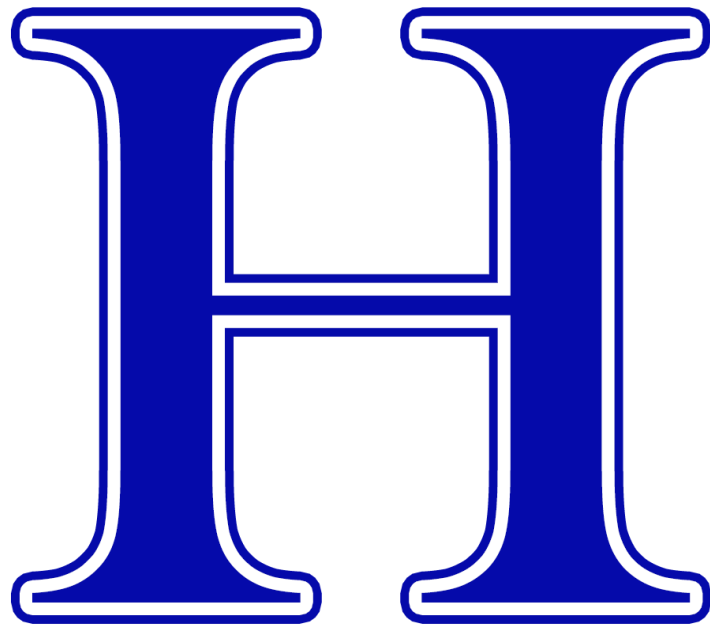


HOLMDEL HIGH SCHOOL



PROGRAM OF STUDIES
2024-2025



HOLMDEL TOWNSHIP PUBLIC SCHOOLS

“A COMMITMENT TO EXCELLENCE”

**Holmdel High School
36 Crawfords Corner Road
Holmdel, New Jersey 07733
732.946.1832**

DISTRICT AND BUILDING ADMINISTRATION

DR. J. SCOTT CASCONA, Superintendent of Schools
MR. ARTHUR HOWARD, Assistant Superintendent
DR. JESSICA IRWIN, Director of Curriculum & Instruction
MR. MICHAEL PETRIZZO, Business Administrator/ Board Secretary
MS. JESSICA DEWYSOCKIE, Assistant Business Administrator/ Assistant Board Secretary
MS. AMANDA LAMOGLIA, Director of Special Services

DR. MATT KUKODA, Holmdel High School Principal
MR. SEAN MCCAULEY, HHS Assistant Principal, Supervisor of Visual and Performing Arts
MS. KACI RIZZITELLO, HHS Assistant Principal, Supervisor of Guidance Grades 7-12
DR. JANINE ARCIERO, Supervisor of Humanities, ESL & Media Centers
MS. ALICIA KILLEAN, Supervisor of Science, Engineering and Technology
MR. MICHAEL CASALE, Supervisor of Athletics, Health & Physical Education
MS. GWENN LOTTER, Supervisor of Math & Business
MS. CHANTAL SIMONELLI, Supervisor of World Languages
MS. DENISE WRUBEL, Supervisor of Supplemental Programs
MS. KAMI GOLDBERG, Supervisor of Special Education

SCHOOL COUNSELORS

MS. JILLIAN CHANDLER
MR. JOSEPH CLORES
MS. TRACEY MARASCO
MS. LORI VONA
MS. NICOLE WILSON

The Holmdel Township Board of Education guarantees to all persons equal access to all categories of employment, retention and advancement in this district, regardless of race, creed, color, national origin, ancestry, age, sex, affectional or sexual orientation, marital status, domestic partnership status, familial status, liability for service in the Armed Forces of the United States, atypical hereditary cellular or blood trait of any individual, non-applicable disability or because of genetic information or refusal to submit to or make available the results of a genetic test.

Holmdel High School offers a comprehensive program of studies. Final decisions regarding the actual offering of any particular course for the upcoming school year will depend upon enrollment and budget constraints. Therefore, not all courses listed in this catalog are guaranteed to run every school year. Additionally, new courses may be approved by the Board of Education after the program was printed. Please reference the Program of Studies posted on the District's website for the most updated information.



HOLMDEL TOWNSHIP PUBLIC SCHOOLS

“A COMMITMENT TO EXCELLENCE”

**Holmdel High School
36 Crawfords Corner Road
Holmdel, New Jersey 07733
732.946.1832**

Dear Holmdel High School Student,

This program has been prepared as a reference for you during the registration process. All courses offered at Holmdel High School are listed along with their descriptions, credit value, length, and prerequisites. Important information and guidelines for planning your 2024-2025 school year are also included.

Upon making course choices for next year, it is essential that you consider your strengths, your past academic achievement, your interests, and your post-high school goals.

Please understand that you are not expected to make such significant decisions without assistance. Your parents, teachers, and school counselor will provide you with the support necessary to make course selections that will guide you through your high school educational experience. Please take the time to seek advice from these valued individuals, as each has a great interest in you and your success.

During February and March of 2024, the specifics about the registration process for the 2024-2025 school year will be explained. You will have the opportunity to meet with your counselor who will explain the procedures necessary to ensure that you are scheduled properly. Abiding by this process and making timely and thoughtful decisions will ensure that you receive the best academic program.

The decisions you make as you engage in the scheduling process will directly impact your high school career and beyond. Please know that we are here to assist you.

Sincerely,

Dr. Matt Kukoda
Principal

TABLE OF CONTENTS

MINIMUM CREDIT AND COURSE REQUIREMENTS	2
ATHLETIC ELIGIBILITY REQUIREMENTS	4
COURSE PLACEMENT	6
COURSE SELECTION	6
ADVANCED PLACEMENT COURSES	6
WAIVER PROCESS	6
SUMMER ADVANCEMENT	7
SCHEDULE ADJUSTMENTS	8
SUMMER ASSIGNMENTS	9
PROMOTION POLICY	9
CAREER CONCENTRATIONS	10
NEW COURSE OFFERINGS	12
ADJUSTED COURSE OFFERINGS	13
LEADERSHIP AND CHARACTER DEVELOPMENT	15
BUSINESS EDUCATION	16
INTERNSHIP	19
ENGINEERING EDUCATION	20
COMPUTER SCIENCE	22
ENGLISH	23
FAMILY AND CONSUMER SCIENCES	32
MATHEMATICS	33
PHYSICAL EDUCATION AND HEALTH	39
SCIENCE	44
SOCIAL SCIENCES	55
TECHNOLOGY EDUCATION	63
VISUAL AND PERFORMING ARTS	68
WORLD LANGUAGES	76
EDUCATIONAL SUPPORT SERVICES	84
AP CAPSTONE DIPLOMA PROGRAM	86
SEAL OF BILITERACY PROGRAM	88
ENGLISH LANGUAGE LEARNERS (ELL)	89
SPECIAL SERVICES	90
SECTION 504 OF THE REHABILITATION ACT OF 1973	90
INTERVENTION & REFERRAL SERVICES (I&RS)	91
VOCATIONAL EDUCATION	92
DUAL ENROLLMENT PROGRAMS	93

^denotes dual enrollment options available

MINIMUM CREDIT AND COURSE REQUIREMENTS

To receive a New Jersey State endorsed diploma from Holmdel High School, each student must earn a minimum of 120 credits and meet the minimum score threshold on the NJSLA assessments as per their graduating class guidelines below:

SUBJECT AREA	NJ GRADUATION REQUIREMENTS	MINIMUM COLLEGE REQUIREMENTS	COMMENTS
English	4 years (20 credits)	4 years	4 years of English are required by the state of NJ for graduation. Students must have a passing grade in each English course to meet those requirements. AP Language and Composition & AP Literature and Composition may supplant English 11 and English 12 graduation requirements.
Mathematics	3 years (15 credits)	3 years Algebra I Geometry Algebra II	4 years of mathematics is preferred and may be required for entrance into competitive colleges and/or certain majors, including engineering, science and architecture.
Science	3 years (15 credits) <i>Including Biology AND a Chemistry, Physics or Environmental Science</i>	2-3 years Lab Sciences	Most colleges/universities require biology and chemistry. Four years of science is preferred and may be required for entrance into competitive colleges. Physics may be required for certain majors, including engineering, science, and architecture.
Social Sciences	3 years (15 credits) World Civilizations U.S. History I U.S. History II	3-4 years	While the standard graduation requirement for social sciences typically involves completing a three-year curriculum, many colleges and universities advocate for an extended fourth year of coursework. This additional year is designed to better equip students for the academic demands of general education courses and more advanced studies within social sciences majors. The inclusion of a diverse range of elective courses allows students to explore specific areas of interest while fulfilling the extended requirements. Notably, certain advanced courses, such as AP US History, may be accepted as substitutes for the traditional 11th-grade social sciences graduation requirement. This approach aims to provide students with a more comprehensive and flexible educational experience, catering to both their academic and personal interests.

World Language	1 year <i>(5 credits)</i>	2 years	Most colleges require a 2-year minimum of a single world language. Three or more years of study is recommended for admission to competitive colleges.
Health and Physical Education	4 years <i>(20 credits)</i>		
Visual or Performing Arts	1 year <i>(5 credits)</i>		
Technology Literacy, Career Education and Life Skills or Voc-Tech Ed	1 year <i>(5 credits)</i>		
Financial Literacy	1 semester <i>(2.5 credits)</i>		
Electives	<i>(credits will vary)</i>		These may be academic and non-academic courses.

ATHLETIC ELIGIBILITY REQUIREMENTS

All students at Holmdel High School wishing to participate in athletic programs under the sponsorship of the school are subject to the New Jersey State Interscholastic Athletic Association eligibility requirements. Failure to meet these requirements prohibits participation in the athletic programs. These eligibility requirements may be superseded by specific rules and decisions of the Shore Conference of High Schools and the NJSIAA, in which Holmdel High School holds membership.

1. An entering freshman is automatically eligible for fall and winter athletic programs in the school.
2. A student must pass at least thirty (30) credits each year to be eligible for the athletic program in the first semester of the succeeding year. Summer school credits are applied to the immediately preceding school year.
3. A student must pass fifteen (15) credits during the first semester to be eligible for any program that begins in the second semester (spring session).
4. A student, once eligible for a sport, is entitled to continuous participation until that specific sports season concludes.
5. Any student who reaches the age of 19 prior to September 1st will not be eligible to participate in the athletic program under NJSIAA rules and regulations.
6. Consideration of gender, religion, race or politics shall not prohibit participation in athletic programs.
7. Students should be aware that in order to participate on a collegiate level in NCAA Division I or II athletics, their high school records must be evaluated by the NCAA Clearinghouse. There are very specific standards which must be met including a minimum number of academic courses and a minimum GPA which are correlated with SAT results. Please see the NCAA Division I and II Initial Eligibility Requirements on page 5.

*These eligibility requirements are not applicable to classified students; eligibility is determined by the IEP and the decision of the Child Study Team.

NCAA Division I and Division II Initial Eligibility Requirements

Core Courses

- NCAA Division I requires 16 core courses, 10 of the core courses must be completed by the end of the student's junior year. Seven of the 10 core courses must be in English, Math, or Physical Science.
- NCAA Division II requires 16 core courses.
- See the chart below for a breakdown of the requirements.

Grade-Point Average

- Be sure to check our high school's list of NCAA approved courses on the Eligibility Center's website to make certain that the courses taken have been approved as core courses. The website is www.eligibilitycenter.org. Approved core courses are also listed in this catalog.
- NCAA GPA is calculated using NCAA core courses only.
- Division I grade-point average requirements are listed on www.eligibilitycenter.org.
- Division II grade-point average requirement is a minimum of 2.2.

*** As of January 2023, standardized test scores are not required for all student-athletes who initially enroll full time on or after August 1, 2023. ***

Division I	Division II
<p>Complete 16 core courses using pass/fail grades:</p> <ul style="list-style-type: none"> • English; 4 years • Math (Algebra 1 or higher): 3 years • Natural/Physical Science (Including 1 year of lab, if offered): 2 years • Social Science: 2 years <p>Additional Courses:</p> <ul style="list-style-type: none"> ○ English, Math or Science: 1 year ○ English, Math, Sciences, Foreign Language, Comparative Religion or Philosophy: 4 years <p>Core Course Progression: You must complete 10 core courses by the beginning of senior year, or seventh semester. Among these 10, seven must be in the subjects of English, math or natural/physical science. This is known as the 10/7 rule.</p> <p>Earn a core course GPA of 2.2 or higher</p> <p>Graduate high school</p> <p>Receive final certification on your amateurism status via the NCAA Eligibility Center.</p>	<p>Complete 16 core courses using pass/fail grades:</p> <ul style="list-style-type: none"> • English; 4 years • Math (Algebra 1 or higher): 3 years • Natural/Physical Science (Including 1 year of lab, if offered): 2 years • Social Science: 2 years <p>Additional Courses:</p> <ul style="list-style-type: none"> ○ English, Math or Science: 1 year ○ English, Math, Sciences, Foreign Language, Comparative Religion or Philosophy: 4 years <p>Earn a core course GPA of 2.2 or higher</p> <p>Graduate high school</p> <p>Receive final certification on your amateurism status via the NCAA Eligibility Center.</p>

For complete information, please visit www.eligibilitycenter.org. You may also call the NCAA eligibility office at 877-262-1492.

COURSE PLACEMENT

Preliminary placement in core courses is based upon students' cumulative grades at the time of registration in high school. The published prerequisites in this Program of Studies will be used to determine appropriate placement for next year.

COURSE SELECTION

Please take the time to choose courses that are the best match for you. Please understand you must meet the prerequisite for courses you choose. Take into account your interests, your abilities, and your goals. Gather information from your teachers, parents, and your counselor as you build your academic program for next year. Careful selections at the time of registration will result in fewer scheduling issues once the 2024-2025 school year begins.

ADVANCED PLACEMENT COURSES

Students who are enrolled in an AP course are expected to take the AP exam. Students who complete the course and take the AP exam will receive additional weight towards their grade. Students who do not take the AP exam will receive a weighted grade equal to that of an Honors Course. These changes ensure that your child receives a grade that reflects the academic rigor of the AP program and the extra effort to complete the AP exam. College credit is possible if students achieve a 3 or higher on the AP test (colleges determine the score criteria for credit independently).

WAIVER PROCESS

During the course selection process, if a student chooses enrollment in a higher level course than they were recommended for, these students would be considered to have waived into this course. Students will be notified of their waiver status by June 30. For students who choose to waive into a course after June 30, notification must be shared with the Supervisor of Guidance by July 15. No waivers will be granted after July 15.

Students who elect to waive into a course, regardless of the date of the waiver, must complete the required prerequisite assignments associated with his/her waiver status by July 31.

SUMMER ADVANCEMENT



Students who have completed their 9th grade year and have earned a 90 or better in their content-specific grade level course have the opportunity to advance their coursework in the summer for specific courses in each department. **Courses for advancement purposes do not receive high school credit nor do they receive credit toward the calculation of rank or GPA.**

To earn promotion through summer advancement, a coursework grade of 80% in an approved course AND at least a 75% on the District provided final are required. In order to advance into an Honors-level course in the 2024-25 school year through advancement, the Honors-level final must be taken in the summer. Students who earn 65-74% on the Honors final will be able to advance to the next course in the content sequence, but will be placed into the non-honors level. **No waivers and no exceptions to these guidelines are permitted for summer advancement courses.** The general process and department requirements are found below. Students can begin requesting summer advancement as early as April 1.

Summer Advancement Process

1. Determine the course you would like to request to take; in-person or virtual options are accepted, but are subject to the content supervisor's approval.
2. Fill out the appropriate course advancement request form below. **Deadline for the form submission is May 31.** At the end of the form you will be required to schedule an appointment with the appropriate content supervisor. Parent/guardian attendance is strongly encouraged.
3. Meet with the content supervisor **on or before June 7.**
4. Submit proof of registration **on or before June 10.**
5. Complete the approved course and present proof of completion with at least 80% correctness by **August 15.**
6. Take the District final for the approved course. **This must occur in person at Holmdel High School between August 19 - 22, 2024.** The specific time will be scheduled with the department supervisor.

Courses for advancement purposes do not receive high school credit nor do they receive credit toward the calculation of rank or GPA. Eligible courses and final exam information can be found below:

Mathematics	Social Sciences
<p>Courses available for advancement: Honors Geometry, Geometry, Honors Algebra II, Algebra II, Honors Precalculus, Precalculus</p> <p>Specific to Honors Precalculus: In order to be eligible for placement into AP Calculus BC, a grade of 93 in coursework and a 93 on the final exam must be earned. No waivers or exemptions.</p> <p>Request form for Summer Advancement in Mathematics</p> <div style="text-align: center;">  </div>	<p>Courses Available for Advancement: Honors Advanced US History I, US Hlstory II, AP United States History</p> <p>Request for Summer Advancement in Social Sciences</p> <div style="text-align: center;">  </div>

SCHEDULE ADJUSTMENTS

PRIOR TO THE START OF THE SCHOOL YEAR:

If it becomes necessary to make a schedule adjustment prior to the beginning of the 2024-2025 school year, students will have opportunities in the summer months to do so. Valid reasons for which a student may request a change of class include:

- An error in placement; prerequisite(s) met; prerequisite(s) not met; summer school attendance
- An error or omission in data entry
- Meeting a graduation requirement (seniors)

AFTER THE SCHOOL YEAR BEGINS:

If, after school begins, it is determined that a student's placement in a **full-year** class is not appropriate, a transfer to a lower level class may be necessary. Such an adjustment must take place by the conclusion of the first marking period. In those cases, the grade earned in the dropped class (and assigned GPA credit) will transfer to the new class. Only the name of the new class will appear on the transcript. If there is not a class or seat available to accommodate the transfer, the student must remain in the class until the conclusion of the first semester. At this time, the student can elect to remain in the course or they may transfer into a semester course. In the aforementioned situation, the student would receive a Withdrawal Pass (WP) or Withdrawal Failing (WF) on their transcript for the dropped course.

ALL COURSE CHANGES ARE SUBJECT TO SEAT AVAILABILITY

SUMMER ASSIGNMENTS

Summer assignments are required for the following courses:

English:	Mathematics:	Science:	Social Sciences:	World Language:	Engineering:
English 9/10/11/12	Algebra I	AP Biology	Honors Advanced US I	AP Chinese	Engineering and Design Capstone
Honors English 9/10/11/12	Geometry	AP Chemistry	AP US II	AP French	
AP Language & Composition	Honors Geometry	AP Physics: E&M	Honors World Civilizations	AP Italian	
AP Literature & Composition	Algebra II	AP Physics: Mechanics	AP World History	AP Latin	
	Advanced Algebra II	AP Environ. Science	AP Psychology	AP Spanish	
	Honors Algebra II	Honors Biology	AP European History		
	Precalculus	Honors Chemistry			
	Honors Precalculus	Honors Physics			
	AP Calculus AB				
	AP Calculus BC				
	AP Statistics				

PROMOTION POLICY

Grade assignment is determined by accumulation of credits. Although grade designation is largely for administrative purposes, it does have some impact on students regarding homeroom placement, the class meetings attended and state reporting. Below are listed the credits necessary for each grade placement:

Grade 10	30 Credits Minimum
Grade 11	60 Credits Minimum
Grade 12	90 Credits Minimum

CAREER CONCENTRATIONS

Students have the option to choose a Career Concentration Pathway beyond a general high school diploma. The Holmdel High School Career Concentration Pathway offers students of all abilities and interests the opportunity to choose a sequence of courses they wish to follow as part of their four-year high school program.

With the goal of developing a clear path to graduation and beyond, a self-designed series of classes, focused on a career target will prepare a student for college and a rewarding career. These opportunities will help students cultivate their capabilities, assess and solidify career goals, and help focus choices for postsecondary work.

Students may choose a Career Concentration at any point in the scheduling process. Students who successfully complete the required courses will be recognized for this accomplishment on their high school transcript.

The Career Concentrations choices are listed below.

