

Highland Park High School



2025 – 2026

**Program
of Studies**

HIGHLAND PARK HIGH SCHOOL

BELIEF STATEMENTS

- **We believe Openness** is the ability to seek out and think from multiple perspectives; to employ empathy as a tool for learning, to listen, communicate, and collaborate effectively; to embrace new ideas, and to value diversity.
- **We believe Wisdom** is the ability to investigate the world, to advocate for one's own education, to achieve high levels of proficiency, and to be self-aware enough to consistently seek personal development.
- **We believe Leadership** is the ability to stand up for oneself and others, to take initiative, to innovate, and to act in order to create change, and to inspire others to do their best.
- **We believe Spirit** is passion for life and learning, pride in oneself and one's community, and the tenacity and grit to overcome difficulties.

MISSION STATEMENT

By valuing **o**penness, **w**isdom, **l**eadership, and **s**pirit, we strive to create a harmonious educational environment that fosters equal opportunity for success in all academic, extra-curricular, and personal pursuits.

PROFILE OF GRADUATES

A graduate will exhibit OPENNESS by

- Employing empathy as a tool for learning
- Demonstrating a willingness to listen, communicate, and collaborate
- Valuing diversity by embracing new ideas from multiple perspectives

A graduate will exhibit WISDOM by

- Seeking consistent and ongoing personal development through advocating for their own education and personal development
- Demonstrating critical thinking
- Investigating the world
- Achieving high levels of academic proficiency
- Embracing technology and demonstrating technological competence

A graduate will exhibit LEADERSHIP by

- Advocating for oneself and for others
- Taking the initiative to create change or inspiring others to do their best
- Taking part in the Global Citizenship Project or a Senior Capstone project

A graduate will exhibit SPIRIT by

- Seeking out extra-curricular opportunities and community offerings
- Taking pride in oneself and in the community
- Contributing responsibly to the community

Highland Park Board of Education

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Ms. Amy Coppola	<i>Supervisor of Special Services</i>
Ms. Elizabeth Asamoah	<i>Supervisor of Counseling, Health, and Wellness</i>

School Administration

Dr. Kristina Donovan	<i>Principal</i>
Mr. Jason Richardson	<i>Assistant Principal</i>
Mr. Craig Girvan	<i>Athletic Coordinator</i>

Student Support Services & Child Study Team

Ms. Jani Masur	<i>Nurse</i>
Ms. Stephanie Bar	<i>Social Worker</i>
Ms. Julia Charben	<i>School Psychologist</i>
Dr. Scott Roth	<i>Supervising Psychologist</i>
Ms. Karen Lane-Nerod	<i>Student Assistance Counselor</i>
Ms. Kim Holman	<i>Family Support Case Manager</i>
Ms. Melissa Hayes	<i>School Counselor</i>
Ms. Jada Gore	<i>School Counselor</i>
Mrs. Dana O'Sullivan	<i>School Counselor</i>

Definitions of Important Terms

Credit

Credit is the unit for quantitative evaluation of courses. The credit is determined by the time spent in the classroom. For example: a full-year course earns 5 credits; a one-semester course earns 2.5 credits.

College Entrance Unit – C.E.U.

The college entrance unit is the term normally used by colleges to express a quantitative evaluation of high school courses acceptable as preparation for college; one full-year course is evaluated as one unit. Acceptable units are determined by the college in question, and are usually given for academic college preparatory courses only: English, World Languages, Social Studies, Science, and Mathematics. Sixteen units make up the usual college minimum requirement.

Required Course

A required course is one which all students at Highland Park must successfully complete to satisfy the State and local requirements for graduation.

Elective Course

An elective course is any course other than the defined required courses; electives are required and chosen to complete a student's program after the required subjects are selected. A student may elect any course if he/she/they has met the specified prerequisites. Electives enrich one's background, complete the entrance requirements for specific types of schools or colleges, and offer experiences in areas of special talent. Each year the choice of these courses is very important. Selection should be made only after careful consideration of the relationship of the course or courses to one's needs, goals, capacities, and interests.

Honors Course

Honors courses are faster paced classes which delve deeper into the subject matter. Students should be prepared to read extensive assignments, including a summer assignment in many honors classes. Students should be able to do independent research.

Advanced Placement Courses

Advanced Placement (AP) are college level courses offered to high school students who are interested in pursuing a thorough, comprehensive program of study and research. The rigorous curriculum is determined by the College Board. National tests for college credit are given in May and students are strongly encouraged to complete the exams. **AP courses require completion of a summer assignment. Failure to complete the assignment will negatively impact the student's grade in the course.**

Grade Point Average and Weight Factors

Grade Point Average (GPA) is calculated by averaging final grades received in all courses. The grade numerical value is multiplied by the number of credits for the course to get a grade factor. Then all grade factors are totaled and divided by the number of credits earned. In Honors and Advanced Placement courses, students will receive a GPA weighting of 0.5 given for Honors courses and 1.0 for Advanced Placement courses as will all future incoming classes.

Academic Load Requirements

- Students in Grades 9 – 12 must complete a minimum of 30 credits each year.
- Students in grades 9 – 12 are only permitted to be enrolled in one study hall per semester.
- Students need 120 credits to graduate from high school

Statement of Affirmative Action

Highland Park School District does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations. The lack of English language skills shall not be a barrier to admission or participation in the district's activities and programs. Highland Park School District also does not discriminate in its hiring or employment practices.

Course Selection Process

Some of the most important decisions made during a student's high school career occur during the course selection process and subsequent scheduling conferences. During the scheduling conference, the counselor and student review past performance,, standardized test results and future goals and discuss how these goals can be best achieved within a meaningful and challenging academic program. We want to encourage all students to select the most challenging and appropriate courses available during their high school years. Parents / Guardians are encouraged to actively participate in this process by carefully reviewing the courses and sharing concerns with the school counselor. It is important to note that the number of course requests will determine whether or not a course is in fact offered as part of the high school master schedule. Every year, certain courses have to be dropped from the master schedule due to lack of requests for enrollment. . Scheduling conflicts frequently occur, especially when students request courses that have very few sections. Course request changes will be reviewed on a case to case basis. . Students will receive a printout of the course requests to be reviewed by parent / guardian.

Students will not be given the opportunity to select teachers or time periods for courses. The scheduling system determines time periods for courses.

Honors and Advanced Placement Courses Selection Process

In order to provide the most equitable process for advanced course selection by students, Highland Park High School will have every student complete an [AP/Honors Learner Characteristics Inventory](#). Our goal is that all students review their work ethic and skills during the scheduling process, so they are empowered to make the best decisions about the courses they select to prepare them for post-graduation studies or careers. School Counselors will meet with each student to review the inventory checklist with them and to discuss the opportunities presented by Honors and Advanced Placement courses. Students who may need to prepare for the rigors of these courses will be offered additional resources and support as needed.

Schedule Changes/Dropping or Adding A Course

1. Add / Drop for a Full Year Course is 9/18/2025
2. Add / Drop for Semester 1 is 9/18/2025
3. Add / Drop for Semester 2 is 2/13/2026

4. **Elective changes need to be submitted to the school counseling office by June 15th, 2025.** Any elective changes **submitted after this date are not guaranteed.**

5. Students who elect to change academic course levels are entitled to the following provided it is determined that their current placement is unsuitable. The Principal must approve this decision.
 - For Full Year Courses, and Semester 1 Courses, if the student moves down a level at or before the 5th week of the first marking period, October 9, 2025 the grades earned will be transferred to the new teachers. The grades will count as recorded and will be averaged with the new grades to determine the quarter average.
 - For Second Semester Courses, If the student moves down a level at or before the 5th week of the third marking period, March 6, 2026 the grades earned will be transferred to the new teachers. The grades will count as recorded and will be averaged with the new grades to determine the quarter average.
 - Students who drop a course after a marking period has completed will receive a grade of WP (withdrawn passing) provided that the grade is above an F. The WP will replace the original grade so that the low average does not affect the student's yearly average.
 - Students who move after the marking period and who have earned a grade of F will receive a grade of W (withdrawn) to indicate that the student has withdrawn from the course. Again, the grade will not count towards the student's yearly average.

Graduation Requirements – Courses and Credits

State Department of Education rules and regulations prohibit using courses taken in seventh and eighth grades to be used to meet graduation requirements.

Core Content Area	Credits and Course Requirements
Language Arts	20 Credits in English / 4 years
Social Studies	15 credits including: World History United States History
Economics and Finance	Introduction to Economics and Personal Finance
Mathematics	15 credits including: Algebra I or the content equivalent Geometry or the content equivalent Third year of math that builds on the concepts and skills of algebra and geometry and prepares students for college and 21st century careers.
Science	15 credits with at least 5 credits in each: Laboratory biology/life science or the content equivalent Laboratory/inquiry-based science course (i.e., chemistry, environmental science, or physics) Laboratory/inquiry-based science course
Health & Physical Education	Physical Education 9, 10, 11, 12 – 3 Quarters each year; Health 9, 11, 12, & Drivers Education 10 – 1 Quarter each year, Personal Health & Fitness
Visual & Performing Arts	Review Program of Studies for all Semester and Full Year Course Offerings
Career-Technical Education	Review Program of Studies for all Semester and Full Year Course Offerings
World Language	One year
Additional courses	Review Program Planning Guide for Electives Offered in all Core Content Areas
TOTAL CREDITS	120 beginning

Graduation Requirements – NJ State Assessments

The graduation requirements are continually discussed by the state legislature and will be updated accordingly. Please check with the NJDOE for current NJ State Assessment Graduation Requirements. Students must complete the NJGPA to have access to alternative assessment opportunities.

Promotion

To be eligible for assignment to the next grade, a student must earn the following minimum credits the year before in order to progress. To be eligible for:

Grade 10	30 credits
Grade 11	60 credits
Grade 12	90 credits

Athletic and Co-Curricular Eligibility

To be eligible during the fall and winter for sports and/or co-curricular activities, a student (Grades 10 – 12) must have passed 30 of the 120 credits required by the State of New Jersey for graduation during the preceding academic year. To be eligible for the spring sports season or spring co-curricular activities, a student (Grades 9 – 12) must have passed or be passing the equivalent of 15 credits of the 120 credits required by the State of New Jersey for graduation during the preceding academic semester.

No student shall be eligible for high school athletics after the expiration of eight consecutive semesters following his/her/their entrance into the ninth grade. A student becomes ineligible for high school athletics when the class in which he/she/they was originally enrolled has graduated.

Athletes should be aware that repeating a course, which was previously passed, does not accrue credit toward future eligibility.

NCAA Division I or Division II College Athletics

Students who are interested in participating at a NCAA Division I or Division II College must satisfy the requirements of the NCAA Bylaw 14.3, commonly known as Proposition 48. In order to meet the core curriculum requirements, students must successfully complete at least sixteen academic courses and other NCAA requirements, including a scale that measures the GPA and SAT performance. Students and parents are encouraged to visit the NCAA's Eligibility Center website at <https://www.ncsasports.org/ncaa-eligibility-center/ncaa-core-courses> to gain further information regarding the policies and procedures of the NCAA Clearinghouse.

DIVISION I	DIVISION II
<p>16 Core Course Rule</p> <ul style="list-style-type: none"> 4 years of English 3 years of math (Algebra I or higher) 2 years of natural/physical science (1 year of lab if offered by school) 1 year of additional English, Math or natural/physical science. 2 years of social science 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy). 	<p>16 Core Courses</p> <ul style="list-style-type: none"> 3 years of English 2 years of mathematics (Algebra I or higher) 2 years of natural/physical science (1 year of lab – if offered by school) 3 years of additional English, Math, or natural/physical science 2 years of social science 4 years of additional courses (from any area above, foreign language, or comparative religion/philosophy)

College Courses

We encourage students to take college courses, which will enable them to earn college credits. Students may not take required courses for credit at other institutions when those courses are offered at Highland Park High School. **Other Academic Opportunities**

Middlesex County Magnet Schools

Vocational Programs offered at Middlesex County Magnet Schools in East Brunswick, Piscataway, Perth Amboy and Woodbridge are available for Highland Park High School students. Students attend the vocational school on a full-time basis. Special needs students have the option of attending on a shared-time basis for some programs. Any student who is interested in applying to Middlesex County Vocational-Technical Schools should meet with their school counselor or case manager for an application. Location code: East Brunswick-EB; Edison-E Piscataway-P; Perth Amboy-PA; Woodbridge-W

Program(s) Offered-Location

Agriscience Technology-EB / P

Allied Health & Biomedical Science-W

Architecture & Design -EB/P

Automotive Body Repair & Refinishing-P

Automotive Maintenance & Light Repair - EB/PA/P

Rutgers University, Graduate School of Education, Global Citizenship Seal for High School Students

Includes 1 credit course for each semester: second semester junior year and first semester senior year

Why Global Citizenship?

According to OXFAM, global citizenship is the ability “to actively engage with the world, and help to make it a more just and sustainable place.” Rutgers University and Highland Park High School want you to be global citizens.

