

*Kingsway Regional
High School*



*Course Selection Guide
2012-2013*

A MESSAGE FROM THE SUPERINTENDENT

Dear Parents/Student:

The information that has been compiled in this guide is a complete listing of all of the programs and courses that we offer at Kingsway Regional High School. The purpose of providing this information is to enable you to make informed judgments on the overall program of study, as well as on the individual courses you will be selecting for the 2012-2013 school year. I strongly encourage you to review this guide completely so that you are aware of not only our offerings, but also the scope of the programs of studies. Through careful planning and discussion with teachers, parents, counselors, and administrators, you will be able to select those courses that will best benefit specific educational programs. The most important part of this entire process is insuring that all students are aware of the course offerings and are progressing toward the receipt of a diploma at the conclusion of the senior year.

As we move through the scheduling process, I strongly encourage you to communicate with school personnel to gather as much information as you feel is necessary in order to assist you with this selection process. It is your right to ask questions regarding the certification of your child's teachers during this process. I can assure you that we will do everything that we can in order to make this selection process, as well as the entire secondary school experience, a positive and beneficial one for each student enrolled.

I sincerely hope that the information we are providing answers your questions, and that, together, we can achieve our goal, which is the education of each student.

Dr. James J. Lavender
Superintendent of Schools

A NOTE FROM THE ADMINISTRATION

Our school administration is in the process of preparing a master schedule based upon the needs and the progress of the students at Kingsway Regional High School. In order to assist in the preparation of this schedule, we will soon be asking all students to make their choices of subjects that they will need to achieve their goals and aspirations.

This course selection guide describes an overview and requirement of courses to be taken, graduation and promotion requirements, and suggested programs of studies.

We ask that both parents and students give long and serious thought to the selections to be made. The final decision should be based on the student's ability and interests, as well as on his or her school record to date.

Counselors are ready to discuss your child's schoolwork and potential with you. We cannot make the decision as to which program of studies a student should follow; that choice is his or hers and yours.

We can help with facts and explanations, and we are prepared to do so. Please feel free to call any member of the administration or the counseling staff for assistance, advice, or options concerning the choices you and your child must make.

The Kingsway Regional School District
is pleased to offer a unique, new opportunity!



Kingsway Regional School District STEM Preparatory Academy

The STEM Preparatory Academy at Kingsway Regional High School is a rigorous four year interdisciplinary program designed to provide a strong educational foundation for those academically-gifted students planning to pursue careers in Science, Technology, Engineering, or Mathematics. Students enrolled in this program should be prepared for challenging coursework and a variety of educational opportunities.

Successful completion of the full program allows students to graduate with 28-32 college credits and a strong foundation in science. Students may select to complete the full STEM program or concentrate their focus on either biology or chemistry.

The program is divided into two phases: two years of interdisciplinary education requirements, and two years of advanced programming aligned with STEM college programming. Students may apply for acceptance to the program at the end of their 8th grade year. Prior academic achievement, standardized testing data, and middle school recommendation will be significant components in the selection process.

Sample Schedule during Interdisciplinary Education Phase

FRESHMAN YEAR	SOPHOMORE YEAR
Course	Course
Honors English I	Honors English II
Honors Geometry	Honors Algebra II
Honors Biology	Honors Chemistry
Honors World History	AP US History I
World Language	World Language
Economics	Visual Basic II
Visual Basic I	Computer Art I
PE/Health 9	PE/Health 10

In order to enter phase two, all sophomores will be required to take the PSAT and submit their scores to the school district.

Sample Schedule during Advanced Programming Phase

JUNIOR YEAR	SENIOR YEAR
Course	Course
AP Language and Composition	AP Literature and Composition
Honors Trigonometry/Pre-Calculus	AP Calculus AB
Honors Physics	AP Physics B
AP Chemistry or AP Biology	PE/Health 12
AP US History II	Early release for extended learning at GCC; students will have the opportunity to take up to four college courses during the school year and earn 12-16 college credits.
Probability and Statistics	
Elective	
PE/Health 11	

Please discuss this wonderful educational program with your guidance counselor!

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CEEB/ACT COLLEGE CODE: 311445

SCHOOL CLOSING NUMBER: 815

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POLICIES
PROCEDURES
REQUIREMENTS

I AFFIRMATIVE ACTION/EQUAL OPPORTUNITIES

The Board of Education declares it to be the policy of this district that each and every student in the school system shall be provided equal opportunities to achieve his or her maximum potential through enrollment in the programs offered in the schools unhindered by any discriminatory attitudes or practices based on distinctions of race, color, creed, religion, gender, ancestry, national origin, place of residence, handicap, or social or economic background.

Jennifer Foley-Hindman, Supervisor of Curriculum and Instruction, will serve as the District Affirmative Action Officer and will coordinate and monitor all activities appropriate to this position. She is at 213 Kings Highway, Woolwich Township, New Jersey, 08085, and can be reached at 856-467-3300.

II COURSE SELECTION PROCEDURES

At the conclusion of the first semester, each student will make a preliminary course selection for the following school year. Course selection will include a conference with the parent, the student, and a counselor.

Every student will be required to carry six equivalent subjects (30 credits) in addition to Health and Physical Education (minimum of 4 credits).

All ninth grade students will be required to carry 35 credits in the following specific courses: Health and Physical Education, English, Life Skills and Economics, a mathematics course, Physical Science or Honors Biology, World History, and one elective.

III CHANGE OF SCHEDULE POLICY

A. The master schedule for the 2012-2013 school year will be set by the end of the 2011-2012 school year. No schedule changes, including electives, will be considered after August 31, 2012. Students should review the offerings in this handbook carefully before choosing electives for the 2012-2013 school year as changes to student schedules after August 31, 2012 will only be considered for the following reasons:

1. A data or statistical error in the schedule, i.e. two subjects in one period, no lunch, wrong grade level for English, etc.
2. To meet graduation requirements or mandated program requirements.
3. If student failed with scheduled teacher in the previous year and another teacher is available. Where necessary, such changes will be made at counselor discretion, and only after extensive review of the circumstances.
4. Improper program/level placement, i.e. student is not in the course(s) as indicated on the course selection/parent verification form.

Change of Schedule Policy (continued)

- B. In all cases except clerical or data error, parental permission or parental awareness is necessary in writing before any change can be made.
- C. All schedule changes made after August 31, 2012, are subject to administrative approval.
- D. Students withdrawing with administrative permission will receive the following designations on report cards and transcripts:
 - 1. **W** - Withdraw Passing - No Credit. Students who withdraw from a subject after the deadline will be assigned a "W" if they are passing the course at the time of withdrawal.
 - 2. **WF** - Withdraw Failing - No Credit. Students who withdraw from a subject after the deadline will be assigned a "WF" if they are failing the course at the time of withdrawal.

IV MINIMUM GRADES

A minimum grade of 50 will be used only for the first marking period for full year courses. This is to account for possible adjustment difficulties students may experience at the beginning of the year. Beyond the first marking period, a student will receive the exact grade that he or she has earned.

Example	Marking Period	Earned	Will Receive
	1	40	50
	2, 3, and 4	40	40

V PROMOTION PROCEDURES

In determining a student's year in school, promotion shall be based on the successful completion of the following list of required subjects with a final grade of at least 65:

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
English I	English II	English III	English IV
P.E./Health	P.E./Health	P.E./Health	P.E./Health
Mathematics	Mathematics	Mathematics	
World History	U.S. History I	U.S. History II	
Science	Science	Science	

See **GRADUATION REQUIREMENTS** for additional courses needed for graduation and/or promotion.

In addition to the course requirements and in order to attain sophomore, junior, or senior standing, the following credits must be accumulated:

Credits Required	To Achieve
30 Credits	Sophomore Standing
60 Credits	Junior Standing
90 Credits	Senior Standing
120 Credits	Graduation

Students not meeting the course requirements and/or the credit requirements for promotion to the next grade level will be denied class privileges that they would have attained if promoted. For example, if a student fails freshman English, the student is denied sophomore privileges as defined by the administration.

VI FAILURES

Failures may be made up in various ways. When you receive notification of a failure, contact your guidance counselor immediately in order to determine your alternatives.

VII SEQUENTIAL COURSE SELECTION

The Kingsway Regional High School District, in adherence to the New Jersey Core Curriculum Content Standards, allows students to select academic content area courses necessary for graduation in a sequential order as prescribed in the scope and sequence of each academic area. A student failing an academic content area course must either take the course in summer school in order to be promoted to the next grade level or repeat the course the following year. Students may not take the next level course until they pass the previous level. There will be no doubling up of courses within the same year.

VIII HIGH SCHOOL GRADUATION REQUIREMENTS

In order to be graduated from the Kingsway Regional High School and receive a state-endorsed Board of Education diploma, a student must do the following:

- A. Meet both state and district proficiency standards in the core curriculum content areas and achieve or exceed passing grade on the HSPA;
- B. Successfully complete any course requirements stated in the Administrative Code, unless those of the district are greater, in which case, the district's standard must be met. The proficiencies required must include the Core Curriculum Content Standards approved by the State Board of Education; and
- C. Select and successfully complete enough elective credits to meet the district minimum of 116 credits for currently enrolled students or 120 credits for freshmen students who enter in September 2009 and thereafter.

Successful completion means that the student has demonstrated the degree of proficiency required by the district to indicate achievement of the district goals for the particular course and has attended the required number of course sessions. Transfer students must meet all state and local requirements in order to receive a high school diploma.

Students who entered grade 9 prior to September 2009 are required to complete a program of studies of not fewer than 116 credits in courses designated to meet all of the Core Curriculum Content Standards. Students who entered grade 9 in or after September 2009 are required to complete a program of studies of not fewer than 120 credits in courses designated to meet all of the Core Curriculum Content Standards. These programs include but are not limited to the following credits:

- A. At least 20 credits in language arts literacy
- B. At least 15 credits in mathematics (2010-2011 9th grade class and thereafter must include Algebra, Geometry, and a 3rd year math based upon algebra and geometry)
- C. At least 15 credits in science
- D. At least 10 credits in U. S. History
- E. At least 5 credits in World History
- F. At least 5 credits in visual and performing arts (Art, Music, Public Speaking)
- G. At least 5 credits in world languages
- H. At least 5 credits in career education; consumer, family, and life skills; or vocational-technical education
- I. At least 16 credits in health, safety, and physical education*
- J. At least 2.5 credits in Economics (2010-2011 9th grade class and thereafter)
- K. Successfully demonstrate proficiency in all sections of the HSPA

*One year for each year in attendance. However, the requirement may be waived for the following reasons: early graduation, medical excuse, or any Board-adopted policy concerning awarding of credit for Physical Education.

High School Graduation Requirements (continued)

In addition, during the four years, students must complete a program in cross content workplace readiness, which may be satisfied through existing courses or career education courses.

Students in grades 9 – 12 who are not proficient in mathematical skills will be required to take a remedial math course (or courses) until such deficiencies are eliminated.

Students in grades 9 – 12 who are not proficient in language arts literacy and writing skills will be required to take a remedial course (or courses) until such deficiencies are eliminated.

Students in grades 9 – 12 who are not proficient in science skills may be required to take a remedial course (or courses) until such deficiencies are eliminated.

Students in grades 9 – 12 in any other core content area may be required to take a remedial course (or courses) until such deficiencies are eliminated.

Students in grade 12 who have satisfied all other graduation requirements but have repeatedly failed the statewide examination shall receive a special review assessment as provided by law.

Students with Limited English Proficiency

Students with limited English proficiency must be provided with the program opportunities required by law and must fulfill the regular state and district requirements for graduation.

Special Education Students/Students with Disabilities under 504 of the Rehabilitation Act

A disabled student must meet all state and local high school graduation requirements in order to receive a state-endorsed high school diploma unless exempted in his/her IEP with the written approval of the Superintendent. Accommodations specified in a student's IEP or 504 Accommodation Plan will be recognized and provided for during the State standardized testing process.

