fundamentals I

Personal Financial Management - A practical, college prep course allowing students to explore options, ways to maximize earning potential, budgeting, banking, using credit wisely, investing, housing options and car buying. Students will also have the opportunity to explore and discuss current trends and issues in our marketplace. The fourth marking period will be devoted to "The Game of Life" simulation, lessons revolving around real life experiences allowing students to apply concepts learned throughout the year.

Presentation & Communication Technologies: This course is a consolidation of several stand-alone course offerings. This provides our students with a broad, yet focused spectrum of essential, relevant skills required of our contemporary, technological age. Students who elect to take this class will be better prepared for personal, professional and/or educational computer-related proficiencies that are no longer considered niceties but necessities in the academic, social and business world. Covered in this class will be presentation basics utilizing PowerPoint, Desktop Publishing, Internet Applications (including web design), Scheduling (working with a personal information manager), and E-mail basics and netiquette.

Prerequisite: Computer Keyboarding

Introduction to Business - This class is designed for college prep as well as business-oriented students. Entrepreneurship, the private enterprise system, building a business organization, money, banking, and the global market will be studied. The class is highly recommended for those students who plan to major in business at the post-secondary level.

Introduction to Marketing - This course will cover marketing and human resource essentials. Selling, promotion, buying, distribution, pricing, and product planning will be introduced. Students will also examine the basics of entrepreneurship and career planning.

Creating & Managing Wealth - This specialized business course will allow students to explore the future of Internet-based businesses and how Internet marketing could be used to effectively promote a future business. Students will acquire the knowledge and skills needed to effectively organize, develop, create, and manage their own online business. Topics addressed will include web design, online security issues, marketing, sales, customer service, competitive analysis, the assessment of entrepreneurial skills,

business ethics, business law and the role of entrepreneurs in a free enterprise. Through a relationship with local business, students will have the opportunity to develop and present web based ideas for increasing their exposure and profit. As a final project, students will develop a proposal for their own online business.

Sports and Entertainment Management - This course will integrate academic concepts and technology applications throughout the curriculum. Students will gain an understanding of both marketing management concepts. They will be able to apply these concepts to make rational economic decisions, as well as exhibit key workplace competencies such as leadership, finance, product management, legal and ethical issues, customer relations, management change, promotion, and career development.

Business and Personal Law - The goals of this class are to make students knowledgeable of their legal rights and responsibilities as a citizen. It teaches the basic principles of business law that affect American consumers and workers. As the course progresses, the concentration will pertain to the justice system and contract law. This course is recommended for students interested in criminal justice, civil and procedural law, and general business.

Intro to Programming 1&2 - is open to any student who has completed Algebra 1 and wants to become acquainted with the concepts involved in writing programs. Students learn to develop their own software. Structured problem solving is emphasized. Problem solutions are broken down to simple components and programs are developed using a top-down, modularized design. As a final project students complete a major software engineering group project that is utilized throughout the school. The course calendar and all tests are on the Kittatinny web site.

Independent Study HTML Java & the Web - The Independent study course in Java is now available to juniors and seniors who have completed other programming courses. It is targeted for those students who have completed the intro courses however, students who possess the necessary programming skills may wish to consider this for their first course. The students will follow the on line assignments and tutorials for HTML then follow the Java tutorial at [www.krhs.net/computerscience/java/contents.htm](http://www.krhs.net/computerscience/java/contents.htm). Students may then elect to study Perl Scripts, DHTML, Active server pages (ASP) or Macromedia flash. Currently students are using these skills by maintaining the school's web site and investigating the advanced web authoring capabilities afforded by these programming languages.

Independent Study - The only constant in Computer Science is change. There are a number of independent study opportunities available to students who wish to explore new topics after they have completed the other two courses.