“Twentieth-century assumptions about the world are rapidly becoming obsolete. Globalization, the digital revolution, mass migration, and the prospect of climate instability are triggering new concerns and demanding a new kind of graduate. At the dawn of the 21st century we are recasting our understanding of economics, communication, security, cultural identity, citizenship, and the environment. Indeed, a growing number of reports document the new demands and opportunities these changes present our youth. They call for more powerful, relevant and **self-directed** learning that will prepare the young to live, compete, and collaborate in a new global scenario.” (<http://asiasociety.org/files/book-globalcompetence.pdf>)

What is the Global Citizenship Seal?

Overview: In order to be eligible for the Global Citizenship Seal upon graduation, you must complete the certain courses and participate in globally focused activities offered by the high school. Students interested in a Rutgers, Graduate School of Education Global Citizenship Seal presented along with their diploma upon graduation should complete 20 points of these activities while attending Highland Park Schools, with 4 points minimum required from each of four categories: Investigate the World, Recognizing Perspectives, Communicate Ideas, and Take Action. (For more information on these categories, please review **Educating for Global Competence: Preparing Our Youth to Engage the World**, <http://asiasociety.org/files/book-globalcompetence.pdf>.) For all students, the final Global Citizenship Project and three years of high school World Languages or English as a Second Language are requirements.

What skills do you need to be a Global Citizen?

- You are able to **investigate the world**
- You are able to **think from different perspectives**
- You are able to **communicate your ideas**
- You are able to **take action**

How can I obtain the Global Citizenship Seal?

1. Demonstrate your global citizenship skills by earning points throughout high school. Complete the checklist at (tinyurl.com/hpglobal) to keep track of your progress.

Ways to earn points include, but are not limited to:

- Achieving an A or B in certain classes like World History, Environmental Science, or Choir, etc.
- Participating in certain extracurricular activities like Global Awareness Group, Model UN, etc.
- Submitting class projects from any class that demonstrate global learning
- Engaging in other activities outside the school that demonstrate good citizenship

2. Complete the Global Citizenship Senior Project.

In order to complete the Global Citizenship Program and earn their seal, students must complete the Global Citizenship Capstone Project. This project asks you to demonstrate all four “Global Competencies” as you prove to Rutgers University that you can effectively “Investigate the World, Recognize Perspectives, Communicate Ideas, and Take Action”.

3. Earn the Global Citizenship Seal and 1 credit toward graduation from Highland Park High School.

Option ii Guidelines for Highland Park High School

Option ii offers alternative paths to credits that meet or exceed the New Jersey Core Curriculum Content Standards and are based on student interest or career goals. Students may elect to apply for HPHS credit or HPHS credit and advancement of a course level through distance learning, college coursework or coursework taken outside HPHS. All learning opportunities as allowed by Option ii must be pre-approved by the Principal's Advisory Committee or certified by the principal under N.J.A.C. 6A:8-5.1(a) 1. ii.

Several stipulations exist for students wishing to complete high school coursework in an academic setting other than HPHS. Option ii Courses must be from an accredited institution and courses must meet NJ Core Curriculum Content Standards; students must show minimum proficiency in the course to advance and/or earn credit. At HPHS Option ii is a viable pathway for students for the following areas/goals: course remediation, advancement in mathematics, independent study (in a course or topic not offered at HPHS), and for physical education. Deadlines apply for different pathways; **late application forms will not be accepted**. An overview of these areas/goals and more specific requirements and options are outlined in detail below:

1. **Course remediation** - for students who did not pass a course or failed to meet the seat-time requirements
 - a. Deadline: five school days after 4th marking progress reports are released
 - a. Approver: Option ii committee
 - a. WHEN: Summer (remediation during the academic year is on a special case basis only)
 - a. CREDIT: Yes
 - a. TRANSCRIPT: Yes, letter grade, GPA

2. **Course advancement in mathematics only** - students may choose to bypass precalculus after successfully achieving an A in Algebra II in order to progress to advanced mathematics
 - a. Deadline: Approval Form must be submitted by the last Friday of April of that year, April 25th, 2025
 - a. Approver: Option ii committee
 - a. WHEN: Summer
 - a. CREDIT: No. Self study, with or without a course, is for advancement only
 - a. TRANSCRIPT: No
 - a. Measurement of success: B or higher on the summer assessment
 - **The summer assessment will be administered on Wednesday, August 13, 2025 during the second full week of August.
 - g. Additional pertinent information
 - . Only recommended for student achieving an A in their algebra II course; B is the minimum grade in algebra II to advance pre-calculus - *if advancement and then the student does not meet the minimum requirement of a B, the approval is void*
 - . For students only once they complete 8th grade
 - . If a student registers for a course to prepare for the exam, HPHS does not assume any financial responsibility for the costs of the course, whether or not the student actually advances
 - . The advanced course will not be reflected in the student's course selection until the HPHS assessment is completed at a B or higher
 - . Successful completion does not guarantee
 1. That the sought after course will be offered
 2. That there will be available seats in the sought after course

3. **Independent Study** - for courses HPHS does not offer or alternative pathways to achieve the course due to extenuating circumstances
 - a. Deadline: Approval form must be completed by Wednesday of the second full week of August, August 13th, 2025. If preliminary approval is granted, students have until Friday of the first full week of school to secure a faculty advisor and submit the signed agreement.
 - b. Approver: Option ii committee AND advisor approval

- c. Complete the approval form first.
 - i. If the course will be approved the approval will be pending advisor agreement (it is the student responsibility to secure a faculty advisor).
 - ii. Once the advisor signs the agreement the independent study and the committee reviews the proposal, it may be formally approved.
 - iii. *If the course is taken from an outside provider, the student's school counselor will serve as the faculty advisor
- d. WHEN: School year (Summer is for student enrichment only, no credit will be awarded)
- e. Measurement of success: specific to the course; some areas have a state approved assessment, other subjects require an internal HPHS test or proficiency on practical project - this will be determined by HPHS administration as well as the advisor for the independent study
- f. CREDIT:
 - i. In School Projects: 2.5 credits
 - ii. External internships and courses: 2.5 for a semester of work and 5 credits for a full academic year of work (proof of successful completion will be required)
- g. TRANSCRIPT:
 - i. In School projects: P/F
 - ii. External internships: P/F
 - iii. External courses: grade from the course will be included on the transcript BUT not calculated towards the GPA

**Self study for AP exams is not considered independent study. HPHS cannot offer materials, textbooks, assessments, or a faculty advisor for students who wish to self study for AP tests while not enrolled in a course.

- 4. **Physical Education/Athletics** - 11th and 12th grade student-athletes may earn marking period credits toward their PE requirement by participating in HPHS varsity athletic programs as recognized by the NJ State Interstate Athletic Association (NJSIAA) or other approved physical program outside of HPHS that meets for 150 minutes or more per week.
 - a. Deadline: Approval form must be completed by the second full week of September, Monday, September 15, 2025 . Students must also receive confirmation of the athletic coordinator or outside program coordinator/coach
 - b. Approver: Option ii committee
 - c. WHEN: School year
 - d. Measurement of success: meeting the requirement for athletic/competitive program and completion of approved athletics plan or log of hours. Students are also expected to successfully complete an HPHS provided health project by the end of the third marking period.
 - e. CREDIT: yes
 - f. TRANSCRIPT: Yes, P/F
 - g. *Students who do not fulfil the time requirements or discontinue their involvement in the approved athletics program or activity will not be eligible for credit and will be placed in PE/Health or must remediate the course

Special Education Programming

The Special Education Program is designed to meet the goals and objectives outlined in each student's Individualized Education Plan (IEP). Courses are selected to accommodate the unique needs and abilities of each adolescent learner. In the high school setting, students with special needs have access to a range of options, including general education classes, resource programs, and specialized class programs. These courses focus on skill development that supports a successful transition to adult life, while ensuring the least restrictive environment. Student placements within the special education program are determined through the IEP team process.

Middlesex County Arts High School

Middlesex County Arts High School is a special program for gifted students in the arts. Courses included in this program are visual arts, vocal music, instrumental music, theatre arts, creative writing and dance. Students are accepted by audition only and attend for one half-day per week from January until May. Information is available through the arts teachers. These courses will be available pending funding.

FINE ARTS DEPARTMENT

Visual Arts Courses

Course Number	Course Name	Credits
VPA800	Drawing (Semester)	2.5
VPA801	Painting (Semester)	2.5
VPA802	Printmaking (Semester)	2.5
VPA803	Sculpture I (Semester)	2.5
VPA804	Sculpture II (Semester)	2.5
VPA805	Ceramics I (Semester)	2.5
VPA806	Ceramics II (Semester)	2.5
VPA807	Digital Photography I (Semester)	2.5
VPA808	Digital Photography II (Semester)	2.5
VPA809	Public Art (Semester)	2.5

The Art Department offers opportunities for students to explore a wide range of media while learning about art history and master artists. Prior experience in art is not a prerequisite for enrolling. The NJ Student Learning Standards in the Visual Arts are an integral part of all courses in the Art Department.

VPA800 Drawing (Semester)

Semester, 2.5 credits

Students will learn how to draw in one and two-point perspective, how to draw the face and figure in proportion and how to shade. A variety of mediums will be explored, which may include pencil, charcoal, ink, colored pencil, and pastel. Students will be introduced to a number of artists and artistic periods as well as the process of art critique. Assignments will include working from the figure, still life, photographs and the imagination. Some drawings will be quick sketches, taking only part of a period, while other drawings may take a few weeks to complete.

VPA801 Painting (Semester)

Semester, 2.5 credits

Prerequisite: Drawing or permission of instructor

Students will work from a variety of sources, including photographs, still-life arrangements and models to create realistic and abstract works in watercolor and acrylic paint. Students will be introduced to a variety of artists and the process of group critique.

VPA802 Printmaking (Semester)

Semester, 2.5 credits

Major techniques covered in this course includes: mono printing (making one-of-a-kind prints), relief printing (carving wood or linoleum blocks), serigraphy (silk-screening on paper and T-shirts), and embossing. A wide range of subject matter will be explored and students will make multiple images of their work.

VPA803 Sculpture I (Semester)

Semester, 2.5 credits

Students will utilize carving, modeling and assembling techniques to create three-dimensional works out of materials which may include wire, plaster, paper, clay and "found objects." Students will be introduced to the work of a variety of sculptors as well as the process of group critique.

VPA804 Sculpture II (Semester) Semester, 2.5 credits

Prerequisite: Sculpture I

This semester course is designed to give students the opportunity to further explore techniques, theories, and materials presented in Sculpture I. New mediums, as well as larger-scale projects, will be addressed in this more advanced course. Art history and art critique will be further explored.

VPA805 Ceramics I (Semester) Semester, 2.5 credits

Students will explore pottery-making and ceramic sculpture via coil, slab, pinch and modeling techniques. Critiques and class discussions will foster interest in and a greater understanding of this age-old medium. Issues such as form versus function will be addressed.

VPA806 Ceramics II (Semester) Semester, 2.5 credits

Prerequisite: Ceramics I

This course will focus on further developing the hand-building skills and techniques explored in Ceramics I. In addition to assigned projects, students will have the opportunity to create independent work. Art history and art critique will also be emphasized in this semester long course.

VPA807 Digital Photography I (Semester) Semester, 2.5 credits

Open to students in grades 10-12

The basics of digital photography will be explored in this hands-on course. Students will learn about camera settings and functions, as well as different photography genres. Assignments will include working "in the field" and outside the classroom to capture a variety of images. Photo-editing software will be utilized to enhance and alter student photographs.

VPA808 Digital Photography II (Semester) Semester, 2.5 credits

Prerequisite: Digital Photography I. Open to students in grades 10-12

This course will focus on further developing skills from Digital Photography I. Students will also further explore using photo-editing software to create more sophisticated photographic manipulations and effects. A wide variety of photographs and other forms will be viewed and evaluated.

VPA809 Public Art (Semester) Semester, 2.5 credits

Prerequisite: Drawing and/or Painting, Sculpture, or permission by teacher

This course focuses on understanding and creating public art. Projects may include: mural painting, sculptural installation and tile mosaics with an emphasis on collaboration. Art history and art critique are also emphasized in this semester long course.

Performing Arts Courses

Course Number	Course Name	Credits
VPA822	Cantus	2
VPA831	Concert Choir	5
VPA832	Jazz Workshop	2
VPA833	Band	5
VPA835	Philharmonic Orchestra	5

VPA836	Vivace	2
VPA837	Pep Band	1
VPA838	Music Technology I	2.5
VPA 847	Music Technology II	2.5
VPA839	Intro to Music Theory	2.5
VPA841	AP Music Theory	5
VPA842 VPA843 VPA844 VPA845 VPA846	Brass & Percussion Sectional Woodwind Sectional Upper String Sectional Lower String Sectional Voice Sectional	2.5 each
VPA856	Introduction to Acoustic Guitar	2.5
VPA857	Introduction to Keyboard	2.5
VPA864	Exploration of Music in Modern Society	2.5

Vocal Music Courses

The Vocal Music Program is designed to create a valuable learning experience through exposure to and performance of a wide variety of choral literatures. Goals include acceptance of varied musical styles and an introduction to the finest works for choir from great masterworks and fine spiritual arrangements, to the repertoire of the Renaissance and Baroque madrigal and twentieth-century pieces, in English and World Languages.