High School Graduation Requirements (continued)

NJ State Minimum* Graduation Requirements by Content area and Grade 9 Class

	Course and credit requirements for all students entering grade 9 in 2012-2013
Language Arts Literacy	20 credits aligned to grade nine through 12 standards
Mathematics	15 credits, including algebra I and geometry or the content equivalent* and a third year of math that builds on the concepts and skills of algebra and geometry and prepares students for college and the 21 st century careers
Science	15 credits including at least five credits in laboratory biology/life science or the content equivalent**; an additional laboratory/ inquiry-based science course including chemistry, environmental science, or physics; and a third laboratory/inquiry-based science course
Social Studies	15 credits including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history, and the integration of civics, economics, geography and global content in all course offerings
Financial, Economic, Business, and Entrepreneurial Literacy	2.5 credits
Health, Safety, and Physical Education	3 $\frac{3}{4}$ credits in health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week, as required by N.J.S.A. 18A:35-5, 7 and 8
Visual and Performing Arts	5 credits
World Languages	5 credits or student demonstration of proficiency
Technological Literacy	Consistent with the Core Curriculum Content Standards, integrated through the curriculum
21 st Century Life and Careers or Career-Technical Education	5 credits
Total Credits (State Minimum)	120***
<p>* School districts may establish course and/or credit requirements which exceed the State minimums.</p> <p>**"Content equivalent" means courses or activities that include the same or equivalent knowledge and skills as those found in traditionally titled courses which are required for high school graduation and which are aligned with the Core Curriculum Content Standards. This content must be taught by certified teachers, may be integrated in one or more courses, may be titled differently, or may present material in an interdisciplinary or spiral format.</p> <p>***The 120 credit total is greater than the sum of the individual requirements above, to allow for student electives.</p>	

IX CLASS RANK

The Superintendent, in consultation with the teaching staff, parents, and community members, shall develop a uniform system to compute grade point average and class rank. The system should be clear, easily understood by parent/guardian and students, and able to be applied with consistency of interpretation.

Speakers at graduation will be the class valedictorian and salutatorian as based upon the class rank system. Also, to be considered as a speaker or to be ranked, a student must have attended Kingsway Regional High School for a minimum of two years.

CLASS RANK POLICY FOR STUDENTS ENTERING GRADE 9 IN 2009-2010 AND THEREAFTER

1. Courses in the core areas, i.e. English, mathematics, science, and social studies, will be categorized into one of the following levels: Advanced Placement, Honors, or Academic.
2. The GPA is the total of the final grades multiplied by the number of course credits, which equals a total that is divided by the number of credits attempted.
3. For the purpose of class rank, an Academic Rigor Index (ARI) will be calculated for passing grades only as follows:
 - a. Multiply the final grade by 110 % for Advanced Placement courses or 105 % for Honors courses
 - b. Multiply this weighted grade by the course credits to determine the quality points
 - c. Total the credits and total the quality points
 - d. Divide the total quality points by the total number of credits for the ARI

$$\text{Formula: } \frac{\text{Final Grade} \times \text{Rigor \%} \times \text{Credit}}{\text{Total Credits}} = \text{ARI}$$

Example:

<u>Subject</u>	<u>Grade</u>		<u>Weight</u>		<u>Wt. Grade</u>		<u>Credit</u>		<u>Q. Points</u>
Honors English II	95	X	105%	=	99.75	X	5	=	498.75
Algebra II	85	X	100%	=	85.00	X	5	=	425.00
AP U. S. History I	93	X	110%	=	102.30	X	5	=	511.50
Academic Biology	88	X	100%	=	88.00	X	6	=	528.00
French II	81	X	100%	=	81.00	X	5	=	405.00
Band	94	X	100%	=	94.00	X	5	=	470.00
Health/Phys. Ed.	94	X	100%	=	94.00	X	4	=	95.00
									<u>376.00</u>
Total the credits and the quality points							<u>35</u>		<u>3214.25</u>

$$\text{Final Calculation } \frac{3214.25}{35} = 91.8357 \text{ ARI}$$

Class Rank (continued)

4. Courses and rigor percentages are as follows:

ACADEMIC CLASSES (listed) AND ALL OTHER ELECTIVES (No additional weighting)

Academic English I, II, III, IV	American Government	Algebra I, II
Journalism	US and World Affairs	Geometry
Creative Writing	Academic Physical Science	Fundamentals of College
Academic World History	Academic Biology	Mathematics
Academic History I, II	Academic Chemistry	Probability and Statistics
Human Relations I, II	Academic Physics	Trigonometry/College
Humanities	Anatomy and Physiology	Algebra

HONORS (5% of Grade)

Honors English I, II, III, IV	Honors Geometry	Honors Biology
Honors U. S. History I, II	Honors Trigonometry/Pre-	Honors Chemistry
Honors World History	Calculus	Honors Physics
Honors Algebra II	Honors Calculus	

ADVANCED PLACEMENT (10% of GRADE)

AP English III, IV	AP Biology	AP French
AP Calculus	AP Chemistry	AP Italian
AP U. S. History I, II	AP Physics	AP Spanish
AP European History		AP Art

X COLLEGE ENTRANCE REQUIREMENTS

Before choosing a college or university and applying for admission, students should carefully evaluate their abilities, interests, and goals. Teachers, counselors, and parents should be consulted to help in making this evaluation.

Many colleges have specific unit requirements, while others do not; however, most four-year schools recommend that students complete a minimum of sixteen academic units including the following areas: four years of English, three years of social studies, two years of laboratory sciences, three years of an academic math, and two years of world language.

Students planning to attend two-year or community colleges will find requirements not quite as stringent, depending on their selected curricula.

Most colleges and universities require one of two major testing programs for entrance. These programs are the ACT and the SAT tests, which are given at various times during the year. Applications and information regarding these tests are available in the Guidance Office. Kingsway's CEEB/ACT School Code is 311445.

Because of the extreme complications related to college selection, scholarship entrance requirements, and entrance tests, it is to your advantage to become well aware of the information available through the counseling services of the school. **PLAN EARLY AND PLAN WISELY!**

XI SUGGESTED PROGRAMS OF STUDIES/CAREER GOALS

This section is provided to help students and their parents to develop a four-year plan to achieve certain goals in preparing for the students' future professions and careers. The patterns detailed below are highly recommended. Any deviation from the patterns should be to meet the individual's abilities, interests, needs, and/or circumstances and should be discussed with a counselor. All students are required to take Language Arts Literacy and Health/Physical Education all four years of high school. In addition, by the end of their senior year, students should have acquired 15 credits in social studies; 15 credits in mathematics; 15 credits in science; 5 credits in visual and performing arts; and 5 credits in career education/consumer, family, and life skills or vocational-technical education.

Goal: Four Year College - Advanced Student

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Honors English I P.E. & Health I Honors Geometry Honors World History Honors Biology World Language II Economics 1 Elective	Honors English II P.E. & Driver Education Honors Algebra II A.P. U.S. History I or Honors U.S. History I Honors Chemistry World Language III 2 Electives	Honors English III P.E. & Health III Honors Trig/Pre-Calculus A.P. U.S. History II or Honors U.S. History II Honors Physics and/or A.P. Biology and/or AP Chemistry World Language IV 1 or 2 Electives	A.P. English or Honors English IV P.E. & Health IV A.P. Calculus or Honors Calculus A.P. Physics and/or A.P. Biology and/or AP Chemistry A.P. World Language V 2 Electives

Goal: Four Year College

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Honors or Academic English I P.E. & Health I Algebra I or Geometry or Honors Geometry Honors or Academic World History Honors Biology or Academic Physical Science World Language I or II Economics 1 Elective	Honors or Academic English II P.E. & Driver Education Algebra II, Geometry, or Honors Geometry Honors or Academic US History I Honors Chemistry or Academic Biology World Language II or III 2 Electives	Honors or Academic English III P.E. & Health III Algebra II, Trigonometry/ College Algebra, or Honors Trigonometry/Pre- Calculus Honors or Academic US History II Honors Physics or Academic Chemistry World Language III or IV 1 Elective	Honors or Academic English IV P.E. & Health IV Trigonometry/College Algebra, Honors Trigonometry/ Pre- Calculus, or Honors Calculus Academic Physics World Language IV or A.P. World Language V 3 Electives

Goal: Two Year College

(This program is also suggested for the student who is undecided as to future plans, but feels there is a chance he or she may go to college.)

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Academic English I P.E. & Health I Algebra I Academic World History Academic Physical Science Economics World Language I or II 1 Elective	Academic English II P.E. & Driver Education Algebra I or Geometry Academic U.S. History I Academic Biology World Language II or III 2 Electives	Academic English III P.E. & Health III Algebra II or Geometry Academic U.S. History II Academic Chemistry 2 Electives	English IV P.E. & Health IV Trigonometry/College Algebra, Algebra II, Consumer Math or Fundamentals of College Mathematics 5 Electives

CORE CURRICULUM COURSE OFFERINGS

REQUIRED COURSES

PHYSICAL EDUCATION AND HEALTH

Overview of the Physical Education and Health Curricula

During their years at Kingsway, the students will be exposed to a variety of skills and activities. They will not necessarily be involved with each activity every year. Many of the so called "lifetime sports" are introduced during the junior and senior years, with the student electing the sport in which he or she chooses to participate.

Our students will learn individual skills, which they should be able to combine with those of other students for the participation in team activities. They will have the opportunity to acquire physical skills, which will enable them to make enjoyable use of leisure time. These skills will also carry over to their adult lives and should enable them to be contributing members of society. If mastery is expected in a particular skill or activity, this will be measured through skill, testing, or teacher observation of participation in organized game play. However, some skills are developmental throughout the student's life, with mastery in public school not expected.

In the health area, students will discuss first aid, CPR, reproductive systems, sexually transmitted diseases, alcohol, tobacco, and narcotics. General class discussion will be encouraged to get the students to express their feelings and opinions. It will be the goal of these health courses to teach the facts and clarify fallacies already learned.

Driver Education is a long range means of reducing accidents by attempting to develop (1) competent drivers; (2) social consciousness and concern for the rights and safety of others; (3) proper attitudes, habits, and skills; (4) a knowledge of and respect for traffic rules and regulations; (5) an understanding of the causes of traffic accidents and methods of prevention; and (6) an understanding of the basic automotive principals for proper recognition of self-discipline and emotional control, as well as habits of courtesy, cooperation, and understanding of our fellow man, which is necessary in a good driver.

Upon completion at Kingsway, the students will be able to demonstrate desirable character traits such as initiative, courage, desire, leadership, and the ability to follow as observed by the instructor. Through application of sports activities and health knowledge, the students will demonstrate the ability to adapt learned skills to other disciplines, as well as adapting skills in other areas to physical education and health.

Physical Education and Health (continued)

PHYSICAL EDUCATION

COURSE

001/041 **9th and 10th Grade Physical Education**

002/042 3 Credits-4 days/3.75 Credits-5 days

The basic physical education program for ninth and tenth grade students includes the following activities: touch football, outdoor soccer, basketball, wrestling, volleyball, weight lifting, aerobics, flexibility, Tae Bo, fitness activities, dance, tennis, track and field, softball, and mass recreational games. In all of these activities, beginning and intermediate skills are taught. Emphasized to each group is the ability to interact and display good sportsmanship at all times. All students begin each year with the President's Challenge Physical Fitness Test.

003/043 **11th and 12th Grade Physical Education**

004/044 3 Credits-4 days/3.75 Credits-5 days

The basic physical education program for eleventh and twelfth grade students includes the following activities: archery, Frisbee, touch football, tennis, handball, weight lifting, golf, jogging, softball, basketball, volleyball, floor hockey, aerobics, flexibility, Tae Bo, fitness activities, dance, and mass recreational games. In all of these activities, intermediate skills are stressed. Students are expected to display good sportsmanship and the ability to interact socially.

Adapted Physical Education

0091/0092 Grades 9 and 10; 3 Credits-4 days/3.75 Credits-5 days

0093/0094 Grades 11 and 12; 3 Credits-4 days/3.75 Credits-5 days

Adapted Physical Education is intended to adapt physical education to the physical needs of special education students as their Individual Education Programs state. These students will participate in small group and individual physical activities that will challenge them within the scope of their physical capabilities.