- **Business Entrepreneurship:** 5 Course Concentration
 - Business Law, Accounting I, Economics, AP Macroeconomics, AP Microeconomics, Accounting II, Sports and Entertainment Marketing, Entrepreneurship, Entrepreneurship Experience[^], AP Statistics
- **Communications and Broadcasting:** 5 Course Concentration
 - Sports and Entertainment Marketing, Intro to Studio Production, Video and Editing I, Advanced Studio Production, Video and Editing II, Journalism
- **Computer Science:** 4 Course Concentration
 - Engineering and Design I, Introduction to Computer Science, Introduction to Game Design, Introduction to Robotics, Creating Apps with Animation, AP Computer Science, Advanced Game Development with Animation, AP Computer Science Principles, Advanced Robotics
- **Engineering:** 5 Course Concentration
 - Calculus (any level), Engineering and Design I, Introduction to Robotics, Engineering and Design II, Engineering and Design Capstone (required), Advanced Robotics
- **Exploratory Medicine & Health Concentration:** 4 Course Concentration
 - AP Biology, Anatomy and Physiology I, AP Chemistry, Honors Organic Chemistry, Honors Advanced Research, Honors Dynamics of Healthcare, Honors Medical Terminology, Honors Advanced Emergency Clinical Care, Honors Scientific Principles of Nutrition, AP Psychology, Sociology, Psychology
- **Government and Public Administration:** 5 Course Concentration
 - Perspectives on America Today, AP Government, Honors Advanced US History I, AP United States History II, Psychology, Sociology, Economics, AP Macroeconomics, AP Microeconomics
- **Graphic Arts:** 5 Course Concentration
 - Graphic Design, Photography I, Photography II, Art I, Art II, Advanced Graphic Design, AP Art Studio, Honors Advanced Drawing

- **Hospitality: 4 Course Concentration**
 - Financial Literacy & Economics, Culinary Arts (2 Semesters), Honors Advanced Culinary Arts, Business Law, Accounting I, Economics
- **International Relations: 5 Course Concentration**
 - Level IV World Language Course, Economics, Perspectives on America Today, Sociology, Psychology, AP Psychology, AP Macroeconomics, AP Microeconomics
- **Performing Arts, Acting: 5 Course Concentration**
 - Acting I, Honors Acting II, Honors Acting III, Playwriting, Theatre History & Literature I, Theatre History & Literature II, Concert Chorus, Dance I
- **Performing Arts, Dance: 4 Course Concentration**
 - Dance I, Dance II, Honors Dance III, Acting I, AP Music Theory, Concert Chorus, Acting I
- **Performing Arts, Vocal Music: 5 Course Concentration**
 - 4-years of Concert Chorus or Chamber Singers (two at the Honors level), Introduction to Music Theory, AP Music Theory, Dance I, Acting I
- **Performing Arts, Musical Theatre: 6 Course Concentration**
 - Dance I, Dance II, Acting I, Honors Acting II, Concert Choir/Chamber Singers (two years)
- **Performing Arts, Instrumental Music: 5 Course Concentration**
 - 4-years of Symphonic Band (2 at the Honors level), Jazz Ensemble, Introduction to Music Theory, AP Music Theory
- **Publishing and Journalism Dynamics: 5 Course Concentration**
 - Graphic Design, Journalism, Honors English 11/AP English Language, Honors English 12/AP Literature & Composition, Creative Writing, Honors Classics of World Literature, Film Study, Perspectives on America Today, Photography I, Psychology, Sociology
- **Scientific Research: 4 Course Concentration**
 - Introduction to Research, AP Seminar, Honors Advanced Research, AP Biology, AP Chemistry, Honors Organic Chemistry, Honors Physics, AP Physics, AP Environmental Science, Marine Science, Earth and Space Science, Honors Advanced Research, AP Statistics
- **Visual Arts: 4 Course Concentration**
 - AP Studio
 - Choose Group A or Group B
 - Group A: Art I, Art II, Honors Advanced Drawing
 - Group B: Ceramics I, Ceramics II, Honors Sculpture

Note: An internship/mentorship within any of the Career Concentrations would satisfy ANY 5 credits within that chosen Career Concentration field

NEW COURSE OFFERINGS

The following courses/programs are new for the 2024-2025 academic year:

H2090	Statistics and Probability with Applications
<p>This course is a comprehensive course designed to equip students with the necessary skills and knowledge to excel in college-level statistics or the work-place. The course places a strong emphasis on practical applications, enabling students to use exploratory methods for pattern identification and decision-making in real-life scenarios. Students will actively engage in 'doing statistics' from day one, gaining a deep understanding of the 'why' and 'how' behind statistical concepts.</p>	

H7825b	Entrepreneurship Experience[^]
<p>This course builds upon the strong foundation developed in previous business courses, featuring further development of entrepreneurship-related knowledge, skills, and experiences. Students will create and develop components of a business plan and have the opportunity to compete in the University of Delaware - Horn Entrepreneurship Diamond Challenge. Teams chosen for this challenge will compete in late February. Dual enrollment credits are available through University of Delaware.</p>	

H1533	Writing Lab
<p>This course is designed to address the specific needs of students who would benefit from additional support in developing essential writing skills. The course aims to provide a focused and supportive environment where students can enhance their writing proficiency, fostering academic success and preparing them for the challenges of higher-level coursework.</p>	

H5615b	Rutgers Honors Anatomy and Physiology/Lab II
<p>This course is the second half of introductory-level anatomy and physiology, and it would provide students with knowledge and understanding of the following topics: (1) Endocrine System; (2) Blood; (3) Cardiovascular System; (4) Lymphatic System & Immunity; (5) Digestive System; (6) Nutrition and Metabolism; (7) Respiration; (8) Urinary System; (9) Water, Electrolytes, Acid/Base; (10) Reproductive Systems; (11) Pregnancy & Development; and (12) Genetics & Genomics. <i>This course is run in collaboration with Rutgers University; as such, college credit is available. This is not considered a Dual Enrollment course.</i></p>	

H9225	Honors Certified Patient Care Technician/Assistant
<p>This course will prepare students to work in a healthcare setting as a Certified Patient Care Technician/Assistant. The topics covered include patient care, compliance, safety, and professional responsibility as well as infection control. Students will be trained to perform clinical skills such as monitoring and recording vital signs, assisting with mobility and activities of daily living, basic respiratory care, obtaining specimens, heat and cold applications, pre-and post-operative care, and other tasks related to direct patient care. This curriculum also provides students with employability skills like communication, problem solving and professionalism. Upon completion of this course and all of the prerequisites, students will have the opportunity to take a certification exam administered through the National Healthcareer Association (NHA) that provides the student with a nationally recognized certification to begin working in the healthcare environment after graduation.</p>	

ADJUSTED COURSE OFFERINGS

The following courses/programs have been rebranded for the 2024-2025 academic year:

H2029	Math Lab 9/10/11/12
<i>replaces Algebra I Lab, Geometry Lab, Algebra II Lab</i>	
<p>This course is designed to strengthen students' core math skills while nurturing number sense, creative problem-solving, and mathematical communication. This course offers a structured approach to develop a strong mathematical foundation and encourages critical thinking. Students will regularly engage in collaborative activities as well as receive individualized support to excel in their core math class.</p>	

H7275b	Engineering & Design I
<i>replaces Introduction to Design and Engineering</i>	
<p>This course will focus on real world applications through innovative design and engineering projects from around the world. Students will use two and three dimensional drawing and modeling techniques to develop problem solving solutions and work through the design process using case study examples. Students will be exposed to design history and a variety of current and innovative fields including 3d printing, architecture, engineering concepts, and industrial design. This course will be an introduction to the design and engineering framework geared towards practical application through model making and other student driven solutions.</p>	

H7280b	Engineering & Design II
<i>replaces Architecture and Design and Engineering Concepts</i>	
<p>Students will explore a variety of engineering and design based careers through exciting project based learning opportunities. Multiple disciplines will be explored through each collaborative and group based activity within the design and engineering fields. The focus for each project will be local and global problem solving using cutting edge technologies including CNC manufacturing, 3D printing, physical model production and 3D modeling. Students are encouraged to explore their chosen field of interest and foster creativity through each project with the support of site visits and guest speakers. Real world applications will allow for greater understanding of these fields and how they come together in professional practice.</p>	

H6117	Theatre History & Literature I
<i>replaces Drama I</i>	
<p>This course is designed to provide a foundation for students wishing to explore theatre from a historical, expressive, and aesthetic perspective. Participants will be introduced to the rich cultural works of Greek, Roman, and Medieval periods of theatrical performance. Basic theatre vocabulary, stage geography, and participatory games, improvisations, movement, and vocal preparation will enable students to explore the elements of creating a character on stage. Students will also develop the ability to make informed critical and aesthetic judgments as applied to amateur and professional productions.</p>	

H6118	Theatre History & Literature II
<i>replaces Drama II</i>	
<p>Explores the rich multi-cultural history of theater including Eastern and Western forms of drama, Russian influences upon and the development of contemporary acting styles, and advanced study of improvisation and scene analysis.</p>	

H6711	Honors Dance III
<i>replaces Dance III</i>	
<p>This course is a continuation of Dance I and Dance II and provides students with the opportunity to continue their study of advanced dance technique, dance history, social and cultural implications within dance, anatomic and kinesthetic awareness and compositional skills. With a focus on composition, students in this course will be able to explore and develop their own artistic voice. The goal of this course is for students to continue to strengthen their skills as a dancer as well as create dance works that express their experiences and interpretations of the world around them</p>	

LEADERSHIP AND CHARACTER DEVELOPMENT

H0001 Peer Leadership – Modeling the Six Pillars of Character, the Holmdel High School Peer Leadership Program provides students the opportunity to develop and practice leadership and action skills in a social setting. The course encourages students to be the catalysts for change, offering opportunity to develop awareness and understanding of social issues, problems, and resources. A rigorous curriculum demonstrating 21st Century Life Skills will include team building activities, small and large boundary breaking, public speaking, district-wide peer mentoring, and collaborative interaction with our Team UNIFY program. Social responsibility is integrated through community service initiatives that promote positive peer influence. In facilitating community partnerships with local Non-Profit Organizations, including (but not limited to) Ronald McDonald House, NJSO and Bridges at the Shore, social responsibility will be extended. Peer leaders engage in interactive team building, problem solving, conflict resolution, time and organizational management objectives. With increased self-esteem, students educate peers on relevant issues that impact the school and community.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---------------------------	-------------------------	---------------------

BUSINESS EDUCATION

Courses below fulfill the graduation requirement for Technology Literacy, Career Education, and Life Skills or Vocational/Technical Education

H7800 Business Law – From a business perspective, this course emphasizes court functions, business and consumer crimes, criminal law, torts, student rights, and employment. The history of law and how it affects us will be covered. Government agencies that protect consumers will be discussed. Through a mock-trial, students will experience procedures of a court, prepare as lawyers, and act roles in this simulation. Several guest speakers will give added insight on topic and career opportunities.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---------------------------	-------------------------	---------------------

H7805 Accounting I – An introduction to accounting emphasizing how general purpose financial statements communicate information about a business' performance. Topics in the first semester include: documentation, journalizing transactions, ledger posts, bank reconciliations, worksheets, financial statements, and closing entries for sole proprietorship. The balance of the course concentrates on financial aspects of the corporation, which comprises the five special journals (sales, cash receipts, purchases, payments, and general), adjustments, formal financial statements, and the steps necessary to close accounts. A six week, hands-on simulation will be completed.

<i>Prerequisite:</i> None	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---------------------------	--------------------------	-------------------

H7810 Accounting II – A continuation of the fundamentals of the accounting structure will be studied. Students will be introduced to special journals, uncollectible accounts receivable, plant assets and depreciation, inventory, notes and interest, long term debt, accrued revenue and expenses, corporations, distribution of dividends, financial statements and end-of-year reports. Students will complete a web based interactive accounting simulation.

<i>Prerequisite:</i> Accounting I (≥80)	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---	-------------------------	---------------------

H7815 Financial Literacy and Economics – This course is designed to promote a comprehensive understanding of personal finance and basic economics. Students will spend considerable time studying credit and debt management, banking and finance, planning, saving and investing, economics, money management, income and careers, and the global economy. Moreover, the course will be enhanced with speakers from various institutions on related financial topics, as well as career opportunities and current trends in the field. The course will culminate with an interactive simulation of personal finance events which affords students the opportunity to apply their knowledge and skills to real world scenarios. NOTE: The course fulfills the **graduation requirement** for Financial and Economic Literacy; it may not be taken as an elective.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---------------------------	-------------------------	---------------------

H7820 Sports and Entertainment Marketing – The sports and entertainment industries represent one of the fastest growing segments of the U.S. economy. This specialized course will provide students with the opportunity to learn advanced concepts of marketing and management in the sports and entertainment industries. The focus will be the study of marketing as it relates to: event management, sponsorship, promotion, strategic planning, endorsement, marketing plans, and legal and ethical issues. This course will develop mastery skills of 21st century technology, critical thinking, decision making, and communication skills through real world applications. Students will be prepared to handle specific tasks associated with either industry and the course offers students an edge if pursuing marketing or sports management degrees on the collegiate level. Students will complete a final advertising campaign using the skills developed throughout the course.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---------------------------	-------------------------	---------------------

H7825a Entrepreneurship – Using online simulations and hands-on projects, students will launch and grow their own businesses while learning the fundamentals of entrepreneurship. Creating a business from scratch will provide students with valuable experience, from spotting opportunities to writing business plans, financing, elevator pitches, and more. Besides gaining entrepreneurial experience, students will develop critical skills for college and beyond.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---------------------------	-------------------------	---------------------

H7825b Entrepreneurship Experience[^] – This course builds upon the strong foundation developed in previous business courses, featuring further development of entrepreneurship-related knowledge, skills, and experiences. Students will create and develop components of a business plan and have the opportunity to compete in the University of Delaware - Horn Entrepreneurship Diamond Challenge. Teams chosen for this challenge will compete in late February. Dual enrollment credits are available through University of Delaware.

<i>Prerequisite:</i> Grades 12 and 11 students only AND Financial Literacy OR Entrepreneurship	<i>Length:</i> Semester 1 only	<i>Credits:</i> 2.5
---	-----------------------------------	---------------------

INTERNSHIP

Courses below fulfill the graduation requirement for Technology Literacy, Career Education, and Life Skills or Vocational/Technical Education

H7830 Internship/Mentorship – The Work Based Learning program provides high school seniors with real world, workplace experience prior to their graduation. Students will engage in an 8-10 week internship at a selected business of their choosing. In lieu of afternoon classes at school, students will leave campus and report to their internship location. In advance of the internship experience, students will learn resume building, discuss workplace situations, and collaborative teamwork in the business environment. Weekly class meetings will take place to reflect on the internship experience. Internship opportunities are available for every possible career. Students must identify their interest in this program by April 12, 2024 so that an internship location can be secured. Please reach out to Mr. Cohen at ECohen@Holmdelschools.org for more information.

<i>Prerequisite:</i> Grade 12 students only	<i>Length:</i> Semester	<i>Credits:</i> 10
---	-------------------------	--------------------

ENGINEERING EDUCATION

Courses below fulfill the graduation requirement for Technology Literacy, Career Education, and Life Skills or Vocational/Technical Education

H7275b Engineering and Design I – This course will focus on real world applications through innovative design and engineering projects from around the world. Students will use two and three dimensional drawing and modeling techniques to develop problem solving solutions and work through the design process using case study examples. Students will be exposed to design history and a variety of current and innovative fields including 3d printing, architecture, engineering concepts, and industrial design. This course will be an introduction to the design and engineering framework geared towards practical application through model making and other student driven solutions.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---------------------------	-------------------------	---------------------

H7280b Engineering and Design II – Students will explore a variety of engineering and design based careers through exciting project based learning opportunities. Multiple disciplines will be explored through each collaborative and group based activity within the design and engineering fields. The focus for each project will be local and global problem solving using cutting edge technologies including CNC manufacturing, 3D printing, physical model production and 3D modeling. Students are encouraged to explore their chosen field of interest and foster creativity through each project with the support of site visits and guest speakers. Real world applications will allow for greater understanding of these fields and how they come together in professional practice.

<i>Prerequisite:</i> Engineering and Design I	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---	-------------------------	---------------------

H7290 Engineering and Design Capstone[^] – The Engineering and Design capstone course will be focused on a comprehensive design project using expertise learned in prior courses to develop a solution to a local or global engineering problem. Students will work in design groups to complete a variety of exciting challenges through group activities with students from all engineering and design disciplines. The year-long course will culminate in a comprehensive semester capstone project geared towards connecting students with professionals in the field. Projects will be sponsored by active professionals who will help guide project teams through the process. Students will create large scale mockup models of their work and test ideas using all of the modern resources available in the engineering lab. The final presentation will include outside professionals and project stakeholders to help students further their understanding of industry connections and professional practice. **SUMMER ASSIGNMENT REQUIRED.**

***Note:** This course has a dual enrollment option with Stockton University. Students can earn 4 college credits upon successful completion of this class. For more information please contact your Guidance Counselor.*

<i>Prerequisite:</i> Architecture and Design OR Engineering Concepts	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

COMPUTER SCIENCE

Courses below fulfill the graduation requirement for Tech Literacy, Career Education, and Life Skills or Vocational/Technical Education

H7005 Introduction to Computer Science – Introduces students to computer programming techniques using the Java programming language. Topics include: control structures, selection structures, iteration structures (loops), input/output statements, data types, files, arrays and matrices, object-oriented programming, and graphics. This course builds skills needed for a successful transition to AP Computer Science by learning one of the more advanced and widely used computer programs.

<i>Prerequisite:</i> Geometry (≥83) OR Honors Geometry OR Honors Algebra I	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

H7010 Advanced Placement Computer Science – Familiarizes students with programming concepts (using the Java programming language) comparable to an introductory course in computer science at the college level. Topics include: Java fundamentals, arrays and matrices, selection and repetition, pointers and dynamic memory, strings and text, classes and object-oriented programming, recursion, searching and sorting techniques, algorithmic analysis, and references and dynamic memory. This course prepares students to take the AP Computer Science “A” exam. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA.

<i>Prerequisite:</i> Honors Geometry (≥83) OR Geometry (≥93) OR Introduction to Computer Science	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

H7205 Advanced Placement Computer Science Principles – The AP Computer Science Principles course will introduce you to the essential ideas of computer science and show how computing and technology can influence the world around you. You will creatively address real-world issues utilizing technology and coding as a way to help solve problems. Students will develop functional and intuitive software applications utilizing coding techniques and knowledge learned in class. The overarching goal of this course will be to prepare a student to take the College Board’s Advanced Placement Examination in Computer Science Principles. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA.

<i>Prerequisite:</i> Algebra I	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--------------------------------	--------------------------	-------------------

ENGLISH

Four years of English Language Arts are required for graduation.

