

**ORANGE HIGH SCHOOL
PROGRAMS OF STUDY**

2015-2016



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ORANGE HIGH SCHOOL
“KEEPING CHILDREN FIRST”

Dear Scholars and Parent(s)/Guardian(s):

The program of study booklet was designed to provide our scholars with vast array of academic opportunities to become college and career ready in the 21st Century. With that in mind, this booklet has exciting information regarding course offerings from each of our instructional departments, career and technical department and our strong partnerships with pre-college programs, college and initiatives, and intern/externship experiences. You will find detailed information about each course, credits, prerequisites, honors courses, Advanced Placement (AP) courses and district graduation requirements.

It is highly recommended that scholars, parents and school personnel examine this program of study before course selections are made. If there are any questions, please do not hesitate to contacting your school counselor, teacher, or administrator. Parent conferences concerning your child’s program of study are welcomed and encouraged by contacting your child’s school counselor for an appointment.

We are in an environment of change and with that said, our academic departments have developed a comprehensive program of study which will prepare our scholars to compete on a global level and be college and career ready in the 21st Century. We achieve this goal by offering our scholars course content that is college bound focused while also providing curricula that equips our learners for immediate career entry upon graduation.

Our scholars are expected to work with their school counselor to develop the best program of study that fosters academic excellence, industry exposure, goal setting, and to continue to lay the foundation for our scholars to be college and career ready as leaders in the 21st Century.

On behalf of the Guidance Department, wishing you great success in 2015 and beyond!

Sincerely,

Orange High School Guidance Department

GRADUATION REQUIREMENTS

To receive a New Jersey State endorsed diploma from Orange High School, each student must earn a *minimum* of 125 credits. In addition, students must demonstrate proficiency on the math and language arts sections of the High School Proficiency Assessment (HSPA) or its equivalent. Minimum passing scores are set by the New Jersey State Department of Education. Each year, students in grades nine, ten, and eleven must be enrolled in a program of at least 35 credits.

Students must maintain a yearly minimum workload of 35 credits when academic scheduling permits. A student in grades 9, 10 or 11 who has not passed a subject, **may not** “double up” in that subject *before grade 12* (exception made for students at CIAO). The student may take the course in an approved summer school program or “double up” in grade 12.

COURSES*	YEARS	CREDITS
English	4	20
Mathematics**	3	25
Science	3	15
Social Studies	3	15
Physical Education	4	16
Health and Safety Education	4	4
Visual and Performing Arts	1	5
World Languages	2	10
Financial, Economics, Business and Entrepreneurial Literacy	.5±	2.5
21 st Century Life and Careers or Career Technical Education	1	5
Electives	3	15

*School Counselors perform two audits annually to identify student academic targets toward high school graduation. **All scholars are scheduled for Algebra I and II which are 10 credits each and Geometry which is 5 credits. ±This denotes a semester course only.

**Effective with the 2010-2011 9th grade class

Grade Progression & Additional Graduation Requirements

- ✚ In order for a freshman to be promoted as a sophomore they must earn 30 credits.
- ✚ In order for a sophomore to be promoted as a junior they must earn 60 credits.
- ✚ In order for a junior to be promoted to a senior they must earn 95 credits.
- ✚ In order to graduate a student must earn 125 credits.
- ✚ 125 credits minimum required to meet graduation requirements
- ✚ Proficiency on the Math and Language Arts sections of the HSPA and/or PARCC end-of-course assessment.
- ✚ 60 hours of community Service (15 hours each year of school)

COMMUNITY SERVICE

Our Structured Learning Consultant in the school district is charged with developing our community partnerships which fosters relationships for our students to earn community services hours, intern/externships opportunities and possible job placement with corporate, non-profit and municipal agencies in Orange and the greater Orange area.

Students are required to complete and log a minimum of 15 hours per year of community service as a part of their graduation requirement of 60 total hours. Students at all grade levels are encouraged and motivated to engage in an extensive volunteer program providing assistance, lending their talents, skills, time, energy, and positive attitudes to a diverse community population. Through the office of the Mayor of Orange and the Municipal Alliance, students may acquire information about a variety of civic organizations that welcome the expertise and assistance of high school students. Students may arrange with middle, elementary, and high school principals to volunteer as mentors, tutors, and other practical and meaningful capacities. Religious and non-secular organizations are additional organizations through which students may devote their services to others. Community service hours will be indicated on official transcript with a grade of Pass or Fail.

COURSE REQUESTS

Making course requests requires careful consideration of the many alternatives found in the course guide. It is important to note that the number of course requests will determine whether a course is in fact offered as part of the high school master schedule. Every year, certain courses are deleted from the master schedule due to lack of requests for enrollment. All students will be required to select two alternate courses for every elective course they request.

It must be noted that course requests do not guarantee placement in a particular course. Scheduling conflicts frequently occur, especially when students request courses that have very few sections. Credit will be awarded only for courses that have been completed. Partial credit is not given for partial completion of courses.

Grading System

Numeric	CP	Honors	AP
97-100	4.3	4.8	5.3
90-96	4.0	4.5	5.0
87-89	3.5	4.0	4.5
80-86	3.0	3.5	4.0
77-79	2.5	3.0	3.5
70-76	2.0	2.5	3.0
67-69	1.5	2.0	2.5
65-66	1.0	1.5	2.0
<65	0.0	0.00	0.00

NC No Credit due to Poor attendance*

I Incomplete grade to be made up within 10 school days or grade will become an F

ME Medical excuse where student must make up work within 10 school days

EL Entered late, usually transfer student who enter from outside of the state/country

Students may lose credit in a course, regardless of current grade, by exceeding 18 unexcused absences in a full year course or 9 unexcused absences in a semester course (*subject to administrative review*). Parent/guardian will be notified according to the following schedule:

Full year course: Parents will be notified after 3, 6, and 9 absences

Semester course: Parents will be notified after 2, 4, and 6 absences

Quarter course: Parents will be notified after 2 and 4 absences

SCHEDULE ADJUSTMENTS

The process of registering and scheduling students is both complicated and challenging. It is therefore necessary to ask students to make careful and deliberate choices when they register for classes. If it becomes necessary to make a program change, students requesting a schedule adjustment must complete the *Schedule Change Request Form*. Requests for schedule changes will be processed for **ONLY** the reasons listed below. Students will be asked to identify the reason for the change before the form will be accepted for processing. Valid reasons for which a student may request a change of class include:

An error in placement prerequisite(s); prerequisite(s) are not met.

Successful completion of course taken in summer school.

An error or omission in transcript or data entry.

Class level change to a lower level once school begins.

Meeting graduation requirements.

A history of teacher/family/student conflict (written documentation required).

Previous failure by the student with the same teacher if other sections are available

There are several guidelines to which School counselors will strictly adhere. They include, but are not limited to, the following:

- If a student transfers into a closely aligned course within the same discipline, the new course will replace the related course on the student's transcript. A change of this nature must take place before the end of the first marking period.
- Counselors will work with students to finalize course selections. Any changes in course choices where prerequisites are not an issue **MUST** be made before the first day of school, while the counseling staff is still available to address these requests.
- Alternate course selections made at the time of registration are considered to be valid choices if the first selections cannot be scheduled (usually due to conflicts in the master schedule). **CHOOSE WISELY!** Changes in a student's request and/or final schedule **MUST** be made before the first day of school.

A special note to students:

Please take the time to choose courses that are the best match for you, your interests, your abilities and your goals! Gather information from your teachers, parents, administrators and your counselor as you build your academic program for next year. Careful selections now will mean fewer problems once the academic year begins.

Drop/Add Policy

Generous and reasonable time limits are given to accommodate students' requests for schedule changes. It is expected that students will use the time limits allotted. If a drop/add includes a change of level, refer to the "Change of Level" section in this catalog for specific guidelines.

It is the intent of this present policy to provide adequate time for each student in conjunction with parents/guardians, counselors and teachers to develop a program best suited to meet his/her needs. The following procedures have been adopted for dropping and adding courses:

Before the school year begins:

A full year or a first semester course may be dropped only before the first day of school.

Once the school year has begins in September, the policy regarding add/drop of courses will be:

A student may change a level from the 10th day of class until the first marking period interim report, provided there has been a parent/teacher/student/counselor conference. There is a one-week limit at the beginning of the second semester for adding a semester course. There is a three-week limit at the beginning of the year for adding a year course.

If the Counseling Department determines that special circumstances necessitate allowing a student to drop a course from a student's schedule, a drop may be made after the 16th day of class. When a drop is approved, an alternate course will be scheduled.

Note: A change in schedule may not always be possible. All changes must be made according to the above guidelines.

Change of Level

It is sometimes necessary to change the level of a course in which a student is registered in order to ensure the best conditions for learning. It is most practical to set time limits for such a change. However this change must be made according to the following criteria:

1. A change in level should only be made after a conference with the school counselor, parent, student, and teacher and it has been confirmed that such a change is in the best interest of the student's academic program.

Counseling Responsibilities

A student is expected to:

1. Make appointments when needed with his/her counselor.
2. Follow through with KEEPING appointments with the counselor whether or not the student has requested the appointment.
3. Promptly return all necessary forms related to the guidance process (ex: college application forms, transcript release forms, etc.).
4. Allow 5 working days' time when requests are being made in order to provide the office with an opportunity to comply.
5. Meet with their Counselor yearly to discuss and sign the Memorandum of Understanding (MOU).

ENGLISH DEPARTMENT

Four years of English is required for all students. All courses offered are aligned to the Common Core State Standards. Because language is fundamental for all other learning, educators at Orange High School provide students with rigorous, high quality curricula and classroom experiences in order to fully prepare our students to achieve college and career readiness. The English curricula allow students to explore the richness of language, the sophistication of ideas, and the many genres through which authors express views about the world. In doing so, students must grapple with the fundamental structures, paradoxes and limitations contained in language and the complexities of written, visual and non-representational texts. Further, students will develop a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They will become proficient in new areas through research and study. The courses require students to read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. Through reading, writing, speaking, and listening, students explore what it means to think about language and literature in order to express themselves and become self-directed learners, effectively seeking out and using resources. Students looking for opportunities to challenge themselves are welcome to petition for enrollment in honors or Advanced Placement classes (see the Honors/AP course request form).

English I (5 credits)

Prerequisite: None

This course is designed to introduce, reinforce, and practice reading skills and literary analysis through the reading of novels, informational texts, primary sources, plays, short stories, poetry, myths, legends, folktales, etc. Emphasis is placed on developing critical thinking skills, identifying the main idea, recognizing theme, analyzing character, and recognizing an author's purpose. Students learn to initiate and participate effectively in a range of collaborative discussions with diverse partners on grade appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Additional emphasis is placed on the fundamentals of clear organized writing including: sentence structure, paragraphing, usage, and the conventions of Standard English grammar and usage when writing or speaking. Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. Short as well as more sustained research projects are required and students will synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Students will engage in reading and writing activities through a mandatory grade-level project over the summer.

Honors English I (5 credits)

Prerequisites: B or better in 8th grade English; teacher recommendation

This course introduces students to the challenges and rigors of the Honors English classes. Students who demonstrate competency through test scores, class work, and teacher recommendation, have the opportunity to explore English with more intensity. Students are introduced to college-level analysis of the novel, short story, informational texts, primary source documents, drama, and poetry. Students will be tasked with the analysis of substantive texts, including the use of sophisticated reasoning skills, effective use of technology, become proficient in new areas through research and study, read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. Students will refine and share their knowledge through writing, speaking, listening and the effective use of Standard English.

Instruction will incorporate test sophistication strategies in preparation for End of Course Exams, as well as the college entrance examinations.

Students will engage in reading and writing activities through a mandatory grade-level project over the summer.

English II (5 credits)

Prerequisite: English I

This course further develops reading skills for literary analysis using various genres. Emphasis is on inferential comprehension and study skills. Instruction will continue to develop skill in sentence structure, organization of ideas, and editing for effective grammar, word usage and mechanics of the conventions of Standard English grammar and usage when writing or speaking. Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. Short as well as more sustained research projects are required and students will synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation while incorporating outlining, paraphrasing, and citations. Instruction will incorporate test sophistication strategies in preparation for End of Course Exams as well as college entrance exams. Students will engage in reading and writing activities through a mandatory grade-level project over the summer.

Honors English II (5 credits)

Prerequisites: Honors English I; B or better in English I; teacher recommendation

Students continue to sharpen their skills in literary analysis through examination of world literature and major world writers. This course continues to develop students' knowledge of the research processes that includes written and oral argumentation. Students are required to participate in a formal debate. Students will be tasked with the analysis of substantive texts, including the use of sophisticated reasoning skills and relevant evidence. With the effective use of technology, students will become proficient in new areas through research and study, and read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. Students will refine and share their knowledge through writing, speaking, listening and the effective use of Standard English. Instruction will incorporate test sophistication strategies in preparation for college entrance examinations as well as End of Course Exams. Students will engage in reading and writing activities through a mandatory grade-level project over the summer.