CURRICULUM

WORLD LANGUAGES

<u>COURSE TITLE</u>	<u>SEM</u>	<u>PDS/WK</u>	<u>CREDIT</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
French I		5	5	X	X	X	X
French II		5	5	X	X	X	X
French III		5	5		X	X	X
French IVH		5	5			X	X
Conversational Spanish I**		5	5	X	X	X	X
Spanish I		5	5	X	X	X	X
Spanish II		5	5	X	X	X	X
Spanish III		5	5		X	X	X
Spanish IVH		5	5			X	X
German I		5	5	X	X	X	X
German II		5	5	X	X	X	X
German III		5	5		X	X	X
German IV		5	5			X	X

H Denotes honors course.

\*\*Non college preparatory under NCAA criteria

## WORLD LANGUAGES

French I: Building upon the language proficiencies attained in grades seven and eight, the primary objective of French I is to enable students to attain a measurable degree of communicative competency and proficiency in each of the four language skills: listening, speaking, reading and writing as well as acquiring an appreciation of other cultures.

French II: This accelerated course is designed for students who have had French I. At this level, the students develop greater understanding of the French cultural heritage while they continue increasing their knowledge of language structure.

French III: The primary objective of French III is to enable students to attain a measurable degree of communicative competency and proficiency. Students will learn new concepts as they reinforce previously learned ones by broadening their communication skills in more sophisticated situations.

French IVH: As the students continue to improve their speaking, listening and writing skills, they will be introduced to the masterpieces of French literature.

Spanish I: This fundamental course continues the development begun in grades seven and eight and is designed for the beginning Spanish student who wishes to use Spanish as a means of communication, both oral and written. The student also gains information about the culture of the people whose language he is studying.

Spanish II: The primary objective of Spanish II is to enable students to attain a measurable degree of communicative competency and proficiency. Students will learn new concepts as they reinforce previously learned ones by broadening their communication skills in more sophisticated situations.

Spanish III: Students who satisfactorily complete Spanish II will have the opportunity to continue the language program. Teacher recommendation is also required. The course will explore Spanish communication, culture, and literature at a more advanced, in-depth level.

Spanish IVH: Spanish literature is introduced while students continue to practice speaking, listening and writing skills.

Conversational Spanish I\*\*: This fundamental course reviews the skills presented in 7<sup>th</sup> and 8<sup>th</sup> grade. It is designed to allow students to embrace the language through the study of common phrases and situations. They are also introduced to cultural aspects.

German I: This course is to acquaint the student with four skills needed to communicate in the target language. Emphasis is placed on the speaking and listening skills. Also of importance is written communication via a good understanding of basic grammar. The culture of the German speaking countries is also introduced.

German II: This accelerated course further stresses communications in the target language with more emphasis on grammar and writing. Culture is further studied.

German III: The students will continue their fluency in German in all the language skills, stressing speaking. German Literature and History will also be emphasized.

German IV: At this level the students will be able to read, analyze and discuss more advanced literary works. They will become more aware of Germany today politically and economically. Their speaking, reading and listening skills will continue to improve.

CURRICULUM		CREATIVE ARTS						
<u>COURSE TITLE</u>	<u>SEM</u>	<u>PDS/WK</u>	<u>CREDITS</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	
Foundation Studio		5	5	X	X	X	X	
2-Dimensional Studio		5	5		X	X	X	
3-Dimensional Studio		5	5			X	X	
Advanced Studio		5	5				X	
Woods	X	5	2.5	X	X			
Machine Woods		5	5		X	X	X	
Furniture Design & Construction		5	5			X	X	
Computer Aided Design (CAD)		5	5	X	X	X	X	
CAD/Animation		5	5		X	X	X	
Architectural Design		5	5			X	X	
Design & Presentation Technology		5	5			X	X	
Graphic Arts I	X	5	2.5	X	X	X	X	
Graphic Arts II		5	5		X	X	X	
Production Graphics		5	5			X	X	
Clothing Arts I		5	5	X	X	X	X	
Clothing Arts II		5	5		X	X	X	
Clothing Arts III		5	5			X	X	
Fashion Merchandising		5	5			X	X	
Engineering Concepts		5	5	X	X	X	X	
Engineering Systems		5	5		X	X	X	
Control Technology		5	5		X	X	X	
Cooperative Industrial Ed.		15	15				X	
Visual Communication	X	5	2.5	X	X	X	X	
Video Graphics I		5	5		X	X	X	
Video Graphics II		5	5		X	X	X	

Foundation Studio: This is an introductory course which explores the principles of Formal and Informal Design and Color Concepts in 2-dimensional illustrations. Students are introduced to several forms of media, perspective, block-printing and textile design. Art History is introduced.