VPA822 Cantus

2 periods, 2 credits

Co-requisite: Students must be enrolled in Concert Choir and audition.

This is a select group of singers, open by audition only. This course focuses on performing challenging choral repertoire, studying advanced vocal technique, and musicianship skills. Students accepted into Master Chorale are expected to exhibit a high level of musicianship and to be committed to the highest level of musical performance. This group serves as the vocal music ambassador for Highland Park High School and includes outside performances. Auditions will be held in the Fall.

VPA831 Concert Choir

Full Year, 5 credits

This course is open to all students in grades 9-12. Concert Choir is a co-curricular course in which students will perform concerts and have some rehearsals outside of the regular school day. This course will include the study of a wide range of high level choral repertoire including, but not limited to: classical, jazz, Broadway, multi-cultural, and folk songs. The course will also explore basic music analysis, music theory, foreign language, and music history to give students a complete perspective on the repertoire being performed. The group will perform a minimum of two concerts per year, once during December, and once during May. Finally, students will be encouraged to audition for groups outside of the school, such as the Region Chorus, All-State Chorus and ACDA (American Choral Directors' Association) Honor Choirs.

Instrumental Music Courses

Courses are designed for students with varying degrees of interest in music performance: students who have a serious interest in music, but who will choose a difference career field; students who wish to enhance their enjoyment and appreciation of music as a future music consumer; and serious music students who are planning a career in this field.

- VPA832 Jazz Workshop** **2 periods, 2 credits**
Prerequisite: Recommendation from the band instructor. Open for selected students in grades 9-12.
 The purpose of jazz workshop is to give students jazz ensemble and small combo experiences. Emphasis is placed on performance. Wind players are required to be a member of either Concert Band or Symphonic Band. Rhythm section members (bass, guitar, piano or drums) are not required to be in band, but must receive permission from the band director. Jazz workshop meets by arrangement.
- VPA833 Band** **Full Year, 5 credits**
 This course meets five times a week for students in grades 9-12 who play woodwind, brass and percussion instruments, and is open to students who wish to continue the study of a musical instrument. Emphasis is placed on performance. The Symphonic Band performs a wide variety of musical repertoire and presents two concerts a year – December and May.
- VPA835 Philharmonic Orchestra** **Full Year, 5 credits**
 The Philharmonic Orchestra includes Violin, Viola, Cello, and String Bass. (Piano players are accepted by audition only). The Philharmonic Orchestra performs two concerts a year of a variety of repertoire. Students are encouraged to participate in community youth orchestras and perform solo recitals throughout the year. The overall mission of the Philharmonic Orchestra is to help create and support lifelong musicians who can play at a high level by the time they graduate high school. All students make a yearlong commitment to the class and understand each individual member's participation is important to the success of the group.
- VPA836 Vivace** **2 periods, 2 credits**
Co-requisite: Students must be enrolled in Philharmonic Orchestra and audition
 This is a select orchestra ensemble, open by audition only. Students taking this course will receive Honors Credit weighted in their GPA. This course focuses on performing challenging chamber orchestra repertoire, studying advanced chamber orchestra technique, and musicianship skills. Students accepted into Chamber Orchestra are expected to exhibit a high level of musicianship and be committed to the highest level of musical performance. This group serves as the orchestra music ambassador for the Highland Park School District and includes numerous outside performances. Auditions will be held in the fall.
- VPA837 Highland Park Pep Band** **1 period, 1 credit**
 The Highland Park Pep Band will perform at all home football games and at pep rallies. Students must be available for all home games, including those played on Saturdays. Membership is open to students in grades 9-12. Students are required to attend a one-week band camp during the summer. Band camp is held one week before the opening of school.
- VPA838 & 847 Music Technology I & Music Tech II** **Semester, 2.5 credits**
 Music Technology allows opportunities for music and non-music students to acquire 21st Century skills related to the principles of acoustics, aural discrimination, audio creation, and the use of technology to compose, amplify and record sound as it relates to music in controlled and uncontrolled environments. In addition to the study of music theory, students will gain an understanding of technology and its role in the music industry. Students will acquire the necessary technical proficiency to create, save and edit audio files (mp3, WAV,AVI). Students will work independently and in groups using Pro Tools, Finale, and Sibelius (industry standard software) to complete notation and recording projects. This knowledge base will contribute to work readiness skills necessary for students interested in sound engineering, music composition, and acoustical design.
**** This course also satisfies the Career/Technical requirement*
- VPA842-846 Sectionals: Brass/Percussion, Woodwind, Upper & Lower String, Voice** **Full Year, 5 credits**
 Brass and Percussion, Woodwind, String, and Voice Sectionals are designed to emphasize the development of instrument/voice technique, tone production, tuning, fundamentals of music theory, music reading, and listening skills. Course is recommended for underclassmen and first-year ensemble students.
- VPA856 Introduction to Acoustic Guitar** **Semester, 2.5 credits**
 Introduction to Acoustic Guitar is a course designed for both students with a background in music and students who do not have any formal music training. The class begins at the basic level of music literacy such as note and rhythm reading. By the end of the course, students will be able to read and perform tablature and musical notations and play easy to moderate guitar solos, duets, and accompaniment pieces. Students will be able to experience a musical community in a fun and interactive way.
- VPA857 Introduction to Keyboard** **Semester, 2.5 credits**

Introduction to Keyboard is a course designed for students who wish to develop basic piano playing skills or expand on their existing skills. Students will express their creativity by working individually and in small groups to master the techniques of playing, while also spending time with the basics of musical notation and theory. By the end of the course, students will be able to read basic musical notation and perform two-handed pieces.

Additional Music Courses

VPA839 Introduction to Music Theory

Semester, 2.5 credits

Co-requisite: *Students must be enrolled in a school-day performance ensemble class (band, orchestra, choir) while taking this course.*

This course will introduce students to the theory of music, as it applies to Western music notation and systems. The course will start with the most fundamental concepts found in music, i.e. pitch, rhythm, meter, keys, scales, clefs, chords, harmony, form, and build upon these concepts to provide students with the skills necessary to not only write in Western notation, but also perform and listen informedly. This theory knowledge will be reinforced through analysis of written music, composition, performance, and dictation exercises.

VPA841 AP Music Theory

Full Year, 5 credits

Co-requisite: *Students must be enrolled in a school-day performance ensemble class (band, orchestra, choir) while taking this course.*

AP Music Theory offers students' an in-depth study of musicianship skills including dictation and listening skills, sight-singing, and keyboard harmony. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in musical scores. Individual performance and development of aural skills are a primary objective class procedure. Students will acquire basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized. **The culmination of this course of study is the AP Music Theory Exam**

VPA864 Exploration of Music in Modern Society

Semester, 2.5 credits

Exploration of Music in Modern Society will engage students in a focused study of the way we interact with music daily. Units include vocabulary/vernacular we use in the field, studying the history and impact of hip-hop and rap on society, the interaction of music and film, and how music technology has evolved over time. Students will use reading, writing, and communication skills in the class to exchange ideas and lead projects.

CAREER-TECHNICAL DEPARTMENT

The practical arts department strives to empower students to manage the challenges of living and working in a diverse, global and ever-changing technological society. Students are provided with hands-on opportunities to develop life skills in two distinct areas: Business and Technology.

Course Number	Business Courses	Credits
CART901	Business and Personal Law (Semester)	2.5
CART902	Principles of Marketing (Semester)	2.5
CART903	Accounting (Semester)	2.5
CART904	Virtual Business I (Semester)	2.5
CART905	Virtual Sports and Entertainment Management (Semester)	2.5
CART906	Business Applications (Semester)	2.5
CART960	Skills for Success	5
GE100	Work Study Program	2.5/5

CART901 Business and Personal Law

Semester, 2.5 Credits

Prerequisites: Business Applications

The course will focus on criminal and civil laws that affect students' daily lives. Students will discuss relevant topics taken from the headlines and apply the information being taught to the cases. This course covers topics that are important to the future including contracts, marriage, divorce, employment law, buying vs. renting as well as other legal topics.

****This course satisfies the requirement for DECA*

CART902 Principles of Marketing

Semester, 2.5 Credits

Marketing and selling are essential to any successful business. Students will learn the fundamentals and basics of marketing. These basics include but are not limited to the product mix, promotion, product development, advertising and selling. To get a better sense of how marketing happens in real life, students are involved in a hands-on semester wide project. Students will do market research to create, design, and sell their own product using newly learned marketing techniques.

****This course satisfies the requirement for DECA*

CART903 Accounting

Semester, 2.5 Credits

Students will be introduced to the fundamentals of accounting. Students will learn to use the rules of credit and debit, how to classify accounts, analyze transactions, manage account balances, and prove the ledger. Using basic math skills such as addition and subtraction, students will be able to use and apply these basic concepts of double entry accounting.

****This course satisfies the requirement for DECA*

CART904 Virtual Business I

Semester, 2.5 Credits

Students will have an opportunity to manage a simulated business of their choice. Businesses include a smoothie shop, pizzeria, hair salon, trampoline park, batting cage, t-shirt printing, and more. Virtual Business allows students to have a "hands-on" experience working with creating a business plan, deciding on prices, purchasing inventory, staffing the business appropriately, promoting the business, obtaining financing, conducting market research, and location selection. Students will have a chance to "own" their own business of choice in the Mega Mogul Project. During the Mega Mogul Project, students will use an online simulation to own and run their own business. Students will have to overcome the

challenges of a real business by bringing the store to profitability, handling snowstorms, equipment failure and surviving an economic downturn.

****This course satisfies the requirement for DECA*

CART905 Virtual Sports and Entertainment Management

Semester, 2.5 Credits

Students will have the opportunity to “work” in the sports and entertainment industry. Virtual Sports and Entertainment Management allows students to price tickets, staff a stadium, control parking, run concessions, obtain sponsorships, promote traditionally and by social media, manage players and pick/promote a band. Using an online simulation, students will be able to run and oversee different aspects of the sports and entertainment world.

****This course satisfies the requirement for DECA*

CART906 Business Applications

Semester, 2.5 Credits

Students will use the computer as a business and personal tool using word processing, spreadsheet, and presentation applications. Students will have an opportunity to learn various functions of Microsoft Word, PowerPoint, and Excel. Students will be better equipped for the workplace and more employable from the development of these fundamental skills.

****This course satisfies the requirement for DECA*

CART960 Skills for Success

Full Year, 5 Credits

Prerequisite: Recommendation Only

This course provides students with information and skill development opportunities to improve their Executive Functioning. Improving organization, time management, problem-solving, test-taking, and project planning skills can greatly boost self-esteem, emotional and behavioral self-control, and academic achievement. These enhancements can, in turn, lead to an overall improvement in students' quality of life.

GE100 Work Study Program

Semester/Full Year, 2.5/5 credits

Minimal offerings as approved by the Principal.

Technology Courses

Course Number	Technology Courses	Credits
CART930	Architectural Drawing (Semester)	2.5
CART931	Graphic Design (Semester)	2.5
CART932	Web Design (Semester 1)	2.5
CART933	Web Design II (Semester 2)	2.5
CART934	Introduction to Computer Science & Programming	2.5
CART935	AP Computer Science A	5
CART936	Music Technology I	2.5
CART937	Music Technology II	2.5
CART938	Computer Programming	2.5
CART935	AP Computer Science Principles	5

CART930 Architectural Drawing**Semester, 2.5 credits**

This course provides students with an opportunity to experience different types of design. You will learn how to design 3-Dimensional buildings in Sketch Up and may possibly build models of your designs. Topics included are landscape architecture, residential design (single family, vacation home, apartment design, commercial interior design, hi-rise design) public buildings such as museums or libraries, and urban planning.

CART931 Graphic Design**Semester, 2.5 credits**

This course examines the major computer graphic concepts at a comprehensive yet introductory level. The course will focus on the principles, software, and skills used in the advertising and computer graphic industries through hands-on computer work using Adobe Photoshop. Independent projects will allow students to create exciting publications of their own concept and design by combining their art skills with their computer graphic skills.

CART932 Web Design (Semester 1)**Semester, 2.5 credits**

This is a project-based course that teaches students how to build their web pages. Students will learn the languages HTML and CSS and will create their website project, where they will weave real-world applications into a website. Students will finish this course with a tangible, professional, mobile-responsive website.

CART933 Web Design II (Semester 2)**Semester, 2.5 credits**

Prerequisite: Web Design

Web Design II will explore a myriad of ways to set up, implement and explore web design. This course expands on what was taught in Web Design I and includes designing forms, using templates, style sheets and databases. Students will apply the knowledge acquired in Web Design I in ways that are both challenging and multifaceted.