English III (5 credits)

Prerequisites: English II

This course is designed to acquaint students with the development of American Literature from the colonial period through the 21st century. Students will continue to receive instruction in the development of inferential comprehension skills and study skills. In addition, there will be an emphasis on sentence structure, organization of ideas, and the development of editing skills. A formal research paper, including outlining, documentation, and bibliography is required. Students will make effective use of 21st century technology, become proficient in new areas through research and study, read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. Students will refine and share their knowledge through writing, speaking, listening and the effective use of Standard English. Instruction will incorporate test sophistication strategies in preparation for End of Course Exams as well as college entrance exams. Summer reading and writing assignments are required.

Honors English III (5 credits)

Prerequisites: Honors English II; B or better in English II; teacher recommendation

This course is designed for students who have mastered fundamental literacy skills, who wish to work beyond the scope of the College Preparatory English program and who may wish to take AP courses in English. Through the lens of American literature, students will be introduced to various literary genres and schools of literary criticism such as Political Criticism, Sociological Criticism, and Marxist Criticism extend students' understanding and appreciation of literature through critical reading and composition. Students will make effective use of technology, become proficient in new areas through research and study, read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. Students will refine and share their knowledge through writing, speaking, listening and the effective use of Standard English. Instruction will incorporate test sophistication strategies in preparation for End of Course and college entrance exams. Students should expect to continue the examination of substantive texts through extensive reading and writing assignments inclusive of relevant and thorough evidence throughout the year. Students will engage in reading and writing activities through a mandatory grade-level project over the summer.

English IV (5 credits)

Prerequisites: English III

This course is designed for students who have mastered fundamental literacy skills, who wish to work beyond the scope of the College Preparatory English program and who may wish to take AP courses in English. Through the lens of American literature, students will be introduced to various literary genres and schools of literary criticism such as Political Criticism, Sociological Criticism, and Marxist Criticism extend students' understanding and appreciation of literature through critical reading and composition. Students will make effective use of technology, become proficient in new areas through research and study, read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. Students will refine and share their knowledge through writing, speaking, listening and the effective use of Standard English. Instruction will incorporate test sophistication strategies in preparation for End of Course and college entrance exams. Students should expect to continue the examination of substantive texts through extensive reading and writing assignments inclusive of relevant and thorough evidence throughout the year. Students will engage in reading and writing activities through a mandatory grade-level project over the summer.

Honors English IV (5 credits)

Prerequisites: Honors English III; B or better in English III; teacher recommendation

This course is designed for students who have mastered fundamental literacy skills and who wish to work beyond the scope of the College Preparatory English program. Introduction to various literary genres and schools of literary criticism such as Deconstruction, Post- Modern Criticism, and Cultural Literary Criticism, extend students' understanding and appreciation of literature through critical reading and composition. Students will make effective use of technology, become proficient in new areas through research and study, read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. Students will refine and share their knowledge through writing, speaking, listening and the effective use of Standard English. Instruction will incorporate test sophistication strategies in preparation for End of Course and college entrance exams. Students should expect extensive reading and writing assignments throughout the year. Students will engage in reading and writing activities through a mandatory grade-level project over the summer.

Young Adult Literature (5 credits)

Prerequisites: English I and II.

This course can be taken in lieu of English III or IV to fulfill graduation requirements

This course presents the opportunity for students to read some of the most engaging, culturally relevant, and current literature specifically for young adult readers. Carefully selected, thought provoking analysis of themes and messages will engage students in the informational text in this course. Students will analyze these complex texts through comparative complex texts and the inclusion of relevant evidence. Students will make effective use of technology, become proficient in new areas through research and study, read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. Students will refine and share their knowledge through writing, speaking, listening and the effective use of Standard English. Instruction will incorporate test sophistication strategies in preparation for End of Course and college entrance exams. Students will engage in reading and writing activities through a mandatory grade-level project over the summer.

Mythology (5 credits)

Prerequisites: English I and II.

This course can be taken in lieu of English III or IV to fulfill graduation requirements

Students will study the various mythologies from around the world. Broken into modules that align with marking cycles, students will investigate the beliefs and stories from the Greeks and Romans, the Egyptians and Sumerians, the Norse deities, the various cultures of the Americas. These are all incredibly rich histories from all over the globe in which cultures sought to make sense of their origins. Students will make effective use of technology, become proficient in new areas through research and study, read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. Students will refine and share their knowledge through writing, speaking, listening and the effective use of Standard English. Instruction will incorporate test sophistication strategies in preparation for End of Course and college entrance exams. Students will engage in reading and writing activities through a mandatory grade-level project over the summer.

Literature and Film (5 credits)

Prerequisite – English I and II

This course can be taken in lieu of English III or IV to fulfill graduation requirements

This course integrates the study and analysis of both film and literature as text. There are four modules, each with its own theme. Each module focuses on a primary film and a primary novel and is supplemented with shorter texts such as documentaries, short stories, informative articles and other films. This unique approach will engage students by providing an opportunity to look at cinema as a valid form of text, rather than just a form of entertainment. Novel/film pairings include:

Night/The Godfather, Brave New World/The Matrix, Othello/Casablanca, and Things Fall Apart/Guess Who's Coming to Dinner? This course fulfills the English III requirement for 11th grade students and the English IV requirement for 12th grade students.

Advanced Placement Language and Composition (5 credits)

Prerequisites: Honors English II; B or better in English II; teacher recommendation

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purpose, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. Students will engage in reading and writing activities through a mandatory grade-level project over the summer.

Advanced Placement English Literature and Composition (5 credits)

Prerequisites: Honors English II; B or better in English II; teacher recommendation

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purpose, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. Students will engage in reading and writing activities through a mandatory grade-level project over the summer.

ELECTIVES:

Advanced Placement Seminar (5 Credits)

Prerequisites: None

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

Advanced Placement Seminar (5 Credits)

Prerequisites: Advanced Placement Seminar

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong mentored, research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense.

Tornado News 1 (5 elective credits)

Prerequisite: Students will need to complete each level to move onto the next.

Open to students in grades 9-12

This course is a prerequisite for Tornado News Staff which produces the school newspaper, *Tornado News*. In this introductory course, students will develop grammar, punctuation, capitalization, vocabulary, and organization skills needed for successful writing. Additionally, students will work on activities that explore various journalistic forms of expression such as straight news, features, editorials, and sports writing. Finally, students in this class will work on techniques such as interviewing, note-taking, and writing leads which will make them superior journalists. The First Amendment will also be studied by students in this class. Successful completion of this class (an average of 88 or better) will allow a student to enroll in Tornado News Staff.

Tornado News Staff (5 elective credits)

Prerequisite: Grades 10, 11, AND 12; B or better in Tornado News; Teacher Recommendation

This is a rigorous journalism class, open only to students who successfully complete Tornado News or have special permission from the instructor. In this course, students will produce the *Tornado News*, the OHS student newspaper. For the *Tornado News*, students will be assigned articles and stories that must be handed in by established deadline days. Journalists will be responsible for researching their articles, and editing their copy through conferences with the teacher. Students may be asked to attend extra-curricular activities in their role as journalists.

Since the *Tornado News* will be printed regularly, students enrolled in this class must have a great interest in disciplined writing. They also must have an intense desire to contribute to a more positive school environment through responsible, mature reporting. Students enrolled in this course will be allowed to take the course for elective credits multiple times.

African-American Women Writers of the 20th Century (2.5 Credits)

Prerequisite- English I and II

Open to students in grades 11-12

Students in this course will focus their study on the short and long fiction, drama, poetry, and songs that represent the tradition of writing that has become the African –American woman’s telling of her dealings with racial and social identity, self-acceptance, and empowerment as major cultural and historical movement took their course. Through class discussion and activities, as well as independent work, students will engage with the major literary themes that connect African-American women’s stories over

time Students will make effective use of technology, become proficient in new areas through research and study, read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. Students will refine and share their knowledge through writing, speaking, listening and the effective use of Standard English. Instruction will incorporate test sophistication strategies in preparation for End of Course and college entrance exams. Students will engage in reading and writing activities through a mandatory grade-level project over the summer.

Gothic Literature (2.5 credits)

Prerequisite – English I and II

The Gothic tradition is a genre of literature which probes the anxieties in our public and private worlds. Through the use of traditional Gothic conventions, the writer explores the psychological world within and often the ambiguous, confusing universe without. The literature is entertaining and demanding -- Hawthorne, Poe, Mary Shelley, Bram Stoker, the Brontes, and children's fairy tales, among many others. The backdrop of the times, as well as the author's background, will also be explored. Though ancillary to the literature, cinematic elements will also be studied. Various film directors' use of such classic Gothic conventions as passivity, isolation, and setting are explored as mediums to probe internal and external terror. A series of complex, informational analyses that deal with the literary texts, input to daily discussions and projects involving Gothic backgrounds and authors will be expected of the student. Students will make effective use of technology, become proficient in new areas through research and study, read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. Students will refine and share their knowledge through writing, speaking, listening and the effective use of Standard English. Instruction will incorporate test sophistication strategies in preparation for End of Course and college entrance exams. Students will complete a mandated summer research project.

Outdoor/Adventure Literature (2.5 credits)

Prerequisite – English I and II

Action and adventure literature has long been stoking the imagination of readers. Be it Jack London's isolationist approach to the harsh winter landscapes, Thoreau's Naturalistic look at the world, or even Robinson Crusoe's love affair with the sea, readers are drawn to the excitement and wonder of the natural world. Students will engage in an analysis of substantive text as they cite relevant evidence. Students will engage in reading and writing activities through a mandatory grade-level project over the summer. Students will make effective use of technology, become proficient in new areas through research and study, read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. Students will refine and share their knowledge through writing, speaking, listening and the effective use of Standard English. Instruction will incorporate test sophistication strategies in preparation for End of Course and college entrance exams.

Play Writing

(2.5 elective credits)

Prerequisite: None Open to students in grades 9

The study of the basic principles of playwriting is the focus of this course. From start to finish, the student will complete a one act play as the final project. The student will learn how to develop plot, character, though, diction, sound and spectacle in the original drama.

This course is an introduction to the craft of playwriting and an exploration of the creative art of the playwright.

The approach will include analysis of works of significant playwrights and a creative writing curriculum where the student experiences the process of the playwright through exercises and the creation of short plays. The Playwriting Program will be strongly committed to the exploration of emotional and behavioral truth, and to helping young artists build awareness and understanding of the range and depth of human experience.

Creative Writing (2.5 elective credits)

Prerequisite: None

Open to students in grades 10-12

Creative Writing provides opportunities for students to refine their creative writing skills and abilities beyond those developed in the required English courses. This course encourages students to see creative writing as a unique way of thinking, and as a means of constructing and conveying meaning. Students in the Creative Writing course are encouraged to explore and develop their own ideas. They are also encouraged to explore many different ways of conveying meaning through writing, and to explore how methods and styles vary within cultures and time periods. Through experiences in creative writing, students are encouraged to explore connections between their own writing, the writing of others, and the broader world around them. Students will make effective use of technology, become proficient in new areas through research and study, read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. Students will refine and share their knowledge through writing, speaking, listening and the effective use of Standard English. Students will complete a mandated summer research project. This course is an English elective and does not fulfill the English course requirements for graduation.

Public Speaking (2.5 elective credits)

Prerequisite: English I and II

This course covers the theory and practice of public speaking. Additionally, the course will provide an overview of methods of studying to produce academic and formal presentations. Building on the ancient rhetorical canons including Socrates, Kennedy and Malcolm X speeches; while recognizing unique challenges of contemporary public speaking, the course guides students through topic selection, organization, language, and delivery. Assignments include formal speeches (to inform, to persuade, and to pay tribute), brief extemporaneous speeches, speech analyses, and evaluations. Students will develop skills and confidence in research and organization to support them in creating intellectual presentations and speeches for a multitude of audiences. Students will make effective use of technology, become proficient in new areas through research and study, read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. Students will refine and share their knowledge through writing, speaking, listening and the effective use of Standard English. Students will engage in reading and writing activities through a mandatory grade-level project over the summer.

Read 180 Reading Lab (2.5 Elective Credits)

Prerequisite: Teacher Recommendation and qualifying Scholastic Reading Inventory (SRI) score

Students will utilize *READ 180*, a comprehensive reading intervention program proven to meet the needs of struggling readers. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature and non-fiction, and direct instruction in reading, writing, and vocabulary skills. This supplemental program will not fulfill the student's requirement for English for the school year and will be taken in conjunction with the appropriate grade-level English class.