Physical Education and Health (continued)

HEALTH

COURSE

011/041

9th Grade Health

1 Credit-4 days/1.25 Credits-5 days

In this course, attention is directed to personality and decision-making techniques for handling conflicts; dating relationships and marriage; male and female reproductive systems; conception; birth; contraception; and signs, symptoms, treatment, and control of sexually transmitted diseases including HIV/AIDS.

An emphasis on substance abuse education will be given. Discussion and decision-making will be utilized so students will become aware of the physical, physiological, and mental aspects of the use and/or abuse of drugs and alcohol.

013/042

10th Grade Drivers Education

1 Credit-4 days/1.25 Credits-5 days

This course is designed to teach defensive driving techniques; rules of the road; driving procedures; effects of alcohol/drugs; and proper attitudes, habits, and skills that are necessary in a good driver. The course includes the administration of the New Jersey State Driving Exam. It is taught as an introduction to behind-the-wheel instruction.

014/043

11th Grade Health

1 Credit-4 days/1.25 Credits-5 days

This course includes information that will promote health for everyone with an emphasis on lifetime activity designed to meet personal needs. The students will learn the value and benefits of lifelong physical activity. They will learn how to create an activity and fitness plan, set individual goals, assess their status and progress, manage their time and responsibilities, and overcome barriers to regular physical activity. Students also will discuss the basic principles of nutrition and how to apply them to their daily eating habits.

015/044

12th Grade Health

1 Credit-4 days/1.25 Credits-5 days

This course includes essential information for developing functional first aid capabilities and emergency care for the sick and injured. Signs, symptoms, and first aid associated with wounds, shock, poisoning, burns, cold exposure and frostbite, heatstroke, heat cramps and heat exhaustion, and bone and joint injuries will be emphasized. Emergency care instruction will be given for breathing emergencies including foreign body obstruction and cardiopulmonary resuscitation for infants, children, and adults.

Discussion and decision-making will be utilized so students will become aware of the physical, physiological, and mental aspects of the use and/or abuse of drugs. Emergency care instruction will be given for foreign body obstruction and cardiopulmonary resuscitation.

LANGUAGE ARTS LITERACY

Overview of Language Arts Literacy Curricula

The major objective of the high school Language Arts Literacy program is to provide instruction on an individualized basis so that each student may achieve his or her potential. To this end, the program has been segmented into the following areas: HSPA English, Academic English, and Honors English. Advanced Placement is offered in the junior and senior year.

HSPA English I, II, III, and IV are offered in grades nine through twelve and provide the student with essential skills, predominantly in the area of reading with emphasis on written expression. The individualized nature of the course will enable the student to learn at his or her own pace, using materials that can be easily understood. These courses will be required for, but not limited to, those students who scored below the minimum levels of proficiency on the Grade Eight Proficiency Assessment, the Grade Eleven High School Proficiency Assessment, and/or a nationally norm-referenced test.

The Academic English sections are for those students who have consistently demonstrated mastery of basic skills and who plan to enter college. Students will be offered enrichment activities to broaden the scope of a particular skill or area of knowledge. Activities will cover in-depth units in reading, writing, reasoning, and speaking skills. There will be additional emphasis on vocabulary, composition, test-taking skills, SAT preparation, and research techniques appropriate to higher academic courses.

Honors English is offered in each grade level with Advanced Placement offered in grades eleven and twelve. Classes will be limited to only those students who have demonstrated superior skills through test performance and class participation.

All ninth grade English classes will review study skills introduced in the Middle School. The areas covered will be resource location skills, organizational skills, test-taking skills, study strategies, interpretation skills, and reading/comprehension/rate skills.

Language Arts Literacy (continued)

COURSE

HSPA English I, II, III, and IV

103/107/117 Grades 9/10/11; 5 Credits—full year courses
118 Grade 12; 2.5 Credits—semester course

Students not achieving above the cut-off scores on standardized tests will be required to take this English course. Students will receive individual and small group instruction that focuses on strengthening literary skills in reading and writing. Emphasis will be placed upon the composing, editing, and revising of the writing process as evident within the state mandated HSPA test. The reading component of this course will focus on the literal and inferential comprehension of narrative, workplace, argumentative, and informational texts also as evident within the HSPA. Students will be assessed on a daily basis concerning their performance with reading and writing skills.

100 **Honors English I**
Grade 9; 5 Credits

This course is designed to provide academically superior students with the experience of studying the development of man and his civilizations and cultures through the interrelationships of the arts. Literature's impact on and/or reflection of a given society will be studied. Emphasis will also be placed on the contributions made by diverse groups within a society, i.e. women and minorities. The past will not be isolated; rather, the importance of the continuity of human behavior throughout the ages will be stressed. There is a summer reading assignment that will serve as a basis of discussion during the first week of school.

101 **Academic English I**
Grade 9; 5 Credits

The purpose of Academic English I is to develop the following essential skills: reading comprehension, inferential level reading/reasoning, writing, speaking, listening, media literacy, and technological literacy. Students will learn and apply the writing process, producing compositions that demonstrate both unity and coherence. Also, students will apply the rules of Standard English grammar as they compose, revise, and edit their work. In addition, students will study, at an intensive level, selected materials representing the various literary genres. Students also will engage in a variety of exercises designed to enhance their vocabulary and word acquisition skills.

Language Arts Literacy (continued)

COURSE

104 **Honors English II**
Grade 10; 5 Credits

This course is designed for highly motivated students who have previously demonstrated consistent mastery of advanced skills in reading, grammar, writing, reasoning, and speaking. More emphasis is placed on writing critical analyses and developing a mature vocabulary. Students will read and study a variety of literary genres written by acclaimed writers from around the world. Students will research poets and their works and then write term papers that develop a thesis.

105 **Academic English II**
Grade 10; 5 Credits

This course aims at developing skills in reading, grammar, reasoning, and speaking. There will be additional emphasis on writing and special projects to include vocabulary and composition structure. The students will continue to study various literary genres. They will concentrate on critical analysis of literature and responding to the literature in standard critical form.

111 **English III – Advanced Placement English Language and Composition**
Grade 11; 5 Credits

The AP English Language and Composition course requires students to concentrate on reading prose from different periods, disciplines, and rhetorical contexts while becoming skilled writers who compose for a variety of purposes. The course allows students to write in several forms—narrative, exploratory, expository, persuasive—on many different subjects from personal experiences to public policies, from imaginative literature to popular culture. The course prepares students to write across the curriculum at a college level. Students who choose to take the AP English Language and Composition Test in May and score at an appropriate level may be offered credit for the first year college composition course. An AP test score of 4 or 5 is recommended to ensure college credit transferability.

108 **Honors English III**
Grade 11; 5 Credits

Honors English III is designed for highly motivated students who have previously demonstrated consistent mastery of advanced comprehension, inferential, and composition skills. The course content includes an in-depth analysis and discussion of American literature. There will be summer reading as well as extensive outside readings throughout the year. Students will enhance their speaking and listening skills through oral presentations, and they will develop advanced research and composition skills through various research projects. Additionally, preparation for the verbal section of the SAT will be offered at the beginning of the year.

Language Arts Literacy (continued)

COURSE

109 **Academic English III**
Grade 11; 5 Credits

In this college preparatory course, students who have consistently demonstrated mastery of basic writing and reasoning skills will be challenged with activities in writing, vocabulary, literature, speaking, listening, reasoning, and note taking. A chronological study of American literature, along with public speaking and research writing, will be offered. Further, preparation for the SAT and HSPA occurs throughout the year. At least one research paper will be required. Attention is given to form and content. Plagiarism is not tolerated per school policy.

112 **English IV - Advanced Placement English Literature and Composition**
Grade 12; 5 Credits

The Advanced Placement course in English Literature and Composition emphasizes the development of reading comprehension skills and in-class and out-of-class writings about literature and related ideas. It is for students who are capable of performing at a college level while in secondary school and who are willing to devote the energy necessary to complete a course more rigorous and demanding than other high school English courses designed for the college-bound student. Class periods are spent responding to various selected readings. Oral participation is extremely important. Students will have the option of taking the Advanced Placement test in May for college credit.

Summer readings and written responses as preparation for the course are required to gain reading experience and to demonstrate the ability to function independently and responsibly. These readings will serve as the basis of discussion during the first week of school. In addition, reading assignments are given for school vacations, and participation in Literature Circles and an online discussion board is required. Summer readings and written responses as preparation for the course are required to gain reading experience and to demonstrate the ability to function independently and responsibly. These readings will serve as the basis of discussion during the first week of school. In addition, reading assignments are given for school vacations, and participation in Literature Circles and an online discussion board is required. An AP test score of 4 or 5 is recommended to ensure college credit transferability.

113 **Honors English IV**
Grade 12; 5 Credits

This course is designed to provide highly motivated, academically superior students with the experience of reading various genres of British literature in depth. Challenging writing, speaking, and listening assignments are required. Independent study and extensive research projects are required as well. There is a summer reading assignment that will serve as a basis of discussion during the first week of school.

Language Arts Literacy (continued)

COURSE

114 **Academic English IV**
Grade 12; 5 Credits

This course is designed for the academically oriented student. Its focus is the study of the chronological development of British literature. In-depth studies and discussions accompany major literary writers and the time periods in which they wrote. In addition, students refine listening, speaking, and writing skills through a variety of activities that encourage critical thinking and cooperative learning. Other units of study include expository and business-like writings such as letters, forms, and résumés. Emphasis is placed on achieving mastery in standard written and spoken English.

122 **Public Speaking and Debate**
Grades 10-12; 5 Credits

Students interested in developing and improving public speaking, oral presentation, and debate skills will participate in two model congress programs, which emphasize individual policy research and the study and use of parliamentary procedure. In addition, students will research, write, and deliver an informative speech and a persuasive speech on topics of their choosing. Students will also participate in small group communication, Lincoln/Douglas Debate, and impromptu speaking. Particular emphasis will be placed upon structure, delivery, vocal control and pitch, oral interpretation of material, and the use of the computerized PowerPoint process to create a visual component to an oral presentation. Students will use cognitive functions of analysis, synthesis, and evaluation, as well as the process activities of inquiry and creative thinking.

124 **Creative Writing**
Grades 11-12; 5 Credits

Designed for the student who has consistently demonstrated mastery of basic writing skills, this course will afford an opportunity to pursue creative ideas and techniques in his/her writing. The yearlong course will allow students to critique various writers and genres. Projects will focus on observation and interaction and will marry the humanities with the student's appreciation of the written expression. Students will concentrate on multitudinous writing activities, such as journal response, exploring different poetic forms, creating characters, establishing conflict, and plot development. Students will relate to each other by exercising the process of peer editing and constructive criticism. This course will invite published writers to address the students and offer guidance in writing and publishing. Further, the students will gain a greater appreciation of their surroundings by learning to be still and listening for meaning.

Language Arts Literacy (continued)

COURSE

123

Journalism

Grades 10-12; 5 Credits

Journalism is an English elective course offered to sophomores, juniors, and seniors. The course will provide students with an introduction to the basics of journalistic theory and skills. Students will engage in a variety of oral, listening, and written activities directly related to journalism. Through such activities, students will not only develop the skills of a journalist, they will also improve their overall oral and written communication skills.

Instruction will focus both on introducing the journalistic competencies necessary for the publication of a newspaper and on fostering the development of these competencies in the students. After studying the history and significance of the media (with emphasis on print media) as well as current trends, students will explore a variety of journalistic styles and methods. Students will then apply this knowledge as they prepare for and conduct interviews and write news stories, feature stories, editorials, and reviews. Course activities will also foster the development of critical thinking skills as students, working in a collaborative environment, will develop the confidence and skills necessary to critique their own work as well as that of their peers. Finally, students will become proficient users of computer technology that will assist in graphic layout and design.

129

Film Studies

Grades 10-12; 5 credits

The goal of this course is to teach students how to critically analyze and evaluate films as cultural texts that open a window into society. The primary form of cultural and historical analysis that will be undertaken in this class will involve students viewing a variety of films and writing critical film reviews. A good film review examines both how a film works and how and why it affects the viewer the way it does. Students will learn how to use popular films to understand competing perspectives on history, culture, and society.