CART934 Introduction to Computer Science & Programming**Semester, 2.5 credits**

The introductory computer science and programming course is designed to provide students with a comprehensive understanding of computer systems, their components, software applications, and digital literacy. This course is suitable for individuals with varying levels of prior knowledge, from complete beginners to those looking to deepen their understanding of computers and technology.

CART939 AP Computer Science Principles**Full Year, 5 credits**

AP Computer Science Principles is the newest AP® course from the College Board. This course introduces students to the foundational concepts of computer science and explores the impact computing and technology have on our society. With a unique focus on creative problem solving and real-world applications. This course gives students the opportunity to explore several important topics of computing using their own ideas and creativity, use the power of computing to create artifacts of personal value, and develop an interest in computer science that will foster further endeavors in the field.

CART935 AP Computer Science A**Full Year, 5 credits**

The AP Computer Science A course is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes object-oriented and imperative problem solving and design using the Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. Strong emphasis is placed on hands-on programming labs that demonstrate mastery of lesson concepts.

CART936 & 937 Music Technology I & II**Semester, 2.5 credits**

Music Technology allows opportunities for music and non-music students to acquire 21st Century skills related to the principles of acoustics, aural discrimination, audio creation, and the use of technology to compose, amplify and record sound as it relates to music in controlled and uncontrolled environments. In addition to the study of music theory, students will gain an understanding of technology and its role in the music industry. Students will acquire the necessary technical proficiency to create, save and edit audio files (mp3, WAV,AVI). Students will work independently and in groups using Pro Tools, Finale, and Sibelius (industry standard software) to complete notation and recording projects. This knowledge base will contribute to work readiness skills necessary for students interested in sound engineering, music composition, and acoustical design. *** *This course also satisfies the Fine Arts requirement*

CART938 Computer Programming**Semester, 2.5 credits**

The computer programming course is an introductory-level course for students brand new to programming. Throughout the course, participants will delve into the intricacies of computer programming, gaining valuable insights into the

principles that underlie this dynamic field. Topics covered include programming languages, algorithmic thinking, and problem-solving skills, ensuring that students emerge with a comprehensive understanding of the coding landscape. There are no prerequisites for this course, although the student should have basic familiarity with how to operate a computer and use applications. It is also recommended that the student have familiarity with basic algebra principles before starting this course. This course can help prepare students for continuing their studies in computer science (such as AP Computer Science).

LANGUAGE ARTS DEPARTMENT

Language Arts Courses

Course Number	Course Name	Credits	C.E.U.
LA409	English 9	5	1
LA409H	English 9 Honors	5	1
LA410	English 10	5	1
LA410H	English 10 Honors	5	1
LA411	English 11	5	1
LA411H	English 11 (Honors Distinction)	5	1
LA430	AP English Language and Composition	5	1
LA412C	English 12 – Contemporary Global Voices (Semester)	2.5	.5
LA412G	English 12 – Graphic Novels (Semester)	2.5	.5
LA412M	English 12 – Murder, Mysteries, & Mayhem (Semester)	2.5	.5
LA412N	English 12 – Nonfiction & Documentaries (Semester)	2.5	.5
LA435	AP English Literature and Composition	5	1
LA455	Creative Writing (Semester 1)	2.5	.5
LA465	Advanced Creative Writing (Semester 2)	2.5	.5
LA445	Journalism (Semester 1)	2.5	.5
LA450	Advanced Journalism (Semester 2)	2.5	.5
LA440	African-American Literature (Semester)	2.5	.5
LA400	The Language of Film (Semester 1)	2.5	.5
LA401	The Language of Film II (Semester 2)	2.5	.5
LA420	READ 180	5	1
LA416	Language Arts Support 12 S1 & S2 if needed	2.5	

The English program is a four-year sequence that encourages students to become actively engaged, thinking persons in a complex, dynamic world. The curriculum offerings provide an opportunity for students to develop their language potential in courses that are challenging and commensurate with their abilities.

LA409 English 9 Full Year, 5 credits

This course is designed for those students who wish to pursue a college education, skill training or professional career. Students will continue to develop reading and study skills, while developing expository, narrative, and persuasive writing. Students will learn to edit and revise, paying attention to the fundamentals of vocabulary acquisition, spelling, punctuation, and correct usage with the context of developing essays. This course introduces critical reading of nonfiction and fiction, as well as the literary concepts associated with these genres. Additionally, students will employ appropriate research skills, participating in research projects and PBL activities. A summer reading/writing assignment is required.

LA409H English 9 Honors Full Year, 5 credits

Admission into this course is by student choice and/or teacher review and advisement.

Students will intensively analyze a variety of literary types. Emphasis is placed on close analytical reading of works. Vocabulary is developed through exercises and discussion, with some attention to etymology. Oral language skills are developed through large and small group discussion and presentations. Students will write frequently in a variety of modes and genres, with emphasis on expository, narrative, and persuasive writing. Students will employ appropriate research skills, participating in research projects and PBL activities. Students learn to revise and edit in peer groups and during teacher-student conferences. Students should be motivated, self-reliant, intellectually curious, and have a particular interest in and sensitivity to language, literature, and writing. A summer reading/writing assignment is required.

LA410 English 10 Full Year, 5 credits

Using various genres students will explore literature and language through close reading, analysis, discussion, and writing. Within a workshop setting, students will compose expository, persuasive, descriptive, and creative pieces of writing. Students will employ appropriate research skills, participating in research projects and PBL activities. Additionally, students will employ appropriate research skills, participating in research projects and PBL activities. Students are encouraged to be independent learners and thinkers through group work, and self-directed projects. A summer reading/writing assignment is required.

LA410H English 10 Honors Full Year, 5 credits

Admission into this course is by student choice and/or teacher review and advisement.

Students continue to develop and refine their skills in reading and writing as they encounter a rich selection of literature. Activities will include reading and writing in a variety of genres and conducting research using available technologies. Students should be motivated, self-reliant, and intellectually curious with an ability to work independently. Additionally, students will employ appropriate research skills, participating in research projects and PBL activities. A summer reading/writing assignment is required.

LA411 English 11 Full Year, 5 credits

This course expands skill development in the areas of reading, writing, speaking, and listening. Students are required to read a selection of fiction and non-fiction, including novels, articles, and excerpts, and to analyze each for literary elements such as theme, symbolism, main ideas and more. Students will enhance their writing skills by working on incorporating strategies such as types of sentences and parallel structure into their own writing. Students will further enhance their research skills as well by properly utilizing sources when writing an incorporating MLA format and a Works Cited page. Lastly, students will demonstrate mastery through a variety of differentiated assessments throughout the year, from projects, to reading quizzes, to essays, to presentations.

LA411H English 11 (Honors Distinction) Full Year, 5 credits

Admission into this course is by student choice and/or teacher review and advisement.

Students taking this course will be integrated into the English 11 curriculum as described above; however, these students will complete additional honors-level work above and beyond the work listed. Over the course of the year, there will be several assignments that students will be able to earn Honors Distinction. While these assignments will be the same for all students, the expectations for those earning Honors Distinction will be more rigorous. For example, those seeking Honors distinction will be expected to incorporate additional sources, provide a more in-depth analysis, and make connections between relevant content and current events. In addition, the class rubrics have been modified to differentiate between an English 11 and Honors Distinction grade. Students will have the option to attempt these honors-related tasks during

the first two marking periods for extra credit. Then, prior to marking period 3, they will have to decide whether they want to officially participate in Honors. From then on, all honors-level work will be required for these students.

LA430 AP English Language & Composition – Grade 11 Full Year, 5 credits

Admission into this course is by student choice and/or teacher review and advisement.

This course focuses primarily on effective writing and critical reading in college level English to prepare juniors for the Advanced Placement Language and Composition Examination. Students will read and write in a variety of modes for a variety of purposes, with most practice in expository, analytical and argumentative essays. As readers, students will learn to recognize language patterns; as writers, students will learn how to gather information, develop a thesis, organize details and control the language for specific audiences and purposes. Students in Advanced Placement English must be committed to college level work and should have a working knowledge of grammar, mechanics, and sentence structure. As in any AP level class, students are expected to work responsibly and independently, and be able to handle a substantial amount of sophisticated texts: both fiction and nonfiction. A summer reading/writing assignment is required.

LA435 AP English Literature & Composition – Grade 12 Full Year, 5 credits

Prerequisite: AP English Language & Composition – Grade 11

This course focuses primarily on literary analysis, interpretation, and writing skills to prepare students for the Advanced Placement Literature and Composition exam. Students will read and write intensively, analyzing the relationship between form and content in novels, poetry, short stories and drama from around the world and from various eras. Students will see how structure and style contribute to thematic intent, and the importance of social and historical content in literature. Students who wish to take AP English must be committed to college level work and should have the ability to do in-depth research and sophisticated writing involving multiple layers of meaning and levels of abstraction. A summer reading/writing assignment is required. As in any AP level class, students are expected to work responsibly and independently, and be able to handle a substantial amount of work.

LA412C Contemporary Global Voices Semester, 2.5 credits

Prerequisite: Completion of ELA 11 or AP Language and Composition

In this course, students will explore the concept of cultural heritage and immigration/assimilation through contemporary literature. The idea that one may leave a place/location, but the place does not leave the individual is tied to current refugee crises in the global arena. By reading and researching the specific cultures and geopolitics of selected regions around the world, students will gain empathy, perspective, and insight into a place and culture through a book. With the conceptual idea of the modern “melting pot”, students will explore how the notion of where you are shapes who you are evidenced in both fiction and nonfiction works.

LA412G Graphic Novels Semester, 2.5 credits

Prerequisite: Completion of ELA 11 or AP Language and Composition

Students in this course will explore the comics medium as a mode of communicating story using multiple layers of meaning by combining images and words in traditional and nontraditional sequences. By reading fiction and nonfiction graphic novel texts, students will acquire new literacies, including visual and critical media literacy. The initial focus is on the research and history of graphic novels to provide a basis for the widespread cultural phenomenon called comics. Through genre study, students will consider graphic novels as literature, analyze formal structure related to the content, and trace the development of contemporary themes, including gender, race, sexuality, justice, existentialism, and heroism. Students will look closely at the special effects created in sequential art narratives and further appreciate the medium by constructing original panels of graphic narratives both independently and collaboratively. Students will continue to develop composition skills through reader-response-based journal writing, critical research projects, essays of analysis, and creative writing practice with a focus on honing basic grammar skills and development of style in preparation for college-level work. The essential question for this course is: What can the graphic novel convey that other media cannot? How does the artist/author achieve their goals using the graphic medium?

LA412M Murder, Mysteries, & Mayhem in Literature Semester, 2.5 credits

Prerequisite: Completion of ELA 11 or AP Language and Composition

Crime novels of all types—be they cozies, hard-boiled, or thrillers—often appear on the bestseller lists and are perhaps the most popular and widely read genre in the world. In this class, we'll examine why mystery is an effective tool for engaging readers. We will read and discuss selected stories and short novels that serve as exemplars of the form. This course will focus mainly on detective and mystery fiction, sketching the history and development of these genres. Students might also study fiction and film outside these genres that explore significant questions of crime or criminality. Ultimately, this genre study will lead students to acknowledge how fictional representations of criminals, victims, policing, gender, and race relate to cultural assumptions and expectations that have emerged through the accepted tropes of the genre.

LA412N Nonfiction and Documentaries**Semester, 2.5 credits***Prerequisite: Completion of ELA 11 or AP Language and Composition*

This course will introduce students to an active reading process and raise questions about what is worth thinking about as we read, which will guide students' reading of and thinking about text. As readers, students will pay attention to characterization, developing complex understandings of characters' backgrounds, personalities, values, and motivations, ultimately using this information to consider how the unique perspectives of the individuals create meaning within the novel. Students will explore the lives of others to help make meaning and gain perspective of the world outside their own identity. By looking at the lives of others we can make sense of our own lives. With the ideas of what makes a compelling life story in mind, students will explore the lives of contemporary people from their communities, families, and social networks. The goal of the course will be a completed mini-documentary that demonstrates the key elements of memoir/biography, culminating in a documentary "film festival" shared via a 21st century platform.

LA420 READ 180 – Grades 9 - 11**Full Year, 5 credits***Prerequisite: Teacher recommendation based on benchmark proficiencies.*

A full year course, the READ 180 English course is an intensive reading program designed to raise students' reading achievement levels and to strengthen skills in Language Arts. The program directly addresses individual student needs through a combination of instructional software, high-interest literature, and direct instruction in vocabulary development, spelling, comprehension, proofreading, word recognition, reading fluency and writing skills. Students will independently read an assortment of fiction and non-fiction books enabling them to master critical reading skills and strategies for use when reading other content area textbooks. Students in this course will experience significant gains as readers and writers.