- H1105 English 9** – This course adopts a thematic approach to the study of literature, encompassing a diverse array of genres such as short stories, novels, biographies, autobiographies, mythology, nonfiction, poetry, Shakespearean plays, and drama. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors English 8 or English 8	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

- H1110 Honors English 9** – This course adheres to the identical curriculum as English 9, albeit with a heightened level of rigor. Enrolled students in Honors English 9 willingly undertake a more demanding academic experience, surpassing the proficiency requirements of the standard English 9 course. The expectations and criteria for performance in this honors course are notably advanced, necessitating students to engage in more profound critical and analytical thinking than their counterparts in English 9. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> English 8 (≥93) and Placement Test OR Honors English 8 (≥83)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

- H1205 English 10** – The 10th grade American Literature English course adopts a thematic approach to the exploration of American literary works across a diverse array of genres. Through the examination of short stories, novels, nonfiction, poetry, and drama, students delve into the rich tapestry of American literary tradition. The thematic focus allows for an in-depth exploration of various themes and motifs prevalent in American literature. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors English 9 OR English 9	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

- H1210 Honors English 10** – This course adheres to the identical curriculum as English 10, albeit with a heightened level of rigor. Enrolled students in Honors English 10 willingly undertake a more demanding academic experience, surpassing the proficiency requirements of the standard English 10 course. The expectations and criteria for performance in this honors course are notably advanced, necessitating students to engage in more profound critical and analytical thinking than their counterparts in English 10. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> English 9 (≥93) OR Honors English 9 (≥83)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

H1305 English 11 – This course strives to broaden students’ experience with a variety of authors and viewpoints from around the world and throughout time. In doing so, students will learn about the connection between what people write and the beliefs and events of their time period. Additionally, this course integrates opportunities for research, public speaking, grammar refinement, vocabulary development, and writing enhancement, fostering well-rounded language skills essential for academic success. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors English 10 OR English 10	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

H1310 Honors English 11 – This course adheres to the identical curriculum as English 11, albeit with a heightened level of rigor. Enrolled students in Honors English 11 willingly undertake a more demanding academic experience, surpassing the proficiency requirements of the standard English 11 course. The expectations and criteria for performance in this honors course are notably advanced, necessitating students to engage in more profound critical and analytical thinking than their counterparts in English 11. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> English 10 (≥93) OR Honors English 10 (≥83)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

H1315 Advanced Placement English Language & Composition – A junior year course designed to engage students in becoming more skilled readers of prose drawn from a range of periods, disciplines and rhetorical contexts. Students learn how to determine the meaning of text while examining how that text achieves meaning through language and rhetoric. To gain authority and learn to take risks in writing, they will write in both informal and formal contexts, and become acquainted with a wide variety of literary styles, mostly non-fiction. In addition, the course will reflect the increasing importance of visual analysis. The program prepares students for intermediate and advanced college courses by making demands upon the equivalent to those made by a full-year introductory college course. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> English 10 (≥93) OR Honors English 10 (≥86)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

H1405 English 12 – This course adopts a thematic approach to the study of British literature, encompassing a wide range of genres including novels, poetry, and plays that epitomize the distinct eras of Anglo-Saxon, Medieval, Renaissance, Romantic, Victorian, and Modern Periods. Additionally, it provides comprehensive instruction in research methodologies, public speaking techniques, grammar utilization, vocabulary enrichment, and writing proficiency. The course also includes an overview of the College Essay. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors English 11 OR English 11	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

H1410 Honors English 12[^] – This course adheres to the identical curriculum as English 12, albeit with a heightened level of rigor. Enrolled students in Honors English 12 willingly undertake a more demanding academic experience, surpassing the proficiency requirements of the standard English 12 course. The expectations and criteria for performance in this honors course are notably advanced, necessitating students to engage in more profound critical and analytical thinking than their counterparts in English 12. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> English 11 (≥93) OR Honors English 11 (≥83) OR AP Language & Composition	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H1415 Advanced Placement English Literature & Composition – A senior year course designed to immerse students in an array of sophisticated literary works, expanding their appreciation for the ideas and literary techniques of accomplished writers. Students will write to express, interpret, and analyze major works, developing the skills and insights needed for successful participation in college courses and future careers. The program prepares students for intermediate and advanced college courses by making demands upon the equivalent to those made by a full-year introductory college course. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> English 11 (≥93) OR Honors English 11 (≥86) OR AP Language & Composition (≥83)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H1505 Journalism – The Journalism elective serves as an introduction to news writing in print and online, with a focus on understanding the role of the press, news gathering, writing styles, headlines, interviews, and editorials. Students will explore and analyze newspapers, magazines, and online publications, write their own articles, and publish their own newspapers. As part of the course requirement, each student will submit two articles to the school newspaper, *The Sting*, for publication.

<i>Prerequisite:</i> Honors English 9 OR English 9	<i>Length:</i> Semester	<i>Credits:</i> 2.5
--	-------------------------	---------------------

H1510 Creative Writing – Using a writing workshop model, students analyze mentor texts of diverse genres in order to gain greater insight into professional writing techniques that they can then use creatively in their own writing pieces.

<i>Prerequisite:</i> Honors English 9 OR English 9	<i>Length:</i> Semester	<i>Credits:</i> 2.5
--	-------------------------	---------------------

H1515 Public Speaking – Addresses public speaking skills such as listening, topic selection, outlining, and effective delivery techniques for an informative speech, an impromptu speech, and persuasive speech, a voice only speech, and debate.

<i>Prerequisite:</i> Honors English 9 OR English 9	<i>Length:</i> Semester	<i>Credits:</i> 2.5
--	-------------------------	---------------------

H1520 Honors Classics of World Literature – This course examines important classic texts of world literature, with a focus on different literary traditions representing an array of cultures from around the world. Special attention will be paid to the interrelationship between notable literary works and their influence on later writings. Both Western and Eastern literature will be studied, with a view towards increasing cultural literacy for future success in college and beyond.

<i>Prerequisite:</i> English 10 (≥90) OR Honors English 10 (≥86) OR English 11 (all levels) OR AP Language & Composition	<i>Length:</i> Semester	<i>Credits:</i> 2.5
--	-------------------------	---------------------

H1530 Film Study – Studies the medium of film with a focus on historical contexts, theory, and criticism. Examines cinema’s role as a unique technology-driven art form and provides students with the background and the tools to write and speak intelligently about film, as well as how to analyze film both in content and form.

<i>Prerequisite:</i> Honors English 9 OR English 9	<i>Length:</i> Semester	<i>Credits:</i> 2.5
--	-------------------------	---------------------

H1533 Writing Lab – This course is designed to address the specific needs of students who would benefit from additional support in developing essential writing skills. The course aims to provide a focused and supportive environment where students can enhance their writing proficiency, fostering academic success and preparing them for the challenges of higher-level coursework.

<i>Prerequisite:</i> None	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---------------------------	--------------------------	-------------------

H1540 Foundations of Language Arts Literacy – This elective uses a multi-sensory approach to teaching reading, writing strategies that foster internalization not memorization. Word study will focus on prefixes, suffixes and roots using Orton-Gillingham methods that promote authentic skill development to help students recognize and address obstacles to successful reading comprehension.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---	-------------------------	---------------------

H1555 Honors Advanced Research for Humanities – Engages in high level problem solving activities through research and experimentation. The learners will work closely with the instructor to enlist a professional researcher to help them accomplish their goals. Students will be encouraged to enter their research projects in competitions that will earn recognition. Students may also work independently on a specific research project they have developed. Research is a major component of most college courses. Students who are proficient in research will be better prepared for college. Acquiring research skills prior to college will enhance the student’s skills beyond basic inquiry.

<i>Prerequisite:</i> Honors-level Humanities course (>86) or Non-Honors Humanities course (>90)	<i>Length:</i> Full-Year	<i>Credits:</i> 6
---	--------------------------	-------------------

Enrollment is contingent upon research proposal approval submitted to the appropriate department supervisor no later than May 3, 2024. Please access the Research Proposal form by [clicking here](#).

H1600 SAT/ACT Prep – This class affords students the opportunity to learn and practice strategies that will give them a better chance of success on the SAT and the ACT. During this semester course, students will alternate between a class that focuses on the verbal component of the tests and a class that focuses on the mathematical component of the tests.

<i>Prerequisite:</i> Students in Grades 10, 11, 12 only. MATH: Algebra I OR Honors Algebra I AND Geometry OR Honors Geometry.	<i>Length:</i> Semester	<i>Credits:</i> 2.5
--	-------------------------	---------------------

H1800b General English 9 – This class utilizes curriculum from *English 9*, with pacing modifications based on the needs of students as identified in their IEP. It approaches the study of literature with a focus on genre: short stories, novels, drama, fiction, nonfiction, and mythology. It focuses on literary elements that provide a strong foundation in improving reading comprehension skills. Answering “what and why” questions, using context clues, strengthening vocabulary skills, identifying themes, inferring, making predictions, and the analysis of literature are modeled and reinforced in each unit. This course also addresses research, public speaking, grammar usage, vocabulary, and writing skills.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H1802b General English 10 – This class utilizes curriculum from *English 10*, with pacing modifications based on the needs of students as identified in their IEP. It focuses on American Literature and addresses note-taking, vocabulary, grammar and reading comprehension skills. Students will study level-appropriate literature with reinforcement of the necessary tools to gain proficiency in literacy. This course also addresses research, public speaking, grammar usage, vocabulary, and writing skills.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H1806b General English 11/12 – This class utilizes curriculum from *English 11 and English 12*, with pacing modifications based on the needs of students as identified in their IEP. It continues the study of literature, including fiction and non-fiction works, as well as creative and functional writing. Thematic units are based on multiple genres that draw upon vocabulary instruction and grammar skills, and provide opportunities for students to respond to literature in a multitude of ways. The writing units are developed to expose students to the fundamentals of informative, explanatory and persuasive writing genres, as well as provide connections to effectively utilize newly learned grammar concepts. This course also addresses research, public speaking, grammar usage, vocabulary, and writing skills.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H1835 Transitional English – This course applies a thematic approach to the study of literature with a focus on multiple genres: short stories, novels, biography, mythology, folk tales, nonfiction, poetry, and drama with a special focus on the needs of second language learners. This course also addresses research, public speaking, grammar usage, vocabulary, and writing skills using appropriate literature and research with reinforcement of vocabulary and grammatical structure. **NOTE: this class is intended for English Language Learners.**

<i>Prerequisite:</i> Program Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H1809 LLD English 9 – The LLD English course focuses primarily on the Dynamic Learning Maps (DLM) Essential Elements so that students may develop the authentic and transferable skills needed in their everyday lives. The course will use a multi- sensory approach to reading, writing, and word study. This course allows for teachers to parallel, to the extent possible, the content and skills taught in Holmdel High School’s English classes. This will be achieved through differentiated, direct, and small group instruction. Each instructional unit will include a novel, short story, non-fiction, drama, poetry, and everyday text including digital texts.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H1810 LLD English 10 – The LLD English course focuses primarily on the Dynamic Learning Maps (DLM) Essential Elements so that students may develop the authentic and transferable skills needed in their everyday lives. The course will use a multi- sensory approach to reading, writing, and word study. This course allows for teachers to parallel, to the extent possible, the content and skills taught in Holmdel High School’s English classes. This will be achieved through differentiated, direct, and small group instruction. Each instructional unit will include a novel, short story, non-fiction, drama, poetry, and everyday text including digital texts.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H1815 LLD English 11 – The LLD English course focuses primarily on the Dynamic Learning Maps (DLM) Essential Elements so that students may develop the authentic and transferable skills needed in their everyday lives. The course will use a multi- sensory approach to reading, writing, and word study. This course allows for teachers to parallel, to the extent possible, the content and skills taught in Holmdel High School’s English classes (such as speaking, writing, listening and analytical skills). This will be achieved through differentiated, direct, and small group instruction. Each instructional unit will include a novel, short story, non-fiction, drama, poetry, world text, or everyday text including digital media.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H1820 LLD English 12 – The LLD English course focuses primarily on the Dynamic Learning Maps (DLM) Essential Elements so that students may develop the authentic and transferable skills needed in their everyday lives. The course will use a multi- sensory approach to reading, writing, and word study. This course allows for teachers to parallel, to the extent possible, the content and skills taught in Holmdel High School’s English classes (such as speaking, writing, listening and analytical skills). This will be achieved through differentiated, direct, and small group instruction. Each instructional unit will include a novel, short story, non-fiction, drama, poetry, world text, or everyday text including digital media.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

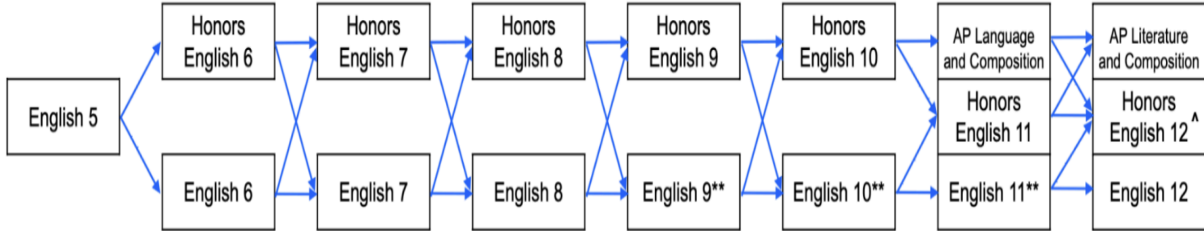
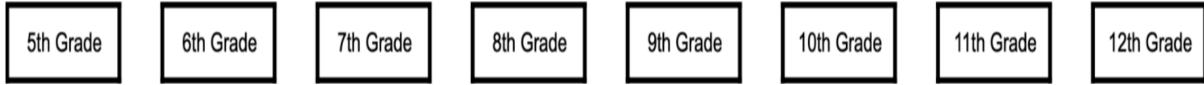
H1840 English Applications for the Real World – This English course is a multi-grade area of study that prepares students with skills needed to function successfully in everyday life inside and outside of the classroom. Skills such as reading functional sight words (safety words, grocery words, etc.) and comprehension of those words in the real world, reading and following directions and reading and writing list. The course is individually designed to meet the English needs of each student so they can live more independently. Within this course differential instruction will be applied to meet the goals and objectives of each student’s individual education plan.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H1560 Advanced Placement Seminar – AP Seminar is a foundational course, open to students in grades 10, 11, and 12, 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 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. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research but on fewer than four additional AP Exams will receive the AP Seminar and Research Certificate™.

<i>Prerequisites:</i> Rising 10th, 11th, or 12th grade students	<i>Length:</i> Full Year	<i>Credits:</i> 5
---	--------------------------	-------------------

Typical English Course Sequences 2024-2025



**Students earning <73 in their prerequisite English are recommended to be enrolled in Writing Lab concurrently.

^Dual Enrollment Available.

FAMILY AND CONSUMER SCIENCES

Courses below fulfill the graduation requirement for Tech Literacy, Career Education, and Life Skills or Vocational/Technical Education

H7105 Culinary Arts – Culinary Arts is a dynamic eight course cycle that immerses students in diverse food preparation techniques, dietary concepts, food origins and migration along with critical food issues through unique semester cycles. Semester 1 focuses on Italian cuisine, exploring classic recipes and cultural significance. Semester 2 delves into South American cuisine, covering unique flavors and techniques. The course integrates current technology via the Internet along with Chef Recipes and hands-on lab projects, offering a blend of traditional and innovative learning. Students develop practical skills, cultural awareness, and confidence through collaborative group work. In essence, Culinary Arts provides a comprehensive and engaging exploration of the culinary world, emphasizing both skill development and cultural appreciation.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---------------------------	-------------------------	---------------------

H7110 Honors Advanced Culinary Arts – This immersive course provides students with a hands-on exploration of advanced culinary principles, offering a dynamic experience within an authentic, "real-life" kitchen environment. Students will actively engage in the end-to-end process of culinary operations, taking on responsibilities such as ordering, meticulous storage practices, precise food preparation, Food Costing and the art of serving both professional gourmet and comforting dishes. Beyond honing their culinary skills, students will be evaluated on their professionalism, emphasizing the importance of maintaining a high standard of conduct and etiquette in the culinary industry. Collaborative group work is a key component, encouraging students to develop effective communication and teamwork skills. Assessment criteria extend to evaluating the students' ability to meet deadlines and perform effectively under time constraints. This aspect reflects the fast-paced nature of the culinary field, where precision and efficiency are crucial. Students will not only refine their culinary techniques but also learn to thrive in a high-pressure kitchen environment, preparing them for success in their culinary endeavors.

<i>Prerequisite:</i> Culinary Arts	<i>Length:</i> Full-Year	<i>Credits:</i> 5
------------------------------------	--------------------------	-------------------

MATHEMATICS

Three years of mathematics are a graduation requirement. It is strongly recommended that all students select a fourth year of mathematics. The New Jersey Department of Education recommends the use of graphing calculators. Students are required to obtain a graphing calculator for use throughout their high school experience (TI-84 or similar is recommended). A graphing calculator loan program will be made available.

Students who do not meet the core course grading requirements (<73 in previous year course) for Algebra I, Geometry, and Algebra II may be enrolled in the coinciding Math Lab. Please see page 37 for the Math Lab course description.

- H2005 Algebra I** – Introduces mathematical symbols, problem solving strategies, real numbers, equation solving, polynomials, factoring, algebraic fractions, linear equations and systems, inequalities, rational and irrational numbers, quadratic equations, and probability and statistics. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors Algebra 8 (<73) OR Algebra 8 (<83) OR Math 8	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

- H2015 Geometry** – Includes the study of lines and angles, deductive proofs, congruent triangles, quadrilaterals, circles, proportions, right triangle trigonometry, areas of polygons, regular polygons and the circle, solid geometry, coordinate geometry, and transformations. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors Algebra 8 (≥ 73) OR Algebra 8 (≥ 83) OR Algebra I	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

- H2020 Honors Geometry** – Emphasizes high level conceptual thinking skills. Topics include complex proofs, solid figures, angle relationships, lines, planes, triangles, similar polygons, circles, coordinate geometry, areas of polygons and circles, areas and volumes of solids, and transformations. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors Algebra 8 (≥ 83) OR Algebra 8 (≥ 93) AND Department Recommendation OR Algebra I (≥ 93)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

- H2025 Algebra II** – Includes the study of logarithmic and exponential functions, trigonometry, sequences and series, probability, and matrices. This class will further the understanding of graphs and complex numbers. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Geometry	<i>Length:</i> Full-Year	<i>Credits:</i> 5
-------------------------------	--------------------------	-------------------

H2035 Advanced Algebra II – Includes the study of real numbers, equations, inequalities, polynomials, rational expressions, complex numbers and radicals, quadratic functions, polynomial equations, conic sections, linear and nonlinear systems, exponential and logarithmic functions, sequences, series, and matrices. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Algebra I (≥ 83) AND Geometry (≥ 83)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H2040 Honors Algebra II – Includes systems of numbers, inequalities, relations and functions, polynomials, rational expressions, complex numbers, radicals, quadratic functions, polynomial equations, conic sections, exponential and logarithmic functions, sequences, series, and matrices. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Algebra I (≥ 93) AND Geometry (≥ 93) OR Honors Algebra I (≥ 83) AND Honors Geometry (≥ 83)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H2045 Introduction to Precalculus – Continues the study of functions, solving equations, and inequalities. Includes the study of trigonometry, exponential and logarithmic functions, sequences and series, combinatorial analysis, probability, graphs, and complex numbers.

<i>Prerequisite:</i> Advanced Algebra II (≥ 73) OR Algebra II (≥ 83)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

H2050 Precalculus[^] – Includes the study of functions, trigonometry, coordinate geometry, trigonometric functions, graphing, inverse functions, polynomials, inequalities, exponents and logarithms, conic sections, probability, and limits. **SUMMER ASSIGNMENT REQUIRED**

<i>Prerequisite:</i> Honors Algebra II OR Advanced Algebra II (≥ 83) OR Algebra II (≥ 93) OR Introduction to Pre-Calculus (≥ 73)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H2055 Honors Precalculus[^] – Includes the study of functions and graphs, circular functions, trigonometry, complex numbers, polar coordinates, inverse functions, polynomial, exponential and logarithmic functions, Binomial Theorem, combinatorics and probability, limits, and derivatives. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors Algebra II (≥ 83) OR Advanced Algebra II (≥ 93)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H2060 Calculus – Reviews algebraic and graphing calculator skills, exponential and logarithmic functions, and trigonometric functions. Topics include functions and graphs, limits and continuity, differential calculus, and integral calculus.

<i>Prerequisite:</i> Precalculus (≥ 73)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

H2065 Advanced Placement Calculus AB – Includes functions and graphs, limits and continuity, differential calculus, and integral calculus. This course is equivalent to College Calculus I. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors Precalculus (≥ 83) OR Precalculus (≥ 93)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H2070 Advanced Placement Calculus BC – Presents a comprehensive study of functions and graphs, limits and continuity, differential calculus, integral calculus, parametric equations, polar graphs, and series. This course is equivalent to College Calculus I and II. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors Precalculus (≥ 93)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H2080 Advanced Placement Statistics – Introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include interpreting graphical displays, summarizing and comparing distributions of univariate data, exploring bi-variate data, the normal distribution, sampling distributions, and inference based on confidence intervals and tests of significance. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors Algebra II (≥ 73) OR Advanced Algebra II (≥ 83)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

H2085 Honors Multivariable Calculus*^A – This course is designed to explore two major themes in advanced mathematics. It is intended for students who have completed their first year of calculus studies and are now ready to extend the ideas they have learned and apply them to functions of more than one variable. The course will present the traditional material covered in a college-level “Calculus III” program: quadric surfaces, vector valued functions, partial derivatives and their applications, multiple integrals and integration in vector fields. Then, the course will proceed to explore linear algebra, leading up to an understanding of Eigenvalues and Eigenvectors. These topics will be especially valuable to students who plan on continuing their studies in mathematics, engineering, physics or computer science. This course is weighted as an honors level course.