While some class time will be spent on viewing films, an equal amount of time will be spent on writing instruction related to film analysis. Students will learn to recognize the technical aspects of film that contribute to its “deeper meaning.” What is the screenwriter’s intent? How do the cast and production team communicate that meaning to the audience. Essays include formal analysis, film history, ideological and cultural essays, and film criticism.

Language Arts Literacy (continued)

COURSE

128

Literature in Performance

Grade 10-12; 5 Credits

In this course, students will use performance skills to visualize, analyze, and understand various literary genres. Students will learn performance/acting techniques in order to interpret a character's objective and author's intent for a scene. Students will learn to break down, analyze, and interpret literature as characters in performance (actors) to show their understanding of the character, the scene, and its author. Authors will range from Shakespeare to modern day playwrights. In addition to plays, students will adapt novels, novellas, short stories, non-fiction, and poems in the form of a play. Also, monologues in the form of speeches or poems, i.e. Lincoln's *Gettysburg Address* or Martin Luther King's *I Have a Dream* speech, will be used to show literature in performance. Students are expected to read, write, and perform in this course.

WORLD LANGUAGES

Overview of the World Languages Curricula

The World Languages department offers up to five years of sequential studies (if the first year of a language begins in Middle School) in French, Spanish, and Italian that will meet the needs of students at all levels.

Level I in the language program provides the student with an introduction to the basic structures of the language with an emphasis on the development of listening, speaking, reading, and writing skills. Cultural awareness and understanding are integral components of each lesson.

Level II builds upon the basic skills developed in Level I. Emphasis is placed on reading and writing. Culture continues to be interwoven into each lesson.

In Level III of the program, special emphasis is placed on the development of the reading, writing, and translation skills. The cultural aspects continue simultaneously with the development of the language skills.

Levels IV and V in the languages are advanced programs with emphasis on refinement of advanced grammar and individual reading and writing projects. Cultural knowledge and awareness continue to be developed.

COURSE

200

French I

Grades 9-12; 5 Credits

French I is a proficiency-based approach to understanding, speaking, reading, and writing the French language. These four skills, along with cultural understanding, will be developed through dialogues, readings, drills, a variety of audio-visual materials, games, correspondence with French pen pals, cultural dramatizations, and role-playing.

The student will gain the ability to pronounce French correctly and to understand and carry on simple conversations over a wide variety of topics. Much practice will be given in the reading and writing of elementary French.

In addition to increasing the student's awareness of aspects of French culture and civilization, understanding and tolerance of cultural differences will be emphasized.

World Languages (continued)

COURSE

201

French II

Grades 9-12; 5 Credits

In French II, students continue their study of vocabulary, grammar, writing, pronunciation, and translation. The students will demonstrate further proficiency in speaking and reading skills. French II is a course designed to give the students the ability to comprehend and communicate in simple, everyday language, as well as some understanding of the French way of life.

202

French III

Grades 10-12; 5 Credits

French III includes the further study of grammar with increased attention paid to composition and translation skills. Literary selections will give an overview of French civilization with concentration on short story authors of the nineteenth and twentieth centuries. The video series *French in Action* will be shown to improve comprehension of native speakers.

203

French IV

Grades 11-12; 5 Credits

French IV is an advanced course offering dual college credit. Emphasis is placed on conversational and writing skills while studying chosen literary and historical Francophonic works. Exercises in grammar and vocabulary will be based on the literary and cultural aspects being studied. The students will strengthen and expand their control of sentence structures and grammatical concepts. The students' increased vocabulary will allow them to pursue individual reading with ease, comprehension, and enjoyment. The video series *French in Action* will be shown to improve comprehension of native speakers.

204AP

French V - Advanced Placement French

Grade 12; 5 Credits

AP French is a course designed for fifth year French students who wish to receive college credit or to continue French study at the university level. The course will emphasize the use of French for active communication as well as literature and culture. Students will be able to understand spoken French in various contexts through reading, writing, speaking, and listening exercises. Assorted activities and methods will be utilized in order for the student to be prepared for the AP French Language and Culture Exam. An AP test score of 4 or 5 is recommended to ensure college credit transferability.

World Languages (continued)

COURSE

209

Spanish I

Grades 9-12; 5 Credits

Spanish I is an introduction to the Spanish language. Emphasis will be placed on the development of listening, speaking, reading, and writing skills. Students will strive for an active, flexible command of the language through personal involvement and understanding rather than through memorization. Aspects of Spanish and Hispanic cultures are used to develop an appreciation for the Spanish language and heritage.

210

Spanish II

Grades 9-12; 5 Credits

Spanish II is a continuation of the fundamentals of the Spanish language through listening, speaking, reading, and writing. Heavier emphasis will be placed on conversation and reading. Further study of Spanish and Hispanic cultures will continue.

211

Spanish III

Grades 10-12; 5 Credits

Spanish III builds upon the fundamentals learned in Spanish I and II for those students wishing to continue their study of Spanish. Special emphasis is placed on conversations, composition, and reading. Spanish and Hispanic culture continues simultaneously with the advanced grammatical structures.

212

Spanish IV

Grades 11-12; 5 Credits

Spanish IV is an advanced course in Spanish grammar and conversation. It is strongly recommended for students planning to attend a four-year college. Special emphasis is placed upon conversations and grammar. Continued study of Hispanic culture is part of the course.

213AP

Spanish V - Advanced Placement Spanish

Grade 12; 5 Credits

AP Spanish is a course designed for fifth year Spanish students who wish to receive college credit or to continue Spanish study at the university level. The course will emphasize the use of Spanish for active communication as well as literature and culture. Students will be able to understand spoken Spanish in various contexts through reading, writing, speaking, and listening exercises. Assorted activities and methods will be utilized in order for the student to be prepared for the AP Spanish Language and Culture Exam. An AP test score of 4 or 5 is recommended to ensure college credit transferability.

World Languages (continued)

COURSE

230

Italian I

Grades 9-12; 5 Credits

Italian I is a proficiency-based approach to understanding, speaking, reading, and writing the Italian language. These four skills, along with cultural understanding, will be developed through dialogues, readings, drills, a variety of digital materials, interactive activities, and interpersonal exchanges. The students will gain the ability to pronounce Italian correctly and to understand and carry on simple conversations over a wide variety of topics. Opportunity will be given in the reading and writing of elementary Italian. In addition to increasing the students' awareness of aspects of Italian culture and civilization, understanding and tolerance of cultural differences will be emphasized.

231

Italian II

Grades 9-12; 5 Credits

In this course, students will continue to acquire the fundamentals of Italian speaking, reading, writing, and understanding in order to develop their practical proficiency. In addition, the students will resume their investigation into Italian national and regional cultures through the Italian language itself as well as through varied digital resources.

232

Italian III

Grades 10-12; 5 Credits

In this course, students will continue to acquire and refine fundamentals of Italian speaking, reading, writing, and understanding in order to develop their practical proficiency. They will also re-examine previously studied concepts on a more advanced level. In addition, the students will resume their investigation into Italian national and regional cultures and contemporary Italian lifestyles through the Italian language itself as well as through varied digital resources.

233

Italian IV

Grades 11-12; 5 Credits

In this course, students will continue to acquire and refine fundamentals of Italian speaking, reading, writing, listening, and comprehension in order to develop practical proficiency. The students will strengthen and expand their control of sentence structure, vocabulary, and advanced grammatical concepts and syntax. In addition, the students will resume their investigation into Italian national and regional culture, media, history, and literature through the Italian language itself, as well as through varied literary, historical, and digital resources.

World Languages (continued)

COURSE

234AP

Italian V—Advanced Placement (AP) Italian Language and Culture

Grade 12; 5 Credits

Advanced Placement Italian V is a rigorous program with emphasis on refinement of advanced grammar and individual reading and writing projects. The course will emphasize the use of Italian for active communication as well as literature and culture. Students will be able to understand spoken Italian in various contexts through reading, writing, speaking, and listening exercises and authentic material including various digital resources. Assorted activities and methods will be utilized in order for the student to be prepared for the AP Italian Language and culture Exam. An AP test score of 4 or 5 is recommended to ensure college credit transferability.

MATHEMATICS

Overview of the Mathematics Curricula

The Mathematics Department provides varied instruction to meet the needs of all of our students. Instruction in all classes reinforces the Core Content Standards and the skills measured by the High School Proficiency Assessment (HSPA) and the End of Course (EOC) Exam. Skills needed to function in today's rapidly changing technological society are stressed.

Students are required to demonstrate mastery of Algebra I, Geometry, and Algebra II. It is strongly suggested that, upon successful completion of Algebra I, Geometry, and Algebra II, students may then choose from Consumer Math, Fundamentals of College Math, Trigonometry/College Algebra, Probability and Statistics, Introduction to College Mathematics (010) or Elementary Algebra (050) as a fourth year option.

The Algebra Lab course will be required for students who have scored below the state established minimum level of proficiency on the ASK8. While the 2010-2011 Algebra End of Course Exam will **NOT** count as a graduation requirement, students who score at the **BELOW BASIC** level will be required to repeat the course, though modifications should be made to instructional methods used. Students who score at the **BASIC** level will be required to complete some form of remediation to support their continued learning of mathematical concepts. The Geometry Lab and HSPA courses will be required for students who demonstrate a need based on a state or nationally-normed standardized test or other academic performance.

The accelerated program is for those students who have demonstrated a thorough understanding and mastery of Algebra I and have enrolled in Honors Geometry. Additional programming includes Honors Algebra II, Honors Trigonometry/Pre-Calculus, Honors Calculus, or AP Calculus.

COURSE

302

Consumer Math

Grades 11-12; 5 Credits

This course is designed to review and reinforce basic mathematical skills and provide the students with basic skills and knowledge needed to be successful in real-life situations. Topics include income, paychecks, taxes, bank accounts, credit cards, loans, automotive costs, housing costs, benefits and investments, and recordkeeping and accounting.

Mathematics (continued)

COURSE

304

Algebra I

Grades 9-12; 5 Credits; Requirement: Graphing calculator, TI-83 or TI-84 recommended

Algebra I continues to work with variables and the solving of equations that was begun in Pre-Algebra. This course will involve work with more complicated equations and inequalities, additional applications, functions and their graphs, systems of equations, polynomials, factoring, and various other topics. Students should be proficient working with functions and decimals without a calculator.

NOTE: An additional course, Algebra Lab, will be required for all students who have scored below the state established minimum level of proficiency on the ASK8.

308

Algebra II

Grades 10-12; 5 Credits; Requirement: Graphing calculator, TI-83 or TI-84 recommended

This course extends the student's knowledge of algebra to include more advanced techniques and procedures. The student will review, strengthen, and expand the skills acquired in Algebra I. Topics include linear equations and inequalities, graphing, complex numbers, and quadratics.

309

Honors Algebra II

Grades 10-12; 5 Credits; Requirement: Graphing calculator, TI-83 or TI-84 recommended

This course extends the student's knowledge of algebra to include more advanced techniques and procedures. The student will review, strengthen, and expand the skills required in Honors Algebra I. There will be a concentration on the more difficult problems in each area, i.e. polynomials, functions, graphing, and radicals.

NOTE: This course is part of an accelerated program for students who have demonstrated content mastery in previous mathematics courses. Academic rigor will be significant and students should be prepared for a challenging experience.

310

Geometry

Grades 9-12; 5 Credits; Requirement: Graphing calculator, TI-83 or TI-84 recommended

This course involves plane, two-dimensional figures. A study of point, line, and angle relationships are made. Also included are angles related to parallel lines and circles as well as proving triangles congruent by use of reasoning. Formulas are used in conjunction with finding area, volume, and perimeter of various polygons.

NOTE: An additional course, Geometry Lab, will be required for students who demonstrate a need based on a state or nationally-normed standardized test or other academic performance.