LA416 Language Arts Support 12**Semester 2.5 credits***Prerequisite: Recommendation Only*

The Language Arts Support Class is designed to give students the one-on-one attention they need to strengthen skills in Language Arts. More specifically, these classes focus on skills for success in critical thinking, reading comprehension, writing, and standardized test-taking. Students will be involved in a variety of activities including but not limited to reading, writing, and textual analysis designed to increase proficiency in the areas aforementioned. Students will read an assortment of nonfiction and fiction, and will practice writing a variety of essays including the narrative, expository and persuasive. In addition, classroom activities will help students improve the necessary skills and strategies needed for success in English and on graduation requirement assessments or portfolio development. If graduation requirements are not met by the end of the first semester, another semester will be required in consultation with principal, teacher, counselor, student, and parent/guardian.

Language Arts Elective Courses

The following courses are offered as enrichment to be selected along with a regular English course. They do not count toward meeting the 20-credit English graduation requirement.

LA445 Journalism (Semester 1)**Semester, 2.5 credits***Prerequisite: 9th Grade English. Open to students in grades 10-12.*

In a workshop atmosphere, students train in the many phases of newspaper production: writing, interviewing, copyediting, proofreading, public relations, and advertising. In addition, students will read and discuss selected topics in print journalism, including libel, the history of American journalism, and First Amendment rights.

LA450 Advanced Journalism (Semester 2)**Semester, 2.5 credits***Prerequisite: 9th Grade English. Open to students in grades 10-12*

Students must meet additional responsibilities, such as serving as page editor or editor of the entire school newspaper. Editors will work daily to develop sound journalistic practices and to plan, edit and produce *The Highland Fling* using desktop publishing. Involvement in editing and laying out *The Fling* is mandatory. This course is for highly motivated students who have demonstrated talent in journalistic writing and editing. The potential for leadership and a willingness to devote the necessary time are required.

LA455 Creative Writing (Semester 1)**Semester, 2.5 credits***Poetry 101: The Power and the Craft of Poetry**Prerequisite: 9th grade English. Open to students in grades 10-12.*

This course is an exploration of the world of poetry and literature through the offerings of different cultures and contemporary authors. An emphasis will be placed on providing students with exposure to living, breathing poets from around the globe. The course provides an exposition of poetry while also guiding students on how to compose their own pieces effectively employing various writing styles and techniques. The course will also have a minor focus on short stories and memoirs as well as an exploration into significant authors. A complimentary research project will be completed each semester on the poet/author of the individual's choice. A presentation of the project is also required, allowing the class to gain further access to the world of modern poetry and literature. Students will keep a journal of their own poetry and writing which will be edited by their peers and by the instructor to become their portfolio. Publication of various pieces throughout the year in the high school newspaper and literary magazine will also foster a sense of pride and accomplishment for student writers.

LA465 Advanced Creative Writing (Semester 2)

Semester, 2.5 credits

Prerequisite: 9th Grade English, Creative Writing. Open to students in grades 10-12.

This course is designed for students with a particular interest and talent in writing. They will be expected to meet additional responsibilities, such as working independently, establishing and maintaining writing groups, participating on the literary magazine staff, teaching mini-lessons to the class or small groups and tutoring other students. This course is for highly motivated, responsible and resourceful students who have demonstrated writing ability and self-motivation.

LA440 African-American Literature

Semester, 2.5 credits

Prerequisite: 9th Grade English. Open to students in grades 10 - 12.

This course is designed to enhance the knowledge of the human experience as evidenced through African-American literature. Students will explore various genres of African-American literature through exercises structured to encourage the utilization of higher-order thinking skills in making inferences and accurate interpretations of literary symbols and motifs. Students enrolled in the class will read various novels, plays, poems, and articles that stimulate oral and written language. The course will focus on proper implementation of analytical skills necessary in understanding themes, characters and literary symbolism. The objectives will be met through class discussions, group discussions, presentation, semester projects, quizzes, tests, essays, debates and the use of videos where needed. Students will participate in discussions that deal with sensitive topics that are related to the African-American community.

LA400 The Language of Film I

Semester, 2.5 credits

Open to students in grades 9 -12

This course will explore the relationship between films and their audiences through in-depth analysis of classic and contemporary cinematic works. Instructional units will focus on visual composition on-screen (mise-en-scene), camera work (angle, position, distance), use of diegetic and non-diegetic sound, and other elements of filmmaking. By the end of the course, students will understand that these components are woven together into a cinematic language that speaks to audiences.

LA401 The Language of Film II: Script Writing, Revision and Filming

Semester, 2.5 credits

Prerequisite: Completion of Language of Film I, Open to students in grades 9 -12

This course will explore the importance of the movie script and what is included and excluded. Students will examine existing scripts and identify what makes them good or poorly written. Students will spend some time revising existing scripts and then write their own scenes taking into consideration mise-en-scene, camera work, and elements of filmmaking (covered in the first course). Students will be given the opportunity to film or participate in the filming of a scene using their phones or computer. By the end of the course, students will understand how to use these components to tell a story and what it takes to unfold that story on screen.

MULTILINGUAL DEPARTMENT

English as a Second Language Courses

Course Number	Course Name	Credits	C.E.U.
LA421	English as a Second Language I	10	1
LA423	English as a Second Language II	10	1
LA425	English as a Second Language III	5	1

All limited English proficient students attending Highland Park High School will be placed in the English as a Second Language program based on test results. Ninth through twelfth grade students will receive ESL instruction instead of, or in addition to, the standard English 9 through English 12 courses. ESL I & ESL II are double period classes. One period fulfills the English class graduation requirement. The other period is considered an elective. Besides helping student develop English language skills in the four areas of listening, speaking, reading, and writing, the ESL classes will also address cultural issues and will help to develop cultural awareness. English Language Learners have to meet multiple criteria to exit the program.

LA420 English as a Second Language I (Beginning)

Full Year, 10 Credits, Based on Need

The objective of the first level English as a Second Language (ESL) is to begin to develop English language skills in the four skill areas of listening, speaking, reading, and writing. Emphasis is placed on listening and speaking. Basic vocabulary used in everyday life is also stressed. In addition, the course includes basic grammatical structures and conversational expressions. Students move to the next level of instruction based upon class performance and achievement on proficiency assessments. This level can be repeated for credit.

LA421 English as a Second Language II (Intermediate)

Full Year, 10 Credits, Based on Need

The objective of the second level of ESL is to reinforce and further enhance the skills learned in the first level. More emphasis is placed on reading and writing. Furthermore, vocabulary and grammatical structures are more academic in nature. Students move to the next level of instruction based upon class performance and achievement on the proficiency assessments. This level can be repeated for credit.

LA422 English as a Second Language III (Advanced)

Full Year, 5 credits

The objective of the third level of ESL is to fine-tune the skills learned in the first two levels. Greatest emphasis is on academic reading, writing, and vocabulary skills. Students must take one of the four required Language Arts courses in addition to this course. This course counts towards elective credit and does not replace an English course as a graduation requirement. This level can be repeated for credit.

MATHEMATICS DEPARTMENT

Mathematics Courses

Course Number	Mathematics	Credits	C.E.U
MA200	Algebra I	5	1
MA220	Algebra II	5	1
MA220H	Honors Algebra II	5	1
MA210	Geometry	5	1
MA210H	Honors Geometry	5	1
MA240	Pre-Calculus	5	1
MA240H	Honors Pre-Calculus	5	1
MA254	Calculus	5	1
MA250	AP Calculus AB	5	1
MA230	Math Essentials	5	1
MA252	Probability and Statistics	5	1
MA251	AP Calculus BC	5	1
MA252	Multivariable Calculus	5	1
MA201	Algebra I Support	5	
MA211	Geometry Support	5	
MA221	Algebra II Support	5	
MA241	Math Support 12 S1 & S2 if needed	2.5	

Mathematics is surely one of the essential skills needed for a successful future. It is the hope of the Mathematics Department that all students will continue their studies well beyond the requirements needed for graduation. The departmental objective is to accommodate the full range of student abilities and interests through a multi-level program designed to develop conceptual, manipulative, and problem solving skills.

MA200 Algebra I

Full Year, 5 credits

This course provides the foundation for study of higher-level mathematics and science courses. Students analyze, extend and create a variety of patterns; explore methods for solving equations with variables; graph ordered pairs on a coordinate

plane; write functions; write, graph and solve systems of linear equations and inequalities; examine exponential functions; solve quadratic equations; factor polynomials; simplify radicals; and apply the Pythagorean Theorem to solve special right triangle problems. Emphasis is placed on problem-solving and critical thinking skills while making connections to everyday life. *Scientific and/or graphing calculators are used extensively in this course.*

MA220 Algebra II

Full Year, 5 credits

Prerequisite: Geometry

Students continue to extend and build upon the concepts studied in Algebra I and Geometry by exploring methods of writing, solving and graphing systems of equations involving two and three variables; expanding their knowledge of polynomials and rational expressions; examining power functions, roots and radicals; solving problems involving rational and irrational numbers; graphing polynomials and solving for roots; and examining arithmetic, geometric and infinite sequences and series. Emphasis is placed on application of multiple strategies, problem-solving skills and communication of mathematical ideas. *Scientific and/or graphing calculators are used extensively in this course.*

MA220H Honors Algebra II

Full Year, 5 credits

Prerequisite: Geometry. Admission into this course is by student choice and/or teacher review and advisement.

This is a more rigorous course that addresses the same curriculum as Algebra II but at a faster pace and more in depth. Students explore additional topics such as properties of circles, parabolas, ellipses and hyperbolas; and exponential and logarithmic functions. Students are expected to apply higher level thinking skills to solve complex mathematical problems. *Scientific and/or graphing calculators are used extensively in this course.*

MA210 Geometry

Full Year, 5 credits

Prerequisite: Algebra I

Students describe and compare the geometric properties of objects; use reasoning and proofs to make, verify and refute conjectures, explanations and theorems; examine spatial relationships and transformations; and understand the logic of geometry. Students explore angles, lines, triangles, quadrilaterals, polygons and circles; perimeter, circumference, area, surface area and volume; right triangle trigonometry; coordinate geometry; measurement and estimation; and geometric proofs and reasoning. Emphasis is placed on critical thinking and reasoning ability. Concepts from Algebra I are reviewed and reinforced throughout this course. *Scientific and/or graphing calculators are used extensively in this course.*

MA210H Honors Geometry

Full Year, 5 credits

Prerequisite: Algebra I. Admission into this course is by student choice and/or teacher review and advisement.

This is a more rigorous course that covers the same curriculum as Geometry but at a faster pace and more in depth. Students explore additional topics such as solid and coordinate geometry. Emphasis is placed on high-level conceptual thinking skills. *Scientific and/or graphing calculators are used extensively in this course.*

MA230 Math Essentials

Full Year, 5 credits

Prerequisite: Algebra II

The math essentials course provides students the opportunity to apply mathematical concepts and skills to authentic and real-world situations and to explore their interests through math. Students who are interested in college preparation will have the opportunity to develop strategies and plans for successful admission to college and/or to research and compare costs, distance, student: teacher ratios, etc. for various schools. Students will also use advanced mathematical tools such as Desmos to develop online programs such as video games. Topics in statistics and probability will be studied and all students will collect survey data and perform statistical analysis and use data to make decisions and predictions. Students will build personal financial budgets related to a selected career and develop business plans using cost analyses

MA240 Pre-Calculus

Full Year, 5 credits

Prerequisite: Algebra II.

Students study analytic geometry; trigonometry; sequences and series; polar coordinates and complex numbers; probability; discrete mathematics and trigonometric, exponential, logarithmic, and polynomial functions. Emphasis is placed on sketching graphs and finding the zeros of the various functions. *Graphing calculators are used extensively throughout this course.*

MA240H Honors Pre-Calculus

Full Year, 5 credits

Prerequisite: Algebra II. Admission into this course is by student choice and/or teacher review and advisement.

This is a more rigorous course that focuses on the same curriculum as Pre-Calculus but at a faster pace and more in depth. Students explore additional topics such as vectors, determinants, and matrices. *Graphing calculators are used extensively throughout this course.*

MA254 Calculus

Full Year, 5 credits

Prerequisite: Pre-Calculus

Students study functions, limits, average rate of change, derivatives, and ant derivatives. Each topic is explored in depth through the use of a combination of guided discovery, experiment, and practice with exercises. *Graphing calculators are used extensively throughout this course.*

MA250 AP Calculus AB

Full Year, 5 credits

Prerequisite: Pre-Calculus. Admission into this course is by student choice and/or teacher review and advisement.

This rigorous course of differential and integral calculus covers the first semester of college calculus. The College Board AP Calculus AB syllabus is used as a guide for the course. Students explore functions, limits, derivatives, and integrals. As in any AP level class, students are expected to work responsibly and independently, and be able to handle a substantial amount of homework. Students are strongly encouraged to take the AP Calculus AB exam in May. *Graphing calculators are used extensively throughout this course.*

MA251 AP Calculus BC

Full Year, 5 credits

Prerequisite: Honors Pre-Calculus. Admission into this course is by student choice and/or teacher review and advisement.