2-Dimensional Studio: Prerequisite: Foundation Studio. This course introduces students to the world of two-dimensional visual art. Students will learn how to visually communicate their thoughts, feelings, and opinions, as they learn about the Elements and Principles of Design. Using a variety of different two-dimensional mediums, they will work hands-on learning about basic drawing mediums and techniques, different painting styles and mediums, communicating through collage, and how master artists from throughout history have helped to shape the world of art as we know it today.

3-Dimensional Studio: Prerequisite: Foundation Studio. This course introduces students to various techniques in three-dimensional art. Students will learn how to visually communicate their thoughts, feelings, and opinions, as they learn about the Elements and Principles of Design as they relate to sculpture. This course introduces sculpture, fiber art, clay, the potter's wheel, jewelry, and plaster casting. The course also explores contemporary and master artists as well as ancient civilizations relating to the art world.

Advanced Studio: Prerequisite: Seniors only with three years of art. Through coordination of media, processes and concepts, this course is a culmination of previous Studio Art classes. Using a variety of media, advanced technical and conceptual skills are utilized to help students develop creative ideas for 2- or 3-dimensional design in Advertising Arts, Illustration, and Fine Arts. Students may also select a combination of textile processes. Art History is continued.

Woods I: This course offers an opportunity to develop an interest in industry, develop hand tool and machine tool skills, understand and develop the need for orderly procedures, learn safe working habits, learn to appreciate good design and quality workmanship.

Machine Woods: Prerequisite: Woods I. An in-depth coverage of all machinery, portable power equipment, and hand tools necessary for the completion of a project. This course will stress the demonstration of skills and safe operation of all equipment. Students will work on projects that meet basic course requirements and work daily towards their completion. Working drawings or plans will be required by all students. Projects and requirements will be selected by the instructor.

Furniture Design and Construction: Prerequisite: Machine Woods. An advanced course in woodworking, this class will deal with the construction of cabinets and fine furniture. Students will be required to meet pre-determined criteria for project selection. Detailed drawings will be required before the student begins work.

Computer Aided Design (CAD): Prerequisite: None. Grades 9-12.

This course will enable students to communicate more effectively in the technical society in which they live. The emphasis will be placed on solving problems and communicating those solutions through the use of the graphic language. The students will learn various communication techniques including freehand sketching, board drawing and three-dimensional modeling, with major emphasis placed on using computer aided design programs. They will learn the graphic language and the theories of projection necessary to interpret and present information in graphic form. Areas of concentration will be using the computer to access information, develop and present their ideas, and produce quality documents to convey their thoughts to others.

CAD/Animation: Prerequisite: None. Grades 10, 11, 12.

This course is designed to provide students with a firm foundation of the knowledge and skills related to the broad fields of engineering and computer animation. The course will enhance the student's problem solving, visualization and presentation skills. The class will be presented in a portfolio based format that allows students to pursue individual areas of concentration while expanding their knowledge and capabilities in areas including engineering graphics, computer aided design, prototyping, and computer animation. In addition students will learn how to create three dimensional images and animations that can be utilized to enhance their web sites, video productions, or any other visual application.

Architectural Design: Prerequisite: None. Grades 11 and 12. A

design oriented class that challenges students to solve problems of an architectural nature. The course provides students with a unique and valuable experience in completing long-term, multi-faceted design problems. Students will encounter a wide range of related information including: design principles, environmental concerns, new product development, structural calculations, and career information. Emphasis will be placed on expressing creative solutions through the use of freehand sketches, scale drawings, computer aided graphics, and three-dimensional modeling. No previous design classes are required.