Mathematics (continued)

COURSE

311

Honors Geometry

Grades 9-12; 5 Credits; Requirement: Graphing calculator, TI-83 or TI-84 recommended

This course is designed for those students who have completed Honors Algebra I. It starts with two-dimensional geometry and its functional uses, and it is extended to coordinate with three-dimensional geometry. Topics from non-Euclidean geometry and trigonometry are also covered.

NOTE: This course is part of an accelerated program for students who have demonstrated content mastery in previous mathematics courses. Academic rigor will be significant and students should be prepared for a challenging experience.

312

Trigonometry/College Algebra

Grades 11-12; 5 Credits; Requirement: Graphing calculator, TI-83 or TI-84 recommended

This is a full-year course that will cover right triangle trigonometry and basic circular trigonometric functions. The course will review and expand higher level algebraic concepts previously learned and will include new topics in discrete mathematics; series/sequences; and the data analysis topics of probability, combinatorics, statistics, and curve fitting.

313

Honors Trigonometry/Pre-Calculus

Grades 11-12; 5 Credits; Requirement: Graphing calculator, TI-83 or TI-84 recommended

This is a full-year, honors level course. Topics include the six trigonometric functions and their applications; the study of triangles; circular trigonometric functions and their graphs and inverses; trigonometric identities; the conic sections; real number systems; functions and their graphs; quadratic equations; logarithms; complex number systems; combinations; permutations; and probability.

NOTE: This course is part of an accelerated program for students who have demonstrated content mastery in previous mathematics courses. Academic rigor will be significant and students should be prepared for a challenging experience.

321

Honors Calculus

Grade 12; 5 Credits; Requirement: Graphing calculator, TI-83 or TI-84 recommended

This course is intended for those students who have successfully completed Trigonometry/Pre-Calculus. A thorough knowledge of algebra, geometry, and trigonometry is mandatory. Honors Calculus is a course in introductory calculus with elementary functions. Topics that will be included are limits and continuity, differentiation with applications, and integration with applications.

NOTE: This course is part of an accelerated program for students who have demonstrated content mastery in previous mathematics courses. Academic rigor will be significant and students should be prepared for a challenging experience.

Mathematics (continued)

COURSE

314

Advanced Placement Calculus

Grade 12; 7 Credits; Requirement: Graphing calculator, TI-83 or TI-84 recommended

This course is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, axiomatic geometry, trigonometry, and analytic geometry.

A.P. Calculus is a course in introductory calculus with elementary functions. The topics in the scope of the course are divided into three broad categories: limits and continuity, differential calculus, and integral calculus. Students will receive instruction that emphasizes topics found on the A.P. Calculus exam. An AP test score of 4 or 5 is recommended to ensure college credit transferability.

NOTE: This Advanced Placement course is part of an accelerated program for students who have demonstrated content mastery in previous mathematics courses. Academic rigor will be significant and students should be prepared for a challenging experience.

315

Algebra Lab—full year course

Grade 9; 5 Credits; Requirement: Graphing calculator, TI-83 or TI-84 recommended

Students not achieving the cut-off scores on standardized tests or not demonstrating proficiency in Algebra I will be required to take this course. Instructional emphasis will be on reinforcing Pre-Algebra and Algebra I skills applicable in their Algebra I class taken concurrently.

316

Geometry Lab—full year course

Grade 10 ; 5 Credits; Requirement: Graphing calculator, TI-83 or TI-84 recommended

Students not achieving the cut-off scores on standardized tests or not demonstrating proficiency in Geometry will be required to take this course. Instructional emphasis will be on reinforcing the Geometry skills applicable in their Geometry class taken concurrently.

317/318

H.S.P.A Math III and IV—full year course

Grades 11-12; 5 Credits; Requirement: Graphing calculator, TI-83 or TI-84 recommended

Students not achieving the cut-off scores on standardized tests will be required to take this math course. Instructional emphases will be on the following clusters: number sense, concepts, and applications; spatial sense and geometry; data analysis, probability, statistics, and discrete mathematics; and patterns, functions, and algebra, all of which will be tested on the eleventh grade HSPA. Using mathematical reasoning to solve real life problems will be a focus, and students will be assessed on their mathematical performances in diverse ways.

Mathematics (continued)

322

Probability and Statistics

Grade 12; 5 Credits; Requirement: Scientific calculator with fraction function, minimum

This course is intended for college-bound students who have knowledge of algebra, geometry, and algebra II (Trigonometry/College Algebra is suggested). Topics include descriptive statistics, probability, estimation, hypothesis testing, and linear regression. Emphasis is placed on problem solving as well as utilizing real data and real situations. Graphing calculators are used throughout the course of study.

305

Fundamentals of College Mathematics

Grades 11-12; 5 Credits

Even though mathematics is a very broad subject, many people leave school with a narrow view of it. Someone who has studied only arithmetic may identify mathematics with computation. A student who has taken Algebra or Geometry may think of it as being limited to solving equations and proving theorems. People who have taken advanced courses in mathematics may not be aware of its many applications. Prior completion of Algebra II is strongly recommended.

Our emphasis in this course will be a practical one: the use of mathematics for solving problems. These problems may arise in various fields and in a variety of real-life situations. Any student intending to attend community college or a state college or university would benefit from this course, which will focus on those skills tested by a College Basic Skills Test. Topics will include the following: sets, logic, problem solving, applications of algebra and geometry, discrete mathematics, probability, statistics, and matrix algebra.

325GC

Introduction to College Mathematics (010)—GCC/taught by our staff

Grade 12; 2.5 Credits

A semester developmental course for only those students whose Placement Test scores place them at this level, or those who feel that they want to review and improve their working knowledge of fundamentals of mathematics. This course is designed to provide students with a more sophisticated level of understanding of basic concepts. The topics covered will include basic arithmetic and problem solving. This course should be paired with Elementary Algebra (050) to fully prepare students for the Accuplacer and reinforce math concepts for college math.

326GC

Elementary Algebra (050)—GCC/taught by our staff

Grade 12; 2.5 Credits

A semester developmental course for only those students whose Placement Test scores place them at this level, or those who feel that they want to review and improve their working knowledge of fundamentals of mathematics. This course is designed to provide students with a more sophisticated level of understanding of basic concepts. The topics covered will include basic arithmetic and problem solving. As a semester course, this course may be paired with a semester study hall. This course should be paired with Introduction to College Mathematics (010) to fully prepare students for the Accuplacer and reinforce math concepts for college math.

SCIENCE

Overview of Science Curricula

The major objective of the science program is to provide a variety of challenging courses that are suitable for the varying interests and ability levels of each student. Because all students are required to complete three years of science at the high school level, a curriculum of academic, honors, and advanced placement courses are provided.

Emphasis is placed on the fundamental concepts associated with physical, biological, and chemical sciences. Improvement of basic understanding and awareness of science as it relates to everyday experiences is accentuated.

Academic sciences are provided to develop mastery of basic skills associated with science. Concepts of all major sciences are provided with a thrust toward college preparation.

Honors Biology, Honors Chemistry, Honors Physics, A. P. Biology, A.P. Chemistry, and A. P. Physics will be offered to those students with superior ability in science and math. Interested students must meet all criteria for admission into one of these courses. Criteria will include mastery of prerequisites as well as teacher recommendation. Students in the honors track must take Physics in their junior year.

COURSE

401 **Academic Physical Science Laboratory**
Grade 9; 5 Credits

This course is designed to acquaint the student with the basic concepts that explain our physical environment. In compliance with the NJ State Core Curriculum Content Standards, we will address topics including the following:

- General science, such as scientific measurement and procedure
- Basic chemistry, such as the periodic table, formulas, chemical reactions, and acids and bases
- Basic physics focusing on problem solving skills and covering topics such as Newton's laws, work, simple machines, energy, and waves
- Nuclear reactions and power

This course is taught at the academic level. In order to prepare students for college, they will be assigned a variety of homework assignments and projects that will help to improve their content reading skills, note taking skills, study skills, and test taking skills. In the classroom, we will use a variety of methods to achieve these goals and help students to understand concepts and content. These methods may include but will not be limited to lab demonstrations, mini-labs, independent work, small group work, lecture, and classroom discussions.

Science (continued)

COURSE

404

Academic Biology

Grades 10-12; 6 Credits

This course is intended for those students who are interested in attending college or some other form of post-high school education. Topics covered will include characteristics of life, structure and function of the cell, biochemistry, homeostasis and cell transport, photosynthesis, cellular respiration, cell reproduction, nucleic acids and protein synthesis, fundamentals of genetics, inheritance patterns, taxonomy, morphology and physiology of selected animal forms, evolution, survey of the six Kingdoms, and environmental science. Laboratory work, projects, and presentations are major requirements of the course.

404H

Honors Biology

Grades 9-10; 6 Credits

This course is to be taken concurrently with Honors Geometry. It is an accelerated course designed for those highly self-motivated, science-oriented students who are considering a major in the sciences in college. The students in this course will be expected to be able to independently extract and synthesize much of the textbook information. This ability is absolutely necessary in order to be successful in this course. There will be a strong emphasis on cellular biology and biochemistry. The more traditional topics of genetics, taxonomy, phylogenetic progression, anatomy and physiology, botany, and environmental issues will also be an important and vital part of this course. A wide variety of laboratory experiences will be incorporated into this program. They are considered to be critical to the understanding of the above topics. All students will be required to take an active and enthusiastic part in all classroom and laboratory activities.

411

Advanced Placement Biology

Grades 11-12; 6 Credits

This course is designed for the individual whose intentions are to pursue biology as a major in college. The Advanced Placement level explores the finer details of biological processes and requires a highly motivated student. The student will be required to recall many of the principles acquired in biology and chemistry. These skills will be utilized in many of the college-level laboratory exercises that support the content. Topics to be covered include molecules and cells, energy and metabolism, heredity and evolution, organisms and populations, ecology, and a comparative invertebrate study. The successful completion and comprehension of these topics will prepare the student for the Advanced Placement National exam. An AP test score of 4 or 5 is recommended to ensure college credit transferability.

Prerequisites: Honors Biology and Honors Chemistry

NOTE: If taken as a junior, AP Biology must be taken simultaneously with Physics.

Science (continued)

COURSE

406

Academic Chemistry

Grades 10-12, 6 Credits

This course considers the elements of which the world is made and their interaction. The concepts developed and stressed include the following: matter, energy, and change; measurements and solving problems; atoms, the building blocks of matter; arrangement of electrons in atoms; the periodic law; chemical bonding; chemical formulas and chemical compounds; chemical equations and reactions; stoichiometry; physical characteristics of gases; molecular composition of gases; liquids and solids; solutions; aqueous solutions; acids, bases, and pH; reaction energy and reaction kinetics; and chemical equilibrium.

Laboratory experiments will serve to introduce, develop, and illustrate major concepts. The student is expected to develop skills in chemistry-related mathematics, symbolic expressions, and safe laboratory techniques.

406H

Honors Chemistry

Grades 10-12; 6 Credits

This accelerated course is designed for those highly self-motivated, science-oriented students who are considering a major in the sciences in college. The students in this course will be expected to be able to independently extract and synthesize much of the textbook information. This ability is absolutely necessary to be successful in this course. We will cover many chapters during the course of the school year, and we must be able to learn the material and move on quickly. There will be a strong emphasis on the mathematics of chemistry and chemical nomenclature.

This course considers the elements of which the world is made and their interactions. The concepts developed and stressed include the following: matter, energy, and change; measurements and solving problems; atoms, the building block of matter; arrangement of electrons in atoms; the periodic law; chemical bonding; chemical formulas and chemical compounds; chemical equations and reactions; stoichiometry; representative gases; physical characteristics of gases; molecular composition of gases; liquids and solids; solutions and ions in aqueous solutions; acids and bases; acid-base titration and pH; reaction energy and reaction kinetics; chemical equilibrium; oxidation-reduction reactions; carbon and hydrocarbons; and substituted hydrocarbons.

Laboratory experiments will serve to introduce, develop, and illustrate major concepts. The student is expected to develop skills in chemistry-related mathematics, symbolic expressions, and safe laboratory techniques.