This rigorous course is designed to engage students in a study of the second semester of college calculus. The College Board AP Calculus BC syllabus is used as a guide for the course. Topics covered in this course include techniques and applications of the integral, polar coordinates, series, and differential equations. As in any AP level class, students are expected to work responsibly and independently, and be able to handle a substantial amount of homework. Students are strongly encouraged to take the AP Calculus BC exam in May. *Graphing calculators are used extensively throughout this course.*

MA252 Probability and Statistics

Full Year, 5 credits

Prerequisite: Algebra II

During the probability unit, students learn systematic listing and counting principles; determine theoretical and experimental probabilities; examine the likelihood of an event; and explore games of chance. As a part of the statistics unit students collect, organize, display, analyze and present data gathered using a variety of sampling techniques *Scientific and/or graphing calculators are used extensively throughout this course.*

MA252 Multivariable Calculus

Full Year, 5 credits

Prerequisite: AP Calculus BC. Admission into this course is by student choice and/or teacher review and advisement.

This course covers differential, integral and vector calculus for functions of more than one variable. These mathematical tools and methods are used extensively in the physical sciences, engineering, economics, and computer graphics. As its name suggests, multivariable calculus is the extension of calculus to more than one variable. That is, in single variable calculus you study functions of a single independent variable $y=f(x)$. In multivariable calculus we study functions of two or more independent variables, e.g., $z=f(x, y)$ or $w=f(x, y, z)$. The content is organized into four major units: Vectors and Matrices, Partial Derivatives, Double Integrals and Line Integrals in the Plane, and Triple Integrals and Surface Integrals in 3-Dimensional Space.

MA201 Algebra I Support

Full Year, 5 credits

Prerequisite: Recommendation Only

This course is designed to address individual student mathematics deficiencies. It is taken in addition to the student's regular math course. A detailed analysis of student mathematics performance will be used to determine the topics of study. In addition, a review of essential Algebra I concepts and test taking skills will be emphasized in order to meet graduation requirements.

MA211 Geometry Support

Full Year, 5 credits

Prerequisite: Recommendation Only

This course is designed to address individual student mathematics deficiencies. It is taken in addition to the student's regular math course. A detailed analysis of student mathematics performance will be used to determine the topics of study. In addition, a review of essential Geometry concepts and test taking skills will be emphasized in order to meet graduation requirements.

MA221 Algebra II Support**Full Year, 5 credits***Prerequisite: Recommendation Only*

This course is designed to address individual student mathematics deficiencies. It is taken in addition to the student's regular math course. A detailed analysis of student mathematics performance will be used to determine the topics of study. In addition, a review of essential Algebra II concepts and test taking skills will be emphasized in order to meet graduation requirements.

MA241 Math Support 12**Semester, 2.5 credits***Prerequisite: Recommendation Only*

This course is designed to address individual student mathematics deficiencies. It is taken in addition to the student's regular math course. A detailed analysis of student mathematics performance will be used to determine the topics of study. In addition, a review of essential Algebra I, Geometry and Algebra II concepts and test taking skills will be emphasized in order to meet graduation requirements. If graduation requirements are not met by the end of the first semester, another semester will be required in consultation with the principal, teacher, counselor, student, and parent/guardian.

PHYSICAL EDUCATION and HEALTH DEPARTMENT

Physical Education and Health Department

Course Number	Course Name	Credits
PE709H	Physical Education & Health 9	5.00
PE710	Physical Education 10	3.75
PE711H	Physical Education & Health 11	5.00
PE712H	Physical Education & Health 12	5.00
PE725	Driver Education 10	1.25
PE735	Personal Health and Fitness	5
PE740	Teen PEP	5

New Jersey statute (NJSA 18A: 35-7) requires every student to complete a year of Physical Education and Health for every year of enrollment in grades 9-12. **Each year, there are three marking periods of Physical Education.**

Physical Education & Health Courses

The Physical Education Program includes:

1. Instruction in and knowledge of a variety of activities such as team sports, individual sports, physical fitness and conditioning, rhythms and dance, games of low organization and recreational and lifetime activities.
2. Learning the fundamentals and rules of these activities.
3. Learning practical health essentials.

Attendance and active participation are required in order to maintain a passing grade.

To accomplish the goals of the Physical Education program, a diversified program is carried on with a variety of activities for all students. These activities include:

- ⇒ **Team sports** (flag football, soccer, speedball, team handball, basketball, volleyball, softball, floor hockey and lacrosse);
- ⇒ **Individual sports & activities** (track, badminton, rhythms and dance, table tennis, pickle ball);
- ⇒ **Individual fitness testing** (calisthenics, aerobic exercise, weight training, free weights, circuit training, running and walking programs);
- ⇒ **Recreational activities and games** of low organization (handball, roller coasters, cage ball, etc.).
- ⇒

Health Education

Health is a required course for all students in all grades. The curriculum has been designed to meet the interests and needs of the students for their entire life. Each year, as per state requirement, students will receive ten hours of drug and alcohol education. **Health lessons are infused throughout the year in Grades 9, 11, and 12.**

Health Education in Grade 9

Health Education 9 encompasses alcohol education, human sexuality and relationships. Responsible, as well as irresponsible, drinking and effects on the body will be covered in the alcohol education unit. The human sexuality unit will explore the various aspects of human sexuality, including anatomy, birth control and sexually transmitted infections.

PE725 Driver Education**One Quarter, 1.25 credits**

Sophomore Health is driver education theory. Students review the New Jersey Division of Motor Vehicles Driving Manual in preparation for taking the State written exam for a driving permit. Students will use SimuRide driving simulator to teach students to be careful and responsible drivers to minimize risks to self and others. The simulator will teach students to safely navigate traffic, driving conditions and learn about the dangers of distracted and impaired driving.

Health Education in Grade 11**One Quarter, 1.25 credits**

Health Education 11 promotes healthy behaviors by teaching the students to make positive life choices. The student will be able to choose a drug-free lifestyle and distinguish between healthy and unhealthy behavior in terms of disease prevention. This course will address consumerism in terms of appropriate health and fitness products.

Health Education in Grade 12**One Quarter, 1.25 credits**

Health Education 12 includes units on cancer, death education, pregnancy, birth, and child development. After an introduction to cancer in general, the specific causes, symptoms, and treatments of seven of the leading cancers are discussed. In the death education unit, the social, emotional, and legal aspects of death are explored as well as the physical, to include the planning of a funeral and the writing of a will. Pregnancy, with an emphasis on birth and child development, is discussed.

PE735 Personal Health and Fitness**Full Year, 5 credits**

This is an alternative course for students who want to focus on personal fitness and healthy lifestyles to meet their Physical Education requirement. Students will participate in fitness activities and learn about components of fitness, training methods, nutrition, and personal health and apply these to their individual program. There will be chance to explore a variety of activities such as yoga, Pilates, etc.

PE740 Teen Prevention Education Program (Teen Pep)**Full Year, 5 Credits**

This nationally renowned program will be available to selected juniors and seniors. It serves as a comprehensive sexual health program that utilizes peer-to peer education to increase student knowledge, attitudes, skills and behaviors associated with healthy decision making. Selected students, as well as program advisors, are professionally trained to peer educate freshman students. The curricula focuses on a number of topics including: team communication, presentation and facilitation skills, understanding gender, puberty education, postponing sexual involvement, birth control methods, understanding and preventing HIV and other Sexually Transmitted Infections, and other sexual health topics. This course meets the Health, Safety, and Physical Education credit requirement for graduation.

SCIENCE DEPARTMENT

Science Courses

Course Number	Course Name	Credits	C.E.U.
SC300	Biology	5	1
SC300H	Honors Biology	5	1
SC370	AP Biology	10	1
SC390	Nutritional Science	2.5	.5
SC310	Chemistry	5	1
SC310H	Honors Chemistry	5	1
SC371	AP Chemistry	10	1
SC320	Physics	5	1
SC372 or SC374	AP Physics I A or AP Physics C	10	1
SC373	AP Physics II	5	1
SC380	Forensic Science	2.5	.5
SC355	Environmental Science	2.5	.5
SC356	AP Environmental Science	5	1
SC365	Zoology	2.5	.5
SC340	Applied Chemistry	2.5	.5
SC330	Applied Physics	2.5	.5

The philosophy of the Science Department is to provide a flexible, interesting, and comprehensive program of Science courses for the student body. Course selections are varied in subject and sophistication and offer students an opportunity to pursue their interest in Science at various levels with an increased range of choices.

SC300 Biology

Full Year, 5 credits

This course is designed to engage students in learning about the scientific method, basic chemistry as it relates to the cell, cell structure, cellular respiration, photosynthesis, genetics, evolution, ecology, and classification. Biology, like all of the sciences, is a process of discovery. Biology is closely connected with all aspects of day-to-day activities. This course will allow students to understand and appreciate the contributions of the past, as well as recognize and respond to the numerous possibilities that lie ahead. Students will engage in quick lab activities as well as participate in more comprehensive laboratory experiences that will demonstrate their understanding of biological concepts. The curriculum

weaves current research and discoveries with insights made hundreds of years ago. This course curriculum integrates the use of technology, as well as learning strategies that can be used to address the needs of diverse learners.

SC300H Honors Biology **Full Year, 5 credits**
Co-requisite: Geometry / Algebra II

This course delivers the same curriculum as Biology but at a faster pace and more in-depth. In addition, students taking Honors Biology are exposed to a more molecular approach to exploring cell interaction, genetics, evolution and cellular energetics. Biochemical principles are stressed throughout the course. Emphasis is placed on critical thinking, environmental problem solving and communication of ideas. Students are expected to write formal lab reports.

SC310 Chemistry **Full Year, 5 credits**
Prerequisite: Algebra I

Students taking chemistry will explore properties of matter, periodicity, chemical equations and reactions, states of matter and intermolecular forces, behavior of solutions, chemical quantities and acids and bases. Many of the topics in chemistry require that students have mastered the fundamentals of Algebra; therefore, the student's mathematical preparation should also be considered when selecting this course. Emphasis is placed on higher-level thinking and reasoning ability. Laboratory experiences will be used to foster these reasoning skills, and students are expected to write formal lab reports. *Scientific calculators are used extensively in this course.*

SC310H Honors Chemistry **Full Year, 5 credits**
Prerequisite: Algebra I

This course covers the same curriculum as Chemistry but at a faster pace and more in depth. Students also study oxidation and reduction, organic chemistry, and expand their knowledge of kinematics, thermodynamics and equilibrium. Many of the topics in chemistry require that students have mastered the fundamentals of Algebra; therefore, the student's mathematical preparation should also be considered when selecting this course. Emphasis is placed on higher-level thinking and reasoning ability. Laboratory experiences will be used to foster these reasoning skills, and students are expected to write formal lab reports. *Scientific calculators are used extensively in this course.*

SC320 Physics **Full Year, 5 credits**
Prerequisite: Algebra I

This course involves extensive use of mathematics and strives to (1) encourage the student to think analytically and critically about the physical world; (2) provide students with experience in laboratory work and critical evaluation of data; (3) provide students with extensive experience in problem-solving; and (4) prepare students for further studies in science beyond the high school level. Students explore topics in one dimensional, two-dimensional and projectile motion, energy and energy transformations, vibrations and waves, electricity and magnetism and optics. Many of the topics in physics require that students have mastered the fundamentals of Algebra and Trigonometry. Therefore, the student's mathematical preparation should also be considered when selecting this course. Emphasis is placed on higher-level thinking and reasoning ability. Laboratory experiences will be used to foster these reasoning skills, and students are expected to write formal lab reports. *Scientific calculators are used extensively in this course.*

SC340 Applied Chemistry **Semester, 2.5 credits**
Admission into this course is by student choice and/or teacher review and advisement.

Applied Chemistry is a laboratory science course designed to introduce students to the atomic nature of matter and the interactions between elements that give rise to the great variety of chemical compounds. The driving forces of chemical reactions are introduced. Mathematical modeling of simple chemical systems and problem-solving are used on a regular basis to improve logic and reasoning skills and to reinforce concepts.

SC330 Applied Physics **Semester, 2.5 credits**
Admission into this course is by student choice and/or teacher review and advisement.

Applied physics is a laboratory science course designed to lead students to a quantitative and conceptual understanding of forces, motion and energy. Students participate in hands-on lab activities and interactive simulations which are observed, described and interpreted to reach an understanding of the laws of the physical world. Students are required to solve new problems using algebra-based mathematics. Problem-solving is used on a regular basis to improve logic and reasoning skills and to reinforce concepts.

SC380 Forensic Science **Semester, 2.5 credits**
Prerequisite: Biology. Open to students in grades 10-12

This one semester course has a more hands-on approach where students will acquire the role of a forensic scientist. Students will learn that forensic science is simply the application of science to the law. In criminal cases, forensic scientists

are often involved in the search for an examination of physical traces, which might be useful for establishing or excluding an association between someone suspected of committing a crime and the scene of the crime or victim. Students will perform laboratory investigations to help solve various crime scenarios given to them. There will be a final research project of any of the topics discussed in class.