<i>Prerequisite:</i> AP Calculus BC (≥83)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H2090 Statistics and Probability with Applications – This course is a comprehensive course designed to equip students with the necessary skills and knowledge to excel in college-level statistics or the work-place. The course places a strong emphasis on practical applications, enabling students to use exploratory methods for pattern identification and decision-making in real-life scenarios. Students will actively engage in 'doing statistics' from day one, gaining a deep understanding of the 'why' and 'how' behind statistical concepts.

<i>Prerequisite:</i> Course is only available to students in Grade 12 with Algebra II (≥73)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H2806 General Algebra IA – This course is designed for students in resource center math who are approaching readiness for algebraic thinking. The intention of this course is to prepare students for Algebra I ICR/Lab or General Algebra IB. Students will study the real number system, algebraic expressions, multi-step equations, inequalities, functions, graphing and writing linear functions, exponential expressions and exponential functions. *After taking General Algebra IA students will take General Algebra IB or Algebra I ICR with Lab.*

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H2807 General Algebra IB – This course is designed for students in resource center math who are continuing to approach readiness for algebraic thinking. The intention of this course is to continue building skills in Algebra I and prepare students for Geometry ICR/Lab or General Geometry. Students will review linear equations and functions, and study systems of equations, polynomial expressions, graphing quadratic functions, solving quadratic equations, factoring and radicals. *After taking General Algebra IB students will take General Geometry or Geometry ICR with Lab.*

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H2808 General Geometry – This course is designed for students in resource center math who are approaching readiness for geometric and spatial thinking. The intention of this course is to provide students with a modified Geometry course for students not taking Geometry ICR with an emphasis on developing students' spatial and reasoning skills. Students will learn about Geometric notation, definitions, relationships, theorems and postulates. Rather than proving theorems, students will focus on applying geometric concepts related to points, lines, planes, polygons, circles, and three-dimensional figures. Review of algebraic skills will be embedded in lessons throughout the year to ensure retention of the skills and concepts learned in General Algebra IA & IB or Algebra I ICR. *After taking General Geometry students will take General Algebra II or Algebra II ICR with Lab.*

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H2811 General Algebra II – This course is designed for junior or senior students in resource center math. Includes the study of functions in real and complex number systems: linear, quadratic, exponential, polynomial, logarithmic. This class will also further the understanding of sequences and series, probability, and trigonometry.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

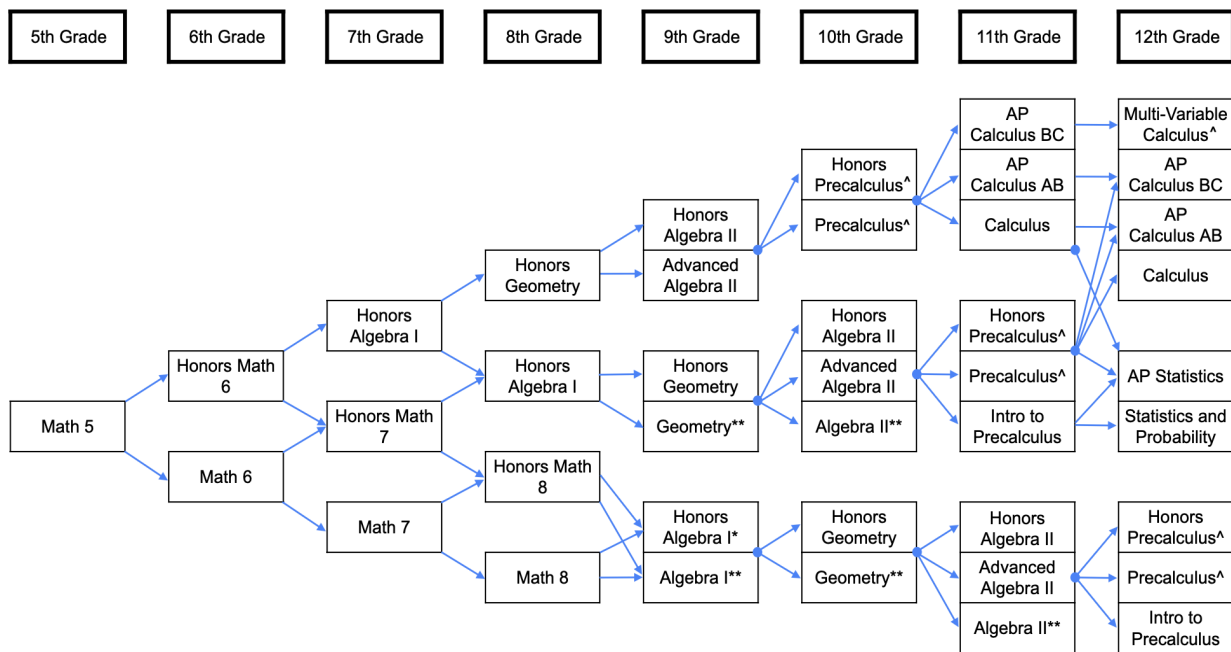
H2029 Math Lab 9/10/11/12 – This course is designed to strengthen students' core math skills while nurturing number sense, creative problem-solving, and mathematical communication. This course offers a structured approach to develop a strong mathematical foundation and encourages critical thinking. Students will regularly engage in collaborative activities as well as receive individualized support to excel in their core math class.

<i>Prerequisite:</i> None	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---------------------------	--------------------------	-------------------

H1600 SAT/ACT Prep – This class affords students the opportunity to learn and practice strategies that will give them a better chance of success on the SAT and the ACT. During this semester course, students will alternate between a class that focuses on the verbal component of the tests and a class that focuses on the mathematical component of the tests.

<i>Prerequisite:</i> Students in Grades 10, 11, 12 only. MATH: Algebra I OR Honors Algebra I AND Geometry OR Honors Geometry.	<i>Length:</i> Semester	<i>Credits:</i> 2.5
--	-------------------------	---------------------

Typical Mathematics Course Sequence 2024-2025



*This course will be offered starting in the 2025-26 school year.

** Students earning <73 in their prerequisite math are recommended to be enrolled in Math Lab concurrently.

Honors Algebra II or Advanced Algebra II and Honors Geometry or Geometry may be taken concurrently for students wishing to accelerate. Final course grade ≥ 93 in Algebra I or Honors Algebra I, and recommendation from Math Supervisor is required.

AP Statistics may be taken concurrently with on-level or higher Precalculus or Calculus in 11th or 12th grade.

^Dual Enrollment Available.

PHYSICAL EDUCATION AND HEALTH

Students must take one marking period of Health and three marking periods of Physical Education for each year enrolled in high school.

- H9109 Personal Wellness** – Emphasizes the students’ ability to understand common health problems and, through understanding, develop positive behaviors that will reduce health risk. This course is designed to assist all students as they begin to enter young adulthood. This course teaches students how to be good citizens, form lasting relationships, and make sensible decisions. It covers topics referring to family life, sexually transmitted diseases, HIV/AIDS, nutrition, fitness, alcohol, tobacco, and drugs.

<i>Prerequisite:</i> Available to Grade 9 only	<i>Length:</i> 1 Quarter	<i>Credits:</i> 1.25
--	--------------------------	----------------------

- H9110 Driver Education** – Introduces students to Driver Education Theory, and is designed to help students become safe, knowledgeable drivers. Students learn the basic traffic laws and rules of the road that apply to common everyday driving situations. Introductory information on buying and insuring a car, the effects of alcohol and drugs on drivers, and the necessity of controlling emotions and attitudes, as related to the driving task, is also included. The New Jersey State Examination is administered. A unit on sexually transmitted diseases, including HIV/AIDS education has been incorporated.

<i>Prerequisite:</i> Available to Grade 10 only	<i>Length:</i> 1 Quarter	<i>Credits:</i> 1.25
---	--------------------------	----------------------

- H9111 Family Life** – Provides the opportunity to improve student’s knowledge and understanding of family life issues. This course is designed to inform and review life lessons with students. This course teaches the students about sexuality, reproduction, labor and delivery, and communications about sexual issues and relationships. Students focus on abstinence, birth control, STDs and HIV/AIDS. Mental Health issues as well as choosing the appropriate health providers are discussed.

<i>Prerequisite:</i> Available to Grade 11 only	<i>Length:</i> 1 Quarter	<i>Credits:</i> 1.25
---	--------------------------	----------------------

- H9112 First Aid and Safety** – Focuses on students recognizing emergencies and making appropriate decisions regarding first aid care and how to act on those decisions. After completing this course, the students are able to follow the emergency action steps, check or call CARE for any emergency. They can provide proper care for injury or sudden illness until medical help arrives.

<i>Prerequisite:</i> Available to Grade 12 only	<i>Length:</i> 1 Quarter	<i>Credits:</i> 1.25
---	--------------------------	----------------------

H9000 Physical Education – Provides all students the opportunity to choose a variety of physical education activities. These activities are designed to provide lifetime carryover skills and are used at 9th, 10th, 11th and 12th grade levels to introduce skills transferable between all activities. Each activity has goals of physical fitness, skill development and activity knowledge.

<i>Prerequisite:</i> None	<i>Length:</i> 3 Quarters	<i>Credits:</i> 3.75
---------------------------	---------------------------	----------------------

Note: While the Health and Physical Education courses are quarterly, the final grade will reflect the average as a full, 5-credit course.

Option II for Athletics

The New Jersey Department of Education (NJDOE) recognizes and acknowledges that all students will not achieve the New Jersey Student Learning Standards (NJSLA) in the same manner and/or with the same level of success. The Holmdel School District is permitted to allow students with individualized learning opportunities outside of the traditional classroom that are stimulating and challenging and that enable students to meet or exceed the New Jersey Student Learning Standards. This is commonly referred to as Option II.

Students are permitted to earn credit toward graduation through Option II experiences. Participation in Option II is predicated on the application process through which students seek approval. Attainment of credit toward graduation is based on the successful completion of documentation that verifies student achievement in meeting or exceeding the NJSLA at the high school level.

Students in grades 10-12 planning to pursue athletic activities for credit at Holmdel High School are required to submit a completed application to the Principal’s Option II Review Committee no later than April 19, 2024. Each student’s application will be reviewed on its own merit. Visit the [Option II for Athletics webpage](#) on our district’s website for details and to access the application paperwork. Students must participate in one quarter of health class regardless of Option II status.

<i>Prerequisite:</i> None	<i>Length:</i> 3 Quarters	<i>Credits:</i> 3.75
---------------------------	---------------------------	----------------------

H9201a Rutgers Honors Scientific Principles of Nutrition – This class outlines the relationship of diet, lifestyle, and the prevention of disease. An overview of the digestion, absorption, and metabolism of protein, carbohydrates, fat, vitamins, and minerals is provided. Nutrition needs at various stages of the lifespan are stressed. Applying the science of nutrition to your life including needs for fitness and physical activity, evaluating nutrition claims, food labeling, and other consumer concerns are emphasized.

Note: *This course is run in collaboration with Rutgers University; as such, college credit is available. Details on how to earn college credit will be distributed by the course instructor at the beginning of the term. This is not considered a Dual Enrollment course.*

<i>Prerequisite:</i> Honors Dynamics of Healthcare	<i>Length:</i> Semester	<i>Credits:</i> 2.5
--	-------------------------	---------------------

H9206a Rutgers Honors Emergency and Clinical Care – Emergency and Clinical Care is a course that deals with emergencies before medical help arrives. The course is designed to give the student the knowledge of how to recognize and respond to an emergency. The intent of the course is to help the student feel more confident in his/her ability to act appropriately in the event of an emergency. Students will be prepared to 1) obtain a patient's medical history, 2) take and record vital signs relative to medical/dental treatment, and 3) acquire cardiopulmonary resuscitation American Red Cross certification. Students may enroll in this course concurrently with Honors Dynamics of Healthcare.

Note: *This course is run in collaboration with Rutgers University; as such, college credit is available. Details on how to earn college credit will be distributed by the course instructor at the beginning of the term. This is not considered a Dual Enrollment course.*

<i>Prerequisite:</i> Honors Dynamics of Healthcare	<i>Length:</i> Semester	<i>Credits:</i> 2.5
--	-------------------------	---------------------

Courses below fulfill the graduation requirement for Technology Literacy, Career Education, and Life Skills or Vocational/Technical Education

H9216a Rutgers Honors Dynamics of Healthcare in Society – This class is an orientation to health care and delivery, from an interdisciplinary perspective. It focuses on process skill to include critical thinking, ethical reasoning, effective communication, and self-directed learning abilities. The professional competencies stress application to general issues and topics common to all health care providers. Emphasis is placed on the role of the health care practitioner as both provider and consumer of health care services.

Note: *This course is run in collaboration with Rutgers University; as such, college credit is available. Details on how to earn college credit will be distributed by the course instructor at the beginning of the term. This is not considered a Dual Enrollment course.*

<i>Prerequisite:</i> Personal Wellness	<i>Length:</i> Semester	<i>Credits:</i> 2.5
--	-------------------------	---------------------

H9221a Rutgers Honors Medical Terminology – Medical Terminology is the study of words that pertain to body systems, anatomy, physiology, medical processes and procedures and a variety of diseases. It provides specialized language for the health care team, enabling health care workers to communicate in an accurate, articulate and concise manner. This course is designed to give the students a comprehensive knowledge of word construction, definition and use of terms related to all areas of medical science. The course includes but is not limited to terms related to anatomy of the human body, functions of health and disease, and the use of language in diagnosing and treating conditions related to all of the human body systems.

Note: *This course is run in collaboration with Rutgers University; as such, college credit is available. Details on how to earn college credit will be distributed by the course instructor at the beginning of the term. This is not considered a Dual Enrollment course.*

<i>Prerequisite:</i> Honors Dynamics of Healthcare	<i>Length:</i> Semester	<i>Credits:</i> 2.5
--	-------------------------	---------------------

H9225 Honors Certified Patient Care Technician/Assistant – This course will prepare students to work in a healthcare setting as a Certified Patient Care Technician/Assistant. The topics covered include patient care, compliance, safety, and professional responsibility as well as infection control. Students will be trained to perform clinical skills such as monitoring and recording vital signs, assisting with mobility and activities of daily living, basic respiratory care, obtaining specimens, heat and cold applications, pre-and post-operative care, and other tasks related to direct patient care. This curriculum also provides students with employability skills like communication, problem solving and professionalism. Upon completion of this course and all of the prerequisites, students will have the opportunity to take a certification exam administered through the National Healthcareer Association (NHA) that provides the student with a nationally recognized certification to begin working in the healthcare environment after graduation.

Note: *Students will sit for a certification exam in June that will nationally certify them to work as a Certified Patient Care Technician/Assistant. Please note some prerequisites can be taken concurrently with this course.*

<p><i>Prerequisite:</i> Honors Dynamics of Healthcare, Honors Medical Terminology, Honors Anatomy Physiology I. Honors Advanced Emergency and Clinical Care is strongly suggested but not required for enrollment.</p>	<p><i>Length:</i> Full-Year</p>	<p><i>Credits:</i> 5</p>
--	---------------------------------	--------------------------

SCIENCE

Three years of science are a graduation requirement, including Biology
AND Chemistry, Physics, OR Environmental Science.

H5803b General Biology – This class utilizes curriculum from **Biology**, with pacing modifications based on the needs of students as identified in their IEP. It provides an introduction to the basic concepts of Biology studies. Activities and manipulatives are utilized in a small classroom setting to encourage the application of scientific knowledge to solve problems. Subjects are covered at a measured pace and topics are reinforced through activities and real-world application. Instructional focus includes the scientific method, biochemistry, genetics, human systems, ecology and anatomy.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H5815b General Physical Science – This class utilizes curriculum from **Physical Science**, with pacing modifications based on the needs of students as identified in their IEP. It provides an introduction to the basic concepts of Physical Science studies. Activities and manipulatives are utilized in a small classroom setting to encourage the application of scientific knowledge to solve problems. Subjects are covered at a measured pace and topics are reinforced through activities and real-world application. Instructional focus includes Motion, Forces and Energy, and Properties of Atoms.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H5810b General Chemistry – This class utilizes the curriculum from **Chemistry**, with pacing modifications based on the needs of the students as identified in their IEP. It provides an introduction to the basic concepts of Chemistry studies. Activities and manipulatives are utilized in a small classroom setting to encourage the application of scientific knowledge to solve problems. Subjects are covered at a measured pace and topics are reinforced through activities and real-world application. Instructional focus includes the atomic structure, states of matter, solutions, and acids, and bases.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H5000 Principles of Biology/Lab – Introduces students to the most fundamental concepts in biology. Activities encourage the application of biological knowledge to make decisions and solve problems. Instructional focus includes the scientific method, ecology, cell biology, biochemistry, metabolism, genetics, human systems, and unity and diversity of species. This course fully covers all life science standards as defined in the NJ Student Learning Standards for Science.

<i>Prerequisite:</i> Science 8 (<83)	<i>Length:</i> Full-Year	<i>Credits:</i> 6
--------------------------------------	--------------------------	-------------------

H5005 Biology/Lab – Provides an in-depth examination of the scientific method, cell theory, unity and diversity of life, photosynthesis, respiration, DNA, genetics, reproduction, human physiology, and plant and animal behavior, and ecology.

<i>Prerequisite:</i> Science 8 (≥83)	<i>Length:</i> Full-Year	<i>Credits:</i> 6
--------------------------------------	--------------------------	-------------------

H5010 Honors Biology/Lab – Follows an analytical and interpretive molecular approach to studying cell biology, biochemistry, metabolism, photosynthesis, respiration, DNA, genetics, natural selection and evolution, ecology and interdependence of life, and human impact on the environment. Rising 9th grade students must take the appropriate placement test to be considered for this course. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Science 8 (≥93) AND Science Placement Assessment (≥83) AND Proficient Score on NJSLA - ELA.	<i>Length:</i> Full-Year	<i>Credits:</i> 6
--	--------------------------	-------------------

H5015 Advanced Placement Biology/Lab – AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors Biology (≥83) OR Biology (≥93) AND Honors Chemistry (≥83) OR Chemistry (≥93)	<i>Length:</i> Full-Year	<i>Credits:</i> 6
--	--------------------------	-------------------

H5028 Environmental Ecology/Lab – This elective course is intended to serve as an introduction to the interactions between organisms and their physical, chemical and biological environment. Students will also explore problems associated with the interactions of humans with those environments. This may include studies on topics such as soil erosion, water issues, biodiversity, and impacts of climate change. Designed to help students build a foundation of ecological knowledge based around key concepts, this course will have students engaging in content using NGSS scientific and engineering practices. Students will be exploring topics and adding their findings to real world scientific data sets through citizen science partnerships, making legitimate contributions to the scientific community.

<i>Prerequisite:</i> 2 years of science in the area of Biology, Chemistry or Physics. Preference given to Grade 12 students, then Grade 11 students.	<i>Length:</i> Full-Year	<i>Credits:</i> 6
--	--------------------------	-------------------

H5100 Marine Science/Lab – Examines marine zonation, plankton, tides, erosion, ichthyology, marine mammals, pollution, commercial fisheries, future of ocean resources, and shark physiology through field-oriented study. Lab requirements are met each quarter by required field experiences.

<i>Prerequisite:</i> 2 years of Science in the area of Biology, Chemistry, or Physics. Preference given to Grade 12 students, then Grade 11 students.	<i>Length:</i> Full-Year	<i>Credits:</i> 6
---	--------------------------	-------------------

H5102 Physical Science with Earth Science/Lab – Provides students with a survey course which incorporates basic principles of physics, chemistry, and earth science. Topics covered include motion, forces and energy, properties of atoms, chemical bonds and reaction, stars and galaxies, rocks and minerals, and Earth’s changing surface.

<i>Prerequisite:</i> Principles of Biology	<i>Length:</i> Full-Year	<i>Credits:</i> 6
--	--------------------------	-------------------

H5104 Principles of Chemistry/Lab – Covers an introduction to chemistry. Topics include atomic structure, chemical names and formulas, states of matter, thermochemistry, gas laws, introduction to chemical periodicity, bonding, water and aqueous systems, solutions, acids, and bases.

<i>Prerequisite:</i> Principles of Biology (≥83) AND Algebra I OR Principles of Biology AND Physical Science AND Algebra I	<i>Length:</i> Full-Year	<i>Credits:</i> 6
--	--------------------------	-------------------

H5106 Chemistry/Lab – Examines scientific measurement, atomic structure, chemical reactions, stoichiometry, thermochemistry, behavior of gasses, electron configurations, chemical periodicity, ionic and covalent bonds, properties of solutions, equilibrium, acids and bases, oxidation-reduction reactions, and electrochemistry.