MATHEMATICS DEPARTMENT COURSES

Course Title	Course Weight	Elective	Term	Credits	Prerequisite
Intensive Algebra I	College Prep		Full Year	10	8 th grade math
Algebra I	College Prep		Full Year	10	8 th grade math
Algebra I Honors	Honors		Full Year	10	*Proficient level or higher in 8 th grade state standardized assessment *And "B" or higher in 8 th grade math; teacher's recommendation
Algebra II	College Prep		Full Year	10	Algebra I
Algebra II Honors	Honors		Full Year	10	* Proficient level or higher in state algebra I End of Course assessment (if applicable) * And "B" or higher in algebra I grade; teachers' recommendation
Geometry	College Prep		Full year	5	Algebra II
Geometry Honors	Honors		Full Year	5	* Proficient level or higher in state algebra II End of Course assessment (if applicable) * And "B" or higher in algebra II grade ; teachers' recommendation
Introduction to Statistics	Honors	Elective	Full Year	5	*Completed all three required math course (algebra I, II, & geometry) *And "B" or higher in the previous year math course
Pre-Calculus	Honors	Elective	Full Year	5	*Completed all three required math course (algebra I, II, & geometry) *And "B" or higher in the previous year math course
Calculus	AP (AB)	Elective	Full Year	5	Pre-Calculus
Calculus	AP (BC)	Elective	Full Year	5	Pre-Calculus

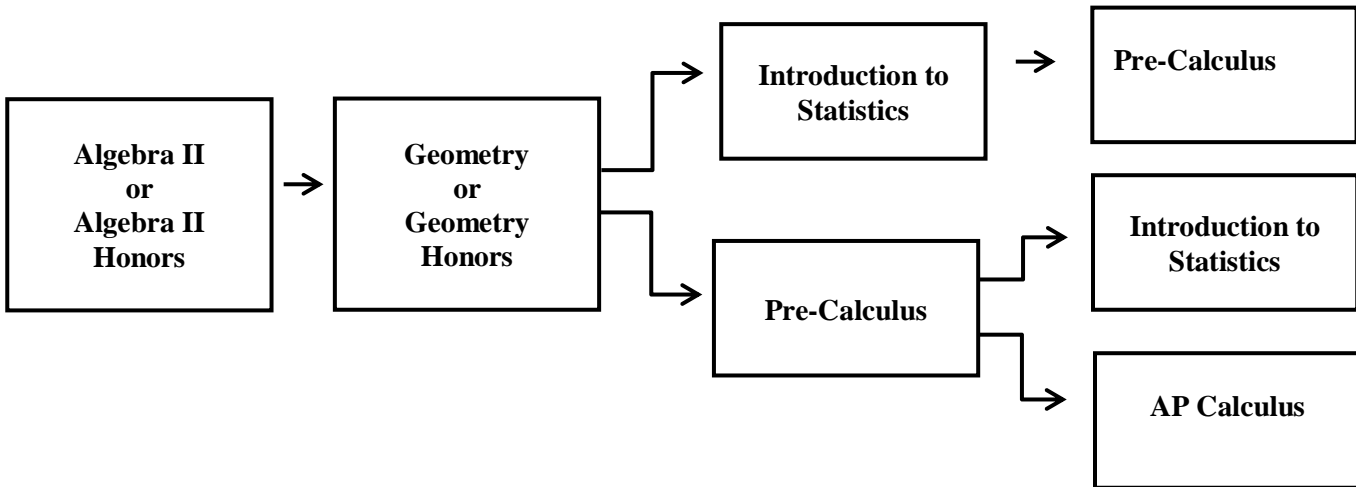
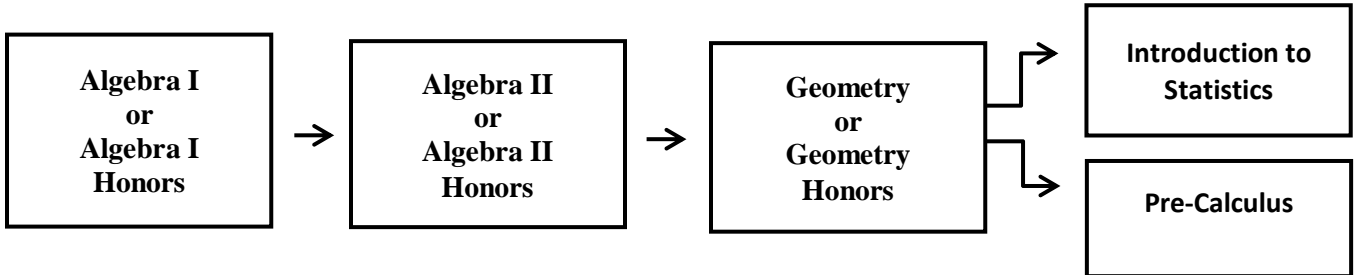
COURSE PATHS FOR HIGH SCHOOL MATH

9th Grade

10th Grade

11th Grade

12th Grade



MATHEMATICS DEPARTMENT

The goal of the mathematics course in grades 9 through 12 is to provide students with a strong foundation and experience in the application of mathematics, i.e., to formulate key questions, to analyze and conceptualize, and to transfer computational skills and strategies to new situations.

All math courses address the Common Core Content Standards, and provide opportunities for success that encourage all students to develop a positive attitude about mathematics by engaging them in exploring and solving real life problems, and using mathematics in meaningful ways.

Intensive Algebra I (10 credits)

In Intensified Algebra I, students focus on linear functions and equations, which provide the mathematical tools necessary for consolidating and representing what they learned in elementary and middle school about ratios and proportional reasoning. Students also study exponential and quadratic functions and equations. Finally, throughout the course, students learn to use basic algebraic tools to represent problem situations and to solve important classical problems. The instructional model of the course “reverses” the process of presenting concepts and skills first and then giving students an opportunity to work on those skills and concepts. Students learn important concepts and skills by “doing math”. The course employs an instructional model that supports collaborative, investigative, and learning. It strives to promote a vision of mathematics as a human endeavor. In addition, it fosters interactive learning through student writing, reading, speaking, and collaborative activities so students can learn to work effectively with peers; communicate about mathematics both orally and in writing; promote students’ abilities to reason, justify, and generalize; and advance students’ positive work habits and learning dispositions. This will require students to use one of their quarterly electives (40 minutes every day) as additional instruction time for the first marking period only.

Algebra I (10 credits)

Algebra I will provide a formal development of the algebraic skills and concepts necessary for students to succeed in advanced math courses. During this course, students will solve problems and work with many different representations of mathematical concepts, ideas, and processes to better understand the world. The topics of the course include patterns and multiple representations, proportional reasoning, percent, and direct variation, solving Linear equations, linear functions and Inequalities, writing and graphing linear equations, lines of best fit, systems of equations and Inequalities, quadratic functions, properties of exponents, polynomial functions rational expressions, probability, statistical analysis, and quadratic and exponential function and logic. To achieve the learning goals of each topic, students will respond to questions that ask them to look for patterns, estimate, predict, describe, determine, represent, compare and contrast, calculate, solve, write a rule, generalize, and explain their reasoning.

Algebra I Honors (10 credits)

This is an honors level Algebra I course offered to students who have demonstrated superior ability in previous year math course. Topics studied in the regular Algebra I curriculum will be taught at an accelerated pace, and be extended and explored in greater depth. In addition, a real life project related to the content studied will be completed in each marking cycle.

Algebra II (10 credits)

Algebra II is a course that extends the content of Algebra I and provides further development of the concept of a function. The course promotes the understanding of both linear and non-linear functional form, as well as the relationship between text, equations, graphs and tables through the mathematical modeling of realistic situations. Topics includes searching for patterns, quadratic functions, graphs of polynomial functions, polynomial modeling, sequences and series, graphs of rational functions, rational expressions and equations, radical functions, graphs of exponential and logarithmic functions, exponential and logarithmic expressions and equations, mathematical modeling, graphs of trigonometric functions, trigonometric expressions and equations, Interpret Data in a normal probability distribution, make Inference and justify conclusions, and make decisions using complex probability models.

Algebra II Honors (10 credits)

This is an honors level algebra II course offered to students who have demonstrated superior ability in algebra I course. Topics studied in the regular Algebra II curriculum will be taught at an accelerated pace, and be extended and explored in greater depth. In addition, a real life project related to the content studied will be completed in each marking cycle.

Geometry (5 credits)

Geometry is the third course in mathematics for high school students. Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. The course includes the study of plane and three-dimensional figures. Logical thinking is explored through deductive and inductive methods. Topics include the geometry of points, lines and planes, properties of congruence and similarity, trigonometry, circles and spheres, coordinate geometry, area, and volume, and applications of probability.

Geometry Honors (5 credits)

This is an honors level geometry course offered to students who have demonstrated superior ability in algebra II course. Topics studied in the regular geometry curriculum will be taught at an accelerated pace, and be extended and explored in greater depth. In addition, a real life project related to the content studied will be completed in each marking cycle.

Applying Functions and Modeling (5 credits)

This is a full year course designed for students to prepare their college math study and future work related to mathematical model. The course provides students an in-depth study of modeling and mathematical functions. Rich problems and applications abound, many designed to develop and sustain algebra skills. Function applications and modeling should be included throughout the course of study. Appropriate technology, from manipulative to graphing calculators and application software, will be used regularly for instruction and assessment.

Introduction to Statistics (5 credits)

Introduction to Statistics will introduce students to the practice of elementary statistical tools. The course is a full year, high school level course, designed to prepare its students for future work in Statistics and Probability. The course will involve applying statistical techniques to solving meaningful and practical applications in science, business and various other disciplines. The course will familiarize students with the major concepts and tools for collecting, analyzing and making conclusions about data. The course will cover Probability, Experiment Design, Representation of Data, Measures of Central tendency, Binomial Distribution, Poisson distribution, Normal distribution, Hypothesis Testing, Linear Regression and Multiple Regression. The course will involve the use of a TI-84 calculator.

Pre-Calculus (5 credits)

Pre-calculus focuses on standards to prepare students for more intense study of mathematics. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are further developed to include inverse, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions. The Common Course Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that make use of their ability to make sense of problem situations.

AP Calculus AB (5 credits)

AP Calculus AB is intended for students who have a thorough knowledge of college preparatory mathematics including algebra, geometry, and trigonometry. The course provides an opportunity for students to receive credit for college level course work. The course involves applying derivative and integration techniques to solving practical applications in science, business, and various other disciplines. The course will combine theory, pedagogy and design to master these concepts through cooperative work and research-based rich learning tasks. The goal of this course is for students to have a clear concept of Limits, Differentiation, Integration, Fundamental Theorem of calculus, and Area between various curves, Arc Length, Surface, Series and Convergence.

AP Calculus BC (5 credits)

AP Calculus BC is an extension of Calculus AB. The course includes all of the topics covered in AP Calculus AB plus additional topics including the application of parametric polar and vector functions, applications and derivatives and integrals and polynomial approximations and series.

SCIENCE DEPARTMENT PATHWAY

9th Grade

Physics,
Physics First,
Honors Physics

10th Grade

Chemistry,
AP Physics,
Environmental Sci,
Honors Chemistry,

11th Grade

Biology,
AP Chemistry →
Honor Biology,
Environmental Sci

12th Grade

Anatomy/Physiology
Hydroponics
Forensic Science
Astronomy
Pharmaceutical
Science

Earth and Space Sciences

Environmental Science

Prerequisite: None

(5 credits)

Course Description: This course is designed to allow students to explore and discuss debated scientific issues in modern society. Units covered include animals, environment, and health, land use, natural resources, and biotechnology. Students will obtain information about topics via case studies to evaluate the relative risks associated with presented problems, and to examine alternative solutions for resolving and/or preventing them.

Life Sciences

Anatomy and Physiology I

Prerequisite: Biology¹

(5 credits)

Course Description: This course follows a sequential study of the major body systems in an organized and structured curriculum. The course is designed to give students an overview of human anatomical structure and an analysis of physiological principles. Topics include laboratory investigations, slide work via microscope studies, computer simulated and/or actual dissections of various animal parts and the study of the human skeleton and other organ models.

Biology

Prerequisite: None

(5 credits)

Course Description: This course is a comprehensive study of molecular, cellular, and organismic biology. A key goal of the course is to give students an integrated insight into the modern scientific view of the world.

Classwork includes the study of basic structures and functions and energy requirements of living organisms at the cellular and system level, environmental studies with an emphasis on human impact on the environment, genetics, and evolution. Each topic will be illustrated with lab exercises or

¹ Chemistry may be taken concurrently

demonstrations. Students will engage in research-based writing assignments involving laboratory activities and projects.