Science (continued)

COURSE

406AP Advanced Placement Chemistry

Grade 11-12; 7 Credits

The goal of the Advanced Placement Chemistry course is to act as a supplement to a first-year college or university general chemistry course. Some topics such as stoichiometry, atomic structure, electron configuration, VSEPR structures, Lewis structures, gas laws, phases and phase changes, and thermodynamics that were covered in Honors Chemistry will be covered in a much greater depth. New topics that also will be covered at a college level are oxidation reduction chemistry, equilibrium and constants, electrochemistry, nuclear chemistry, and reaction rates. There is a greater emphasis placed on the lab section of the course when compared to the previous honors laboratory. Labs will be expected to be performed in a professional manner and at a level equivalent to what would be experienced in a college or university. Advanced Placement suggests that the students participating in this course will be expected to spend a minimum of five hours out of class for both reading and working on problems. In order for students to attend this course, they should have previously taken Honors Chemistry, Honors Algebra II, and currently be an Honors Trigonometry/Pre-Calculus class. An AP test score of 4 or 5 is recommended to ensure college credit transferability.

407 Academic Physics

Grades 11-12; 6 Credits

This is a course intended for those students who are interested in post-high school education. The course will be academic lectures and laboratory experiences covering units on mechanics, wave phenomena (sound and light), and nuclear physics. The course is intended to give the student an overview of the science of physics, which is the study of the interaction between matter and energy. Laboratory work will emphasize quantitative data collection techniques. Appropriate attention will be given to data collection techniques, the use of significant figures, uncertainty in measurement, and computation of data.

Prerequisite: Completion of Algebra I, Algebra II, and Geometry; concurrent registration in Trigonometry/College Algebra is highly recommended

408 Honors Physics

Grades 11-12; 6 Credits

This is a course designed for the highly motivated student who has demonstrated mastery of mathematical skills through the Honors Algebra II and Honors Geometry levels. The course will include honors lectures and laboratory experiences, emphasizing a rigorous treatment of mechanics, wave phenomena (sound and light), and nuclear physics. The course is intended for the student who plans to take AP Physics or continue studies in mathematics, computer science, and/or the physical sciences on the post-high school level. Laboratory work will emphasize quantitative data collection techniques and computer analysis. Appropriate attention will be given to the use of significant figures, uncertainty in measured quantities, and in computations involving measurement data.

Prerequisite: Completion of or enrollment in Honors Trigonometry/Pre-Calculus or Honors Calculus

Science (continued)

409

Advanced Placement Physics

Grade 12; 8 Credits

This is a course for the college-bound student who has demonstrated a proficiency in science and mathematics. The A.P. program makes this course a stimulating and challenging experience for the highly motivated student. The Advanced Placement Physics Level B course includes topics in both classical and modern physics and provides a systematic introduction to the main principles of physics. Knowledge of Algebra and Trigonometry is required for the course. The principles of Calculus will be introduced in connection with physical concepts. An understanding of the basic principles involved and the ability to apply these principles, along with the necessary mathematical tools in the solution of problems, will be a major goal of this program. The program will cover a broad range of physical topics that form the basis of a one-year terminal college course. The course provides a foundation in physics for the student in life sciences, pre-medicine, and applied sciences, as well as other fields not directly related to science. Advanced physics or engineering programs in college may require additional course work. Topics covered in the course will include, but are not limited to, kinematics and vectors, Newton's laws of motion, conservation of energy and momentum, statics, thermodynamics, nuclear physics, modern physics, waves and sound, light, electrostatics, electric circuits, and electromagnetism. The laboratory program will include procedures, experiments, and projects designed to illustrate physical principles, data collection methodologies, and the appropriate analysis of physical data. Lab procedures will include data collection using classical and computer interfaced data collection equipment, as well as computer-simulated data. An AP test score of 4 or 5 is recommended to ensure college credit transferability.

Prerequisite: Concurrent registration in Advanced Placement (AP) Calculus, completion of Honors Physics, and teacher recommendation

410

Anatomy and Physiology

Grades 11-12; 5 Credits

This course is intended for those students who are interested in a post-high school education in the biological sciences. Students planning to enter a medical field would benefit from this program. This course will focus on the structure and function of the single cell organism up to and including the parts of the human organism. A phylogenetic approach will be used to describe the development of various anatomical structures. Both lecture and laboratory will be part of the course. Topics such as cytology, histology, comparative anatomy, genetics, and embryology will also be covered in the course. This course does not count as lab science for NCAA or college purposes.

412

Survey of the Biological Sciences

Grade 12; 5 Credits

This course will introduce students to a survey of topics in the biological sciences. The year will begin with an overview of diversity among marine and land animals. Students will then concentrate on human biology and nutritional needs. They will also experience the field of forensics through hands-on interpretation of evidence. The year will conclude with a detailed study of environmental sciences and the repercussions of human impact.

SOCIAL STUDIES

Overview of the Social Studies Curricula

The social studies department offers a variety of courses at every grade level, which attempt to meet the needs of students of all capabilities, while at the same time adhering to the New Jersey Core Curriculum Content Standards.

World History is offered to all students in grade nine. This course is designed to have students study the development of man and his civilizations from 1500 to the present and is provided at the academic, and honors levels. It also deals with the study of the specific groups that contributed to the development of mankind throughout history. The goal will be to draw similarities between events of the past and conditions as they exist today throughout the world.

United States History is offered to students in grades ten and eleven. These are courses at the academic, honors, and advanced placement levels. At the sophomore level, students will cover a curriculum that reaches from the Civil War to the stock market crash of 1929, while the curriculum at the junior level covers the Great Depression up to the present. Students at both grade levels will be expected to exhibit a firm command of reading comprehension and general writing skills. The student text will serve as the basis for most of the information covered but will be supplemented periodically by outside sources.

At the academic level, students will be offered a variety of enrichment activities that go beyond the general scope of the textbook. An additional emphasis will be placed on the examination of primary source material and the development of projects and research papers.

The honors-level students will be expected to show a superior command of reading comprehension and writing skills and should be prepared to deal with high-level materials that go well beyond the scope of the text. Students are expected to produce such items as research papers, editorials, journal entries, speeches, position papers, etc.

Advanced Placement United States History I and II (for sophomores and juniors, respectively) will be offered to those students who qualify. Students choosing to take Advanced Placement United States History must meet a series of requirements and must be prepared to deal with United States History at a level to that equivalent of a college freshman.

In their junior and senior years, students at Kingsway will be offered several possible electives: Human Relations, American Government, Humanities, Advanced Placement European History, and U.S. and World Affairs.

Social Studies (continued)

COURSE

500A **Academic World History**
Grade 9; 5 Credits

This course will cover World History from 1350 to the present. It begins with the emergence of the first global age, emphasizing technological and economic development based on trade and the growth of empires. The course will then lay the foundations for the modern era beginning with the Renaissance and proceeding through the Scientific Revolution, Reformation, and Enlightenment. The third unit centers on industrialism, imperialism, and political revolution in the 18th and 19th centuries. The second semester begins with World War I, emphasizing its causes and the consequences that lead to the political and economic developments of the inter-war period and the outbreak of World War II. The fifth unit is an investigation into the Cold War and the impact of the bipolar system on decolonization and independence movements. The course concludes with study of contemporary issues such as population growth, the environment, human rights, the proliferation of intergovernmental organizations, and the impact of threats such as terrorism on national security.

510 **Honors World History**
Grade 9; 5 Credits

The Honors World History course provides students with a more comprehensive and interdisciplinary approach to the college-preparatory curriculum used in the Academic course. This course will cover World History from 1350 to the present. It begins with the emergence of the first global age, emphasizing technological and economic development based on trade and the growth of empires. The course will then lay the foundations for the modern era beginning with the Renaissance and proceeding through the Scientific Revolution, Reformation, and Enlightenment. The third unit centers on industrialism, imperialism, and political revolution in the 18th and 19th centuries. The second semester begins with World War I, emphasizing its causes and the consequences that lead to the political and economic developments of the inter-war period and the outbreak of World War II. The fifth unit is an investigation into the Cold War and the impact of the bipolar system on decolonization and independence movements. The course concludes with study of contemporary issues such as population growth, the environment, human rights, the proliferation of intergovernmental organizations, and the impact of threats such as terrorism on national security. Throughout this course, students will be challenged to recognize the continuity of human behavior through time and to engage in analysis and synthesis befitting an Honors level student.

Social Studies (continued)

COURSE

511 **Advanced Placement United States History I**
Grade 10; 5 Credits

The Advanced Placement program in United States History I is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history between the years 1607 and 1865. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. This approach involves the use of basic college-level textbook and the examination of supplemental readings in the forms of documents, essays, or books on special themes. After completion of A. P. United States History II, students will be eligible to take the Advanced Placement examination. An AP test score of 4 or 5 is recommended to ensure college credit transferability.

501 **Honors United States History I**
Grades 10-11; 5 Credits

This course is designed to provide honors-level students with an in-depth examination of the political, economic, and social development of the United States. It will cover topics from Westward Expansion through the Great Depression and New Deal. The year will begin with a review of US expansionist policy prior to the Civil War and then continue with US expansionist policy through the closing of the frontier in 1890 with a focus on conflicts between the US government and Native American nations. Next, students will study the topics of Industrialization, Immigration, Urbanization, and Progressivism to describe changes in the US as the country moved from an agrarian to an industrial society. In this unit, students will examine how the labor movement tried to improve conditions for all workers and how progressive reformers attacked social, political, and economic problems. Students will then examine how the US developed as a world power through a unit on imperialism and WWI. The year will conclude with a study of the Era Between the World Wars, where students will learn about the Roaring Twenties, Great Depression, and New Deal. New Jersey history will be integrated into course content. This course offers students the opportunity to develop study skills and knowledge in a wide variety of areas. Emphasis will be placed upon factual reading and critical thinking, map skills, writing, note taking, and listening. It will also allow students to analyze and synthesize materials at a high level and will give them an opportunity to examine historical information from a variety of sources.

Social Studies (continued)

COURSE

502 **Academic United States History I**
Grades 10-11; 5 Credits

This course is designed to provide college-bound students with an overview of the political, economic, and social development of the United States. It will cover topics from Westward Expansion through the Great Depression and New Deal. The year will begin with a review of US expansionist policy prior to the Civil War and then continue with US expansionist policy through the closing of the frontier in 1890 with a focus on conflicts between the US government and Native American nations. Next, students will study the topics of Industrialization, Immigration, Urbanization, and Progressivism to describe changes in the US as the country moved from an agrarian to an industrial society. In this unit, students will examine how the labor movement tried to improve conditions for all workers and how progressive reformers attacked social, political, and economic problems. Students will then examine how the US developed as a world power through a unit on imperialism and WWI. The year will conclude with a study of the Era Between the World Wars, where students will learn about the Roaring Twenties, Great Depression, and New Deal. New Jersey history will be integrated into course content. This course offers students the opportunity to develop study skills and knowledge in a wide variety of areas. Emphasis will be placed upon factual reading and critical thinking, map skills, basic writing, note taking, and listening.

512 **Advanced Placement United States History II**
Grade 11; 5 Credits

The Advanced Placement program in United States History II is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with problems and materials in United States history between the years 1865 and the present. This program will prepare students for intermediate and advanced college courses by providing them with tasks equivalent to those made by full year introductory college courses. This approach involves the use of a college-level textbook and the examination of supplemental readings in the forms of documents, essays, or books on special themes. Students in this course will also be given the opportunity to take the Advanced Placement Examination given in May. An AP test score of 4 or 5 is recommended to ensure college credit transferability.

Recommendation: Successful completion of Advanced Placement U. S. History I

504 **Honors United States History II**
Grades 11-12; 5 Credits

This course is designed to provide the honors student with an overview of the political, economic, and social development of the United States between 1920 and the present. This course continues the study of United States history begun in the previous year. Units of study will include those of the capitalist economic system, giving special attention to the Great Depression and current economic theories and practices; the causes of World War II and its affects upon global and domestic developments; a comparative study of various political systems; and tracing and evaluating the development of United States foreign policy, giving specific attention to our involvement in the Cold War.