Design and Presentation Technology: Prerequisite: At least one

previous class in the Design Lab. Grades 11 and 12. A design oriented class that challenges students to recognize and develop their creative problem solving abilities. Students will be presented with real, contemporary problems encompassing visual and aesthetic concepts, functional design, ergonomic considerations and marketing strategies. Students will follow the problem-solving loop, often working in design teams utilizing their collective talents, resources and the technologies available to them to develop the best solution. The course stresses the need to communicate to others through the use of sketches, computer graphics, written documents, verbal presentations and three-dimensional modeling.

Graphic Arts I: Grade 9, 10, 11, 12. Prerequisite: None. This course provides instruction and small project activity in graphic arts. The introductory experiences include relief and intaglio printing, lithography (offset duplication) and screen process. The instruction and activity is intended to develop knowledge and skills relative to each individual's ability and to assist the student in subsequent course selection and career planning.

Graphic Arts II: Grade 10, 11, 12 - Prerequisite: Graphic Arts I or Visual Communication. This course is the foundation for the successive selection of Graphic Productions. Offset lithography, silk screen process and basic photography comprise the primary unit of instruction. The unit in lithography includes: copy preparation, line and 1/2 tone photo-mechanical reproduction press preparation, reproduction, binding and finishing of the project. The screen process area concentrates upon hand-cut and photographically reproduced stencils. Paper, tee-shirts, mirror and wood are just some of the surfaces we will be printing on. Basic photography will give the student the ability to expose, develop and print his/her own black and white film. (35 mm) Graphic Arts II instruction and activity are directed towards the development of knowledge and skills related to each individual's ability and to assist the student in either developing career and vocational goals or satisfying avocational interests.

Production Graphics: Grade 11, 12. Prerequisite: Graphic Arts II or Graphic Arts I with permission. This is an advanced graphic arts course for students desiring to gain experience and develop skills through the preparation and printing of production jobs. Learning experiences will be correlated with the printing needs of the school and of local charitable and non-profit organizations. Knowledge of printing fundamentals is essential, and the student must have a desire to learn and develop skills in a simulation of an on-the-job situation. There is limited opportunity for the pursuit of individual interests or projects. Team effort is the keynote to the preparation and printing of the school newspaper, programs, posters, bulletins, booklets, forms, stationery, etc. The practical experiences of this course establish a setting for the development of career or avocational insights.

Visual Communication: Prerequisite: None. Grades 9,10,11,12.  
Credits: 2.5 This course will also contribute to the development of verbal skills, technical thinking, visual expression and interpretations. The students will experience still and motion picture photography along with other image-making processes (transparencies, poster boards, etc.) as forms of art and technology communications. This course will be enjoyable but challenging to the student. No previous art or graphic arts skills required. Students interested in the Creative Arts area will find the course appealing and beneficial.

Clothing Arts I: In this course, students learn basic sewing techniques which they use in constructing simple garments. Four garments are required, each one utilizing different skills. Students learn how to read and understand pattern instructions, to properly use the sewing machine, and to complete garments with zippers and buttonholes. Students need not have had previous sewing experience.

Clothing Arts II: Prerequisite: Clothing Arts I. Students with basic sewing experience will learn more advanced sewing techniques. During the construction of four different garments, students will learn how to apply trims such as lace and ruffles, to work with difficult fabrics such as knits, silky polyesters, velours and velvets, and to work with patterns requiring advanced details. They will learn to use the embroidery machine and overlock; Fashion Show will also be addressed.

Clothing Arts III: Prerequisite: Clothing Arts II. This is an advanced course with an emphasis on tailoring skills, use of designer patterns to learn skills necessary for fine detail work, and basic clothing design. Projects include a fully lined garment and either a garment made from a designer pattern or a garment designed and made by the student. The use of computerized design programs is included.