<i>Prerequisite:</i> Honors Biology (<83) OR Biology (≥83) AND Algebra I (≥83) OR Principles of Biology (≥93) AND Algebra I (≥83)	<i>Length:</i> Full-Year	<i>Credits:</i> 6
---	--------------------------	-------------------

H5110 Honors Chemistry/Lab – Emphasizes scientific measurement, atomic structure, chemical reactions, stoichiometry, thermochemistry, behavior of gasses, electron configurations, chemical periodicity, ionic and covalent bonds, properties of solutions, equilibrium, acids and bases, oxidation-reduction reactions, and electrochemistry. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors Biology (≥83) OR Biology (≥93) AND Algebra I (≥93) OR Honors Algebra 8 (≥83)	<i>Length:</i> Full-Year	<i>Credits:</i> 6
--	--------------------------	-------------------

H5115 Advanced Placement Chemistry/Lab – Investigates atomic structure, chemical bonding, molecular geometry, equations and quantitative relations, gasses, liquids and solids, solutions, electrochemistry, kinetics and equilibrium, thermodynamics, acids and bases, ionic equilibria, organic and chemistry. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors Chemistry (≥83) OR Chemistry (≥93) AND Algebra II (≥93) OR Chemistry (≥93) AND Advanced Algebra II (≥90) OR Chemistry (≥93) AND Honors Algebra II (≥83) with teacher recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 6
---	--------------------------	-------------------

H5120 Honors Introduction to Organic Chemistry/Lab – Covers pertinent highlights of basic organic chemistry and deals with nomenclature, structure, and reactions. It also introduces major techniques used in the identification and analysis of organic compounds. Lastly, the course will introduce simple biochemical molecules and biochemical pathways involved in metabolism. This course is good preparation for careers in forensic science, nutrition, nursing, physician, and lab technologists.

<i>Prerequisite:</i> Honors Chemistry (≥73) OR Chemistry (≥83)	<i>Length:</i> Full-Year	<i>Credits:</i> 6
--	--------------------------	-------------------

H5200 Earth and Space Science/Lab – This course offers an immersive exploration of the vast expanse of the universe and the dynamic processes occurring on our planet. Topics include earth’s history and composition, plate tectonics, the solar system, stars and galaxies, space exploration and climate change and its impacts. Through hands-on experiments, simulations, and observational activities, students will develop essential scientific inquiry skills and learn to analyze and interpret data collected from Earth and space.

<i>Prerequisite:</i> 2 years of Science, including at least 1 year of a Physical Science course; with preference given to Grade 12 students, then Grade 11 students	<i>Length:</i> Full-Year	<i>Credits:</i> 6
---	--------------------------	-------------------

H5205 Forensic Science/Lab^ – Provides students with an interactive and “hands-on” approach to understanding the nature of crime investigation. Using deductive reasoning and critical thought process, students will study and analyze various components of a criminal investigation, including physical evidence, DNA, fingerprints, osteology and odontology, toxicology, serology, and trace evidence. Furthermore, students will be exposed to the history and evolution of forensic science through studying technological advancements and landmark criminal cases.

<i>Prerequisite:</i> Honors Biology (≥73) AND Honors Chemistry (≥73) OR Biology (≥83) AND Chemistry (≥83) OR Principles of Biology (≥93)	<i>Length:</i> Full-Year	<i>Credits:</i> 6
--	--------------------------	-------------------

H5300 Principles of Physics/Lab – Introduces mechanics, properties of matter, heat, sound and light, electricity and magnetism, and an introduction to atomic physics.

<i>Prerequisite:</i> 2 years of Science AND Algebra I (≥73)	<i>Length:</i> Full-Year	<i>Credits:</i> 6
---	--------------------------	-------------------

H5305 Physics/Lab – Explores kinematics, dynamics, momentum, energy, gravitation, electromagnetism, sound, and optics.

<i>Prerequisite:</i> Chemistry AND Algebra II (≥76) OR Chemistry AND Geometry (≥76)	<i>Length:</i> Full-Year	<i>Credits:</i> 6
---	--------------------------	-------------------

H5310 Honors Physics/Lab – Emphasizes a mathematical treatment of mechanics, universal gravitation, electricity and magnetism, waves, sound, and optics.

<i>Prerequisite:</i> Honors Chemistry (≥83) OR Chemistry (≥93) AND Algebra II (≥93) OR Advanced Algebra II (≥83) OR Honors Algebra II (≥83)	<i>Length:</i> Full-Year	<i>Credits:</i> 6
---	--------------------------	-------------------

H5315a Advanced Placement Physics: Mechanics/Lab – Continues from previous preparation with advanced treatments of mechanics in preparation for the AP Physics C-level Mechanics exam. This course will also cover the additional topics of thermodynamics and fluid mechanics, which are also topics typically covered in a college level physics course. In addition, the course will include an introduction to, and projects with, the programming environment *Python*. Includes advanced lab experiments appropriate for a college-level course. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> MATH: Honors Pre-Calculus (≥83) OR Pre-Calculus (≥93) with completion of the summer assignment) SCIENCE: Honors Physics (≥83) OR Physics (≥93)	<i>Length:</i> Full-Year	<i>Credits:</i> 6
---	--------------------------	-------------------

H5315b Advanced Placement Physics: Electricity and Magnetism/Lab - Continues from previous preparation with advanced treatments of electromagnetism in preparation for the AP Physics C-level Electricity and Magnetism exam. Includes advanced lab experiments appropriate for a college level course. This course may be taken as a stand alone science elective, or concurrently with AP Physics: Mechanics. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> MATH: Honors Pre-Calculus (≥83) OR Pre-Calculus (≥90) with completion of the summer assignment) SCIENCE: Honors Physics (≥83) OR Physics (≥93)	<i>Length:</i> Semester (1st semester)	<i>Credits:</i> 3
---	--	-------------------

H5600 Advanced Placement Environmental Science/Lab – Provides students with the scientific principles, concepts, and field experiments required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving and/or preventing them. Topics include the flow of energy, the cycling of matter, the solid Earth, the atmosphere, the biosphere, human population dynamics, renewable and nonrenewable resources, environmental quality, and global changes and their consequences. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. Rising 9th grade students must take the appropriate placement test to be considered for this course. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Science: 8th Grade Science (≥ 95) AND Placement Test Score (≥ 90) OR Honors Biology (≥ 73) OR Biology (≥ 83) OR Honors Chemistry (≥ 73) OR Chemistry (≥ 83); AND Math: Algebra I (≥ 93) OR Honors Algebra 8 (≥ 83)	<i>Length:</i> Full-Year	<i>Credits:</i> 6
---	--------------------------	-------------------

H5605 Honors Advanced Research/Lab[^] – Engages in high level problem solving activities through research and experimentation. The learners will work closely with the instructor to enlist a professional researcher to help them accomplish their goals. Students may work independently on a specific research project they have developed, or participate in the Waksman Student Scholars Program (WSSP). Students who develop independent research projects will enter their research projects in competitions for the opportunity to earn recognition. Open to 10th, 11th, and 12th grade students, who either do not wish to pursue an AP Capstone diploma, or who have completed AP Seminar and AP Research, and who would like to pursue an additional year of independent research.

<i>Prerequisite:</i> At least one-year of Honors-level Science course (≥ 83) OR Non-Honors Science course (≥ 93) Honors-level Humanities course (> 86) or Non-Honors Humanities course (> 93)	<i>Length:</i> Full-Year	<i>Credits:</i> 6
---	--------------------------	-------------------

Enrollment is contingent upon research proposal approval submitted to the appropriate department supervisor no later than May 3, 2024. Please access the Research Proposal form by [clicking here](#).

H5610a Advanced Placement Research – AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. Students are expected to present at symposiums to the greatest extent possible. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research but on fewer than four additional AP Exams will receive the AP Seminar and Research Certificate™.

<i>Prerequisite:</i> AP Seminar	<i>Length:</i> Full Year	<i>Credits:</i> 5
---------------------------------	--------------------------	-------------------

H5615a Rutgers Honors Anatomy and Physiology/Lab I – This class will focus on the study of the structure and function of the human body. This course will follow a sequential development of the major body systems in an organized and structured curriculum. The course is designed to give students a selective overview of human anatomical structure and an analysis of human physiological principles. Labs will include slide work, dissection of various animals, and studies of the human skeleton. The course will also use computer-simulated dissection.

Note: *This course is run in collaboration with Rutgers University; as such, college credit is available. Details on how to earn college credit will be distributed by the course instructor at the beginning of the term. This course is not considered a Dual Enrollment course.*

<i>Prerequisite:</i> Biology AND Chemistry (any level) AND Dynamics Of Healthcare	<i>Length:</i> Full-Year	<i>Credits:</i> 6
---	--------------------------	-------------------

H5615b Rutgers Honors Anatomy and Physiology/Lab II – This course is the second half of introductory-level anatomy and physiology, and it would provide students with knowledge and understanding of the following topics: (1) Endocrine System; (2) Blood; (3) Cardiovascular System; (4) Lymphatic System & Immunity; (5) Digestive System; (6) Nutrition and Metabolism; (7) Respiration; (8) Urinary System; (9) Water, Electrolytes, Acid/Base; (10) Reproductive Systems; (11) Pregnancy & Development; and (12) Genetics & Genomics.

Note: This course is run in collaboration with Rutgers University; as such, college credit is available. Details on how to earn college credit will be distributed by the course instructor at the beginning of the term. This course is not considered a Dual Enrollment course.

<i>Prerequisite:</i> Biology AND Chemistry (any level) AND Dynamics of Healthcare AND Rutgers Honors Anatomy and Physiology/Lab I	<i>Length:</i> Full-Year	<i>Credits:</i> 6
---	--------------------------	-------------------

H5830 LLD Science 9 – The objectives of the Language/Learning Disabilities (LLD) Science course are driven by the Dynamic Learning Maps (DLM) Essential Elements with an emphasis on exposure to key knowledge, transferable skills, and practical application. They are presented to all students through individual and specialized instructional strategies. This course is designed with the belief that all students must develop literary skills driven by science content in order to be successful in their careers and as consumers in the 21st century. This curriculum is designed to assure that all students are challenged to their appropriate ability and pace while developing critical thinking and problem-solving skills.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 6
---	--------------------------	-------------------

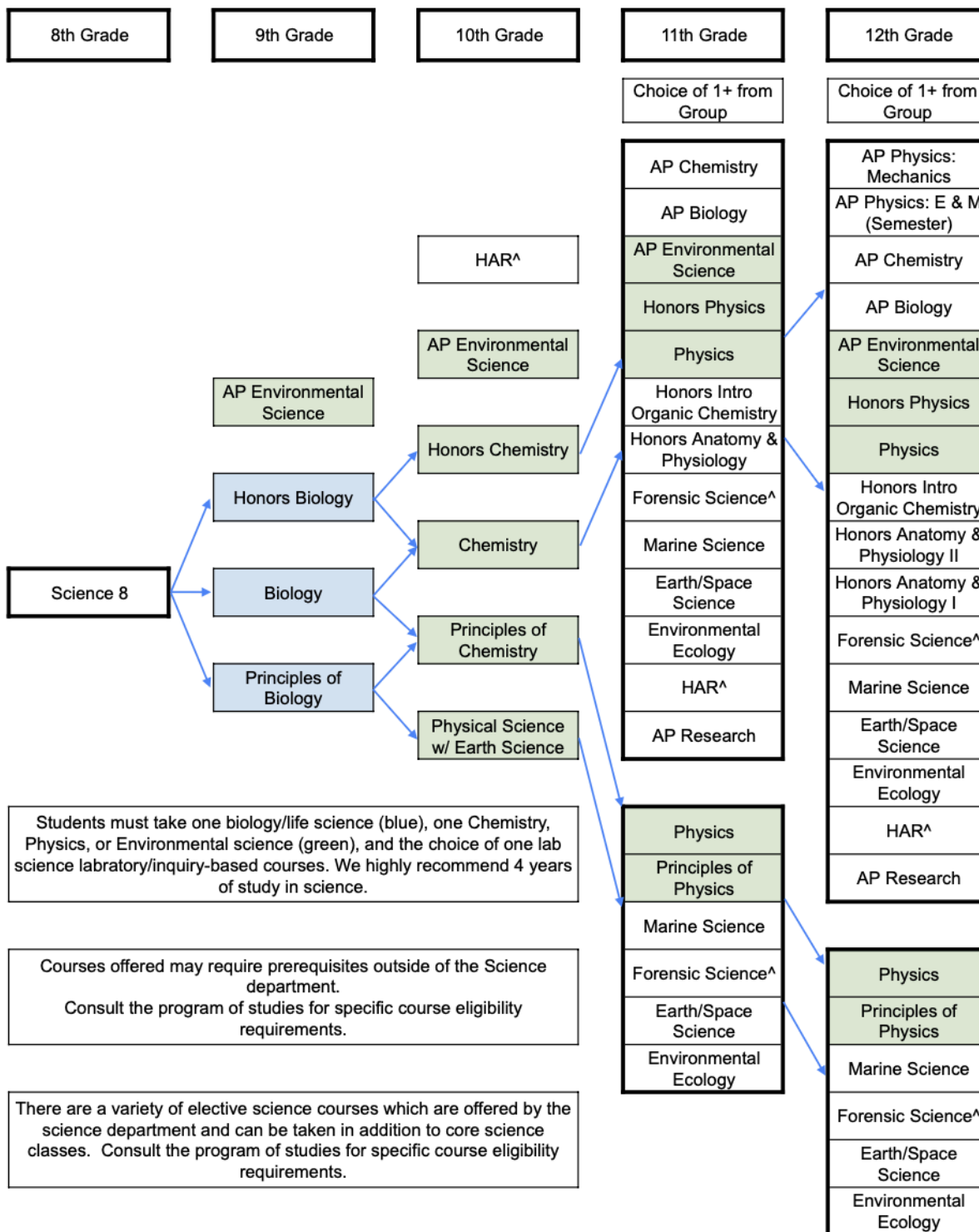
H5835 LLD Science 10 – The objectives of the Language/Learning Disabilities (LLD) Science course are driven by the Dynamic Learning Maps (DLM) Essential Elements with an emphasis on exposure to key knowledge, transferable skills, and practical application. They are presented to all students through individual and specialized instructional strategies. This course is designed with the belief that all students must develop literary skills driven by science content in order to be successful in their careers and as consumers in the 21st century. This curriculum is designed to assure that all students are challenged to their appropriate ability and pace while developing critical thinking and problem-solving skills.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 6
---	--------------------------	-------------------

H5840 LLD Earth and Space Science 11 – The objectives of the Language/Learning Disabilities (LLD) Science course are driven by the Dynamic Learning Maps (DLM) Essential Elements with an emphasis on exposure to key knowledge, transferable skills, and practical application. They are presented to all students through individual and specialized instructional strategies. This course is designed with the belief that all students must develop literary skills driven by science content in order to be successful in their careers and as consumers in the 21st century. This curriculum is designed to assure that all students are challenged to their appropriate ability and pace while developing critical thinking and problem-solving skills. Students will be exposed to content areas including: Weather, Seasons and Natural Hazards; Earth’s Surface; Climate and Climate Change; Natural Resources and Conservation; Planets.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 6
---	--------------------------	-------------------

Typical Science Course Sequences for 2024-2025



SOCIAL SCIENCES

Three years of social science are required for graduation.
Refer to the list below for the most common sequence of courses:

Grade 9	World Civilizations, Honors World Civilizations or AP World History
Grade 10	U.S. History I or Honors Advanced United States History I
Grade 11	U.S. History II or AP United States History II

H3805b General World Civilizations – This class utilizes curriculum from *World Civilizations*, with pacing modifications based on the needs of students as identified in their IEP. It will dive deep into the Ancient societies of the world. This course also aims to develop content-related skills such as research, written expression, and study skills for learning new vocabulary in social studies, as well as fostering critical thinking on historical topics. Students will learn about the earliest evidence of human civilization, as well as the ancient societies of Mesopotamia, Egypt, India, China, Greece, and Rome. They will study ancient artifacts and documents in an effort to understand the characteristics of ancient societies.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H3815b General US History I – This class utilizes curriculum from *US History I*, with pacing modifications based on the needs of students as identified in his/her IEP. It is designed to increase the students’ knowledgebase of American history. This course also aims to develop content-related skills such as research, written expression, and study skills. Equal attention is devoted to learning facts, as well as fostering critical thinking on historical topics. Topics of study include: Native American culture, the American Revolution, and the Civil War.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H3825b General US History II – This class utilizes curriculum from *US History II*, with pacing modifications based on the needs of students as identified in their IEP. It serves as a continuation of General US History I. It is designed to increase the students’ knowledge base of American history. This course also aims to develop content-related skills such as research, written expression, and study skills. Equal attention is devoted to learning academic, as well as fostering critical thinking on historical topics. Topics of study include: the Progressive Era, World Wars I and II, and present day issues.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H3100 World Civilizations – Examines the historical and cultural development of world history beginning with the Renaissance and concluding with the modern era. Emphasis will be placed on political, social, economic, and technological developments as well as historical change. The course includes a contextual introduction to the social sciences with an emphasis on the impact of geography on history and culture.

<i>Prerequisite:</i> None	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---------------------------	--------------------------	-------------------

H3102 Honors World Civilizations – Examines the historical and cultural development of world history beginning with the Renaissance and concluding with the modern era. Emphasis will be placed on political, social, economic, and technological developments as well as historical change. The course includes a contextual introduction to the social sciences with an emphasis on the impact of geography on history and culture. This honors course will explore the same content as World Civilizations with higher rigor, advanced assignments, and independent projects. It will better prepare students who choose to take Honors Advanced US History I as sophomores. Rising 9th grade students must take the appropriate placement test to be considered for this course.

<i>Prerequisite:</i> Honors English 8 (≥86) OR English 8 (≥93) AND Social Studies 8 (≥93) AND Placement Test	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

H3122 Advanced Placement World History – The nature of AP World History is a study of the cultural, economic, political, and social developments that have shaped the world from c. 1200 CE to the present. Students will gain proficiencies in evaluating primary and secondary sources, putting historical developments in context and making connections between them, analyzing the claims, evidence, and reasoning you find in sources, and coming up with a claim or thesis and explaining and supporting it in writing. Teaching methodology would follow the College Board’s guidance and units of study. Both AP standards and NJSL 2020 Social Studies standards will be addressed. Open to 9th grade students as a first experience with our AP program and as an alternative selection to World Civilizations. The program prepares students for intermediate and advanced college courses by making demands upon the equivalent to those made by a full-year introductory college course. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. Rising 9th grade students must take the appropriate placement test to be considered for this course.

<i>Prerequisite:</i> Grade 9: Social Studies 8 (≥93) AND English 8 (≥93) AND Placement Test OR Honors English 8 (≥86) AND Social Studies 8 (≥93) AND Placement Test Grade 10-12: None.	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

H3124 Advanced Placement European History – This elective course includes the study of the cultural, economic, political, and social developments that have shaped Europe from c. 1450 to the present. You'll analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. Teaching methodology would follow the College Board's guidance and units of study. The program prepares students for intermediate and advanced college courses by making demands upon the equivalent to those made by a full-year introductory college course. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA.

<i>Prerequisite:</i> Students who have fulfilled the Grade 9 graduation requirement with a grade of (≥ 83).	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

H3105 U.S. History I – Presents a survey of American history beginning with the Age of Exploration and culminating with the end of Reconstruction after the Civil War. Throughout the course, students will trace the political, economic, cultural, and geographic development of the United States of America. This course is taken by sophomores and is a prerequisite for most of the other social sciences courses and electives.

<i>Prerequisite:</i> World Civilizations, Honors World Civilizations, OR AP World History	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H3110 U.S. History II – Examines the Age of Expansion, Progressivism, World War I, 1920's, Great Depression, New Deal, World War II, Cold War and the Fair Deal, Korea, Eisenhower years, McCarthyism, Kennedy's New Frontier, Johnson's Great Society, Vietnam, and current political issues, figures and administrations.