SC355 Environmental Science Semester, 2.5 credits

Open to students in grades 9-12 and can be taken at the same time as Biology or any other science course

Environmental Science is a laboratory course designed to develop an understanding of the interrelationships of chemistry, geology and biological studies in the Earth's environment and sustainability. Topics will include Earth's history and place in the universe. Students will learn to understand the complex and significant inter-dependencies between humans and the rest of Earth, the impacts of natural hazards, our dependencies on natural resources, and the environmental impacts of human activities and sustainability. Students demonstrate proficiency in developing and using models; using mathematical and computational thinking, construct explanations; and obtaining, evaluating, and communicating information; and to use these practices to demonstrate understanding of the core ideas.

SC356 AP Environmental Science Full Year, 5 credits

Prerequisites: Students should have completed Algebra I and two years of lab science – Biology and a physical science; However, Admission into this course is by student choice and/or teacher review and advisement.

The AP Environmental Science full year course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

This course does not require an additional class period for labs. Labs will be done within one class period.

SC365 Zoology/Animal Behavior Semester, 2.5 credits

Zoology and Animal Behavior is an observational and experimental lab course encompassing the study of animals. Topics of study emphasize taxonomy, diversity, anatomy, functional adaptations, evolution, environmental relationships, and behavior. This course is tailored for students who are interested in life, environmental, and animal sciences. Material for the course will be presented in a variety of forms including whole and small group instruction, exploratory labs, investigation of current research in the field, supplemental reading, discussion, debate, observation, and use of online and multimedia tools. This course includes the potential for field trips and may yield service opportunities. A background in Biology is preferred. Students will have the opportunity to share their learning and findings. This science class will also help students to develop problem solving skills, organizational skills, and note taking skills.

SC390 Nutritional Science Semester, 2.5 credits

Prerequisite: Biology

Open to students in grades 10 - 12

The Nutritional Science course provides students with an overview of good nutrition principles that are necessary for physical and mental wellness and a long, healthy life. Instructional materials include discussions of digestion, basic nutrients, weight management, sports and fitness, and life-span nutrition. The Nutrition Science course emphasizes an understanding of today's food and eating trends and gives students the capacity to intelligently evaluate all available sources of nutrition information and make informed decisions. Implications for vocational choices are included with instruction.

SC370 AP Biology Full Year, 10 credits

Suggested Prerequisite: Honors Biology

However, Admission into this course is by student choice and/or teacher review and advisement.

Advanced Placement Biology is an extensive approach to the study of biology that uses a college level text, sophisticated laboratory work and integrated technology applications. This course is beneficial for students who plan to study the sciences or pre-medicine at the college level. The curriculum, as outlined by the College Board, includes the study of cells, enzymes, energy transformations, biochemistry, the characteristics of various phyla, reproduction and development, heredity, evolution, and ecology. The submission of written laboratory reports and problem solutions is required. As in any AP level class, students are expected to work responsibly and independently, and be able to handle a substantial amount of homework.

SC371 AP Chemistry**Full Year, 10 credits**

Suggested Prerequisites: Honors Biology, Honors Chemistry, Honors Pre-Calculus (Co-requisite).

However, Admission into this course is by student choice and/or teacher review and advisement.

Advanced Placement Chemistry is an intensive second year chemistry course. The curriculum and laboratory experiments are outlined by the College Board. Students expand their knowledge of properties of matter, chemical reactions and bonding. Advanced mathematics is used to study complex problems involving gas laws, equilibrium, kinetics and thermodynamics. Scientific and/or graphing calculators are used extensively in this course. As in any AP level class, students are expected to work responsibly and independently, and be able to handle a substantial amount of homework.

SC372 or SC374 AP Physics I A or C**Full Year, 10 credits**

AP Physics 1 -Algebra based, *Prerequisites: Students should have completed Geometry and be concurrently taking Algebra II or an equivalent course.*

AP Physics C-Mechanics, *Prerequisites: AP Calculus AB or concurrently taking AP Calculus BC*

Advanced Placement Physics I is a demanding college-level, laboratory-based course and prepares students to take the Advanced Placement Physics 1 Examination. It is designed for students who have a high interest in physics. Advanced Placement Physics I is Algebra-based and is equivalent to a first-semester college course in algebra-based physics. The curriculum from College Board requires that we include Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound, and also introduce electric circuits. Students must be proficient in writing skills, reading comprehension, algebra, geometry, and must become proficient in trigonometry to succeed.

AP Physics C: Mechanics is a calculus-based, college-level physics course and prepares students for the Advanced Placement Examination in Calculus-Based Physics: Mechanics. The emphasis of the course is on in-depth understanding and analysis of concepts covered in AP Physics 1 with the help of Calculus.

These courses are combined and, in both courses, students will practice reasoning skills used by physicists by discussing and debating, with peers, the physical phenomena investigated in class, as well as by designing and conducting inquiry-based laboratory investigations to solve problems through first-hand observations, data collection, analysis, and interpretation. AP Physics C Students proceed with greater independence of thought and develop a great deal more insight into the realm of physics by engaging in a more sophisticated approach to the topics under study.

SC373 AP Physics II**Full Year, 5 credits**

Prerequisites: AP Physics I A or C

Advanced Placement Physics II enables students to develop analytical and mathematical problem solving skills in the areas common to the second semester of a college level introductory algebra-based physics course. The curriculum, as outlined by the College Board, includes the study of thermodynamics, fluid statics and dynamics, electrostatics, DC and RC circuits, magnetic and electromagnetic induction, geometric and physical optics, and quantum, atomic and nuclear physics. . Regular submissions of problem solutions and laboratory reports requiring technological and mathematical analysis are expected of successful students. As in any AP level class, students are expected to work responsibly and independently, and be able to handle a substantial amount of homework. Scientific and/or graphing calculators are used extensively in this course. Time will be provided for students to engage in inquiry-based learning of essential concepts and twenty-five percent of class time will be devoted to hands-on laboratory work with an emphasis on inquiry-based investigations. The result of this course will be readiness for the study of advanced topics in subsequent college courses—a goal of every AP course.

SOCIAL STUDIES DEPARTMENT

Social Studies Courses

Course Number	Course Name	Credits	C.E.U.
SS500	World History	5	1
SS541	AP World History: Modern	5	1
SS510	US History I	5	1
SS510H	US History I Honors	5	1
SS520(H)	US History II with Honors Distinction	5	1
SS531	AP US History	5	1
SS532	AP U.S. Government & Politics	5	1
SS530	AP Psychology	5	1
SS545	Introduction to Economics & Personal Finance (1 Semester & Required, Recommended for all 9 th Grade students)	2.5	.5
SS549	Civics in Modern America (Semester)	2.5	.5
SS551	Criminal Justice (Semester)	2.5	.5
SS552	Race, Gender, and Ethnicity (Semester)	2.5	.5
SS543	General Psychology (Semester)	2.5	.5
SS544	Social Psychology (Semester)	2.5	.5
SS550	International Relations (Semester)	2.5	.5

The goal of the Highland Park High School Social Studies Program is to promote student understanding of Western and non-Western civilizations and to provide opportunities for in-depth study of selected areas of the social sciences through the elective and Advanced Placement Programs. All course offerings include the integration of civics, economics, geography and global content.

SS545 Introduction to Economics and Personal Finance

Semester, 2.5 credits

Recommended for All 9th Grade Students

This semester course, which is a graduation requirement, explores economics as it affects individuals, the community, and the entire world. Through participation in a classroom economy and the study of relevant economic concepts, students will be able to make decisions that are in the best interest of their personal finances, private business, and the global economy. Students will also take part in planning for post-secondary education and careers.

SS500 World History**Full Year, 5 credits**

True world history begins with Eurasian and Non-European civilizations coming into continuous contact. Starting with these encounters, this course examines the interactions of peoples, nations, and empires from about 1400 to the present. This course will examine the political, social, cultural, military and other aspects of world cultures and civilizations.

SS510 United States History I**Full Year, 5 credits**

This course examines the development of the United States from the arrival of Native Americans in North America to the end of the Civil War. Themes and questions abound. Why do people, who believe in equality and freedom, create slavery? Why did British subjects revolt against England? Was the government they created better? Was it democratic? Did the United States have to become so large in area? Was the Civil War inevitable?

SS510H United States History I Honors**Full Year, 5 credits**

Admission into this course is by student choice and/or teacher review and advisement.

Offered to mostly sophomores and juniors, this course surveys American history from its Pre-Columbian origins to the Civil War. Fundamental questions make up the core of this class. For example, did the Puritans create the American culture? Was slavery created for social or economic reasons? Was there an American revolution? Did Jefferson really believe in equality? What if the United States only extended to the Mississippi? How does government really operate? Was the Civil War inevitable? Students are expected to read and comprehend complex secondary works and primary sources and have the ability to independently complete rigorous research and write analytically. Summer assignment is required.

SS520(H) United States History II with Honors Distinction**Full Year, 5 credits**

Starting with the ethnic and regional tensions of Reconstruction, this course explores the political, economic, social, and cultural changes wrought by Civil War, industrialization, immigration, and urbanization. The rise of large-scale industry, organized labor, interest-group, agriculture, and an expanding role for government within the context of a multi-racial, multi-cultural society are central themes of this course. Another key theme is the emergence of the United States as a world power outside the Americas. Amidst economic distress and fortune, the United States asserted its power in world wars as well as limited military actions. Many questions resolve to just two: How does the American Society maintain a stable and fair social and economic order? How has the United States used its power and resources beyond national borders? ***Students electing the Honors Distinction of this course will be challenged with increased requirements on projects and assessments both in quality and quantity. The decision for the Honors Distinction must be made by the date of progress reports during the second marking period.***

SS531 AP United States History**Full Year, 5 credits**

Prerequisite: 1 year United States History Honors

Admission into this course is by student choice and/or teacher review and advisement.

Industrialization, immigration, urbanization, and ethnic diversity dramatically transformed American society from the end of the Civil War to the present. AP United States History will explore this transformation while comparing Nineteenth Century and Twentieth Century America to its colonial and early nation past. The course will prepare students to take the AP United States History exam in May. Concentration of the curriculum will focus on changing race relations, the quest for economic stability, the developing role of the federal government, and the rise to world power status. Students who take Advanced Placement United States History must be committed to college level work and should have the ability to read and comprehend college level materials and to independently complete in-depth research and write analytically. Summer assignment is required. As in any AP level class, students are expected to work responsibly and independently, and be able to handle a substantial amount of homework.

Social Studies Electives**SS549 Civics in Modern America (Semester)****Semester, 2.5 credits**

This course will consider current issues and effects on the American society as the 21st century progresses. Issues to be examined would include economic challenges, immigration, healthcare, technology, media, and America's role in the world.

SS550 International Relations (Semester)**Semester, 2.5 credits**

This course will examine problems of society that are present throughout the world. Social Problems such as economic development, women and families, education, population growth and resource availability, food and energy, production and nuclear proliferation will be studied from a contemporary perspective.

SS551 Criminal Justice (Semester) Semester, 2.5 credits
What is crime? Who commits crimes? How does society respond to crime? How do the criminal and the juvenile justice system work? What are the roles and responsibilities of the police? What are the rights of persons, and how are these rights protected? These and other questions are explored through issue based class discussion, debate, written assignments, role-playing and mock trial simulations.

SS552 Race, Gender, and Ethnicity (Semester) Semester, 2.5 credits
This course will examine inter-ethnic and inter-gender relations. Students will study current and fairly recent situations involving race, gender, and ethnic discrimination and will be asked to reflect upon their beliefs about and the shared perceptions of race, gender, and ethnic groups in American society and the social consequences of these perceptions.

SS543 General Psychology (Semester) Semester, 2.5 credits
Open to students in grades 10 – 12.
This course gives a basic scientific understanding of the major topics of psychology as applied to student's experience and lifestyle. Topics examined are research methods, the brain, development, sensation and perception, states of consciousness, learning, memory and personality. Techniques include lecture, demonstrations, video presentations, group work, written assignments and a variety of readings. Analytical, practical and creative types of instruction and assessment will be used.

SS544 Social Psychology (Semester) Semester, 2.5 credits
Open to students in grades 10 – 12.
This course is a scientific investigation of aspects of psychology not included in the Psychology I Basic Issues course. Topics covered in this course include emotion, motivation, intelligence, thinking, language, psychological disorders, therapy, and social psychology. A brief introduction to methods used by psychologists will also be examined. Techniques include lecture, demonstrations, video presentation, group work written assignments and a variety of readings. Analytical, practical and creative types of instruction and assessment will be used.

SS532 AP U.S. Government & Politics Full Year, 5 credits
Open to students in grades 10 – 12
AP Government will provide students with an analytical perspective on the structure and functions of all levels of government. In addition, students will study the effects of political behavior on a wide variety of American institutions. They will also study aspects of our political system such as political parties, pressure groups, polling, media, and campaigning. Current political issues and campaigns will be discussed. Students enrolled in Advanced Placement U.S. Government and Politics must be committed to college level work and should have the ability to read and comprehend college level materials and to independently complete in-depth research and analytical writing. Summer assignment is required. As in any AP level class, students are expected to work responsibly and independently, and be able to handle a substantial amount of homework.