Fashion Merchandising: Grade 11 and 12. This course will educate students about the many areas that are involved in fashion merchandising. Students will study fabrics and their uses to learn how garments will look and wear. Fashion history and its effect on current styles and trends will be discussed. The study of visual merchandising with an emphasis on display techniques will be studied. There will be units on fashion retailing, fashion buying and apparel manufacturing. This course could form the basis for further study at the college level or form the groundwork for an entry level position in the fashion industry.

Engineering Concepts: Prerequisite: None. The Engineering Concepts course enhances students' critical thinking skills, problem solving abilities and provides them with a working knowledge of the principles and concepts related to the areas of civil and mechanical engineering. Students will design, build, test and refine various structures, vehicles and mechanical devices. They will analyze the different forces that act upon them and experiment with ways to maximize their efficiency and performance. Students will work individually and in small teams in a hands-on approach to the fascinating world of engineering design.

Engineering Systems: Prerequisite: Engineering Concepts. Engineering Systems is a higher level engineering course developed to focus on four of the six main branches of engineering: civil, mechanical, electrical, and industrial engineering. Students will take a deeper look into the development of hydraulic and pneumatic systems. They will develop a series of simple machines combining

them to develop a system. Physics will be applied in the development of larger scale catapults and trebuchets. Students will also explore the development of robotics. These things will let students experience more advanced concepts in the field of engineering where they will work in groups to solve real world problems.

Control Technology: Prerequisite: Engineering Concepts and/or Engineering Systems. This course is designed to expose students to technical knowledge and skills related to different methods of control. Throughout the course students will solve specific control problems using the application of mechanical, fluid, electrical, radio and computer regulation and instrumentation solutions. This course is designed to be a culminating experience for students, building on prior knowledge learned in Engineering Concepts and Engineering Systems.

Cooperative Industrial Education: This program is offered to twelfth grade students with a driver's license and access to transportation to and from work. Students will attend school during the morning to fulfill their school requirements and will be supervised at work during the afternoons. The Cooperative Industrial Education program is job training for students. It's a combined effort by the school and the community to assist in the preparation of students as they enter into an area of occupational interest.

Video Graphics I: A course for students in grades 10, 11, 12 that introduces students to the world of video beginning with basic camera work and the acquisition of footage to the final edited product. Students will perform hands-on activities using state of the art equipment including: professional camcorders, digital video mixers, audio mixers, character generators and editing equipment. Experiences will be provided in front of the camera (talent) as well as in directing, editing, sound mixing, script writing and camera work.

Video Graphics II: Prerequisite: Video Graphics I. A full year advanced course dealing with the world of video production, related careers and technical equipment. This course is designed to equip the students with skills necessary to function in a media oriented society. Students will also develop skills for use in a fully equipped video production studio. This course provides experiences in oral presentation, script writing, writing for television as well as technical skill development acquired in the production of a variety of videos. Students will be directly involved in the production of a commercial, a newscast, a music video, various interviews and a school production of some kind (sporting event, lip sync, talent show, school play, etc.). Both Video Graphics I and Video Graphics II are integrated into the core curriculum.

## CURRICULUM

## MUSIC

<u>COURSE TITLE</u>	<u>SEM</u>	<u>PDS/WK</u>	<u>CREDITS</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
CONCERT BAND		5	5	X	X	X	X
WIND SYMPHONY		5	5		X	X	X
CONCERT BAND/LAB		4	4	X	X	X	X
WIND SYMPHONY/LAB		4	4		X	X	X
CHAMBER CHOIR		5	5		X	X	X
CONCERT CHOIR		5	5	X	X	X	X
CHOIR/LAB		4	4	X	X	X	X
MUSIC THEORY		5	5	X	X	X	X
INDEPENDENT STUDY MUSIC		5	5	X	X	X	X
INDEPENDENT STUDY MUSIC	X	5	2.5	X	X	X	X

## MUSIC

Concert Band: Membership in the Concert Band is open to all students based upon the ability to play a musical instrument. Band allows students to participate in performing the full range of available literature for band suites, symphonic movements, marches, novelties and other quality literature. All members of the band are scheduled for one group or individual weekly lesson based on a rotating schedule. Outside study and practice is important. All members are required to attend all performances unless excused by the director.