Honors Biology

Prerequisite: Teacher recommendation

(5 credits)

Course Description: This course is a comprehensive study of molecular, cellular, and organismic biology. A key goal of the course is to give students an integrated insight into the modern scientific view of the world. Classwork includes the study of basic structures and functions and energy requirements of living organisms at the cellular and system level, environmental studies with an emphasis on human impact on the environment, genetics, and evolution. Each topic will be illustrated with lab exercises or demonstrations. Students will do extensive independent reading and writing assignments, including laboratory reports and research papers. In conjunction with Seton Hall University, this course is offered as part of a dual enrollment program through Project Acceleration whereby students are afforded the opportunity to achieve college credit with successful completion of the course. Benefits from participating in this course includes becoming familiar with college-level academic requirements and expectations, transitioning more easily into a college environment, and shortening the time necessary to complete a college degree.

Hydroponics

Prerequisite: None

(2.5 credits)

The purpose of the hydroponics course is to nurture students in to becoming critical thinkers with the skills necessary to apply critical thinking skills around relevant and timely issues affecting their environment. In this course, students will investigate growing mechanisms and their variables through a hands-on approach. The hydroponics greenhouse, serving as a closed hydroponics system, allows students to grow various fruits and vegetables without the use of soil. Students will learn to address topics such as food production, water management (including testing for water quality, dissolved oxygen, PH, and ammonia), genetics, nutrient exchange and nutrition while simultaneously learning about the world of business, production and marketing.

Physical Sciences

Chemistry

Prerequisite: Physics First, Algebra I

(5 credits)

Course Description: This course addresses the fundamental concepts of chemistry to include properties of matter, atomic theory, nuclear chemistry, qualitative rate and equilibrium, periodic trends, bonding and types of reactions. Concepts and skills are reinforced through in-depth hands-on laboratory experiences with an emphasis on the utilization of mathematical, analytical, and data acquisition skills.

Honors Chemistry

Prerequisite: Physics First, 'B' or better in Algebra I; teacher recommendation

(5 credits)

Course Description: This course highlights the chemical and physical properties of the elements and their compounds. Lab experiments, problem solving and critical thinking skills are emphasized in this course

Honors Chemistry is designed for the student who plans to major in science in college. Topics include: properties of matter, quantum theory, nuclear chemistry, periodic trends, bonding and types of reactions, stoichiometry, qualitative, rate, and equilibrium.

AP Chemistry

Prerequisite: 'B' or better in the following - Honors/Chemistry and Honors/Algebra I or Honors/Geometry; teacher recommendation, and/or success completion of entrance exam
(5 credits)

Course Description: AP Chemistry is the second of a two-year sequence that is designed to prepare students to take the AP Chemistry examination. Proper preparation to take this course includes the completion of PSI Physics and then PSI Chemistry. PSI Chemistry begins where PSI Physics ends, and builds Chemistry knowledge using the principals learned in Physics. The topics in this course include chemical reactions, chemical periodicity and nuclear chemistry. The laboratory investigations are an essential part of the course.

Forensic Science

Prerequisite: None
(2.5 credits)

Course Description: Forensic science is the application of basic biological, chemical and physical science principles and technological practices to the purposes of justice in the study of criminal and civil issues. Major themes of study in this course are pathology, anthropology, odontology, ballistics, trace evidence, biological fluids, serology, DNA, fingerprints, impression evidence, questioned documents and other forensic data collection.

Physics First

Prerequisite: Algebra I²
(5 credits)

Course Description: This course represents the first year in a comprehensive two year sequence of Algebra/Trigonometry based physics. The course is comprised of Mechanics, Electricity and Magnetism, Simple Harmonic Motion, Waves, Light and the Bohr model of the Hydrogen atom. The order of the topics has been geared to use and reinforce the mathematics that the students are studying. For this reason, this first year course is geared towards reinforcing skills in algebra. Connections are also developed between the analysis of motion and graphical analysis, collision problems and the solving of systems of equations, etc.

² Can be taken concurrently with Algebra I

Honors Physics

Prerequisite: Algebra I; teacher recommendation

(5 credits)

Course Description: This course is designed for students who have developed a strong background in science. Course work includes the study of Classical Mechanics, Thermodynamics, Electricity, Magnetism and Nuclear Physics. Students will do extensive independent reading and writing assignments, including laboratory reports and research papers.

AP Physics

Prerequisite: 'B' or better in Physics/Physics First, concurrently taken with Algebra II, and or a Physics Entrance Examination

Recommended: Pre-Calculus or Advanced Algebra and Trigonometry

(5 credits)

Course Description: This is a second year course. AP Physics B begins with a brief review of some major concepts in one-dimensional problem while introducing multi-dimensional problems. It begins by integrating the use of trigonometric functions into the Physics Honors topics of mechanics and electricity & magnetism. This allows students to solve problems with vectors that are oriented at arbitrary angles; rather than just parallel or perpendicular to one another. The course then addresses the topics of waves; sound; thermodynamics; geometrical optics; wave optics; as well as introductory atomic & nuclear physics. In conjunction with Seton Hall University, this course is offered as part of a dual enrollment program through Project Acceleration whereby students are afforded the opportunity to achieve college credit with successful completion of the course. Benefits from participating in this course includes becoming familiar with college-level academic requirements and expectations, transitioning more easily into a college environment, and shortening the time necessary to complete a college degree.

Astronomy

Prerequisite: Algebra I, Physics (5 credits)

Course Description: This course is aimed at exposing students to interstellar space from the smallest fundamental particles to galaxies. In this course students will learn about the life processes of stars and galaxies, how to model movements of planets and spacecraft, as well as what goes into space travel. The course includes labs to further students understanding of Earth's place in the universe.

Pharmaceutical Science

Prerequisite: Algebra I, Chemistry or Biology teacher recommendation, and/or successful completion of entrance exam (5 credits)

Course Description: This course provides students with an introduction to the Pharmaceutical Sciences; providing a foundation for those pursuing advanced degrees in health and medicine. Coursework includes the study of organic chemistry, biochemistry, principles of Pathophysiology and Drug Action, Drug Discovery and Development, and Drug classification and mechanism.

SOCIAL STUDIES DEPARTMENT

In social studies classes, students confront questions about the wonder, excitement and humankind in the world. How have humans defined themselves and made meaning of the world? How are we connected to and different from those who have come before us? What do all humans have in common? In short, social studies classes help students understand their roots, see their connections to the past, comprehend their context, recognize the commonality of people across time, appreciate the delicate balance of rights and responsibilities in an open society, and develop the habits of thoughtful analysis and reflective thinking. All courses address the Common Core State Standards: Literacy in History/Social Studies, as well as the NJ Core Curriculum Content Standards.

Global Studies (5 credits)

Prerequisite: None

This course is designed to enhance basic comprehension of Global Studies with an emphasis in global geography, Holocaust and genocide studies, political science, social institutions, political institutions, economic systems, and world cultures from the Renaissance period, Age of Reason, and Colonialism to the present era. The course analyzes these areas and tracks their evolution throughout the continents of Africa, Asia, America, and Europe. In addition, students are exposed to an in-depth analysis of the humanities in relation to world history and current political world events. The course ultimately enables students to place current global events into a historical context, develop a greater understanding of diverse world cultures, and possess a heightened awareness of multiculturalism in their community.

Honors Global Studies (5credits)

Prerequisite: Teacher recommendation

This course is designed for students who have mastered fundamental social studies skills, who anticipate taking AP courses in History. Students will examine the development of nationalism and the emergence of the modern world from the Middle Ages to the twentieth century. It will provide an introduction to various schools of historic criticism beginning with the process for how history is created. Students should expect extensive reading and writing assignments throughout the year.

United States History I (5 credits)

Prerequisite: Global Studies

This course focuses on the historical development of the United States to 1877 covering Pre-Columbian civilizations, early European settlements, American colonies and cultural comparison, North and South America, American War for Independence, U.S. Constitution, national growth and expansion, Civil War and Reconstruction. The course also analyzes the role of geography, culture, social movements, political institutions, political philosophy, economic systems, contribution of women and minorities, and examines the causal relationships between these factors and events in early American History.

Honors United States History I (5 credits)

Prerequisite: A or B in Honors Global Studies and/or teacher recommendation

This course is designed for students who have mastered fundamental social studies skills. US History I explores the emergence of the United States from England's rebellious colony to an imperial world power at the dawn of the twentieth century.

Historical criticism is analyzed, including the process of how history is created. Students should expect extensive reading and writing assignments throughout the year.

United States History II (5 credits)

Prerequisite: United States History I

This course centers on the historical development of the United States from 1877 to present including the industrial transformation of the nation, expansionism, the industrial revolution, Imperialism, the growth of cities and immigration, the rise and fall of populism, progressive movement and the culture of the 1920's, the Great Depression, World Wars I & II, the Cold War, the Holocaust, the Korean War, the Vietnam Conflict, the Civil Rights Era, and the 1960s to current issues in American politics and society. The course also analyzes the role of geography, culture, social movements, political institutions, political philosophy, economic systems, contributions of women and minorities and the examination of the causal relationships between these factors and events in modern American History.

Honors US History II (5 credits)

Prerequisites: A or B in Honors US History I or teacher recommendation

This course is designed for students who have mastered fundamental social studies skills. Students are introduced to various schools of historic criticism continues with the process of how history is created, and covers Social History, including Marxian Historiography, History as Mythology and Socio-cultural Historiography. Student should expect extensive reading and writing assignments throughout the year.

A.P. US History (5 credits)

Prerequisite: "B" or better in US History I and US History II and/or teacher recommendation

This course is designed to prepare students to successfully take the Advanced Placement exam in U.S. History and to provide the equivalent of a first year college U.S. History course. Students will be expected to do extensive research on topics ranging from Pre-Columbian America & the Colonia period to current day. Students will be expected to examine both primary and secondary source documents and develop pertinent vocabulary, reading, writing, and higher order thinking skills. In addition, students will be able to link historical literature of the periods, to relate past and future events with the current events, to establish extensive library skills, and to further develop geography skills such as map, chart, and graph reading. Students will be exposed to small group and large group discussions, debates, panel discussions, interviewing, role playing, game situations, and guest lecturers.

Electives:

Africana Studies (2.5 credits)

Elective open to all students in grades 9-12

This course will analyze the history of the African diaspora from the ancient empires through the modern times. Students will conduct an in-depth study of African history and culture through art, music, literature, religion, politics, law, science, and business. All aspects of the African diaspora, which include all African descendants on the African continent, the Caribbean, Latin America, and the U.S. respectively, will be closely analyzed. Past and present issues surrounding Pan-Africanism as a movement for liberation and independence will carefully be studied as well. As an extension of the curriculum, students will be afforded the opportunity to attend trips and special presentations. Students will be assessed based on individual and group projects, presentations, and traditional assessments.

American Studies (5 credits)

Elective open to all students in grades 9-12

Students will analyze how music, literature, and popular culture impacted historical events and how they were, in some cases, an outgrowth of political events. This course, co-taught by an English teacher and a social studies teacher, examines American historical events through the lens of literary themes, political philosophies, cultural developments and how the voices of the people have shaped this country. Literary analysis and writing skills will be enhanced. Class size is limited and teacher recommendation is necessary.

Civics (2.5 credits)

Elective open to all students in grades 9-12

This course is designed to prepare students to be informed, active, and responsible citizens committed to the fundamental values and principles of the American constitutional democracy. Effective and responsible participation in American society requires knowledge and understanding of laws and the impact it has on the individual and society. Students will gain a basic understanding of government, law, politics, and top world affairs. As an extension of the curriculum, students will be afforded the opportunity to participate in related trips. Students will be assessed based on individual and group projects, presentations, and traditional assessments.

Economics (2.5 credits)

Elective open to all students in grades 10-12

Economics includes a study of the foundations of economics, a comparative study of major economic systems in the world today, and an attempt to utilize basic economic ideas and principles for everyday life. The materials used to teach the course as well as the student-centered approach require that students who elect Economics deal with complex concepts, daily reading assignments, active class participation, essay questions on tests, and both independent and group research projects.

Criminal Justice/Street Law (2.5 credits)

Elective open to all students in grades 9-12

Criminal Justice/Street Law will analyze the theories and practices of the criminal justice system in the U.S. Traditional studies in juvenile justice, constitutional law, individual rights, fair trial, free press, voters' rights, civil rights, and the penal system are investigated, in addition to exploring students' abilities to think critically about logical information.