<i>Prerequisite:</i> U.S. History I (all levels)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

H3130 Perspectives on America Today: Politics, Government, and Current Issues – Provides students with an in-depth understanding of the structure of American government, including the way it was designed by its founding fathers, and an understanding of the indirect influences media and technology has on government in the modern world. The course will rely heavily on current events.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---------------------------	-------------------------	---------------------

H3140 Psychology – This elective is a survey course covering the major topics in psychology. This includes: individual behavior, perception, states of consciousness, memory and thought, motivation and emotion, learning, human development, personality, abnormal psychology, psychological research methods.

<i>Prerequisite:</i> World Civilizations, Honors World Civilizations, OR AP World History	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---	-------------------------	---------------------

H3150 Sociology[^] – Reviews basic sociological concepts and methods in social patterns, culture, socialization, groups, marriage and family, social stratification, ethnic and racial relations, collective behavior, and contemporary social issues, such as gangs, crime, and violence.

<i>Prerequisite:</i> Honors Advanced US History I OR US History I	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---	-------------------------	---------------------

H3155 Economics – Through an introductory examination of the nine principles of economics, students will apply critical thinking skills to help them analyze cost, understand the relationship between supply and demand, and become familiar with the impact marketing incentives have on consumer choices. This course will also help students develop a familiarity with economics on a personal, national and global level.

<i>Prerequisite:</i> Honors Advanced US History I OR US History I	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H3160 Advanced Placement Economics: Macroeconomics – Provides a thorough understanding of the principles of economics that apply to an economic system as a whole. Emphasizes the study of national income and price determination and also develops familiarity with economic performance measures, economic growth, and international economics. Students taking only one semester of AP Economics must take Macroeconomics first and Semester 1. The program prepares students for intermediate and advanced college courses by making demands upon the equivalent to those made by a full-year introductory college course. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA.

<i>Prerequisite:</i> Grade 12 students: U.S. History II (≥93) OR AP U.S. History II (≥83) Grade 11 students: U.S. History I (≥93) OR Honors Advanced U.S. History I (≥83).	<i>Length:</i> Semester	<i>Credits:</i> 2.5
--	-------------------------	---------------------

H3165 Advanced Placement Economics: Microeconomics – Provides a thorough understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the larger economic system. Special emphasis is placed on the theory of the company as an entity. The program prepares students for intermediate and advanced college courses by making demands upon the equivalent to those made by a full-year introductory college course. This course is to be taken Semester 2, following the prerequisite of AP Macroeconomics taken during Semester 1. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA.

<i>Prerequisite:</i> Grade 12: U.S. History II (≥93) OR AP U.S. History II (≥83) AND AP Macroeconomics (≥83) Grade 11: U.S. History I (≥93) OR Advanced Honors U.S. History I (≥86) AND AP Macroeconomics (≥83).	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---	-------------------------	---------------------

H3170 Advanced Placement American Government and Politics – Provides knowledge of the United States' diverse political structure and practices. The course encompasses the study of both specific policies and the general concepts used to interpret key political relationships. The program prepares students for intermediate and advanced college courses by making demands upon the equivalent to those made by a full-year introductory college course. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA.

<i>Prerequisite:</i> Grade 12: U.S. History II (≥93) OR AP U.S. History II (≥83) Grade 11: U.S. History I (≥93) OR Honors Advanced U.S. History I (≥83).	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

H3115 Honors Advanced United States History I – Presents the first course of a two-year program for tenth and eleventh grade students. Year one covers the discovery and settlement of North America to 1877. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by a full-year introductory college course. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> World Civilizations (≥93) OR Honors World Civilizations (≥86) OR AP World History (≥83).	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H3120 Advanced Placement United States History II – Presents the second course in a consecutively taught, two-year sequence of college level study in United States History. The course examines the following topics within the time frame of 1877 to the present: immigration, foreign policy, national politics, progressive movements, and the economy. The program prepares students for intermediate and advanced college courses by making demands upon the equivalent to those made by a full-year introductory college course. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. **SUMMER ASSIGNMENT REQUIRED.**

Prerequisite: Honors Advanced US History I (≥83)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

H3175 Advanced Placement Psychology – Addresses the systematic and scientific study of behavior at the college level. The course content includes the major subfields of psychology: history, human development, biological bases of behavior, sensation/perception consciousness, learning/cognition, motivation, development, personality, intelligence, abnormal, and social psychology with a heavy emphasis on writing. The program prepares students for intermediate and advanced college courses by making demands upon the equivalent to those made by a full-year introductory college course. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. **SUMMER ASSIGNMENT REQUIRED.**

Prerequisite: Grade 12: Biology (≥93) OR Honors Biology (≥86) AND U.S. History II (≥93) OR AP U.S. History II (≥83) Grade 11: Biology (≥93) or Honors Biology (≥86) AND U.S. History I (≥93) OR Honors Advanced U.S. History I (≥86)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

H3180 Art History – This course will illustrate how time, place, and society influence the arts through an examination of major forms of artistic expression by examining major forms of artistic expression. Students will learn how to interpret and evaluate works of art inferring the artist’s latent and manifest messages by applying their knowledge of history, and historical research methods. Some of the artist’s that will be examined in this course are, but not limited to, Michelangelo, Leonardo da Vinci, Jan van Eyck, Botticelli, Raphael, Titian, Caravaggio, Velazquez, Manet, Monet, Van Gogh, Rodin, and Picasso.

Prerequisite: World Civilizations, Honors World Civilizations, OR AP World History	<i>Length:</i> Semester	<i>Credits:</i> 2.5
--	-------------------------	---------------------

H6150 Advanced Placement Art History – AP Art History actively exposes students to the global art world while emphasizing a deep conceptual understanding of art historical concepts. Students will develop the essential skills of visual and contextual analysis while building on their historical knowledge. By examining works of art from diverse cultures and the relationships of these works, students will build on their cultural knowledge. Students will analyze works of art in their contexts, considering issues of patronage, gender, politics, religion, and ethnicity. They will contextualize art as it relates to its purpose, audience, and the role of the artist and the work in its particular society. Students will develop a holistic understanding of the history of art from a global perspective, which will build understanding of the place of art within broader historical, cultural, religious, and political frameworks. Literacy is a key focus as students discuss, read, and write about art, artists, and the responses and interpretations of art. AP Art History allows students to make connections in forms of global artistic expression and appreciate diversity. The program prepares students for intermediate and advanced college courses by making demands upon the equivalent to those made by a full-year introductory college course. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA.

<i>Prerequisite:</i> Students must be in Grades 10, 11, or 12, and have achieved proficiency scores on standardized tests in reading and writing skills	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H3835 LLD World Civilizations – This course exposes students to a historical, geographical, and political survey of World History beginning with the changing world views in Europe with the emergence of the Renaissance (1350-1600) to the challenges facing the rulers of early modern Europe (1450-1789). Emphasis is on political, social, economic, and technological developments, as well as the concept of historical change.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

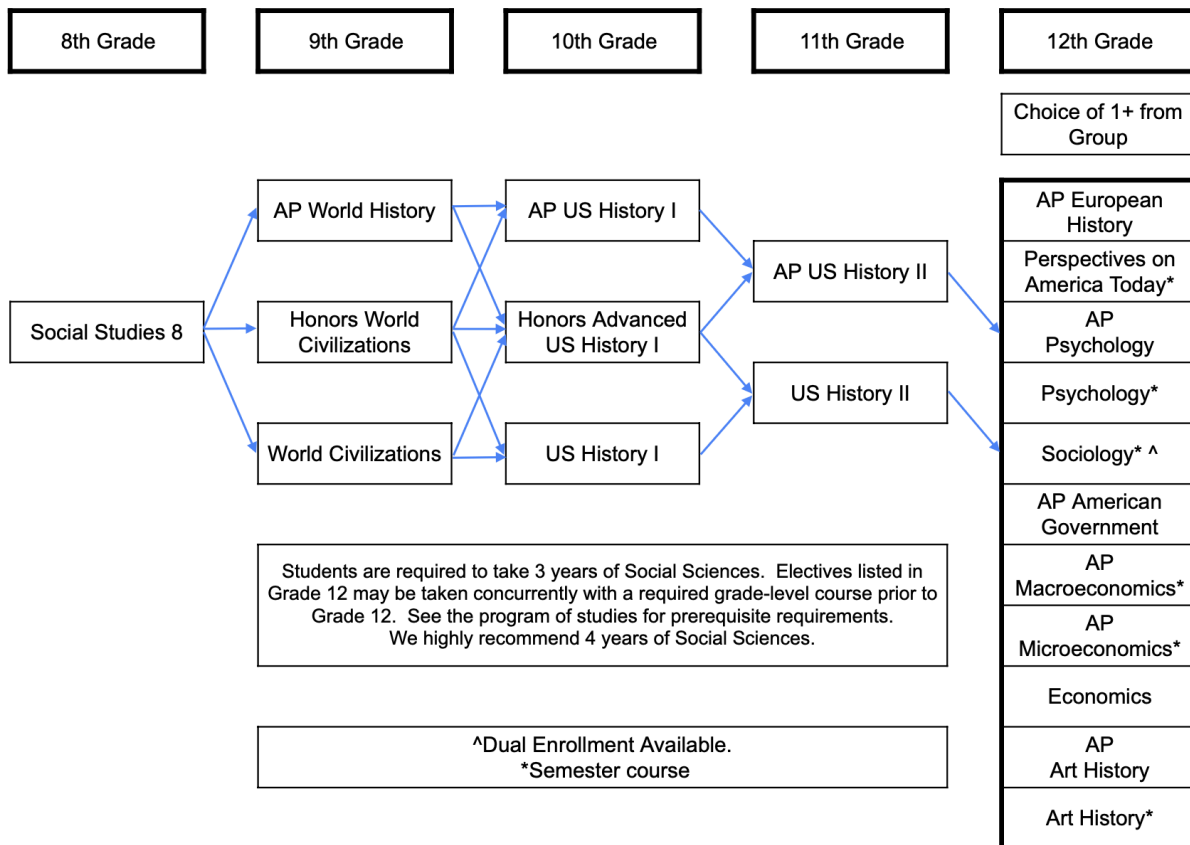
H3840 LLD United States History I – This course exposes students to American History beginning with the world at the time of Columbus and exploration and ending with the Civil War. Emphasis is on political, social, economic, and technological developments, as well as the concept of historical change.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H3845 LLD United States History II – After learning about the growth of the United States, through its infancy, students in United History II will learn about the nation’s continued upward trajectory into a global superpower. This course will examine our nation’s transformation into a world power, through differentiated, direct, and small group instruction. By the end of this course, students will have been exposed to the importance of the United States’ role and responsibility within the international community.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

Typical Social Sciences Course Sequences 2024-2025



TECHNOLOGY EDUCATION

Courses below fulfill the graduation requirement for Tech Literacy, Career Education, and Life Skills or Vocational/Technical Education

H7210 Graphic Design – This basic course provides an overview of the computer applications used in today's graphic industry. In the first term, students are introduced to Adobe Photoshop, "Adobe Indesign" and Adobe Illustrator, all key applications utilized in graphic design studios and advertising agencies. In the second term, students will learn building block topics of graphic design, such as typography and layout design. In this project-based course, students will build a graphic design portfolio. The course will give students the skills and knowledge necessary for advancement to the Photography I course.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---------------------------	-------------------------	---------------------

H7215 Advanced Graphic Design - Advanced Graphic Design is for students who are interested in learning more about the graphic design field. Advanced Graphic Design class will build on the elements of art and principles of design taught in Graphic Design Class. Students will use Adobe Photoshop, Adobe InDesign and Adobe Illustrator to complete in-depth projects that focus on different careers in graphic design, such as publishing and advertising. Students will create a digital portfolio that will be presentation-ready when applying for college graphic design programs.

<i>Prerequisite:</i> Graphic Design	<i>Length:</i> Semester	<i>Credits:</i> 2.5
-------------------------------------	-------------------------	---------------------

H7220a Introduction to Studio Production – This course introduces students to the basics of studio television production. Areas of study and skills will include: directing for television, writing for television, camera operation, working with audio, creating text for television, lighting and performing on camera. Unit topics include: broadcast news, commercials, public service announcements, and studio productions. Students will collaborate on production teams to produce "as-live" productions in a studio setting. This course will emphasize teamwork, preparedness, goal-setting, verbal and non-verbal communication skills, meeting deadlines, and performing under "live" conditions.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---------------------------	-------------------------	---------------------

H7223a Advanced Studio Production[^] – In Advanced Studio Production, students will be introduced to a challenging and advanced studio production experience for those interested in further developing their television production skills. Students will collaborate on a production team to produce a series of advanced studio productions including but not limited to: a school newscast, talk show, interview show, skit/variety show and more. Students will further sharpen skills learned in Intro to Studio Production like producing, directing, and camerawork. Students will also develop their writing, organization, and communication skills all while strengthening their decision-making and leadership skills. In addition to the studio production projects, students will develop video and editing skills to assist them with studio production content. Daily and weekly deadlines must be met similar to a professional broadcast news production team. Career opportunities in news broadcasting and studio production will be discussed and explored.

***Note:** This course has a dual enrollment option with Stockton University. Students can earn 4 college credits upon successful completion of this class. For more information please contact your Guidance Counselor.*

<i>Prerequisite:</i> Introduction to Studio Production	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

H7225a Video and Editing I – This is the first of two courses in video and editing production. Video and Editing I will introduce students to the fundamentals of videography and editing. Students will use high definition camcorders and non-linear editing software to produce and edit videos. Students will learn how to operate a video camcorder and cover topics such as video framing, shot composition, and rule of thirds. Students will learn how to edit with non-linear editing software like Adobe Premiere Pro. Topics covered include: layering video, blending audio, sound effects, and visual storytelling. In addition to video and editing, students will write scripts and create storyboards for film. Projects include: sequencing, proverb videos, commercials, and movie trailers. This course will emphasize proper preparation, preparedness, goal-setting, teamwork, and the ability to meet deadlines.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---------------------------	-------------------------	---------------------

H7230a Video and Editing II – This course is intended for students who would like to further enhance their video and editing skills. A successful completion of Video and Editing I is a prerequisite for this course. Video and Editing II will build on the concepts and skills learned in Video and Editing I. Topics covered include: keying video, special effects and animation with text. Video and Editing II will incorporate group projects and long form productions like short films, instructional videos, and music videos. Students are expected to write scripts and create storyboards for their videos. Every short film that is produced in this class is eligible to be entered into the Holmdel High School Annual Film Festival in April. Students will also explore video and editing college and career opportunities.

<i>Prerequisite:</i> Video and Editing I	<i>Length:</i> Semester	<i>Credits:</i> 2.5
--	-------------------------	---------------------

H7235 Photography I – Photography I Course serves as a comprehensive introduction to the technical and creative aspects of digital photography. Through a variety of projects, the course introduces the shooting modes, controls and functions of the digital camera. With this technical knowledge at hand, students learn the composition guidelines and techniques necessary to attain an advanced level of picture taking. With a nod to the history of photography, the course covers 35 millimeter film photography with hands-on lessons that feature “old school” cameras, photochemistry and darkroom printmaking. The curriculum then reverts back to digital photography as students, now equipped with photography’s building blocks, are challenged with creative assignments. Throughout the semester, students also analyze the works of photography masters and explore the advanced tools of the Adobe Photoshop application.

<i>Prerequisite:</i> Graphic Design	<i>Length:</i> Semester	<i>Credits:</i> 2.5
-------------------------------------	-------------------------	---------------------

H7240 Photography II – This course builds on the concepts learned in the Photography I course. During the first term, students are introduced to advanced technical topics and techniques. New equipment is presented to students in the form of studio lighting, light meters and more. Various photography careers, such as event photography, are explored via projects in Unit 3. Additional creative projects will challenge the students in the second half of the second term. Students will continue to explore the masters of photography and Adobe Photoshop application.

<i>Prerequisite:</i> Photography I	<i>Length:</i> Semester	<i>Credits:</i> 2.5
------------------------------------	-------------------------	---------------------

H7250 Creating Apps with Animation – Students will learn the basic structure of writing applications and integrating animation that can be used in popular mobile based platforms. Students will gain real project experience by developing new ways to think about using code to impact the world around them. Exciting design challenges will be completed along with an introduction to developing a graphic user interface, user input methods, data management, and more. Real world problems will be addressed from concept design to full pilot testing of the application. Upon completion of the course, students will be able to showcase modern applications that work for popular mobile operating systems incorporating basic animation techniques and solutions to real world development challenges through an in class portfolio.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---------------------------	-------------------------	---------------------

H7255 Introduction to Robotics – In this introductory class, students will explore the field of robotics through a variety of hands-on learning experiences. Students will work collaboratively and individually to design, build, program and test digital controls and robotic systems. Students will use microprocessors, sensors, actuators, motors, servos and other materials while utilizing the Engineering Design process to design and build robotic systems that solve problems in their everyday life.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---------------------------	-------------------------	---------------------

H7261 Advanced Robotics – *Honors Option* This unique hybrid course will bring the FIRST Technology Challenge (FTC) to life inside the classroom. Students will design and build robotic devices that will compete at local and state competitions. The use of CAD software, computer programming, and construction materials such as Tetrax, will be used to help students explore various design options to create custom robots to compete in a variety of tasks and obstacles. Students will participate during class time and designated hours outside of class to prepare to compete in highly competitive contests against other high school teams. Club participation after school (September to May) is mandatory. This course can be taken more than once.

An Honors option is available for students who successfully complete differentiated projects throughout the year.

<i>Prerequisite:</i> Introduction to Robotics. Honors: Previous year’s Math grade (≥90) AND Teacher Recommendation AND Introduction to Robotics	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

H7265 Introduction to Game Design – In this course, students will learn how to create their own video games from scratch by using the graphical side of the Javascript programming language. Students will first learn the ins and outs of basic syntax and control structures before applying game concepts such as timers, collisions, mouse clicks, and keystrokes to their programs. After re-creating some classic arcade games, the course culminates in a personal project where each student will combine the skills they've learned with their own interest. The result will be a game that is not only fun to play, but a game where they know exactly how and why each line of code makes the program function.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---------------------------	-------------------------	---------------------

H7270 Advanced Game Development and Animation – Advanced Game Development and Animation will expand upon the principles of two-dimensional game design learned in Introduction to Game Design and introduce students to the principle of three-dimensional modeling and animation for game development. Through the use of a game engine, students will implement controls, physics, collision detection, sound, animation, and memory management. Students will use C# programming language, the Unity 3d editor and many of the concepts that are used in successful game design. They will also become familiar with elements of game play and project management concepts, as related to video games. Students will utilize STEM skills as they apply the design process to the creation of their own games.

<i>Prerequisite:</i> Introduction to Game Design	<i>Length:</i> Semester	<i>Credits:</i> 2.5
--	-------------------------	---------------------

VISUAL AND PERFORMING ARTS

Courses below fulfill the graduation requirement for Visual and Performing Arts.

- H6117 Theatre History & Literature I** - This course is designed to provide a foundation for students wishing to explore theatre from a historical, expressive, and aesthetic perspective. Participants will be introduced to the rich cultural works of Greek, Roman, and Medieval periods of theatrical performance. Basic theatre vocabulary, stage geography, and participatory games, improvisations, movement, and vocal preparation will enable students to explore the elements of creating a character on stage. Students will also develop the ability to make informed critical and aesthetic judgments as applied to amateur and professional productions.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---------------------------	-------------------------	---------------------

- H6118 Theatre History & Literature II** – Explores the rich multi-cultural history of theater including Eastern and Western forms of drama, Russian influences upon and the development of contemporary acting styles, and advanced study of improvisation and scene analysis.

<i>Prerequisite:</i> Theatre History & Literature I	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---	-------------------------	---------------------

- H6125 Art I: 2-and 3-Dimensional Art** – Presents a foundation for creating, understanding and appreciating art taught through hands-on experiences. Students will work both two and three dimensionally and develop skills in a variety of drawing and painting media. Functions of art, criticism, and historical perspectives will be explored. This course is recommended for students who want to experience visual arts on the high school level as well as those who want to begin a sequential high school art program.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---------------------------	-------------------------	---------------------

- H6130 Art II: Drawing/Painting** – Presents perceptual and conceptual approaches to drawing and painting through exploration of traditional media and techniques, as well as new technology and historical perspectives. A weekly sketchbook is required.