Wind Symphony: Membership in the Wind Symphony is open by audition to more proficient players. The Wind Symphony performs music which is more challenging and which has more technical demands on each individual member's personal skills and musicianship. The ensemble will allow advanced students to participate in performing the full range of available literature for band suites, symphonic movements, marches, novelties and other quality literature. All members of the band are scheduled for one weekly group or individual lesson based on a rotating schedule. Outside study and practice is important. All members are required to attend all performances unless excused by the director.

Chamber Choir: Membership is open by audition to all students in the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade who show some proficiency in singing. Each student will receive weekly vocal lessons in addition to the regular class meetings. Emphasis will be placed on practical application of music principles and vocal techniques in preparing for performances both inside and outside the school. The choral repertoire will include music of all types and periods. All members are required to attend all performances.

Concert Choir: Membership is open to all students in the student body. No prior choral experience is necessary. Emphasis will be placed on the singing of choral literature of all types and periods. All members are required to attend performances.

Music Theory: Designed for the musically interested student, this course offers instruction in basic musicianship - sight - singing, melodic and harmonic dictation, scale construction, intervals, triads, and elementary harmony. Mastery of these skills can greatly enrich the performer's ability and add to the total understanding and enjoyment of music. The course is open to all interested members of the student body.

CURRICULUM

PHYSICAL EDUCATION, HEALTH  
AND DRIVER EDUCATION

<u>COURSE TITLE</u>	<u>PDS/WK</u>	<u>CREDITS</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
Freshmen	5	5	X			
PE-Lab	4	4	X			
Sophomore	5	5		X		
PE-Lab	4	4		X		
Junior	5	5			X	
PE-Lab	4	4			X	
Senior	5	5				X
PE-Lab	4	4				X

## HEALTH AND PHYSICAL EDUCATION

### Philosophy

In the great work of education, our physical condition, if not the first step in point of importance is the first in order of time. On the broad and firm foundation of health alone can the loftiest and most enduring structures of the intellect be reared. Horace Mann

The skills, knowledge and understanding associated with health and physical education are essential for human survival and basic to a productive and fulfilling life. This belief is echoed by the State of New Jersey and demonstrated clearly by the inclusion of health and physical education as critical components of the New Jersey Core Content Curriculum Standards for all students K-12. This confirms what health and physical education professionals as well as many other educators have been saying for a long time "health and physical education are the basics".

Curriculum: This curriculum is written based on a number of beliefs about the role and importance of Health and Physical Education. Through this program of study, children, adolescents and emerging adults will accumulate a body of knowledge about nutrition, practices for healthy living, the human body, family life, substance use and abuse, safety and physical fitness as well as individual, team and life-time activities an all inclusive recipe for productive living.

The Health and Physical Education program focuses on the development of the whole individual, including the physical, social and emotional well being. The body of knowledge described above provides students with the information needed to live well. The variety of activities and special programs associated with this program provide opportunities for students to recognize athletic interest and talent, promote their own self esteem through reaching physical goals and building confidence that results from healthy competition. Students are provided with the chance to say, "Yes, I can do it"; and they are encourage students to take sensible risks and stretch personal limits. The program provides students with the cooperative experiences and problem solving situations that develop social skills, refusal skills and leadership possibilities. The curriculum, being so varied in material and activity, certainly addresses the numerous learning styles of both typical and exceptional children.

The skills and content learned in the physical education program associated with gross and fine motor development are necessary for early academic learning. The group problem solving activities help promote skills that are applied to all other school related areas. The studies of nutrition and the human body in health classes are directly related to the science and mathematics curriculum. The program supports and assists the development of communication skills speaking, listening, writing, reading and viewing.

The lessons and experiences associated with team games, team play and team competition help develop life long essentials such as fair play, sportsmanship, team effort, cooperation and citizenship.