Peer Leadership (5 credits)

Open to students in grade 12 with teacher recommendation

Peer -Leadership is a student-to-student mentoring program that utilizes seniors to help freshmen acclimate to their a high school environment by helping them cope with academic and social issues they may encounter. Peer -leaders must also engage in activities within the school that promote good citizenship, social activism, and volunteerism.

Students must take 1 marking period of Health and Safety and 3 marking periods of Physical Education for each year of high school to meet the New Jersey State requirements. The Physical Education curriculum attempts to stimulate interest and enjoyment in physical skills, sports and other such activities in an effort to promote the importance of physical fitness and to encourage an appreciation for good health habits. Students are taught to develop a sense of responsibility and leadership, improve and maintain muscular control, and become knowledgeable of rules which govern these activities. They will develop habits, which will promote physical fitness. Option 2 may be substituted for those students participating on an Orange High School sports team or enrolled in Dance.

Physical Education 9, 10, 11, 12 (4 credits)

SPORT OFFERINGS

Basketball	Baseball/Softball	Cricket
Football	Floor Hockey	Soccer
Netball	Volleyball	Relays
Cooperative Games	Ultimate Frisbee	Handball
Physical Fitness	Speedball	Pickleball

Health I – Grade 9 (1 credit)

Prerequisite: None; One Marking Cycle

The Health Education curriculum is designed to promote information and skills students need to become health literate, maintain and improve health, prevent disease and reduce the health-related risk behaviors. The purpose of the program is to insure that each child will grow to understand the importance of personal health for a lifetime of wellness. The following topics are covered:

1. Male/Female Reproductive System (Growth & Development)
2. Communicable Diseases (Diseases & Health Conditions)
3. Nutrition
4. Alcohol Tobacco and Other Drugs

Family Living, Health II – Grade 10/11 (1 credit)

Prerequisite: None; One Marking Cycle

This course focuses on developing skills in problem solving, interpersonal relationships, family management issues, citizenship, and social health problems. The following topics are covered:

Defining Yourself, Understanding Others, Loving Relationships, Taking Responsibilities, Getting Married, Making Adjustments, Today’s Families, Having a Baby, Growing and Learning, Parenting, Facing Family Changes, Resolving Family Crises, Choosing a Career. Balancing Needs and Resources, Managing Your Environment, Managing Independent Living, Keeping Healthy and Enjoying Good Nutrition.

Safety – Grade 10/11 (1 credit)

Prerequisite: None; One Marking Cycle

This course covers laws that control our driving privileges, understanding traffic signs, signals and pavement markings, rules of the road, defensive driving, driver problems and what to do in emergencies. It culminates with students taking the New Jersey State Driver's Written Exams, hopefully followed by their receiving driving permits. Students will be able to complete the following:

1. Define and demonstrate the cause of traffic accidents and methods to decrease the number of accidents.
2. Define and demonstrate knowledge and respect for traffic rules and regulations.
3. Demonstrate self-discipline and emotional control while operating a motor vehicle.
4. Demonstrate the proper procedures in operating a motor vehicle and to demonstrate the relationship of such procedures to skillful and safe driving.
5. Pass the state written examination.

TOPICS TO BE COVERED:

1. Proper position of hand on steering wheel.
2. Proper speed limits in New Jersey.
3. Proper procedure for making turns (right, left, K and U turns).
4. Proper use of signals and lights.
5. Driving procedures (Highway, City and Parking).
6. Fines and Penalties

First Aid – Grade 12 (1 credit)

Prerequisite: None; One Marking Cycle

American Red Cross standard course is taught. Emphasis is on safety, prevention of further injury and cardio-pulmonary resuscitation. Students will be able to:

1. Demonstrate the correct procedure in reporting symptoms of an illness to a doctor.
2. Recognize how accidents occur and how they can be prevented.
3. Demonstrate first aid procedures for all types of wounds.
4. Demonstrate the proper use and mechanics of artificial respiration.

Electives-

Lifelong Health and Fitness- Grade 11 and 12 (2.5 Credits)

Prerequisite- None

This course can provide students with an understanding of the concepts of physical fitness, and how to apply & incorporate these concepts into their lives today & in the future. This course will cover fitness concepts including, but not limited to:

Training Principles

Nutrition

Motivation

Components of Health Related Fitness: Aerobic Fitness, Muscular Strength & Endurance, Flexibility

Body Composition

Components of Skill Related Fitness: Agility, Balance, Coordination, Power, Reaction Time, Speed

Assessments

Program Design

Fitness & Aging

Activities & Fitness for Life

WORLD LANGUAGE DEPARTMENT

The World Language program is designed to stimulate curiosity for the love of learning a new language while focusing on developing academic skills in all content areas, as well as promoting cultural awareness, and expanding critical and analytical thinking. The World Language Department encourages the study of one or more languages to promote global understanding. Language expresses the essence of a people and its study fosters a gradually deepening knowledge of the culture, geography, history, and social institutions of other countries. In addition, it provides a differing perspective on one's own culture and language.

All students will be administered the STAMP assessment in grade 8. This assessment measures language proficiency in the target language (French, Spanish or Mandarin). If a sufficient score is obtained, the student is not required to take the 2 years of World Languages to graduate. It will also assist in accurate level placement for the student.

French I (5 credits)

Prerequisite: None

This course aims to develop the necessary basic skills for listening, speaking, reading and writing of French. Writing is limited to basic sentence structure culminating in the ability to structure short compositions. The students are assessed in diverse manners ranging from individual to collective assessments.

French II (5 credits)

Prerequisite: French I or 8th grade French and teacher recommendation

This course utilizes the skills obtained in French I in order to continue developing the students within the French language. Greater emphasis is placed on listening and speaking. Students acquire a basic grammatical background, enabling them to read French literature in the next two courses.

French III (5 credits)

Prerequisite: French II

This course consolidates the first two years' work. Emphasis shifts from the oral production to reading and writing skills. Longer reading assignments from selections of both modern and classical French literature are required as well as essay production.

AP French Language (5 credits)

Prerequisites: Three to four years of French or equivalent native fluency

This course aims to prepare the students for the AP Exam and for further study of French language, culture, and literature. It uses the previous knowledge gained from French Language courses. It demands a great amount of grammar, vocabulary, listening, reading, and writing skills in order to be successful.

Native Speaker French I (5 credits)

Prerequisites: STAMP Placement Test

This course is designed for students who have been formally exposed to listening, speaking, reading and writing French and are interested in continuing their study of the language. It aims to review grammar rules and the orthography. Students will read and write extensively, give oral presentations, and

participate in debates, all while learning about the fundamental grammatical structures of French. It is open to any student making high proficiency on the STAMP assessment.

Native Speaker French II (5 credits)

Prerequisites: Placement Test and Teacher Recommendation

This course is designed for students who have been formally exposed to listening, speaking, reading and writing French and are interested in continuing their study of the language. It aims to review grammar rules and the orthography. Students will read and write extensively, give oral presentations, and participate in debates, all while learning about the fundamental grammatical structures of French. It is open to any student making high proficiency on the STAMP assessment.

Spanish I (5 credits)

Prerequisite: None

This course aims to develop understanding and speaking the language by developing basic skills for listening, speaking, reading and writing of Spanish. Students must master the present tense, as well as basic grammatical structures. Stress is placed on good pronunciation and a strong command of vocabulary.

Spanish II (5 credits)

Prerequisite: Spanish I or Placement test

This course reinforces skills learned in Spanish I while adding the development of reading and writing skills. It also aims to increase vocabulary and nuances of words in Spanish and more use of Spanish is infused.

Spanish III (5 credits)

Prerequisite: Spanish II

This course reinforces the skills learned in Spanish II and it also aims to develop other skills in listening, speaking, reading and writing. It concentrates on vocabulary development and verb tenses. Students are expected to comprehend, understand, and participate in discussions and correctly write short paragraphs in Spanish.

AP Spanish Language (5credits)

Prerequisites: Three to four years of Spanish or equivalent native fluency

This course aims to prepare the students for the AP Exam and for further study of Spanish language, culture, and literature. It uses the previous knowledge gained from French Language courses. It demands a great amount of grammar, vocabulary, listening, reading, and writing skills in order to be successful.

Native Speaker Spanish I (5 credits)

Prerequisites: STAMP Placement Test

This course is designed for students who have been formally exposed to listening, speaking, reading and writing Spanish and are interested in continuing their study of the language. It aims to review grammar rules and the orthography.

Students will read and write extensively, give oral presentations, and participate in debates, all while learning about the fundamental grammatical structures of Spanish. It is open to any student making high proficiency on the STAMP assessment.

Native Speaker Spanish II (5 credits)

Prerequisites: Placement Test and Teacher Recommendation

This course is designed for students who have been formally exposed to listening, speaking, reading and writing Spanish and are interested in continuing their study of the language.

It aims to review grammar rules and the orthography. Students will read and write extensively, give oral presentations, and participate in debates, all while learning about the fundamental grammatical structures of Spanish. This course aims to assist the Spanish native speaker meet the college foreign language requirement. It is open to any student making high proficiency on the STAMP assessment.

Mandarin I (5 credits)

Prerequisite: None

This course aims to develop the necessary basic skills for listening, speaking, reading and writing of Mandarin. The students are assessed in diverse manners ranging from individual to collective assessments.

Mandarin II (5 credits)

Prerequisite: Mandarin I

This course aims to develop the necessary basic skills for listening, speaking, reading and writing of Mandarin. Writing is limited to basic sentence structure culminating in the ability to structure short compositions. The students are assessed in diverse manners ranging from individual to collective assessments.

Mandarin III (5 credits)

Prerequisite Mandarin II

This course reinforces the previously taught skills learned in Mandarin II, through the four skills of listening, speaking, reading and writing. Students will broaden their ability to communicate effectively and properly in various real-life situations, learn complex grammatical structures, and increase vocabulary using a significant number of characters. The Chinese characters will be reviewed and more characters introduced systematically, as they relate to the listening and speaking activities conducted throughout the course. Students will also further their study of contemporary and traditional Chinese cultural elements.

CAREER AND TECHNOLOGY EDUCATION DEPARTMENT

The Career and Technical Education Department offers career pathways that lay the foundation for entry into future careers in culinary arts, business and accounting, computer networking, health fields, graphic arts, engineering and media production. In grade 8 all students take a career inventory assessment on the Naviance system. This opens the discussions with guidance counselors to place students in areas of interest for future careers. In grades 9-12, students who have chosen a career pathway will follow a series of elective classes that culminates with the student receiving an industry recognized certification and/or a professional portfolio. Networking with professionals in the field as well as voluntary internship experience is also offered.

Tomorrow's Teachers (5 credits)

This course is available to students in grades 11 and 12

This course is designed for students who want to explore careers in the area of education. Students will be given challenging real-world projects and assignments typical of the education field. Classroom activities will include reading, research, projects, problem-solving, and observations. Projects will include working with other students in an educational setting. Assessment methods will include reflective writings, hands-on activities, observations, oral and written projects, reading assignments, and a portfolio. This course can fulfill a practical or a fine and performing arts requirement.

STEM Lab (2.5 credits)

Prerequisite: None

SmartLab1 is an elective course that features a 21st century learning lab designed for the exploration of STEAM (science, technology, engineering, art and mathematics), digital media arts, alternative energy exploration, college and career pathway exploration and other academic topics through applied technology.

Students engage in real world activities using advanced hardware, scientific and media equipment, hands-on construction kits and flexible furniture systems. Students' progress through a series of curriculum guided and self-directed project engagements. As they tackle these projects, they learn essential technology skills and systems, including Mechanics and Structures, Computer Graphics, Science and Data Acquisition, Publishing and Multimedia, Alternative and Renewable Energy, Robotics and Control Technology, Circuitry, and Computer Simulation. This course is a prerequisite for career pathways and is additionally open to any student interested in this as an elective.

GRAPHIC ARTS PATHWAY COURSES

Graphic Arts (2.5 credits)

Prerequisite: STEM Lab or Teacher recommendation

Graphic Arts is an introduction to digital imaging and computer-based art. Students will explore different avenues of visual communication, self-expression, and creative problem-solving through the creation of commercial, interactive, and fine art. All work is based upon the study, aesthetics, purpose, and criticism of digital art forms.

Web Design (2.5 credits)

Prerequisite: STEM Lab or Teacher recommendation

This course is an introduction to the design, creation, and maintenance of web pages and websites. Students learn how to critically evaluate website quality, learn how to create and maintain quality web pages, learn about web design standards and why they're important, and learn to create and manipulate images. The course progresses from introductory work on web design to a culminating project in which students design and develop websites.

Graphic Arts Production (5 credits)

Prerequisite: Graphic Arts or Teacher recommendation

This program is the production course graphic arts and gives students the opportunity to participate in advanced projects as well as work-based learning situations related to Graphic Communications. Students produce page designs and write, edit, and proofread copy, captions, and headlines. Students will have the opportunity to build their portfolios.