SS530 AP Psychology Full Year, 5 credits
Open to students in grades 10 – 12. Admission is by student choice.
AP Psychology is a full year course designed to introduce students to in-depth knowledge of human thought and behavior. It is the equivalent of an introductory college level psychology course. In addition to preparing for the AP exam, students will learn about brain structure and functions, sensation, perception, thinking, memory, learning, motivations of behavior, child and adult development, psychological disorders and their treatments. Students who wish to take Advanced Placement Psychology must be committed to college level work and should have the ability to do in-depth research, sophisticated writing, and class presentations related to the science and practice of psychology. As in any AP level class, students are expected to work responsibly and independently, and be able to handle a substantial amount of homework.

SS541 AP World History Full Year, 5 credits
Prerequisites: *Open to students in grades 9 – 12. Admission is by student choice, but World History is recommended*
In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. College Course Equivalent AP World History: Modern is designed to be the equivalent of an introductory college or university survey of modern world history. Students should be able to read a college-level textbook and write grammatically correct, complete essays.

WORLD LANGUAGE DEPARTMENT

World Language Courses

Course Number	Course Name	Credits	C.E.U.
WL1000	Spanish I	5	1
WL1050	Spanish for Native Speakers I	5	1
WL1001/WL1002	Culture and Civilization	5	1
WL1060	Spanish for Native Speakers II	5	1
WL1010	*Spanish II	5	1
WL1010H	*Spanish II Honors	5	1
WL1015	*Spanish III	5	1
WL1015H	*Spanish III Honors	5	1
WL1016	*Spanish IV	5	1
WL1016H	*Spanish IV Honors	5	1
WL1017	*Spanish V	5	1
WL1017H	*Spanish V Honors	5	1
WL1018	*AP Spanish	5	1
WL1030	**Mandarin I	5	1
WL1031	**Mandarin II	5	1
WL1032/WL1035	**Mandarin Heritage I or II	5	1
WL1033	**Mandarin III	5	1
WL1034	**Mandarin IV	5	1

*These *Spanish or **Mandarin course sections may be combined based on scheduling needs and enrollment.*

The World Languages Department envisions that all students will be prepared for the demands of an interdependent world by heightening students' linguistic abilities and developing cultural awareness of their local, state, and world community. The varied course offerings in Spanish and Mandarin will provide students with the opportunity to achieve a high level of proficiency in a world language, other than English by the time they complete high school. Some World Language courses will require the completion of a summer assignment.

WL1000 Spanish I **Full Year, 5 credits**
This course provides the foundations in the four language skills: listening, speaking, reading and writing. Students attain functional communication in the context of the target language culture. Achievement of the cultural goals will enable students to develop greater understanding and appreciation of cultures in the Spanish-speaking world, as well as in their own country and community. Through a variety of activities and using a variety of authentic sources, students will be able to make statements about things and actions within their vocabulary range on such themes as composition of family, daily routines, future careers, hobbies and personal identification. Strong emphasis is given to oral expression and students are encouraged to interact informally in the target language. In language accuracy, students demonstrate a basic control and recognition of the most fundamental grammatical concepts and relationships.

WL1001, WL1002 Culture and Civilization **Full Year, 5 credits**
WL1001 and WL1002 run every other year

This two-year course centers on developing novice oral proficiency in Spanish alongside an exploration of the rich cultural traditions, music, and art of the Spanish-speaking world with an emphasis on España y América del Sur. While integrating foundational skills in reading, writing, speaking, and listening, the course emphasizes practical communication skills essential for social interactions and workplace settings. Students will gain the confidence to engage in spoken Spanish through immersive, real-world applications, deepening their cultural understanding and preparing them for meaningful exchanges in diverse environments.

WL1050, WL1060 Spanish for Native Speakers I & II **Full Year, 5 credits**
Admission into this course is by student choice and/or teacher review and advisement.

This is a college preparatory introductory Spanish course for Spanish speaking students who are bilingual in English and have received little or no formal instruction in Spanish. In this first year course, emphasis is placed on the formal development of the four basic language skills of speaking, listening, reading, and writing. It includes reading development, basic grammatical concepts, written composition and vocabulary development. An appreciation of the culture, customs and history of Spanish-speaking countries is provided.

WL1010 Spanish II **Full Year, 5 credits**
Prerequisite: Successful completion of Spanish I

Spanish II continues the emphasis on listening, speaking, reading and writing skills introduced in Spanish I. Achievement of the cultural goals will enable students to develop greater understanding and appreciation of cultures in the Spanish-speaking world, as well as in their own country and community. This course will be conducted primarily in Spanish and an emphasis will be placed on a progression of mastery toward reading fluency and written and oral communication. Students will be expected to function in the target language using past, present, and future tenses. Through the use of a variety of resources, students will be exposed to experiences related to contemporary life, as well as readings from authentic Spanish news and magazine articles.

WL1010H Spanish II Honors **Full Year, 5 credits**
Prerequisite: Spanish I

Admission into this course is by student choice and/or teacher review and advisement.
Spanish II Honors will emphasize the listening, speaking, reading, and writing skills introduced in Spanish I. Achievement of the cultural goals will enable students to develop greater understanding and appreciation of cultures in the Spanish-speaking world, as well as their own country and community. Intense classroom instruction and practice will provide a basis for communication. This is an accelerated course that begins preparation for further participation in honors and advanced placement levels of study in Spanish. This course will be conducted primarily in Spanish and an emphasis will be placed on a progression of mastery toward reading fluency and written and oral communication. Students will be expected to function in the target language using past, present, and future tenses. Through the use of a variety of resources, students will be exposed to experiences related to contemporary life, as well as readings from authentic Spanish news and magazine articles.

WL1015 Spanish III **Full Year, 5 credits**
Prerequisite: Successful completion of Spanish II

Spanish III continues the emphasis on listening, speaking, reading and writing skills. Students can understand with greater ease Spanish spoken by native speakers. Short selections from history and literature are introduced, and reading and writing of the oral expression becomes more intense. Classes will be conducted predominantly in Spanish and an emphasis will be placed on a progression of mastery toward reading fluency and written and oral communication. Students will be expected to function in the target language using past, present, and future tenses. Through the use of a

variety of resources, students will be exposed to experiences related to contemporary life, as well as readings from authentic Spanish news and magazine articles.

WL1015H Spanish III Honors

Full Year, 5 credits

Prerequisite: Successful completion of Spanish II

Admission into this course is by student choice and/or teacher review and advisement

Spanish III Honors incorporates the material addressed in regular Spanish III but is more rigorous in its demands of language use in all four modalities. Intense classroom instruction and practice will provide a basis for communication. This is an accelerated course that prepares for further participation in honors and advanced placement levels of Spanish. Classes will be conducted predominantly in Spanish and an emphasis will be placed on a progression of mastery toward reading fluency and written and oral communication. Students are expected to function in the language in a more spontaneous manner with greater accuracy. Through the use of a variety of resources, students will be exposed to experiences related to contemporary life, as well as readings from authentic Spanish news and magazine articles, historical and literary sources.

WL1016 Spanish IV

Full Year, 5 credits

Prerequisites: Successful completion of Spanish III

Admission into this course is by student choice/and/or teacher review and advisement.

Spanish IV is geared to students wishing to further improve their skills within the four modalities of listening, speaking, reading, and writing. The course will provide students with exposure to current events, movies, the media, and materials dealing with history, social sciences, aesthetics, communication and human interest. Students will read and discuss in the target language selections taken from prominent Spanish authors. Classes will be conducted in Spanish with an emphasis on a progression towards reading fluency and written and oral communication. Students will be expected to communicate mostly in the target language and to improve their abilities in all areas of language functions, content and form.

WL1016H Spanish IV Honors

Full Year, 5 credits

Prerequisite: Successful completion of Spanish III

Admission into this course is by student choice and/or teacher review and advisement.

Spanish IV Honors incorporates the material expected in the regular Spanish IV curriculum, but is more rigorous in its demands of language use in all four modalities. Intense classroom instruction and practice will provide a basis for communication. This is an accelerated course that prepares for participation in the advanced placement level of Spanish. This course will provide students with exposure to current events, movies, the media, and materials dealing with history, social sciences, aesthetics, communication and human interest. Students will read and discuss in the target language selections taken from prominent Spanish authors. Classes will be conducted in Spanish with an emphasis on mastery of reading fluency and written and oral communication. Students will be expected to communicate mostly in the target language and to improve their abilities in all areas of language functions, content and form.

WL1017 / WL1017H Spanish V / V Honors

Full Year, 5 credits

Prerequisite: Successful completion of Spanish IV

Admission into this course is by student choice and/or teacher review and advisement.

Spanish V is an advanced level class offered to students who want to continue to improve their fluency in the language. Students will work towards expanding their vocabulary, perfecting their understanding, speaking, reading and writing in Spanish. The curriculum includes a rigorous review of Spanish grammar, oral and written reports, a continuation of the study of the literature and cultures of the Spanish-speaking world. Course work emphasizes the finer points of grammar and grammar in context as found in short literature selections. Classes are conducted entirely in Spanish. As in any Honors level class, students are expected to work responsibly and independently.

WL1018 AP Spanish

Full Year, 5 credits

Prerequisite: Successful completion of Spanish V

Admission into this course is by student choice and/or teacher review and advisement.

Spanish AP Language is geared to students wishing to prepare for the Advanced Placement Exam. Students who enroll in this class should already have an excellent command of Spanish grammar and vocabulary, and have competence in listening, reading, speaking and writing. The course seeks to develop language skills that can be used in various activities and disciplines rather than to cover any specific body of subject matter. The curriculum includes a rigorous review of Spanish grammar, oral and written reports, a continuation of the study of the literature and cultures of the Spanish-speaking world. Course work gives emphasis to expanding vocabulary, studying finer points of grammar, and grammar in context as found in short literature selections. In addition, students will spend a substantial amount of time preparing for the AP test, eventually moving to actual AP test format. Classes are conducted entirely in Spanish. As in any

AP level class, students are expected to work responsibly and independently, and be able to handle a substantial amount of homework.

WL1030 Mandarin I

Full Year, 5 credits

Prerequisite: None

Mandarin Chinese I offers students from the 9th to the 12th grade to master Chinese language foundations of speaking, listening, reading, and writing. The course motivates and engages students through the use of original, rigorously developed materials, interactive activities, and cultural-study projects. Student will be able to conduct basic conversations to communicate on themes such as personal interests, identifications, composition of families, and choice of food and clothing. Students will also be able to write Chinese text in accurate stroke orders. The course not only teaches students the Chinese language and culture, but also cultivates students of cultural and global awareness.

WL1031 Mandarin II

Full Year, 5 credits

Prerequisite: Successful completion of Mandarin I.

Mandarin Chinese II advances students' Mandarin Chinese language proficiency and culture awareness. In this course students will enhance their Chinese reading and writing, to gain fine control of their pronunciation and accent, and build their vocabularies and grammatical knowledge in preparation for moving students' proficiency level up to intermediate. Students will learn to connect with people in Chinese in oral conversation and writing. The course is also to prepare students to become global citizens through the learning and practicing of foreign language skills.

WL1032, WL1035 Mandarin Heritage I & II

Full Year, 5 credits

Admission into this course is by student choice and/or teacher review and advisement.

This is a college preparatory introductory Mandarin course for Mandarin speaking students who are bilingual in English and have received little or no formal instruction in Mandarin. In these first and second year courses, emphasis is placed on the formal development of the four basic language skills of speaking, listening, reading, and writing. It includes reading development, basic grammatical concepts, written composition and vocabulary development. An appreciation of the culture, customs, and history of Mandarin-speaking countries is provided.

WL1033 Mandarin III

Full Year, 5 credits

Prerequisite: Successful completion of Mandarin II.

Mandarin Chinese III engages students in meaningful conversations and provides lessons that interpret authentic materials to gain understanding of the perspectives of Chinese cultures. Students will also make connections with other content areas, compare their languages and their own cultures, and participate in home and global communities through the use of technology and cross cultural distance learning techniques. Students will use sentences independently to express their ideas using supporting details in different communication modes. The course will engage students to become global citizens through the learning and practicing of foreign language skills.

WL1034 Mandarin IV

Full Year, 5 credits

Prerequisite: Successful completion of Mandarin III or Mandarin Heritage.

Mandarin Chinese IV engages students who wish to further their skills in listening, speaking, reading, and writing. Students will participate collaboratively in guided conversations and presentations in written and oral format as they progress through the proficiency levels into intermediate mid-high. They will discuss, compare and contrast, support or persuade an opinion in various topics. The course will deepen their understanding of Chinese culture, compare aspects of different cultures, and make further connections to their daily life. Students are expected to manage to produce sentences in predictable situations, comprehend main ideas, and learn to identify supporting details. Students are expected to express their own thoughts, information, and personal preference on familiar topics.