The physical fitness component helps build healthy bodies for life, promotes personal achievement and develops self-discipline.

The family life program helps develop personal values, positive attitudes toward sexuality, safe and responsible decision making and an understanding of family roles.

The substance use and abuse program offers students essential information about the safe use of medications and prescription drugs. It teaches the dangers as well as the legal consequences of drug abuse. It also provides students with refusal skills that help students confidently avoid peer pressure often associated with substance abuse.

The program provides opportunity to have clean, healthy fun at the present and in the future one of the great ingredients for finding balance in life.

We believe that a comprehensive health and physical education program is an absolute necessity for the education of all children if they are to become successful students, employees, family members and citizens.

### Keeping the Fun in Fundamentals

**Goals:** The goals of the Health and Physical Education Curriculum are:

All students will learn health promotion and disease prevention concepts and health-enhancing behaviors.

All students will learn health enhancing personal and life skills.

All students will learn the physical, mental, emotional, and social effects of the use and abuse of alcohol, tobacco, and other drugs.

All students will learn the biological, social, cultural, and psychological aspects of human sexuality and family life.

All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

All students will learn and apply health-related fitness concepts.

All students will develop the skills and attitudes associated with sportsmanship and good citizenship.

All students will be able to resolve individual and group problem solving challenges.

All students will be able to recognize excellence in physical performance in themselves and others.

**Required Courses:** The curriculum for the high school students in Health and Physical Education is structured in an elective format. The Physical Education Elective program is comprised of 32 (4 week) units of Health and Physical Education activities. All of these units must be successfully completed and are essential for graduation. Within the program are 19 units of required Health and Physical education courses. These prerequisites are as follows:

<u>NUMBER OF UNITS</u>	<u>COURSE DESCRIPTION</u>
4	HEALTH (One each year, with the sophomore class taking Driver Education Theory Class).
5	AQUATICS
2	TEAM SPORTS / ACTIVITIES
2	INDIVIDUAL SPORTS / ACTIVITIES
2	NET SPORTS / ACTIVITIES
1	TRACK
1	WALK / JOG (Circuit Training)
1	DANCE
1	TUMBLING / FLOOR EXERCISE

NOTE: Within the first 5 activity groups there are a wide variety of activities to choose from.

As prerequisite activities are completed students can choose more elective units within the curriculum.

Physical Education Advisor: Beginning in the 9<sup>th</sup> grade each student is assigned a Physical Education Advisor, This advisor is assigned to a class and will remain with this group throughout their scholastic education, moving from grade level to grade level to help monitor and truly get to know each individual. The role of the advisor is to ensure that the students are on schedule with their individual Physical Education Prerequisites for graduation. Also, the advisor acts as a counselor, this interaction now becomes an integral part of our relationship with each student and assists in their physical development.

Registration: The registration part of our program allows for the students to signup for their classes, as well as to meet with their Physical Education Advisors, a procedure similar to the one used in the Guidance Department. This registration procedure offers the department a chance to meet with each individual student and establish communication between teacher and student which is very rewarding and beneficial. Any deficiencies in students' records can be discussed and corrected, especially when students have missed classes or have come unprepared. The goal of the advisors is to ensure students understand they must complete eight 4-week units of health and physical education each year. This registration program mirrors the school's marking period. At this time students register for two 4-week units.

Proper Dress: For safety reasons, we request our students to come dressed prepared to participate for physical activity. Students should wear clothing that will not restrict movement nor cause injury to themselves or others. They must wear appropriate footwear (i.e. Sneakers). Jewelry is not permitted and must be removed and properly secured in a locked locker for the duration of all classes. Students who come to class unprepared will not be allowed to participate and will not receive credit for that days lesson. Additional information is available in our Kittatinny Student Handbook.

Medical Excuse: Students must provide a doctor's note to excuse them from activity classes. Teachers are only allowed to accept doctor's notes that have a start and end date (Return to activity

date). If the student is excused from swimming and there is room in another physical education class they will be assigned to another activity. If the classes are over crowded they are assigned a study hall. All medical notes will be kept on file by the teacher of that unit, the student's advisor, guidance and the school nurse.