Printshop I –(5 Credits)

This course of study prepares students to work in the graphic and print industry. A state of the art Print Shop that meets or exceeds industry standards is provided for student use. Upon successful completion of the program, students will possess the necessary skills and training to begin a career in all fields related to computer graphics and print technology. The student will be able to perform in all areas of the print shop.

Portfolio I/II - (5 credits)

Prerequisite: Drawing, Painting, Graphic Arts, Graphic Arts Production or Teacher recommendation

Portfolio is for the advanced art student who is willing to experiment with conventional and unconventional media. The students will also participate in numerous award winning contests and exhibitions. This class will also prepare finished works of art for preparation to college. Computer generated art will be a component of this course. Some of the assignments or media are painting, drawing, sculpture, stage design and architectural drawings and models.

ACCOUNTING / BUSINESS COURSES

Introduction to Business (5 credits)

Prerequisite: None

Students will be introduced to the world of business and be prepared for the economic roles of consumer, worker and citizen.

This course will serve as a background for other, more detailed business courses, such as accounting, marketing and business law, as well as preparation for future employment, financial literacy and consumer decision making.

Business Finance (2.5 credits)

Prerequisite: STEM Lab or Teacher recommendation

The course is designed to provide students with an overview of the principles of business finance. The curriculum focuses on major areas of study, including economics, marketing, accounting procedures, and the global financial market. An integral component of the curriculum is the application of decision-making skills that enables students to become more responsible consumers, producers, or business entrepreneurs.

Business Law (2.5 credits)

Prerequisite: STEM Lab or Teacher recommendation

Students will gain a solid foundation in understanding the legal issues related to topics of business law and personal law. Areas of study will include how laws were formed, procedures in civil and criminal cases, making contracts, terminating contracts, responsibilities of minors, being a consumer, purchasing power, purchasing insurance, personal and real property rights, starting a business and leadership skills.

Accounting I (5 credits)

Elective open to students in Grade 11 and 12

This course addresses accounting concepts and principles applicable to business enterprises. Students will classify items as assets, liabilities or owner's equity. The advantages and disadvantages of the three forms of business ownership, sole proprietorship, partnership, and corporation will be analyzed.

Preparation and presentation of a variety of source documents will demonstrate the language of business by recording, analyzing, and interpreting financial data.

(Students may elect to take Accounting II or International Business Practice Firm as the final course in the career pathway according to their interest area)

International Business Practice Firm (5 credits)

Prerequisite: Introduction to Business and teacher recommendation

This full year course is based on the International Business Practice Firm concept. The IBPF is a simulated business that mirrors the real world. It is a "company" set up by students with the assistance of the teacher. In an authentic setting, linked by technology, the student/employee engages in simulated business transactions with other firms both domestically and internationally. Students/employees participate in the four main business functions: marketing/sales; purchasing; human resources and finance. The IBPF classroom is a student-centered learning environment. Students master knowledge by constructing it. Content is learned in a relevant context.

Accounting II (5 credits)

Prerequisite: Accounting I

Elective open to Grade 12

This second year course is a review and expansion of topics covered in Accounting I. Accounting II will incorporate accounting principles and procedures in managerial, intermediate, and cost accounting with an emphasis on corporate accounting. Accounting II is designed to prepare students who plan to pursue a career in accounting or business.

DIGITAL MEDIA COURSES

Introduction to Digital Media (2.5 credits)

Prerequisite: STEAM Lab

Students will learn the fundamentals of digital photography and video production and create a number of short films. Participants will also edit video on Apple MACs, and create music for their projects on Garageband. Students will also learn basic screenwriting skills using Celtx screenwriting application.

Digital Media (2.5 credits)

Prerequisite: STEAM Lab or Intro. to Digital Media

Students will build upon the techniques that were introduced in the prior course with more emphasis on project-based learning. Students will videotape school events, learn pre-production techniques, directing, advanced screenwriting, lighting techniques, and acquire producing skills. Students will work on a series of projects where they will have the opportunity to learn how to promote their film projects.

Broadcast Journalism (5 credits)

Prerequisite: Digital Media or teacher recommendation

Students will produce video and audio news programs for distribution on television and the internet. In this course students will study the history and major developments of broadcast journalism through radio, standard newscasts, magazine format, short and long form documentaries, “reality” documentaries. Learn to conduct broadcast news research, explore the process through which news is gathered and prepared for reporting for broadcast, become familiar with the news broadcasting process and technical production.

Every student will regularly write about their ongoing projects. Subjects to be covered will include topics such as sports, politics, culture, and current events.

Filmmaking (5 credits)

Prerequisite: Broadcast Journalism or teacher recommendation

This class is a hands-on approach to creating, producing and displaying short films. Students will learn the basics and produce their own short films as well as explore film genres.

Smart Lab II-Video Production (2.5 credits)

Open to students in Grades 10-12

In this course, students will film school events, create dynamic video productions and broadcasts live over the internet to parents and the school community. It’s a fun and engaging way to develop communications and language skills as you build 21st Century skills such as critical thinking, project planning, team building, and collaboration.

CULINARY

Diet and Nutrition (2.5 credits)

Open to students in grades 10-12

This one semester course emphasizes personal nutrition and healthy food preparation skills via lessons in personal safety, consumerism, and healthy eating habits. Students are taught the proper use of kitchen tools and equipment and the current dietary guidelines recommended by the USDA.

Basic Foods (2.5 credits)

Prerequisite: Diet and Nutrition (formerly Intro to Foods). This course is open to students in grades 10-12.

This one semester course builds upon the foundations learned in Diet and Nutrition. Students learn about a variety of foods, the best methods to purchase food products, and various cooking techniques used in food preparation. Students will work together as a team to create dishes from many different cultures.

Foods Service and Preparation (5 credits)

Prerequisite: Diet and Nutrition and Basic Foods (Formerly Foods I and Foods II)

A full year course preparing students for employment in the food service industry, preparation of foods, career exploration, service, and serving are the topics covered in this course. Field trips to commercial establishments and culinary schools reinforce the program.

Culinary Arts (5 credits)

Prerequisite: Food Service and Preparation

This is an in-depth study of the different types of menus and station set-up pertaining to the culinary cuisine techniques of preparation of various foods and trays used for presentation. The emphasis will be that students learn about yields of foods, organization, and utilization of fundamental cooking techniques. Students will also learn the *functions of catering*.

HEALTH

Introduction to Health Careers (2.5 credits)

Prerequisite: STEAM Lab

This course is designed to introduce students to the many facets of the health care field. This includes exploration of various careers and an introduction to some basic skills. Field trips and speakers will be utilized to help students make career decisions wisely. Some basic medical terminology is incorporated to help students feel comfortable in the medical environment. Only students who have some interest in the possibility of working in health care are encouraged to enroll in this course.

Health Occupations Education (5 credits)

Prerequisites: Introduction to Health Careers

This competency-based course will help prepare students with entry level skills important in various areas of health care. It is designed for students seeking a career in the health care field. The course focuses on fundamental knowledge and clinical skills necessary for assistants in various health care areas. Students will receive instruction in both the classroom and the clinical areas and they will gain experience through pre-clinical instruction and through observation and practice at clinical facilities.

Students will learn to recognize problem situations in health care settings and they will demonstrate the use of critical and creative thinking skills and logical reasoning for problem resolution. Safety issues, legal and ethical considerations, as well as professional codes will be presented and discussed during the course. Students will use the knowledge of disease prevention for the maintenance of optimal health.

Anatomy and Physiology (Science Department)

Dynamics of Health Care/Medical Terminology I (2.5 credits)

Prerequisite: Introduction to Health Careers and Introduction to Computer Applications

Medical Terminology is the study of vocabulary that pertains to body systems, anatomy, physiology, medical processes, procedures and diseases. It provides specialized language for the health care team, enabling health care workers to communicate in an accurate, articulate and concise manner. In this course, students will learn medical root words, prefixes, suffixes and common abbreviations. The course is designed to give students a comprehensive knowledge of word construction, spelling, definition, and usage related to all areas of medical science. Presently, this course is offered in conjunction with Dynamics of Health Care. Dynamics of Health Care in Society is an orientation to health care and delivery, with emphasis placed on the role of the health care practitioner as both a provider and consumer of health care services.

Emergency Clinical Care/Medical Technology II (2.5 credits)

Prerequisites: Dynamics of Health Care / Medical Terminology I

In this course, terms related to emergency and clinical care are presented, including the skeletal, muscular, cardiovascular, respiratory, nervous and other systems. This is a continuation of Medical Terminology I.

Emergency and Clinical Care is a course that teaches how to respond to emergencies before medical help arrives. The course is designed to give the student the knowledge of how to recognize and respond to many emergency situations. The intent of the course is to help each student feel more confident in his/her ability to act appropriately in an emergency. Student are prepared to obtain a patient medical history, take and record vital signs relative to medical treatment, and acquire CPR and first aid training.

The intent of the course is to help students feel competent to act appropriately in the event of an emergency. A certification in Community Cardiopulmonary Resuscitation and first aid is possible with this course.

CISCO NETWORKING ACADEMY

Computer TIAA+ (5 credits)

Prerequisite: STEM Lab

The CompTIA+ course is the industry standard for computer support technicians. The international, vendor-neutral certification proves competence in areas such as installation, preventative maintenance, networking, security and troubleshooting. CompTIA A+ is part of the certification track for corporations such as Microsoft, Hewlett-Packard, Cisco and Novell. Other technology companies, including CompuCom and Ricoh, have made CompTIA A+ certification mandatory for their service technicians.

Cisco Networking Academy I (5 credits)

Prerequisite: TIAA+

The Academy Lab is designed to accommodate 12 students per class/section. Successful completion of this program leads to a *Cisco Certified Network Associate (CCNA)* certificate. The program is designed to teach students the skills needed to design, build, and maintain small to medium sized networks. This provides them with the opportunity to enter the workforce and/or further their education and training in the computer networking field.

Instruction includes, but is not limited to, the following curriculum components: OSI model and industry standards, network topologies, IP addressing, networking components, basic network design, beginning router configurations and routing protocols.

Cisco Networking Academy II (5 credits)

Prerequisite: Cisco Networking Academy I

Course topics include: advanced router configurations, LAN switching theory and VLANs, advanced LAN and LAN switched design, Novell IPX, and threaded case studies. Additional skills include: WAN theory and design, WAN technology, PPP, frame relay, and ISDN, network troubleshooting, national SCANS skills, and threaded case studies.

Particular emphasis is placed on the use of decision-making and problem-solving techniques in applying science, mathematics, communication, and social studies concepts to solve networking problems. In addition, instruction and training are provided in the proper care, maintenance, and use of networking software, tools, equipment, local, state, and federal safety, building, and environmental codes and regulations. Students who successfully complete this series of courses may take the examination to become a Cisco Certified Network Associate.

ENGINEERING

In PLTW Engineering, students engage in open-ended problem solving, learn and apply the engineering design process, and use the same industry-leading technology and software as are used in the world's top companies. Students investigate topics such as aerodynamics and astronautics, biological engineering and sustainability, and digital electronics and circuit design, giving them an opportunity to learn about different engineering disciplines before beginning post-secondary education or careers.

Schools offer a minimum of three courses by the end of the third year of implementation: Introduction to Engineering Design, Principles of Engineering, and any specialization course or the capstone course.

Foundation Courses

Introduction to Engineering Design (5 credits)

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

Principles of Engineering

Prerequisite: Introduction to Engineering Design (5 credits)

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

Digital Electronics

Prerequisite: Principles of Engineering (5 credits)

From smart phones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry including logic gates, integrated circuits, and programmable logic devices.

WoodShop (C.I.A.O) (5 credits)

This course is offered for the student interested in learning lifelong skills in the area of construction and manufacturing. The student will have a variety of areas of study to select from including cabinet making, carpentry and other advanced areas. During this course students will build their knowledge in planning a project, selection and use materials, including tools and machines to produce a finished product. Emphasis will be on safety and quality of workmanship. The students will do 1 required project and then they (with direction) will select the rest. (The instructor will decide if the student has the ability for any given project.) This class is about the world of work and each student will need to be in attendance and participate fully in all activities.

VISUAL & PERFORMING ARTS DEPARTMENT

An education in the arts is an essential part of a student's human, social, and economic growth. The Visual & Performing Arts Department offers OHS students visual arts, dance, music, and theater. Graduation requirements in New Jersey include at least **FIVE CREDITS** in visual, practical or performing arts and is critical to the your success as you move through life.