Social Studies (continued)

COURSE

505 **Academic United States History II**
Grades 11-12; 5 Credits

This course is designed to provide students an overview of the political, economic, and social history of the United States since the 1930's. This course pays close attention to the role of the United States in world conflicts such as World War II, the Cold War, and the Global War on Terrorism and explains the effects of these global conflicts on the American people and on American politics. This course also focuses on how American society has changed and become the United States we know today. Lastly, this course will offer students the opportunity to develop study skills and knowledge in a variety of areas. Among these study skills are factual reading, college proficient writing, note-taking, research, map, and listening skills. Practice on these basic skills will be provided through class group work, presentations, debates, and projects.

507 **American Government**
Grades 11-12; 5 Credits

This course in American Government is designed to give students a working knowledge of the governmental system under which they will live and in which they will play a vital role. Students will be given specific, in-depth information on the background of our system of democracy and will be shown that practice as well as theory has contributed to our unique system of government. The course will focus on the three major branches of our government as set up within the framework of our Constitution. Students will be shown that all citizens of our country have a responsibility to play their part in assuring that our form of government functions both properly and fairly at all levels. The constitutional responsibilities of each of the three branches of government will be stressed, as will the rights of our citizens as outlined in the Bill of Rights.

As participants in this course, students will be expected to read and comprehend a variety of materials that reflect what the textbook has to offer, as well as facts and concepts from many outside resources. Students will be expected to react to material presented to them by producing such things as research papers, editorials, position papers, letters to the editors, etc. They will also be expected to prepare for and participate in debates that reflect topics of modern day concern. In addition at various times, students will deal with some aspects of state and local government as well as participate in weekly current event discussions.

Social Studies (continued)

COURSE

508

Human Relations

Grades 11-12; 5 Credits

This course is designed to introduce 11th and 12th grade students to a basic knowledge and appreciation of the society in which we live. Time will be spent studying various social problems such as crime, poverty, declining cities, and discrimination. The course also offers an opportunity to learn how individuals interact with others and how they are influenced by groups. Students will also become aware of major world religions and read literature related to social concerns.

This course also emphasizes personality traits and their roles in human development. It will be an in-depth study of what motivates man's attitudes and behaviors. Attention will be given to groups or societies only when they influence the individual directly. The approach to studying the individual will often be more psychological than sociological. Psychological needs and mental illness are two important topics studied in this course.

513

Advanced Placement European History

Grade 12; 5 Credits

The Advanced Placement program in European History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with problems and materials in European History between the years 1450 (The High Renaissance) to the present. The course will examine themes in intellectual and cultural history, political and diplomatic history, and social and economic history. This program will prepare students for intermediate and advanced college courses by providing them with tasks equivalent to those made by full year introductory college courses. This approach involves the use of a college-level textbook and the examination of supplemental readings in the form of documents, essays, or books on special themes. Students in the course will also be given the opportunity to take the Advanced Placement Examination given in May. An AP test score of 4 or 5 is recommended to ensure college credit transferability.

520

U.S. and World Affairs

Grades 11-12; 5 Credits

U.S. and World Affairs is a course designed to bring the modern world into the classroom. An examination of the U.S. Constitution and basic principles, i.e. checks and balances, separation of powers, etc. would lay the foundation for an in-depth look at how our government actually works internally and in foreign affairs. Additionally, focus will be given to the political geography of the world today and an analysis of basic government systems, i.e. democracy, autocracy, oligarchy, etc. in use. The course will be a blending of present-day current events, i.e., War on Terror, as well as a historical analysis of on-going conflicts, i.e. Peace in the Middle East, North Korea, etc. In the end, students who successfully complete this course will have a deeper understanding of our world today and the role our government plays in their lives.

Social Studies (continued)

COURSE

521

Humanities

Grades 11-12; 5 Credits

This course will serve as an introduction of the history of art, philosophy, music, architecture, and literature that spans from the Ancient world to the present. Students will be exposed to various forms of expression and will be able to relate them to their historical context. Students will be exposed to various methods utilized in the examination of these mediums. Sample topics will include Greek Myth vs. History, the Age of Pericles, Two-Dimensional Art of the Roman Period, Polyphony and Organum of the Middle Ages, Leonardo da Vince, German Leider, William Shakespeare, romanticism in literature, and abstract impressionism. Information will be presented chronologically with ample time spent on the relationship of common themes along the historical timeline.

ELECTIVES

MUSIC

Overview of the Music Curricula

The major objective of the music program is to provide a variety of courses, both performing ensembles and classroom-based, which meet the needs, ability levels, and interests of each student at Kingsway.

Performing ensembles include Orchestra/Strings, Symphonic Band, Concert Band, Jazz Ensemble, Freshman and Senior Chorus, and Gospel Choir. These courses stress musical skills and perform regularly.

Classroom courses offered include Beginning, Intermediate, Advanced, and Senior Keyboard (synthesizer); and MIDI Music Studio I, II, III, and IV.

Applied Musicianship, an independent study program, is offered for instrumental and vocal students who meet the standards of the course.

COURSE

700 **Concert Band**
Grade 9-10; 5 Credits

Concert Band is an instrumental (woodwind, brass, and percussion) performance class for students with prior musical experience. Students will develop skills in technique, tone production, music reading, instrumental intonation, and rehearsal/performance procedures. Music of varied styles will be studied and performed. Several day and evening concerts will be scheduled throughout the year, and student participation will be a requirement of the course.

703 **Symphonic Band**
Grades 11-12; 5 Credits

Symphonic band is an instrumental (woodwind, brass, and percussion) performance class for students with prior musical experience. Students will develop skills in technique, tone production, music reading, instrumental intonation, and rehearsal/performance procedures. Music of varied styles will be studied and performed. Several day and evening concerts will be scheduled throughout the year, and student participation will be a requirement of the course.

701 **Jazz Ensemble**
Grades 11-12; 5 Credits

Jazz Ensemble is an instrumental (woodwind, brass, and percussion) performance class for students with prior musical experience. Music reading is an absolute requirement of this course. Students will develop skills in technique, tone production, music reading, instrumental intonation, improvisation, and rehearsal/performance procedures. Music of varied styles will be studied and performed. Several day and evening concerts will be scheduled throughout the year, and student participation will be a requirement of the course.

Music (continued)

COURSE

707FR

Freshman Chorus

Grade 9; 5 Credits

Freshman Chorus is a non-auditioned, vocal performance class for students of all ability levels. In this class, students will develop skills in vocal tone production, intonation, musical interpretation, diction, phrasing, part-singing, ensemble performance, and note reading. Music of varied styles and of graduated difficulty will be studied and performed. Several day and evening concerts will be scheduled throughout the year and student participation will be a requirement of the course

707

Senior Chorus

Grades 10-12; 5 Credits

Senior Chorus is a non-auditioned, vocal performance class for students of all ability levels. In this class, students will develop skills in vocal tone production, intonation, musical interpretation, diction, phrasing, part-singing, ensemble performance, and note reading. Music of varied styles and of graduated difficulty will be studied and performed. Several day and evening concerts will be scheduled throughout the year, and student participation will be a requirement of the course.

708

Gospel Choir

Grades 9-12; 5 Credits

Gospel Choir is a non-auditioned vocal performance class for singers of all ability levels interested in singing gospel music. The emphasis will be on upbeat singing of traditional and contemporary gospel music. Students will develop skills in vocal tone production, intonation, musical interpretation, diction, phrasing, part singing, and ensemble performance. Several day and evening concerts will be scheduled throughout the year, and student participation will be a requirement of the course.

715

Beginning Keyboard

Grades 9-12; 5 Credits

This course is designed to introduce students with little or no experience to the keyboard. Students will learn to locate pitches, read music, and understand basic music theory. Both traditional and popular music will be studied.

Music (continued)

COURSE

716

Intermediate Keyboard

Grades 10-12; 5 Credits

This course is an extension of Beginning Keyboard. Students will continue to develop their keyboard performance skills through the study of intermediate grade music and music theory.

717

Advanced Keyboard

Grades 11-12; 5 Credits

This course is an extension of Intermediate Keyboard. Students will continue to develop their keyboard performance skills through the study of advanced music and music theory. Advanced Keyboard students will also be expected to provide piano accompaniment for one school ensemble performance.

718

Senior Keyboard

Grade 12; 5 Credits

This course is an extension of Advanced Keyboard. Students will continue to develop their keyboard performance skills through the study of advanced music and music theory. Major keyboard works will be studied and performed. Theory studies will include functional theory and composition.

720

MIDI Music Studio I

Grades 9-12; 5 Credits

This course will enable students to gain skills and experience in composing and arranging music using MIDI keyboards with computer sequencing and notation software. Basic music theory, keyboard skills, composition techniques, and software operation will be reviewed and used to produce original compositions.

721

MIDI Music Studio II

Grades 10-12; 5 Credits

This course is an extension of MIDI Music Studio I. Students will continue to develop skills in music theory, keyboard performance, composition techniques, and software operation.

Music (continued)

COURSE

723 **MIDI Music Studio III**
 Grades 11-12; 5 Credits

This course is an extension of MIDI Music Studio II. Students will continue to develop skills in music theory, keyboard performance, composition techniques, and software operation.

724 **MIDI Music Studio IV**
 Grade 12; 5 Credits

This course is an extension of MIDI Music Studio III. Students will continue to develop skills in music theory, keyboard performance, composition techniques, and software operation.

725 **Orchestra/Strings**
 Grades 9-12; 5 Credits

Orchestra is a string performance class for students of all ability levels. Students will develop skills in technique, tone production, music reading, instrumental intonation, and rehearsal/performance procedures. Music of varied styles will be studied and performed. Several day and evening concerts will be scheduled throughout the year, and student participation will be a requirement of the course.

ART

Overview of the Art Curricula

The major objective of the Art program is to provide courses that range in interest and ability level from a student learning to draw to a student preparing a portfolio for college entrance.

Art I and II are offered as beginning courses for the student with an interest in Art but with little or no previous art experience. These courses provide a solid foundation for future courses and give a varied sampling of art media and methods.

Cartooning; Ceramics/Painting; Photography, Illustration, and Printmaking; Arts and Crafts; and Computer Art I and II are designed for students with moderate to advanced art knowledge who are interested in developing a craft skill and broadening their artistic awareness.

Advanced Art I, II, and III and Advanced Placement Art are specifically designed for the student who is preparing for college and majoring in the visual arts. The Advanced Art series and AP Art series will provide students with the skills and projects needed to compile a portfolio, which is a requirement for colleges and art schools.

COURSE

730

Art I

Grades 9-11; 5 Credits

Students taking this class will have the opportunity to explore many different mediums and concepts in art. The first semester primarily consists of basic drawing skills and techniques such as observing contour, tone and value, color, figure drawing, perspective, and composition. The second semester uses a range of mediums both two-dimensionally and three-dimensionally such as paint, printmaking, sculpture, poster design, textile design, ceramics, jewelry making, and mixed media. Students will also study different art movements and artists.

731

Art II

Grades 10-12; 5 Credits

This is the second year for art elective students. All techniques learned in Art I will be reviewed and reinforced throughout the year. In addition, the students will be expected to develop their work to greater involvement in media and creativity.

Prerequisite: Art I

Art (continued)

COURSE #

732

Cartooning

Grades 9-11; 5 Credits

Students taking this class will have the opportunity to expand on basic drawing skills and create original cartoon characters. Students will develop character design, storyboards, and comic strips. Students will discuss current events as a class and create political cartoons and celebrity caricatures. Basic animation techniques will be explored through flipbooks and claymation.

733

Arts and Crafts

Grades 11-12; 5 Credits

This course will cover a more concentrated study on various two- and three-dimensional media. Sculptural techniques, including ceramic sculpture, will be covered as well. Crafts such as weaving, decoupage, batik, jewelry making, and other related processes will be included. Native American, Colonial, and other countries' crafts and their folk origins will also be explored. Some of these crafts may be related to a seasonal or holiday theme.