Attendance: Students are expected to attend class unless excused by the instructor. Any student who misses class time in excess of 15% (3 classes) is subject to possible failure. Class time may be made up; however, it is the student's responsibility to meet with the instructor to arrange possible make-up classes.

The nature of our program develops interest, motor skills, and sport skills. We believe our program promotes healthy lifestyles and stresses the importance of setting goals. We are proud of the Physical Education Program and our commitment to the physical fitness of our students.

#### PHYSICAL INACTIVITY IS HAZARDOUS TO YOUR HEALTH

#### Evolving and Involving Students in Physical Education

Second year of Low-Ropes Challenge Course (Quest-type course)  
Increased student lead activities  
Streamlined class registration (Now follows schools marking periods)  
Increased use of Authentic Assessment Activities  
Increased use of Rubric to asses student performance  
Implementation of part-one (Health Classes) of our two year school wide goal of providing more student-centered activities and increased use of technology.  
Maintaining Curriculum to follow New Jersey State Core Content Curriculum Guidelines.  
Developing guidelines for the implementation of Part-two of our school-wide goal involving Driver Education.

## Physical Education Course Requirements

19 Required Courses      13 Electives

### Team Sports:

Intro to Basketball  
Team basketball  
Intro to Flag Football  
Team Flag Football  
Intro to Soccer  
Team Soccer  
Intro to Floor Hockey  
Team Floor Hockey  
Intro to Softball  
Team Softball  
Intro to Ultimate  
Team Ultimate  
PE Games:  
Wiffle Ball  
Handball  
California KickBall  
Crab Soccer  
Box Ball  
Pillo Ball  
Eclipse Ball  
Skyhook

7-Up  
Matball  
Grabhook  
Speed Ball

### Personal Fitness:

Track & Field  
Weight Training  
Circuit Training  
Intro to Aerobics  
Advanced Aerobics  
Fishing

### Aquatics:

Intro to Swimming  
Conditioning Swimming  
Water Sports

### Net Games:

Intro to Volleyball  
Advance Volleyball  
Intro to Tennis  
Advanced Tennis  
Table Tennis/Pickle Ball

### Dance

SPECIAL EDUCATION  
KITTATINNY DISTRICT

The Kittatinny Regional school district offers a full range of educational programs and services for students from grades seven through twelve. Kittatinny receives students from four elementary districts: Fredon, Hampton, Sandyston-Walpack and Stillwater. Parents or guardians of Kittatinny students may refer children who are experiencing significant learning difficulties to the Intervention and Referral Services committee (I&RS Committee) or the Child Study Team. Children who demonstrate sensory, emotional, communication, cognitive, or social difficulties may be found eligible for special education and related services. For younger children, parents can contact their elementary district Child Study Team for further information. Babies from birth to age three who are thought to have a developmental delay may receive assistance from the Early Intervention Program.

The I&RS Committee is comprised of general and special education teachers, guidance counselors, the school nurse and other professionals as needed. They provide support, intervention, accommodations and modifications to students in the general education setting. Student progress is followed as modifications are implemented. Records and data are kept to make sure that interventions are successful. If more intensive interventions are found necessary to promote students success, a referral to the Child Study Team can be made.

Following a Child Study Team referral, an evaluation might be undertaken. This evaluation may include an assessment of the student's social, emotional and academic status. Medical or other specialized evaluations may be included at no cost to the family. If the student is found eligible to receive special education and related services an Individualized Education Program (IEP) is developed which includes a rationale for the student's educational placement and is the basis for the program implementation.

Fredon	973-383-4151
Hampton	973-383-2714
Sandyston-Walpack	973-948-4450
Stillwater	973-383-3998

Babies from birth to three years old can receive assistance at Early Intervention which can be accessed through Special Child Health Services at 973-948-5400, Extension 62 or 48.