Beginning Dance - (5 credits)

Prerequisite: None

This beginner course is an introduction to the fundamentals of dance. The units covered will be elements of movement, basic ballet and a theory class. Elements of movement include a basic beginner modern jazz technique, ballet includes a beginner syllabus, and in theory we will explore the history of dance as well as being exposed to concert performances and important personalities of the dance world. This course will culminate in a concert performance. Dance classes require the student to be dressed appropriately and participation is essential to the fulfillment and completion of this the course.

Intermediate Dance - (5 Credits)

Prerequisite: Beginning Dance or previous formal dance experience; audition

This intermediate level of dance requires students to take beginning dance and/or by recommendation of the teacher. Intermediate dance will take the elements of movement and its beginner technique to the next level. Ballet class will expand upon a basic barre and center syllabus to exercises that involve more concentration and skill. Ethnic styles are introduced and discussed for their social relevance. In theory, we will discuss history and concert works with a more critical point of view. This course will culminate with a concert performance. Dance classes require the student to be properly dressed and participation is essential to the fulfillment and completion of this course.

Advanced Dance - (5 credits)

Prerequisite: Intermediate Dance or Previous Formal Dance Experience, Audition

This advanced level of dance requires that students complete beginning and intermediate dance or by recommendation of the teacher. This class meets every day for a full year and therefore must meet the expectations of an advanced dancer. Elements of dance will include a modern jazz technique that expands the dancer beyond beginner and intermediate levels of proficiency. Ballet class includes choreography in this style and an increased level of understanding of the syllabus and technique. In theory we will study history and other styles of dance with an advanced ability to observe, analyze, critique, evaluate, and interpret the study of choreography is introduced and developed as well as a study of continuing education in dance. This class will participate in public concerts and the year will culminate with a composition of their own. Dance classes require the student to be properly dressed and participation is essential the the fulfillment and completion of this course.

Honors Dance – (5 credits)

Prerequisite; Advanced Dance with a grade of B or higher

This Honors offering can be taken as an Independent Study offering if scheduling allows and students must meet the expectations of an advanced dancer. There will be an emphasis on performing and choreography. Elements of dance will include a contemporary lyrical technique that expands the dancer beyond beginner and intermediate levels of proficiency. Modern class includes choreography in this style and an increased level of dance concepts of the syllabus and technique. There will be an emphasis on Modern, Jazz, Contemporary, Lyrical, Pointe Work, Improvisational dance techniques, choreographers and career opportunities. In theory we will study history and other styles of dance with an advanced ability to observe, analyze, evaluate, and interpret. This class functions as a performing ensemble and students will be required to participate in performances throughout the year and mandatory rehearsals as well as the annual winter and spring concerts. The year will culminate in the creation of original choreography.

The students must maintain a minimum total G.P.A. of 3.0. The dance classes require the student to be properly dressed in required female and male leotard and tights and participation is essential to the fulfillment and completion of this course. Students of Honors Dance will often mentor students with lesser skills to encourage growth and strengthen the ensemble.

Beginning Band - (5 credits)

Prerequisite: None

Designed for students with no instrumental music background, skill improvements, such as tone, counting and reading music are taught. Students are issued an instrument and are solely responsible for its care. Lessons are in groups, with home practice required daily for at least 30 minutes. Students should naturally progress into the *Advanced Band* course.

Intermediate Band – (5 credits)

Prerequisite: Beginning Band, 8th Grade Band, or audition

This course is an extension of Beginner Band. It offers experience in physical marching and playing march music, concert band, small ensemble and various types of music. A prerequisite to Intermediate Band is either satisfactory completion of Beginning Band, satisfactory competition of Instrumental Music at Orange Middle School or another school outside the district or by audition with the Band Director prior to enrollment. Students must practice a *minimum* of 30-minutes daily beyond the normal class schedule.

Advanced Band - (5 credits)

Prerequisite: Intermediate Band, previous formal Band experience, or audition

This course is designed for the experienced instrumentalist. Student will be required to perform in programs including football events, concerts and parades. In winter months emphasis is placed on concert music, i.e., transcription, classical, standards and contemporary/pop music.

Honors Band - (5 credits)

Prerequisite: Advanced Band with a grade of B or higher

This Honors offering can be taken as an Independent Study offering if scheduling allows. Students who take this class will be required to perform in programs including football events, concerts and parades. In winter months emphasis is placed on concert music, i.e., transcription, classical, standards and contemporary/pop music. Students of Honors Band will often mentor students with lesser skills to encourage growth and strengthen the ensemble.

Beginner Chorus – (5 credits)

Prerequisite: involvement in k-8 chorus or audition.

This course is designed for singers who have a basic understanding of music and vocal pedagogy. They will learn breathing techniques, breath control, basic music theory and note reading as well as rhythm and basic sight singing. This is a performance class and students will be required to perform in the Winter and Spring music concert in order to receive class credit.

Intermediate Chorus – (5 credits)

Prerequisite: Beginner Chorus or audition.

This course is designed to continue the development of the high school singer. More focus will be spent on vocal pedagogy and technique. Students will continue to learn how to read and sign-sing music. This is a performance class and students will be required to perform in the Winter and Spring music concert in order to receive class credit.

Advanced Chorus – (5 credits)

Prerequisite: Intermediate Chorus or audition.

This course is the follow up to Intermediate Chorus. Students will master reading and sign-singing music. Students will take a leadership position in the chorus and help the beginners in their mastery of vocal pedagogy. This is a performance class and students will be required to perform in the Winter and Spring music concert in order to receive class credit.

Honors Chorus – (5 credits)

Prerequisite: Advanced Chorus Recording with a grade of B or higher.

This Honors offering can be taken as an Independent Study offering if scheduling allows. Students who take this class will complete their training in preparation for further education in vocal technique. Students will continue mastery of technique, repertoire, etc. This is a performance class and students will be required to perform in the Winter and Spring music concert in order to receive class credit.

Students of Honors Chorus will often mentor students with lesser skills to encourage growth and strengthen the ensemble.

Music Theory - (5 credits)

Prerequisite: Formal music experience of two or more years or a competency test given by instructor.

Final eligibility is determined by teacher consultation.

An advanced course designed for junior or senior high school students to explore the underlying fundamentals of music theory, composition, notation and application. This course will prepare the future

music major for college entry-level acceptance with appropriate rigor. Piano keyboard skills are covered; however, prior keyboard skills will help students to progress to their fullest potential. Students will analyze existing compositions and create works of their own.

AP Music Theory (5 credits)

This course will introduce students to musicianship, theory, musical materials, and procedures. This course may emphasize one aspect of music, such as harmony; more often, however, it integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the theory course.

The student's ability to read and write musical notation is fundamental to such a course. It is also strongly recommended that the student will have acquired at least basic performance skills in voice or on an instrument.

Introduction to Music - (2.5 credits)

Prerequisite: None

Designed to develop an appreciation for and understanding of the non-performing depths of music. Small units make it possible to introduce many subjects, stimulating the desire for further learning. Students enrolled in this class learn the importance of music in their lives. Field trips to Performing Arts Centers and other theaters are usually included.

Beginning Percussion Class - (5 credits)

Prerequisite: None

Designed for the beginning drummer or a student who wishes to first learn how to play percussion and read music. The fundamentals of reading and performing percussion music (rudiments) will be the main emphasis of this class. The student will have the opportunity to perform on the snare drum, bass drum, and a variety of non-tuned percussion instruments (cymbals, triangle, conga, bongo, cowbell, clave, djembe, ashikos, doumbeks, timbales, etc.).

Intermediate Percussion Class - (5 credits)

Prerequisite: Beginning Percussion, 8th Grade Band, or audition

Designed for the intermediate drummer to develop their reading and playing skills. Advanced rudiments will be introduced, including more rigorous sight-reading, and playing. The student will have the opportunity to perform on tuned percussion instruments (timpani, mallets) and a wider variety of march percussion instrumentation.

Advanced Percussion Class - (5 credits)

Prerequisite: Intermediate Band, previous formal Band experience or audition

Designed for the seasoned drummer this course puts emphasis on ensemble playing. Students will learn advanced rudimentary techniques to play in. The student will have the opportunity to perform on a drum set. Students who demonstrate mastery can perform in the Advanced Band ensemble.

Honors Percussion Class - (5 credits)

Prerequisite: Advanced Percussion with a grade of B or higher

This Honors offering can be taken as an Independent Study offering if scheduling allows. Students who take this class will be required to perform in the Honors/Advanced Band programs including football events, concerts and parades. Students of Honors Percussion will often mentor students with lesser skills to encourage growth and strengthen the ensemble.

Strings - (5 credits)

Prerequisite: None

This class can accommodate anyone from the beginning violinist to the experienced string player. Students will be offered an ensemble experiences and individual studies. If you played violin in elementary and/or middle school, sign up to continue your violin playing.

Strings Ensemble - (5 credits)

Prerequisite: None

This class can accommodate anyone from the beginning violinist to the experienced string player. Students will be offered an ensemble experiences and individual studies. If you played violin in elementary and/or middle school, sign up to continue your violin playing.

Basic Elements of Digital Recording – (5 credits)

Prerequisite: Computer literacy (PC/MAC) Music experience (plays an instrument, read music, perform in a group etc.). Final eligibility is determined by teacher consultation. CLASS SIZE RESTRICTION: 15.

The beginning aspects of a course designed to explore the elements of recording, mixing, mastering, and burning CDs in the digital realm. The roles of engineer, producer, technician, and musician will be covered. Students will participate in studio positions with group and individual projects. Actual recordings of musical material will be produced. Written exams, as well as hands-on projects, will give students actual experience in a studio environment. Students will learn basic computer literacy in music production in preparation for the intermediate course.

Intermediate Elements of Digital Recording – (5 credits)

Prerequisite: Basic Elements of Digital Recording or Teacher recommendation. CLASS SIZE RESTRICTION: 15.

Intermediate Elements of Digital Recording is a course that continues on the path of music production and elements of digital recording. Students will use continue to explore more in-depth concepts of music production focusing on mixing, mastering, plug-ins, virtual-instruments and sequencing on DAW's (Digital Audio Workstations) such as Pro Tools, Digital Performer and Logic. Students will have more hands on time and produce original material.

Advanced Elements of Digital Recording – (5 credits)

Prerequisite: Intermediate Elements of Digital Recording or Teacher recommendation. CLASS SIZE RESTRICTION: 15.

This is a follow-up course after Intermediate that is designed to take the mastery of digital recording to a higher level. Students will produce high quality work and be responsible for capturing many live events,

editing, and producing a superior product. The serious recording student will be well prepared for private commercial work after completing this course.

Honors Elements of Digital Recording – (5 credits)

Prerequisite: Advanced Elements of Digital Recording with a grade of B or higher. CLASS SIZE

RESTRICTION: 15

This Honors offering can be taken as an Independent Study offering if scheduling allows and is for the student who has mastered all three levels of recording classes. The goal of this Honors course is to create a commercial reel that demonstrates the students' mastery of music production and engineering. Students of Honors Digital Recording will often mentor students with lesser skills to encourage growth and strengthen the program.

Introduction to Theater - (2.5 credits)

Prerequisite: None

Designed to develop an appreciation for and understanding of the theater. Small units make it possible to introduce many subjects, stimulating the desire for further learning. Students enrolled in this half-year class learn the importance of drama as seen in movies, television and live theater. Students are required to attend at least one live theatrical presentation.

Beginning Drama - (5 credits)

Prerequisite: None

In the Creative Drama offering, students explore the fundamentals of acting as the actor uses his voice, mind, and body, through the utilization of exercises and games, through which the students develop ensemble and individual performance skills. Students understand basics of auditioning and must audition for one high school play, either in an acting or supportive role, or in stage crew capacity. Students should progress into the *Principles of Acting* course.

Intermediate Drama - (5 credits)

Prerequisite: Beginning Drama or audition

This performance course will include the history of theater and develop, through workshop exercises, dramatic techniques in acting from improvisation to play production. Students will perform skits, scenes and plays to enjoy the experience of acting. Actors hone in on their prior acting skills and develop different characters. Students must participate in one high school play, either in an acting or supportive role, or in stage crew capacity. Students should progress into the *Advanced Theater Workshop* course.

Advanced Drama - (5 credits)

Prerequisite: Intermediate Drama or audition

This course is designed for the advanced students of drama. Students will write and perform skits, improvisations, pantomimes, scenes, and plays. Stage management and stagecraft are covered. Students are expected to audition for high school plays and be involved in one production.

Honors Drama - (5 credits)

Prerequisite: Advanced Drama with a grade of B or higher.

This Honors offering can be taken as an Independent Study offering if scheduling allows and is for the student who has advanced drama skills. Students are expected to audition for high school plays and be involved in one production.