<i>Prerequisite:</i> Art I	<i>Length:</i> Semester	<i>Credits:</i> 2.5
----------------------------	-------------------------	---------------------

H6135 Honors Advanced Drawing – Presents advanced techniques and concepts in drawing. This course is strongly suggested for students who are interested in developing their drawing skills, intend to elect Art Studio, and/or wish to prepare a portfolio. *Advanced Drawing and Art Studio may be combined when necessary.*

<i>Prerequisite:</i> Art II	<i>Length:</i> Semester	<i>Credits:</i> 2.5
-----------------------------	-------------------------	---------------------

H6140 Honors Sculpture – Presents principles of design relating to three-dimensional art. Topics include, but are not limited to: use of armature, development of plaster molds, casting techniques, carving, and historical perspectives. Emphasis on developing the student's individual style when working in three-dimensions.

<i>Prerequisite:</i> Art (2 Semesters)	<i>Length:</i> Semester	<i>Credits:</i> 2.5
--	-------------------------	---------------------

H6150 Advanced Placement Art History – AP Art History actively exposes students to the global art world while emphasizing a deep conceptual understanding of art historical concepts. Students will develop the essential skills of visual and contextual analysis while building on their historical knowledge. By examining works of art from diverse cultures and the relationships of these works, students will build on their cultural knowledge. Students will analyze works of art in their contexts, considering issues of patronage, gender, politics, religion, and ethnicity. They will contextualize art as it relates to its purpose, audience, and the role of the artist and the work in its particular society. Students will develop a holistic understanding of the history of art from a global perspective, which will build understanding of the place of art within broader historical, cultural, religious, and political frameworks. Literacy is a key focus as students discuss, read, and write about art, artists, and the responses and interpretations of art. AP Art History allows students to make connections in forms of global artistic expression and appreciate diversity. The program prepares students for intermediate and advanced college courses by making demands upon the equivalent to those made by a full-year introductory college course. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA.

<i>Prerequisite:</i> Students must be in Grades 10, 11, or 12, and have achieved proficiency scores on standardized tests in reading and writing skills	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H6144 Ceramics I – Provides hand building and wheel throwing experiences with emphasis on ceramic form and design, decorating and glazing, and cultural and historical perspectives. Readings and worksheets will cover clay, glazes, and firing.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---------------------------	-------------------------	---------------------

H6145 Ceramics II – Presents advanced hand building and wheel thrown projects. The class will be structured and at the same time flexible enough for individual expression and experience.

<i>Prerequisite:</i> Ceramics I	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---------------------------------	-------------------------	---------------------

H6155 Advanced Placement Art Studio – Emphasizes portfolio development, teacher-and-student generated visual problems, presentation and display of work at the advanced level; sketchbook required. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA.

Note: Advanced Drawing and Art Studio may be combined when necessary.

<i>Prerequisite:</i> Art (4 Semesters), including Honors Advanced Drawing. Students in Grades 11 and 12 only.	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H6505 Chamber Singers – *Honors Option*[^] This course is for an advanced choral ensemble, chosen from among the top scoring auditions during the regular choral audition process in late March /early April of each year. The group, intentionally limited in size, would allow for the more advanced singers in the school to pursue higher difficulties of musical performance than those currently available through the current Concert Chorus. Based on individual performance, and across a variety of assessments (extended musical preparation for auditioned and other ensembles, extended musical study and research), students in Chamber Singers, Concert Chorus, Symphonic Band, and Jazz Ensemble will be eligible to earn honors credit. Written criteria and timelines for honors consideration will be distributed and articulated by the instructor during the first week of the course.

<i>Prerequisite:</i> Audition by appointment	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

H6515 Concert Chorus – *Honors Option* This course welcomes students interested in singing a variety of diverse styles of music including western choral music, musical theater, and pop with an emphasis on learning vocal techniques and the fundamentals of sight singing. The course is performance-oriented with **required** participation in concerts and school/community events. Membership in Concert Chorus or Chamber Singers, along with recommendation of the choral director, is required of students planning to apply for All-Shore and/or All-State consideration. Based on individual performance, and across a variety of assessments (extended musical preparation for auditioned and other ensembles, extended musical study and research), students in Chamber Singers, Concert Chorus, Symphonic Band, and Jazz Ensemble will be eligible to earn honors credit. Written criteria and timelines for honors consideration will be distributed and articulated by the instructor during the first week of the course.

<i>Prerequisite:</i> None	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---------------------------	--------------------------	-------------------

H6525 Symphonic Band – *Honors Option* This course welcomes students interested in playing various styles of music, with an emphasis on proper technique and the fundamentals of sight playing. The course is performance-oriented with required participation in concerts and school/community events **Students are required to participate in a variety of public performances after school hours (including football games for which they are eligible to earn community service hours and a Varsity letter). Alternate performance assignments are available for students whenever unable to participate in performances.** Membership in Symphonic Band or Jazz Ensemble, along with recommendation of the band director, is required of students planning to apply for All-Shore, All-Region, or All-State consideration. Based on individual performance, and across a variety of assessments (extended musical preparation for auditioned and other ensembles, extended musical study and research), students in Chamber Singers, Concert Chorus, Symphonic Band, and Jazz Ensemble will be eligible to earn honors credit. Written criteria and timelines for honors consideration will be distributed and articulated by the instructor during the first week of the course.

<i>Prerequisite:</i> Audition by appointment	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

H6535 Jazz Ensemble – *Honors Option* This course explores the Jazz idiom within the context of performance. Jazz styles, history, theory, and improvisation from Ragtime to Bebop are explored. The course is performance-oriented with required participation in concerts and school/community events. **Students are required to participate in a variety of public performances after school hours (including football games for which they are eligible to earn community service hours and a Varsity letter). Alternate performance assignments are available for students whenever unable to participate in performances.** Membership in Jazz Ensemble or Symphonic Band, along with recommendation of the band director, is required of students planning to apply for All-Shore, All-Region, or All-State consideration. Based on individual performance, and across a variety of assessments (extended musical preparation for auditioned and other ensembles, extended musical study and research), students in Chamber Singers, Concert Chorus, Symphonic Band, and Jazz Ensemble will be eligible to earn honors credit. Written criteria and timelines for honors consideration will be distributed and articulated by the instructor during the first week of the course.

<i>Prerequisite:</i> Audition by appointment	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

H6545 American 20th Century Music – Through this non-performance course, students gain a clear understanding of the social, historical, and musical timeline that has evolved during the 20th century. The development of both classical and popular musical styles is taught through in-class demonstrations, recordings, and videos.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---------------------------	-------------------------	---------------------

H6010 Acting I – Provides understanding and appreciation for the specific skills and processes inherent in the art of acting by exploring the history and techniques associated with the craft. Students engage in basic vocabulary, warm-up techniques, improvisation, script analysis, and character development through short scenes, monologues, and full-length contemporary comedic and dramatic scripts. This course is intended for any individual wishing to develop poise, confidence, and improved speaking skills while working in a supportive, collaborative environment.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---------------------------	-------------------------	---------------------

H6115 Honors Acting II[^] – A continuation of the concepts and skills introduced in Acting I through deeper exploration of classical and modern styles of performance. Scene work may include plays from Greek & Roman theater, Shakespearean drama, Absurdist theater, and contemporary works. This course is intended for any individual wishing to develop poise, confidence, and improved speaking skills while working in a supportive, collaborative environment. The course will culminate with a public showcase of students' work.

<i>Prerequisite:</i> Acting I AND/OR Audition	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---	-------------------------	---------------------

H6116 Honors Acting III[^] – A career-related performing arts course that extends skills begun in Acting I and Acting II with a focus on student artistry and creative voice. Performance projects will be devised for specific audiences, which may include other schools, parents, peers, and/or community members. An example may be a children's play performed in district elementary schools; an interactive, partially improvised, or devised piece that may include collaboration with in-school or community-based programs. Students may also have the chance to compete in a statewide acting competition dependent upon competition scheduling and availability.

<i>Prerequisite:</i> Honors Acting II AND/OR Audition	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---	-------------------------	---------------------

H6550 Music Technology I – Open to all musicians and non-musicians who want to further their knowledge concerning digital recording techniques. This course will take place in a lab setting where students will become familiar with, and use, recording software and MIDI applications to create their own musical compositions. In addition, students will learn basic concepts of music theory such as scales, chords and song structure. They will gain piano keyboarding skills as well as an understanding of music notation software.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---------------------------	-------------------------	---------------------

H6555 Music Technology II – A continuation of the concepts addressed in Music Technology I, this course will allow for advanced study of recording software and MIDI applications; students will master more intricate concepts of music theory, and will further enhance their piano keyboarding skills and understanding of music notation software.

<i>Prerequisite:</i> Music Technology I	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---	-------------------------	---------------------

H6500 Introduction to Music Theory[^] – Designed for students with no musical knowledge who wish to understand the fundamentals of music or those who wish to brush up on the basics of music theory. Students will be taught the first steps in music (the staff, notes, and rhythms) through the complexities of scales, modes, and form. Additionally, students will learn sight reading, aural training, and the basics of dictation and composition.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---------------------------	-------------------------	---------------------

H6501 Advanced Placement Music Theory – In this course, students learn to recognize, understand, and describe the basic forms and processes of music. Students develop skills by listening to, reading, writing, and performing a wide variety of music. The skills students learn include: identifying features of pitch, interval, scales and keys, chords, meter, rhythm, and other musical concepts in performed and notated music; singing a notated melody on sight; notating music that is heard; and completing music based on cues, following common-practice style. The program prepares students for intermediate and advanced college courses by making demands upon the equivalent to those made by a full-year introductory college course. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA.

<i>Prerequisite:</i> Introduction to Music Theory	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H6700 Dance I – This course, open to students of all dance backgrounds (no prior formal training required), will feature a comprehensive overview of dance instruction aligned with the state-approved model dance curriculum. Students will be exposed to a variety of dance techniques including, but not limited to: ballet, modern, and jazz. In addition to performance, the course will touch on topics such as dance history, physiology, nutrition, careers and cultural influences. The course will culminate with a required public performance.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---------------------------	-------------------------	---------------------

H6705 Dance II[^] – A continuation of the concepts addressed in Dance I, this course will allow for advanced study. Students will be exposed to a variety of dance techniques including, but not limited to: ballet, modern, and jazz. In addition to performance, the course will touch on topics such as dance history, physiology, nutrition, careers and cultural influences. The course will culminate with a public performance.

<i>Prerequisite:</i> Dance I	<i>Length:</i> Semester	<i>Credits:</i> 2.5
------------------------------	-------------------------	---------------------

H6711 Honors Dance III^ – This course is a continuation of Dance I and Dance II and provides students with the opportunity to continue their study of advanced dance technique, dance history, social and cultural implications within dance, anatomic and kinesthetic awareness and compositional skills. With a focus on composition, students in this course will be able to explore and develop their own artistic voice. The goal of this course is for students to continue to strengthen their skills as a dancer as well as create dance works that express their experiences and interpretations of the world around them.

<i>Prerequisite:</i> Dance I and II	<i>Length:</i> Semester	<i>Credits:</i> 2.5
-------------------------------------	-------------------------	---------------------

H6120 Playwriting – This course examines the structures of theatrical storytelling through the reading and writing of dramatic works. Students will write, revise, and workshop an original play. Students may enter their work into local, regional and national competitions.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---------------------------	-------------------------	---------------------

H7210 Graphic Design – This basic course provides an overview of the computer applications used in today's graphic industry. In the first term, students are introduced to Adobe Photoshop, "Adobe Indesign" and Adobe Illustrator, all key applications utilized in graphic design studios and advertising agencies. In the second term, students will learn building block topics of graphic design, such as typography and layout design. In this project-based course, students will build a graphic design portfolio. The course will give students the skills and knowledge necessary for advancement to the Photography I course.

<i>Prerequisite:</i> None	<i>Length:</i> Semester	<i>Credits:</i> 2.5
---------------------------	-------------------------	---------------------

WORLD LANGUAGES

Students have a one-year graduation requirement; however, it is strongly recommended that college bound students complete a **minimum of a two-year sequence** of one language at the high school level. To demonstrate commitment to an academically challenging program, students should continue their study through levels 4 or higher.

H4100 Chinese I – Introduces the Chinese language with basic skill development and everyday vocabulary. Focus is on pinyin for phonetics, dialogues, basic grammar and introduction of Chinese characters. Cultural topics are included.

<i>Prerequisite:</i> None	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---------------------------	--------------------------	-------------------

H4105 Chinese II – Reviews Chinese I concepts with increased emphasis on skill building and character recognition. Grammatical focus: basic grammar, complex sentences, and dialogue development reflecting modern Chinese society and business. Cultural focus: calligraphy, customs, and art.

<i>Prerequisite:</i> Chinese I (≥73)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--------------------------------------	--------------------------	-------------------

H4110 Chinese III – Emphasizes speaking, reading, and writing the language using Chinese characters. Grammatical focus: important components of grammar, including time clauses and conjunctions. Cultural focus: diverse Chinese cultures.

<i>Prerequisite:</i> Chinese II (≥73)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---------------------------------------	--------------------------	-------------------

H4115 Honors Chinese IV[^] – Increases emphasis on reading, speaking, character recognition and writing, syntax building, text analysis, and composition skills. Cultural focus: short stories, extracts of Chinese writers, poems, newspaper ads, and oral discussion/presentations.

<i>Prerequisite:</i> Chinese III (≥80)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

H4120 Advanced Placement Chinese – This course deepens students’ immersion into the language & culture of the Chinese speaking world, and further develops their proficiency across the full range of language skills. General activities include conversation based on daily life activities, role plays, debates, oral reports, storytelling and discussions of Chinese films. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by a full-year introductory college course. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors Chinese IV (≥80)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

H4200 French I – is a communicative course emphasizing the three modes of communication; Presentational, Interpretive and Interpersonal. The course uses a thematic curriculum and is aligned to the latest national and state World Languages standards. The use of differentiation and implementation of a *natural approach* to second language acquisition allows for the development of authentic meaningful educational experiences. The course covers grammatical structures such as noun/adjective agreement, present, near future and past verb tenses, and explores cultural and historical aspects of France in an enjoyable and clear manner.

<i>Prerequisite:</i> None	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---------------------------	--------------------------	-------------------

H4205 French II – This course continues to strengthen student performance in the three modes of communication introduced in French I. Its purpose is to further develop student proficiency in the French language and culture using a thematic curriculum and the development of authentic meaningful educational experiences. The grammatical focus continues to build upon vocabulary development, verb tenses and usage and increased proficiency through the integration of content from various subject areas while infusing linguistic and cultural awareness.

<i>Prerequisite:</i> French I (≥73)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
-------------------------------------	--------------------------	-------------------

H4210 French III – This course continues with the progression of language learning using the modes of communication with an emphasis on oral proficiency and listening skills. Through differentiation and the implementation of *natural approach* to second language acquisition, all of the domains of language are developed with an emphasis on the growth of language skills aligned to the novice-high and intermediate low proficiency standards. A more structurally intensive focus is on grammar, as well as an exploration of cultural comparisons between French-speaking countries.

<i>Prerequisite:</i> French II (≥73)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--------------------------------------	--------------------------	-------------------

H4215 Honors French IV[^] – Increases emphasis on reading, speaking, and refining composition skills. Grammatical focus: indicative mood review including perfect tenses, present and past subjunctive, and pronouns. Cultural focus: literary extracts of French and Francophone authors, debates, films, discussion, novelette, and play.

<i>Prerequisite:</i> French III (≥80)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---------------------------------------	--------------------------	-------------------

H4220 Advanced Placement French – Emphasizes the in-depth studies of French language and literature and includes extensive discussions within six authentic topical and cultural themes. The course expands upon the aural, oral, grammar, reading and writing skills mastered in Honors French IV. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by a full-year introductory college course. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors French IV (≥80)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H4300 Italian I – This is a communicative course emphasizing the three modes of communication; presentational, interpretive and interpersonal. The course uses a thematic curriculum and is aligned to the latest national and state World Languages standards. This communicative approach, supported by an understanding of the building blocks of language, forms the basis for future success and a lifelong love of the Italian language. The course covers grammatical structures such as parts of speech, present and past verb tenses, and explores cultural and historical aspects of Italy in an enjoyable and clear manner.

<i>Prerequisite:</i> None	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---------------------------	--------------------------	-------------------

H4305 Italian II – This course continues to strengthen student performance in the three modes of communication introduced in Italian I. Its purpose is to further develop student proficiency in the Italian language and culture using a thematic curriculum and the development of authentic meaningful educational experiences. The grammatical focus continues to build upon vocabulary development, verb tenses and usage and increased proficiency through the integration of content from various subject areas while infusing linguistic and cultural awareness.

<i>Prerequisite:</i> Italian I (≥73)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--------------------------------------	--------------------------	-------------------

H4310 Italian III – This course continues with the progression of language learning using the modes of communication with an emphasis on oral proficiency and listening skills. Course strategies will further develop strong vocabulary skills and mastery of designated grammar points, verb tenses, and linguistic constructions/devices through active and consistent engagement in an array of instructional experiences that includes various performance based assessments and the integration of content from various subject areas while infusing linguistic and cultural awareness.

<i>Prerequisite:</i> Italian II (≥73)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---------------------------------------	--------------------------	-------------------

H4315 Honors Italian IV^ – This is an intermediate-mid course designed to increase students' communicative competence in speaking, writing, listening, and reading, while simultaneously expanding their cultural awareness, knowledge and appreciation. Students learn and use more sophisticated vocabulary and more complex grammatical structures with the aim of increasing and improving spoken and written self-expression and cultural knowledge and understanding. Students will demonstrate an ability to comprehend, discuss, and analyze specific aspects of contemporary Italian culture through a wide range of materials: newspapers and magazines articles, authentic letters, advertisement, online blogs, interviews, radio and TV program excerpts, and public speeches and announcements. The course aims to reinforce and expand the vocabulary related to the problems of today's globalized world and is designed to foster the acquisition of relevant cultural information through the integrated study of authentic materials and literature.

<i>Prerequisite:</i> Italian III (≥80)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

H4320 Advanced Placement Italian – This is an advanced language and culture course in which students study grammar, read from a selection of fictional and non-fictional materials, and further develop their communicative skills. The course reflects current thinking regarding second language instruction and acquisition. Its aim is to develop listening, speaking, reading, and writing skills within a cultural frame of reference reflective of the richness of the Italian language and culture. The course will also focus on the structural aspects of the language while interweaving cultural content throughout the course. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors Italian IV (≥80)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

H4400 Latin I – This introductory course presents the basic skills of vocabulary building, grammatical forms and syntax. The fundamentals of grammar such as declensions of nouns and adjectives, verb tenses and case uses are studied for the development of basic reading and writing skills. This course is recommended for any student interested in learning the Latin language and Roman culture. Cultural focus: includes many real-life stories based in ancient Pompeii and Roman Britain.

<i>Prerequisite:</i> None	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---------------------------	--------------------------	-------------------

H4405 Latin II – A comprehensive review of Latin I grammar and introduces Latin II concepts through the continuing story of Quintus Caecilius after his escape from the eruption of Vesuvius. The geographical focus will be Roman Britain, a country rich in early Roman heritage and ancient Alexandria with a special emphasis on comparing and contrasting life in these very different corners of the Roman Empire during the 1st century C.E. Grammatical focus will be the subjunctive mood, participles, and infinitives with continued reinforcement of vocabulary development and translation techniques. Cultural focus: the Roman army, the Romano-British town of Aquae Sulis, Fishbourne Palace, socio-economic issues in Roman Britain and ancient Alexandria, the politics of conquest during the time of Domitian.

<i>Prerequisite:</i> Latin I (≥73)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
------------------------------------	--------------------------	-------------------

H4410 Latin III – Combines a continuation of the storyline set in Rome along with actual selections from real Roman authors. Grammatical focus: comprehensive grammar review and continued vocabulary development. Literary focus: selections from personal letters, epic poetry, lyric poetry, history, and ancient epigrams. Cultural focus: the political and social aspects of the Roman Republic and Empire with special emphasis on main events spanning the Ciceronian Age, Augustan Age, and reigns of Domitian and Trajan.

<i>Prerequisite:</i> Latin II (≥73)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
-------------------------------------	--------------------------	-------------------

H4421 Honors Latin IV[^] – The course content will be derived from the poetry and prose of Roman authors. The course will introduce students to a variety of literary styles and the history and culture of Rome. Students will develop skills in the following areas: translation, literary analysis, scansion, and interpretation of text within cultural, political, and social contexts of the Roman Republic and Empire. The Honors Latin course will provide primary source experience via a wide range of topics within the poems and prose of the assigned authors. The subject matter will cover personal and political relationships, mythology, politics, social attitudes, and historical reference.