734

Ceramics/Painting

Grades 11-12; 5 Credits

This course is designed for students with moderate art knowledge who are interested in developing a craft skill and broadening their artistic awareness. In Ceramics, the students will learn design, proper construction, and various glazing techniques of ceramic ware. Clay is an extremely versatile medium that lends itself to a wide variety of possibilities for artistic expression. The major emphasis will be placed on hand-built ceramic pieces, including coil pots, slab building, and sculpture, with an introduction to wheel-thrown projects. The Painting classes will include experiments with traditional, modern, and multimedia approaches to painting. Included will be watercolors, tempera, and acrylic. Much emphasis will be placed on color theory and advanced painting techniques.

Ceramics is taught during semester one; painting is taught during semester two.

Art (continued)

COURSE

735 **Photography, Illustration, and Printmaking**

Grades 11-12; 5 Credits

Semester one—Photography and Illustration; semester two—Printmaking

Photography will provide a basic introduction to digital photography. Students will learn how to compose photographs and how to edit them using the computer. Students will be introduced to basic photography techniques and how to incorporate their photos into various projects. The Illustration component of this course will familiarize students with areas in the commercial arts such as magazine and book illustration, types of lettering, and package design.

In Printmaking, students will explore many possibilities of printmaking on paper and on fabric. Single- and multi-colored prints will be covered. Some printmaking techniques covered will be linoleum prints, photocopy transfers, stenciling, and silkscreen. Students can also pursue the area of mixed media printing. Students will become familiar with the various tools used in linoleum cutting, silk screening, and all other aspects of printmaking. They must possess a mature and responsible attitude since they will be working with tools that can be dangerous when improperly used.

737 **Advanced Art I, II, and III**

738 Grades 10-12; 5 Credits

739

This series of courses is offered to serious art students who exhibit an unusual amount of interest as well as talent in the field of art and who plan to pursue art after graduation. The primary function of these courses is to prepare students for future study and help them to develop their talent and knowledge of art. Students in all advanced art courses will be given an opportunity to explore the computer as a means of researching and producing art.

In Advanced Art I during the first semester, a great deal of emphasis will be placed on drawing and design. Students will be exposed to a wide variety of exercises, techniques, subjects, and media. Second semester will be spent on more advanced media and techniques with individualized attention given to the weaknesses and needs of each student, especially in the areas of painting. Prerequisite: Successful completion of Art I and teacher recommendation

Advanced Art II is the second in a series of courses offered to serious students who exhibit an unusual amount of interest as well as talent in the field of art, and who are possibly planning to pursue art after graduation. This course is designed to prepare students for future study and help them to develop their talent and knowledge of art. Advanced Art II is a continuation of studies learned in Advanced Art I with emphasis on painting and technique as well as 2 dimensional and 3 dimensional design.

Advanced Art III is for students preparing for a career in an art field. This course will challenge the skills and knowledge of the art student. Independent study and individual instruction will be spent on art careers, college information, and portfolio preparation, as well as strengthening the weaknesses of each individual student.

Art (continued)

COURSE

741 **Computer Art I**
Grades 10-11; 5 Credits

Computer Art is offered as part of, and in addition to, the traditional art curricula. This course will use appropriate graphics software, including Adobe Illustrator and Photoshop, to teach the fundamental technology of vector as well as raster images using the computer to generate graphic and photographic images. Students will use the computer as an art tool to scan and manipulate images; create photo collages; and to produce logos, trademarks, computer illustrations, advertising, and commercial graphics.

742 **Computer Art II**
Grades 11-12; 5 Credits

This course is offered as a second year, computer art elective. Students will further develop career-oriented computer skills with an emphasis on current trends in graphic design. Students will use the computer as an art tool to create advanced computer illustrations and designs using Adobe Illustrator, Photoshop, and Streamline.

Prerequisite: Successful completion of Computer Art I

745 **Advanced Placement Art 2-D Design**
746 **Advanced Placement Art 3-D Design**
747 **Advanced Placement Art Drawing**
Grades 11-12; 5 Credits

Advanced Placement Art is designed for students who are seriously interested in art and are looking to pursue art beyond high school. AP Art emphasizes critical decision-making in art and the development of technical skills, as well as encourages independent and creative thinking. The class will focus on developing a portfolio that will be sent out for grading in May. This class is open only to juniors and seniors with at least two years of art. Students will choose to complete a 2D design portfolio, a 3D design portfolio, or a drawing portfolio. Students may receive college credit for this course based on the score they receive on the AP exam. An AP test score of 4 or 5 is recommended to ensure college credit transferability.

BUSINESS AND COMPUTER TECHNOLOGY

Overview of the Business and Computer Technology Curricula

The Business and Computer Technology Department offers a wide variety of courses to meet the different needs of the Kingsway students.

The computer is a vital tool in completing a variety of school and personal tasks. Computer literacy also has become a necessity for business careers and college studies. Therefore, the Business and Computer Technology Department offers the following courses to meet the needs of all students: Economics; Accounting I, II, and III; Visual Basic I and II; Technology Services: Web Development; Business Management and Marketing; and Publication Using Technology I, II, and III.

Our Department incorporates skill development in conjunction with an emphasis on the importance of business ethics, cooperation in the workplace, and a general knowledge of employee/employer policies and procedures. Some skill development courses require prerequisites enabling learning to take place progressively.

COURSE

600

Economics

Grade 9; 2.5 Credits

This course is designed to introduce students to basic personal financial literacy concepts. The subject matter will focus on five major themes: goals and decision making; career research and planning; money management for budgeting, banking services, savings and investing plus credit; consumer skills with emphasis on housing and transportation; and risk protection. Students will study the skills necessary for making prudent life decisions. These will include basic personal accounting, budgets, savings and investments, credit and debt, and other topics related to fiscal responsibility.

603

Accounting I

Grades 10-12; 5 Credits

This course is designed to introduce students to basic accounting. Emphasis is on the classification of accounts, learning basic types of entries to be made in journals, becoming familiar with the various types of journals used in the business world, posting, worksheets, adjusting and closing entries, and financial reports. Bank reconciliations, payroll deductions, and payroll taxes for both employee and employer will be explored. Students will also gain a general knowledge of the different occupations in the accounting field.

Business and Computer Technology (continued)

COURSE #

604 **Accounting II**
Grades 11-12; 5 Credits

This course is an extension of Accounting I in which the basic facts will be reviewed and expanded upon to further develop accounting skills in the use of journals, ledgers, and other accounting forms. Accounting skills will be further developed to include a study of the departmentalization of records, partnerships, and corporate accounting. Emphasis will be placed on computerized accounting and the formation of student corporations. In these corporations, students will develop stock portfolios and prepare reports for their own corporations.

Prerequisite: Successful completion of Accounting I

605 **Accounting III**
Grade 12; 5 Credits

Accounting III is an extension of Accounting II and will expand on concepts in the area of corporate accounting. This advanced accounting course will be centered around computerized accounting, including the use of electronic spreadsheets to create financial reports. Several business simulations will be utilized during the year to give the students experience in realistic situations.

Prerequisite: Successful completion of Accounting II

606 **Visual Basic I**
Grades 10-12; 5 Credits

This course is an introductory class on the fundamentals of computer programming using Visual Basic. Students will be able to create a graphical user interface with click boxes plus drag and drop features. Students will also be able to write the programming code needed to implement the logic in order to run the graphical elements.

608 **Visual Basic II**
Grades 11-12; 5 Credits

This course is an extension of Visual Basic I in which the programming process will be expanded upon to further develop computer-programming skills in the areas of database access and variable arrays. Students will work toward taking their Microsoft Certification in programming.

Business and Computer Technology (continued)

COURSE #

607 **Technology Services: Web Development**
Grades 10-12; 5 Credits

This course uses a hands-on approach to teach students various elements necessary to design a Web page that loads fast and is user-friendly. An integral part of this course will include visiting various Web sites on the Internet, learning good Web page design techniques, and critiquing Web pages. In the beginning, students will use Microsoft Word, Excel, PowerPoint, and FrontPage 98 to create various Web pages. Using storyboarding and styles, the students will be able to design Web pages to fit the desired audience and Web browser. Students will gain insight into the proper usage of graphics on a Web page utilizing a scanner and digital camera.

611 **Business Management and Marketing**
Grades 11-12; 5 Credits

Business Management and Marketing is intended for students who plan to attend college and may desire to obtain a degree in business or start a business of their own. The course provides students with insight into the personal characteristics of a manager, management styles, functions of management, management-level decision making policies, and current-day problems faced by management. There is an emphasis on the process of recruiting and managing human resources. Through the use of the Internet, students prepare a presentation of a management career and apply current information to simulated management situations. Additionally, students will study basic marketing concepts, the sales process, the development and promotion of a product, the creation of a customer profile, target marketing, and the methods used to develop a customer relationship. Through the use of the Internet, students will prepare a presentation of a marketing career and discuss current trends in the marketing process. Working as a member of a team, students will develop and demonstrate a marketing plan. Business ethics and a concern for the customer are emphasized along with self-promotion, the interview process, employment letters, résumés, etc.

Business and Computer Technology (continued)

COURSE #

630 **Publication Using Technology I**
Grades 10-11; 5 Credits

Students in this class will use computers, scanners, and digital cameras to produce a variety of published works. They will create and evaluate layout designs for newspapers, brochures, booklets, pamphlets, yearbooks, etc. using Microsoft Word, Adobe In-Design, and appropriate photo editing software. Students will construct sections of the high school yearbook as part of this course. Students taking this course must be highly motivated and in good academic standing.

631 **Publication Using Technology II**
Grades 11-12; 5 Credits

In Publication Using Technology II, students will be responsible for the planning and construction of sections of the high school yearbook. They will be developing their leadership skills and learning to become editors of the yearbook. In addition, students will learn to delegate tasks and check on task completion. They will also learn to work with other students to design and complete their deadlines.

632 **Publication Using Technology III**
Grade 12; 5 Credits

This course is open to highly motivated students who have successfully completed Publications Using Technology I and II. In this class, the students will have input on the editorial decisions related to the publication of the yearbook. They will take on a leadership role and be responsible for working with the publisher to meet deadlines on time. They will have input on the theme, ladder, and the theme development throughout the book.

FAMILY AND CONSUMER SCIENCES

Overview for the Family and Consumer Sciences Curricula

The goal of the Family and Consumer Science Department is to prepare students for life outside of the school by introducing skills and concepts to improve the life and family of the student. The development of these individual life skills contributes to improving the quality of life in the family, community, and workplace now and in the future. Creative Living is a general Family and Consumer Science class that focuses on improving independent living skills such as cooking, personal economics, and goal setting. The development of individual interests and skills continues in skill-specific classes such as Basic Foods and Creative Living. These practical classes introduce students to the world of foods/nutrition or fashion/sewing.

COURSE

750 **Creative Living**
Grades 9-10; 5 Credits

Creative Living introduces students to the world of Family and Consumer Sciences. By the end of the course, students will become critical consumers in the areas of foods and clothing. Students will develop skills of resource management with experiences in the foods lab. These labs will incorporate nutrition in the food choices to encourage students to adopt a healthy lifestyle. Student will have the opportunity to use textiles to construct clothing and personal projects. The student will be expected to purchase materials for class projects.

751 **Basic Foods**
Grades 10-12; 5 Credits

Basic Foods is designed with an emphasis on food and nutrition. The course covers the uses of kitchen equipment and preparation of foods in the basic food groups. Basic nutrition for a healthier lifestyle will be emphasized. Consumer decisions, skills related to food choices, and management of resources will also be covered. Kitchen lab experiences provide the opportunities for students to work with others and use critical thinking and problem solving skills. Career and educational opportunities in the fields of food service and nutrition will be explored.

SPECIAL AREAS

RESOURCE CENTER INSTRUCTION

Kingsway offers resource center instruction as both small group instruction and in-class support. Small group instruction is offered in English, math, science, and social studies. In-class support involves shared instruction responsibilities between the content area teacher and the special education teacher designed to enable the student to succeed in meeting the curricular requirements in the regular education program. Access to the resource center program is based on prior determination of eligibility made by the Kingsway Child Study Team.

ENGLISH LANGUAGE SERVICES

Students identified as Limited English Proficient (LEP) will be assigned to an English Language Services (ELS) or English as a Second Language (ESL) program as required by New Jersey State code.