Students of Honors Drama will often mentor students with lesser skills to encourage growth and strengthen the program.

Stagecraft – (5 credits)

Prerequisite: A year of formal theater class and/or a year of stage crew membership.

Stagecraft will introduce to the students, both novice and experienced a practical approach to the technical and production aspects of musical theater and drama.

Students will learn the skills needed to construct scenery, hang and focus lighting instruments, implement a sound system for effects and reinforcement, and scenic artistry, all in a variety of techniques. In conjunction with the Visual & Performing Arts Department, students will take an active role in each of the major productions for the high school. Additionally, students will be introduced to theatrical design, and will be given an opportunity to draft their own designs for scenery and/or lighting of a theatrical production.

Introduction to Art - (2.5 credits)

Prerequisite: None

This is an introductory course designed to teach artistic skills and appreciation. The course covers drawing, design, painting, and development of hand-eye coordination. We will also explore various cultures, and examine many of the most well-known art styles, artists, and techniques. The class goes on field trips to local museums and art exhibits. Student work is on display during various art shows throughout the year.

Introduction to Crafts - (2.5 credits)

Prerequisite: None

This is a half-year course that explores the art of different cultures as well as beginning to explore basic artistic techniques needed to create these works of art. Introduction to Crafts has no prerequisite and is open to all grade levels. Explore the fascinating world of Art through the eyes of the cultures being studied. Students will learn artistic skills in such areas as, but not limited to, basket weaving, sculpture, mosaics, jewelry-making, masks, metal work, wire techniques, and much, much more. Students will make many projects during their time in class and student work is often displayed in display cases around the school and in the annual school-wide art show held in June.

Drawing I - (5 credits)

Prerequisite: None

This course teaches skills in style and techniques, using professional tools and materials. Lessons include, but are not limited to, pencil, pen and ink, charcoal and crayon, using a variety of subject matter with natural and artificial lighting. Freehand and computer exploration in many media will be offered. Students will experiment with transferring finished drawings to t-shirts and various surfaces. Student work will be displayed in many contests and exhibits. Students could progress naturally into the Drawing II and/or Painting courses

Drawing II - (5 credits)

Prerequisite: Drawing I or teacher approval

Offers advanced work in pencil, pen, crayon, etc., with more attention paid to refinement of techniques introduced in Drawing I. This course also offers exploration of numerous tools and combinations of various media and techniques.

Student work will be displayed in many contests and exhibits. Students would naturally progress into the *Painting* course.

Advanced Illustration - (5 credits)

Prerequisite: Drawing I and Drawing II, or teacher approval

Builds upon the advanced mediums learned in Drawing II, and to further enhances illustration skills learned in Drawing I, and Drawing II. The course offers the students a hands-on in applying their skills in professional setting such as storyboarding, character development, and airbrush on canvas. Student work will be displayed in many contests, and exhibits.

Painting - (5 credits)

Prerequisite: Drawing I, or teacher approval

Painting is the oldest form of communication. Students' work with tempera, watercolor, pastels, acrylics and oils utilizing the skills mastered in Drawing I. Coursework includes still life, life studies, landscapes and non-objective art. Exploring the medium of painting is exciting and fun and helps you understand *aesthetics* (the study of what is pleasing). Paintings will be done on various backgrounds such as plaster-clay, as well as canvas and paper. Student work will be displayed in many contests and exhibits.

AP Studio Art - (5 credits)

Prerequisite: Portfolio I and II

The Advanced Placement program is comprised of a college-level course and exam for highly motivated students of visual arts. The two Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year.

Fiber Arts I - (2.5 credits)

Prerequisite: None

In this class students will learn to work with fibers in a variety of techniques and functions including: yarns for tapestry and functional weaving, reeds for developing woven and coiled baskets, beads for weaving and jewelry making and designing decorative fabrics and papers for creating their own books. (Fiber refers to any type of yarn, thread, fabric or reed.) The elements of design will be applied to the form and function of each work of art.

Fiber Arts II - (2.5 credits)

Prerequisite: Fiber Arts I

This course is open only to students who have successfully completed the prerequisite course with a grade of B or above. This course offers students the opportunity to explore further the techniques and functions previously attained. Students will be required to work independently and in-depth on long-range projects exploring and experimenting with surface designs.

Ceramics I - (2.5 credits)

Prerequisite: None

This course is open to all grade levels. Students will learn to work with clay and understand the properties of clay (how it is formed, where it comes from, etc.). Students will also learn the basic hand-building techniques, i.e., pinch, coil, and slab. Decorative techniques incorporating glaze, painting and under-glaze will be explored.

Ceramics II - (5 credits)

Prerequisite: Ceramics I

This course is open only to students who have successfully completed the prerequisite course with a grade of B or above. This course offers students the opportunity to explore hand-building techniques in more complex projects. The pottery wheel will be introduced and time will be spent on proficiency. In addition, the course will cover further decorative techniques, loading the kiln, and studio responsibilities.

ENGLISH AS A SECOND LANGUAGE (ESL) DEPARTMENT

Orange High School implements a high-intensity English as a Second Language (ESL) Program for Port of Entry, Beginner, Intermediate and Advanced students in grades 10-12. These students are taught English by an ESL certified teacher. They also receive math, science and social studies instruction from certified content area teachers along with an ESL certified teacher who co-teaches in these classes to facilitate the learning for ESL students.

ESL students will receive Read 180 instruction as described below and the mandated English I, II, III and/or IV according to their grade placement.

Newcomers' Academy (5 credits)

Prerequisite: Qualifying Test Score

The Newcomers' Academy (NCA) serves students who are Port Entry or beginning students in grades 9-12. Through a high-intensity ESL model, students receive ESL instruction in the four language domains (listening, speaking, reading and writing). Students are also exposed to literature while utilizing ESL methodologies and READ 180/System 44. The Newcomers' Academy is a one-year program for the students who participate.

ESL Intermediate (5 credits)

Prerequisite: Qualifying ACCESS test scores

This course utilizes READ 180, a comprehensive reading program designed to develop and increase reading fluency and comprehension skills for English-language learners. Students receive daily interactive instruction in critical reading, vocabulary, writing and grammar skills. In addition, daily computer work with the instructional software provides reading, writing, vocabulary and spelling practice using highly interesting nonfiction content. Students also choose books from the READ 180 library for daily independent reading and writing, thus helping them become skilled, independent English readers and writers.

LEP Classes- Students will receive credit as per the subject area course catalog

To provide rigorous and appropriate content instruction while maintaining support in English Language acquisition through the ESL program, LEP (Limited English Proficiency) classes are offered at OHS. The delivery model for this class consists of one content teacher and one ESL teacher who facilitate instruction by clarifying vocabulary and concepts in the content presented. Students are scheduled according to their current appropriate grade level.

OPTION II

ORANGE BOARD OF EDUCATION POLICY:

2320- INDEPENDENT STUDY PROGRAMS (hereafter “OPTION II”)

The Board of Education authorizes an independent study program aimed at achieving the Core Curriculum Content Standards for promotion and graduation purposes in accordance with the requirements of N.J.A.C. 6A:8-5.1(a)ii.

An independent study program and appropriate assessments shall be planned for individuals and/or a group based on specific instructional objectives aimed at meeting or exceeding the Core Curriculum Content Standards. The Principal shall certify completion of the independent study program based on specific instructional objectives.

The Principal may utilize a performance or competency assessment to approve pupil completion of an independent study program, including those occurring all or in part prior to the pupil’s high school enrollment.

A group independent study program shall be approved in the same manner as other approved courses. Independent study programs shall be on file in the school district and subject to review by the Commissioner of Education or designee. (N.J.A.C. 6A:8-5.1 et seq.)

Option II is designed to ensure our scholars are College and Career Ready and have every opportunity for academic achievement to further their education. Our courses are, but not limited to, the following:

1. Credit Recovery;
2. Advanced/Accelerated Credit;
3. Additional Credit;
4. College Credit (in collaboration with our college/university partners);
5. Alternative to Physical Education Course offerings;
6. Independent Study; and
7. Practical Learning Experiences.

Option II requires a comprehensive application that must be completed by the student and signed by the parent and building principal. Option II applications will be made available by the Orange High School Guidance Department. *Credits are determined based on the content area in which the Option II is replacing a traditional course offering.*

COLLEGE AND CAREER READINESS PARTNERSHIPS

VIRTUAL COURSES

Educere delivers innovative virtual education opportunities to K-12 schools, students, and educators. The customized technology-based education solutions are made available as an option to students at public, private, and other schools, as well as directly to home school and other students. Educere provides a single entry point for students to access over 5,000 high-quality, cost-effective virtual education programs. Whether a student or educator needs a single course, or an individual or school requires a full curriculum, Educere has a virtual education program to fulfill these needs.

Jr. MBA Seton Hall Program

This selective program is open to 11th and 12th grade students with a GPA of 3.0 and higher.

The Junior MBA Program sponsored by the Seton Hall University Stillman School of Business offers students a chance to take a college course on campus and to earn college credits during their senior year in high school. Students travel to Seton Hall at the end of their school day and engage in activities with college students as they take a college business course. This program prepares students for the college experience and gives them a real sense of the rigors of the collegiate classroom. **Students will receive 3 high school credits as well as 3 college credits from Seton Hall University.**

Project Acceleration-Seton Hall University

Since 1978, Project Acceleration, a concurrent enrollment program within the College of Arts and Sciences at Seton Hall University, has allowed high school students in New Jersey and New York to get a head start on their university careers. Over the course of their high school career, students can earn up to 22 credits from Seton Hall University for approved courses taken in their secondary schools.

Subjects include mathematics, computer science, biology, chemistry, physics, economics, psychology, political science, sociology, history, communication, English, French, German, Spanish, Italian, Latin, Greek, Japanese, music, art, and education. The college credits earned through Project Acceleration are accepted at more than 200 colleges and universities. There are currently 70 high schools offering Project Acceleration courses and approximately 3000 students participate each year.

Essex County College High School Initiative Program (3 high school, 2 college credits)

The High School Initiative Program was established by Essex County College to provide high school students with the opportunity to expand their high school program and to earn credits. These credits can be used towards an associate degree or certification program and can be transferred to certain four year colleges in New Jersey and in other states.

Postsecondary education is necessary in today's world to provide students with the skills needed to become economically independent and to gain the educational and technical skills needed to be successful in today's world. The success of this program requires the commitment of Essex County College staff, the school district, the high school principals with their staff, and the student with support from their parents.

NJIT Real World Connections

Open to students in grades 9-12

NJIT Real World Connections as a network of networks, the multidisciplinary Real world connections program is changing how classrooms operate and redefining how students learn, running a free real world open university year-round, transforming the way business work with education, impacting K-12 education, health care and social services in NJ and partnering with the world to empower our students. Real World Connections classes work as a very social “learning organization” co-designed by students, university and industry. These classes adapt to students’ demands. Students learn from weekly feedback and respond rapidly and dynamically to real world clients’ expectations so education becomes more relevant, exciting and rewarding. In addition to industry-sponsored projects, Real World Connections offers hands-on training in project management, leadership, entrepreneurship, research and development, software tools, programming, engineering, social, presentation and communication skills. The training is integrated with a mentorship focus by industry, university and peers.

NJ SEEDS College Preparatory Program

The SEEDS College Preparatory Program prepares academically motivated, financially-limited students for admission to selective four-year colleges. The Program includes weekend and summer honors classes, cultural enrichment and assistance with the college admissions and financial aid process.

College Preparatory Program students participate in classes throughout the school year and each summer of high school. Students have class once per week during the school year and for six weeks each summer (a significant portion of the summer program is spent on a college campus). A one-week orientation for the program is held the summer after 8th grade. SEEDS assist the College Preparatory Program students throughout the college admission process. SEEDS organize college visits, helps students identify appropriate first- and second-choice schools, gather transcripts and letters of recommendation, and prepare the necessary financial aid forms. SEEDS aim to place every CPP student at a selective four-year college where they will receive financial aid.

Structured Learning Experience

Prerequisites: Open to students in Grades 10-12

Structured Learning Experiences are experiential, supervised, educational activities designed to provide students with exposure to the requirements and responsibilities of specific job titles or job groups. The learning experience can be aligned with a student's career and educational goals. The experience may be helpful in making career and educational decisions.

Students are provided with a planned program of job training and work experience appropriate to individual ability. This program is coordinated with learning in the school-based learning component. It provides real or simulated tasks that promote and develop a broad range of transferable skills.

The Structured Learning Experience Coordinator (SLEC) collaborates with businesses, colleges and community based organizations to develop meaningful paid or unpaid internships and apprenticeships for eligible students throughout the district.

Participating sites and programs are selected based on location, student learning potential, and future hiring potential.