<i>Prerequisite:</i> Latin III (≥80)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--------------------------------------	--------------------------	-------------------

H4415 Advanced Placement Latin - This course will focus on the required AP syllabus readings, in both Latin and English, from Virgil’s Aeneid and Caesar’s Commentarii De Bello Gallico. The AP Latin syllabus of required readings will be followed with an emphasis on developing student abilities in these areas: literary genres (epic and historical commentary), overview of artistry and style, grammatical structures, Latin morphology, sight translation, reading Latin aloud, literal translation, figures of speech, scansion, written analysis and interpretation of text within the social, historical, and political setting of the Roman Republic and Augustan Age. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA.
SUMMER ASSIGNMENT REQUIRED

<i>Prerequisite:</i> Honors Latin IV (≥80)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

H4500 Spanish I – This course concentrates on student performance in the three modes of communication. Its purpose is to develop student proficiency in the Spanish language and culture using a thematic curriculum and the development of authentic meaningful educational experiences. The grammatical focus continues to build upon vocabulary development, verb tenses and usage and increased proficiency through the integration of content from various subject areas while infusing linguistic and cultural awareness.

<i>Prerequisite:</i> None	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---------------------------	--------------------------	-------------------

H4505 Spanish II – This course continues to strengthen student performance in the three modes of communication introduced in Spanish I. Its purpose is to further develop student proficiency in the Spanish language and culture using a thematic curriculum and the development of authentic meaningful educational experiences. The grammatical focus continues to build upon vocabulary development, verb tenses and usage and increased proficiency through the integration of content from various subject areas while infusing linguistic and cultural awareness.

<i>Prerequisite:</i> Spanish I (≥73)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--------------------------------------	--------------------------	-------------------

H4510 Spanish III – This course continues with the progression of language learning using the modes of communication with an emphasis on oral proficiency and listening skills. Through differentiation and the implementation of a *natural approach* to second language acquisition, all of the domains of language are developed with an emphasis on the growth of language skills aligned to the novice-high and intermediate low proficiency standards. There is a more structurally intensive focus on grammar, as well as increased proficiency through the integration of content from various subject areas while infusing linguistic and cultural awareness.

<i>Prerequisite:</i> Spanish II (≥73)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---------------------------------------	--------------------------	-------------------

H4515 Honors Spanish IV[^] – Increases emphasis on reading, speaking, and refining composition skills. Grammatical focus: complete review of indicative verb tenses and present subjunctive mood, imperfect subjunctive and various fine grammatical points. Cultural focus: oral discussion and written analysis of Spanish plays and Latin American literature, and art and current issues in the Spanish-speaking world.

<i>Prerequisite:</i> Spanish III (≥80)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

H4520 Advanced Placement Spanish – Course conducted entirely in the target language. Emphasizes linguistic development in vocabulary, advanced grammar, writing, reading, speaking, and listening skills. Reading and listening examples come from authentic sources meant for Spanish speakers. Class discussion will be based on current issues, reading materials, videos, podcasts, websites and online Hispanic news sources. College credit is possible if students achieve a 3 or higher on the AP test. Similarly, taking the AP test is required if students want to earn a weighted grade credit toward their GPA. **SUMMER ASSIGNMENT REQUIRED.**

<i>Prerequisite:</i> Honors Spanish IV (≥80)	<i>Length:</i> Full-Year	<i>Credits:</i> 5
--	--------------------------	-------------------

H4811 General Spanish I – This course, a modified version of **Spanish I**, presents students with an exposure to the Spanish language and culture. Though vocabulary study and grammar skill building, students will come to understand the answers to the following questions:

- How do I introduce myself and others?
- How do introductions differ in various countries?
- How do I describe myself and others?
- What do students like to do and how does that compare with students from around the globe?
- What do people do during a normal school day?
- How do I talk about my family, house and daily life?
- How do I talk about foods that I enjoy?

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H4812 General Spanish II – This course, a modified version of **Spanish II**, continues the study of concepts learned in General Spanish I, with continued emphasis of vocabulary mastery and grammar skill development.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H4820 LLD Novice Spanish – Novice Spanish introduces the Spanish Language and Culture to students who achieve in an environment that benefits learners from diverse backgrounds and abilities. Students will learn to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment in addition to learning to ask and answer basic questions in Spanish. The curriculum and pacing of the course content are adapted for students with diverse learning abilities. The Novice Spanish curriculum is the equivalent of the first half of our regular Spanish I curriculum.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

EDUCATIONAL SUPPORT SERVICES

H2029 Math Lab 9/10/11/12 - This course is designed to strengthen students' core math skills while nurturing number sense, creative problem-solving, and mathematical communication. This course offers a structured approach to develop a strong mathematical foundation and encourages critical thinking. Students will regularly engage in collaborative activities as well as receive individualized support to excel in their core math class. .

<i>Prerequisite:</i> None	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---------------------------	--------------------------	-------------------

H1533 Writing Lab – This course is designed to address the specific needs of students who would benefit from additional support in developing essential writing skills. The course aims to provide a focused and supportive environment where students can enhance their writing proficiency, fostering academic success and preparing them for the challenges of higher-level coursework.

<i>Prerequisite:</i> None	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---------------------------	--------------------------	-------------------

H0015 Life Skills – The Life Skills course is a multi-grade study of daily living skills designed to assist students to optimize performance in their daily living needs and self-management. Students are able to focus on developing their individual abilities to care for themselves. Instruction in the areas of self care, hygiene, and home management are provided on an individualized basis to challenge each student's unique skills. Routines acquired in Life Skills 7-8 can be carried over and expanded upon depending on the needs of the student.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H0020 Community Awareness – This course offers a clear educational pathway leading to development of skills necessary for students to be productive, independent citizens with career readiness skills and knowledge of safety and social awareness within the community. Course instruction is linked to Community Based Instruction (CBI) and Structured Learning Experiences (SLE) through authentic assignments for building self-determination. This course will help transition students from school to the community obtaining optimal levels of independence.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H0025 Career Exploration – This course prepares students to develop independence and self-awareness in a supervised learning environment. Emphasis is placed on applying real-world skills with focus on exploration of careers to develop students’ personal career interests. Content in 4/16 career cluster areas are introduced per year on a rotating schedule. Students participate in Structured Learning Experiences (SLE) and/or vocational training within the school setting and/or within the community as applicable to their individualized skills.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 5
---	--------------------------	-------------------

H0028 Multiply Disabled Program – The Multiply Disabled Program consists of three periods of Intensive Teaching (IT), Life Skills, Career Exploration, Community Awareness, and an elective each semester. There is a keen focus on personalized, intensive teaching to address individual needs, ensuring every student reaches their full potential. The program strongly emphasizes life skills, equipping students with the practical knowledge and abilities necessary for daily living. From communication and self-care to social interactions and problem-solving, our comprehensive life skills curriculum fosters independence and confidence in our students. Our program also incorporates career and community awareness as we prepare our students for life beyond the classroom. Through engaging activities and real-world experiences, students gain insights into various career paths and develop a strong sense of community involvement. Students participate in Work-Based Learning and Community Based Instruction through supervised work experiences and field trips to round out their instruction.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 40
---	--------------------------	--------------------

H0040 S.T.A.R.S. Program – Student Transition to Adulthood Ready for Success (STARS) Program offers an opportunity for students with disabilities 18-21 years of age who have completed their high school requirements to focus primarily on their desired post-secondary goals in areas of employment, independent living and lifelong learning. This person-centered all-inclusive transition course bridges students from high school to adulthood through continued functional education, work experience, and leisure activities. The STARS Program places individualized person-centered focus on functional academics, communication skills, adult health and wellness, independent living skills, self-determination training, career exploration, employability, and community integration, promoting successful attainment of post-secondary goals and a smooth transition to adult life upon exiting school.

<i>Prerequisite:</i> CST Recommendation	<i>Length:</i> Full-Year	<i>Credits:</i> 10
---	--------------------------	--------------------

AP CAPSTONE DIPLOMA PROGRAM

AP Capstone™ is an innovative diploma program from College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP® courses—AP Seminar and AP Research—and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses. The AP Capstone program aims to empower students by: engaging them with rigorous college-level curricula focused on the skills necessary for successful college completion; extending their abilities to synthesize information from multiple perspectives and apply skills in new situations and cross-curricular contexts; enabling them to collect and analyze information with accuracy and precision; cultivating their abilities to craft, communicate, and defend evidence-based arguments; and providing opportunities for them to practice disciplined and scholarly research skills while exploring relevant topics that appeal to their interests and curiosity.

Advanced Placement Seminar: AP Seminar is a foundational course, open to students in grades 10, 11, and 12, 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 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. **Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research but on fewer than four additional AP Exams will receive the AP Seminar and Research Certificate™. You may only take this course in 10th or 11th grade to achieve the AP Capstone Diploma. AP Seminar would have to be taken in conjunction with AP Research in 11th or 12th grade depending on when you took AP Seminar. You may still take it as a 12th grade student, but you will not be eligible for the AP Capstone Diploma.**

<i>Prerequisites:</i> Rising 10th, 11th, or 12th grade students	<i>Length:</i> Full Year	<i>Credits:</i> 5
---	--------------------------	-------------------

Advanced Placement Research: AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. Students are expected to present at symposiums to the greatest extent possible. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research but on fewer than four additional AP Exams will receive the AP Seminar and Research Certificate™.

<i>Prerequisites:</i> AP Seminar	<i>Length:</i> Full Year	<i>Credits:</i> 6
----------------------------------	--------------------------	-------------------

SEAL OF BILITERACY PROGRAM

Holmdel High School participates in the NJ State Seal of Biliteracy Program. By achieving the Seal of Biliteracy, students demonstrate that they are able to speak, read, listen and write in two or more languages at an intermediate-mid level of proficiency.

The Seal of Biliteracy seeks to:

- Encourage students to study languages
- Certify attainment of biliteracy
- Provide employers with a method of identifying people with language and biliteracy skills
- Provide universities with a method to recognize and award academic credit to applicants seeking admission
- Prepare students with 21st century skills
- Recognize and promote second language instruction in public schools
- Strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and language of a community

The Seal of Biliteracy indicates recognition of a minimum proficiency level attained by a student in at least one language in addition to English. The Seal of Biliteracy is not awarded based on seat time or course completion requirements, and it is not tied to credits. Attainment of the seal does not provide credits toward graduation and does not act in any way as full or partial fulfillment for a high school diploma.

Participation in the Seal of Biliteracy Program is voluntary and open to all juniors and seniors who wish to be tested in any of the following languages: Chinese, French, Italian, Latin, Spanish. Students may also test in a heritage language, for a complete list of languages available please check [here](#). Students do not have to be currently enrolled in a language program at HHS to sit for a proficiency test for the Seal of Biliteracy.

Students who pass the test for the Seal of Biliteracy will receive a certificate noting their name and language(s) of attainment, receive the golden seal on their graduation diploma and their transcripts will be annotated with the insignia "New Jersey State Seal of Biliteracy."

For more information on the Seal of Biliteracy, please visit the [Holmdel World Language Department Webpage](#).

ENGLISH LANGUAGE LEARNERS (ELL)

The English Language Learners (ELL) program is designed to meet the needs of students whose native language is not English and whose proficiency in English is limited. The ELL Program emphasizes the acquisition of basic interpersonal communications skills (BICS) for successful social interaction and cognitive academic language proficiency (CALP) to support success in the mainstream academic program. The ELL Program also seeks to foster a sense of self-confidence among these students, and to provide them with an orientation to American culture while maintaining pride in their linguistic and cultural heritages.

Each student is evaluated using the **WIDA ACCESS** assessment instrument. A proficiency level is assigned, and the student is scheduled for one ESL(English as a Second Language) class in addition to a traditional English course. Students are supported by certified ESL teachers who provide content-based instruction focusing on language skills to enhance comprehension. ESL teachers may or may not push-in to students' content area classes for additional support. The ELL curriculum utilizes the New Jersey State Learning Standards (NJSLS) as well as WIDA standards to implement skill-based instruction. General education teachers are provided with professional development in Shelter Instruction to further support the ELL population.

For more information, or if you suspect your child may need specially-designed instruction, please contact Dr. Janine Arciero, Supervisor of Humanities, at 732-946-1832.

SPECIAL SERVICES

The mission of the Special Services Department in the Holmdel School District is to maximize student success in the general education program and on state assessments required for graduation by offering a range of educational programs and/or related services in accordance with individual needs. The Special Services Department at Holmdel High School supports this mission by cultivating an educational setting that provides students with enriching learning experiences, and by ensuring that any accommodations made are consistent with the identified needs of students, are reflected in their Individualized Education Plans (IEPs), and are implemented cohesively into their educational program. To facilitate the execution of this mission, services are designed for students in the context of the least restrictive environment and include a continuum of placement options such as general class placements with support, resource centers, special class programs, and specialized placements. The frequency and duration of a student's participation in each program is based on the identified needs of the Individualized Educational Plan (I.E.P.).

For more information, or if you suspect your child may need specially-designed instruction, please contact the Special Services Department directly at 732-946-1186.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 sets forth the requirement that no qualified student with a disability shall, on the basis of said disability, be denied services and access to general education. Rather, the law ensures that a school district provides the full range of reasonable accommodations necessary for such students to participate in, and benefit from, public education programs and activities.

Section 504 protects all students with disabilities who have “a physical or mental impairment that substantially limits one or more major life activities, have a record of such impairment, or are regarded as having such an impairment.”

The determination for whether a general education student receives services/accommodations under Section 504 is made by a school-based “504 Team” through a variety of sources including, but not limited to, independent assessments (i.e. doctor's report), and teacher and parent input.

It is important to note that a student may qualify for Section 504 services and not require special education services.

If the 504 Team determines a student is eligible, they will develop a “504 Accommodation Plan” that describes the impairment (disability), and the accommodations and modifications needed to offer the student equal access to the curriculum. These accommodations may be temporary (such as an accommodation for a broken leg) or may be year-long in nature.

Please contact Ms. Kaci Rizzitello if you have questions regarding a High School 504 Accommodation Plan.

For additional information, you may wish to visit the New Jersey Department of Education website at www.state.nj.us/education/students/safety/behavior/504 and read the “Frequently Asked Questions” section.

INTERVENTION & REFERRAL SERVICES (I&RS)

The New Jersey State Board of Education has established that the primary mission of schools is to enhance student achievement of high academic standards in safe and disciplined learning environments. The effectiveness of public education in fulfilling this mission depends largely upon the capacity of school systems to respond to the diverse educational needs of students. Constantly evolving social conditions and the changing educational needs that tend to emerge with these changes can pose dramatic barriers to student achievement.

The educational mission is made more complex by the increased incidence, prevalence, and intensity of problems students bring to school. The type of "at-risk" behaviors students manifest while in school place students in jeopardy of school failure and other problems, leaving parents and teachers frustrated and in need of assistance.

In response to these circumstances and the attendant needs of students, the New Jersey Department of Education mandates the development and implementation of school-based Intervention & Referral Services committees. Such committees are to be multi-disciplinary and collaborative in nature and approach.

Teachers and other school personnel typically apply their full range of skills and preferred strategies to resolve student academic, behavior and/or health issues prior to seeking assistance from their colleagues or other school resources. Educators commonly require supplemental support when educational problems are considered unmanageable, complex in nature, or determined to be beyond what can be dealt with within the confines of the school setting. As the numbers and types of student problems increase in both complexity and intensity, schools are being challenged to establish effective mechanisms for addressing these problems to ensure students' academic success.

The team approach, designed to support school staff and parents who seek assistance for the resolution of diverse educational problems, is supported by research and literature as an effective system for organizing and providing intervention and referral services for general education students.

Please contact one of our co-chairs of the I&RS Committee, Ms. Kaci Rizzitello, for additional information at 732-946-1832.

VOCATIONAL EDUCATION

Courses below fulfill the graduation requirement for Tech Literacy, Career Education, and Life Skills or Vocational/Technical Education.

SHARED-TIME PROGRAMS

The Monmouth County Vocational School District offers a variety of programs and courses to residents of Monmouth County. High school students may choose from a variety of courses in the shared-time program or apply for admission into one of the full time schools administered by the District. All programs are designed for youngsters who have an expressed interest in a particular area of study. Shared-time programs offer vocational and employment training in a specific field while the full time programs offer a full diploma program emphasizing a particular field of study.

Students must be entering the 11th grade to elect one of the vocational programs listed below, except Career Center, which is available to students in grades 9 and 10. These two-year programs are taught at ten locations in Monmouth County. Vocational students take their academic courses at Holmdel High School during one-half of the school day and their vocational courses at an alternate location during the other half of the school day. Transportation is provided by the Holmdel School District.

<i>Prerequisite:</i> Generally, students in Grades 11 and 12 are eligible; application and visit to school are required	<i>Length:</i> Two (2) Full-Years	<i>Credits:</i> 17.5-20, per year
---	-----------------------------------	-----------------------------------

Vocational Specialties include:

- Automotive
- Carpentry
- Cisco Networking
- Commercial Art
- Computer Information Technology
- Cosmetology
- Culinary Arts
- Dental Assistant
- Diesel Mechanics
- Electricity
- Graphic Arts
- Health Occupations/Dietary Aide
- Marine & Engine Boat Repair
- Nursing Assistant
- Patient Care/Medical Assistant
- Residential & Commercial Plumbing

Credits awarded as follows:

	<u>Vocational School</u>	<u>Career Center</u>
Applied Science	5 Credits	2.5 credits
Applied Math	5 credits	2.5 credits
Vocational Specialty	10 credits	12.5 credits

DUAL ENROLLMENT PROGRAMS

Brookdale

1. Prerequisites:
 - Accumulation of 100 credits prior to senior year
 - A passing score on an appropriate proficiency assessment (NJSLA, PSAT, SAT).
2. Enroll in at least three consecutive courses at HHS – first three periods or last three periods of the school day.
3. Enroll in a sequence of courses at HHS which when combined with college courses will fulfill our graduation requirement.
4. Secure prior written approval by counselor and department supervisor in order to have college courses appear on our transcript and receive HHS credit. (Each 3 or 4 credit course will count as 5 HHS credits and will not be included in the GPA.)
5. Register for a minimum of six college credits per semester in an accredited college. Adhere to admissions criteria for a specific college, i.e., the Brookdale placement tests, for appropriate placement in Brookdale Community College courses.
6. Parents are responsible for tuition, fees, books, and transportation.
7. Parents sign a contract which outlines conditions and responsibilities of parents, students and the school district.

Dual Enrollment Courses Offered in Partnership with Brookdale
Honors Acting II Honors Acting III Dance II Honors Dance III Introduction to Music Theory Honors Chamber Singers

New Jersey Institute of Technology

Junior and senior high school students with an overall average of “B” or better, which includes course prerequisites, are eligible to enroll in these college-credit courses.

Dual Enrollment Courses Offered in Partnership with NJIT
Forensics Honors Advanced Research Honors Multivariable Calculus Honors Precalculus Precalculus

Stockton University

Students enrolled in dual enrollment courses at Stockton University must receive a "C" or better to receive college credits at Stockton University.

Dual Enrollment Courses Offered in Partnership with Stockton
Advanced Studio Production Engineering Design Capstone

Seton Hall University

Project Acceleration courses are open to high school juniors and seniors in good academic standing who are capable of performing Advanced Placement (AP) or Honors coursework. Once registered, students must earn a grade of C (2.0 grade point average) or better in their Project Acceleration courses in order for the classes to be easily transferable. A grade of "D" or "F" will result in issues during the transfer process to the college or university of their choice. Low grades will not result in the refund of tuition. Grades cannot be removed from a transcript.

Dual Enrollment Courses Offered in Partnership with Seton Hall
Honors Chinese IV Honors Latin IV Honors French IV Honors Italian IV Honors Spanish IV Honors English 12 Sociology

University of Delaware

The University of Delaware recommends that interested students meet these academic readiness requirements:

- *a high school grade point average of 3.6 or above*
- *a minimum SAT or PSAT score of 600 verbal and 600 math*
- *successful completion of rigorous high school classes, such as advanced placement or honors classes*

Dual Enrollment Courses Offered in Partnership with University of Delaware
Entrepreneurship Experience