

**RUMSON-FAIR HAVEN REGIONAL HIGH SCHOOL**  
**RUMSON, NEW JERSEY 07760**  
[www.rumsonfairhaven.org](http://www.rumsonfairhaven.org)

***2024-2025***  
***Program of Studies***



**Darren Groh**  
Superintendent

**Sarah Fitzgerald**  
Director of Curriculum and Instruction

**Stephen Sarles**  
Principal

**Meredith Brow, Ed.D**  
Assistant Principal

**Chris Lanzalotto**  
Assistant Principal

**Department Leadership**

**Suzanne Crowley**  
English and Social Studies

**Seth Herman**  
Fine and Performing Arts, Health and Physical Education, World Languages and ESL

**Noelle Laufer, Psy.D.**  
Special Services

**Robert Miller**  
School Counseling & Wellness

**Antonio Mosquera**  
Technology

**Jon Pennetti**  
Science, Technology & Design, Engineering and Math

### **School Counseling & Wellness Team**

Chrissy Fabrico, School Counselor	Ext. 271	Lisa Lagala, Clinician	Ext. 450
Dr. Suzanne Fico, SAC	Ext. 276	Marisa Stefani, School Social Worker	Ext. 350
Tara Flynn, School Counselor	Ext. 272	Alyssa Trocchia, School Counselor	Ext. 273
Patrick Karl, School Counselor	Ext. 270	Elissa Verran, School Counselor	Ext. 269

### **Child Study Team**

Jessica Hohmann, Learning Disabilities-Teacher Consultant	Ext. 252
Tiffanie Kurtz, School Psychologist	Ext. 254
Katie McLoughlin, School Social Worker	Ext. 253
Marisa Stefani, Transition Coordinator	Ext. 350

**732-842-1597, then dial 9 before any extension.**

---

## GENERAL INFORMATION

This catalog contains information necessary for planning a student's program of study for each year and throughout their time here at Rumson Fair Haven Regional High School. It includes information about graduation requirements, course selection, guidelines for adding and dropping courses, athletic eligibility rules, grading standards, senior project/internship offerings, descriptions of courses offered for the 2024-2025 academic year, and suggested course progressions within each department/content area. Students and parents should familiarize themselves with this information and should consult with a school counselor to develop an appropriate academic program to meet their individualized interests and needs.

---

## TABLE OF CONTENTS

<a href="#"><u>Course Selection Process</u></a>	Pgs. 3-5
<a href="#"><u>RFH Graduation Requirements</u></a>	Pgs. 5-6
<a href="#"><u>NCAA Division I and II-Initial Eligibility Requirements</u></a>	Pgs. 6-8
<a href="#"><u>Alternate Schedule Options</u></a>	Pgs. 8-11
<a href="#"><u>Special Education and Related Services</u></a>	Pgs. 12-13
<a href="#"><u>General Program of Studies</u></a>	Pgs. 14-47
<a href="#"><u>English</u></a>	Pgs. 14-17
<a href="#"><u>Mathematics</u></a>	Pgs. 17-21
<a href="#"><u>Science</u></a>	Pgs. 21-25
<a href="#"><u>Social Studies</u></a>	Pgs. 25-29
<a href="#"><u>World Languages</u></a>	Pgs. 30-36
<a href="#"><u>Physical Education and Health</u></a>	Pgs. 37-38
<a href="#"><u>Fine and Performing Arts</u></a>	Pgs. 38-43
<a href="#"><u>Technology and Design</u></a>	Pgs. 43-46
<a href="#"><u>Online Financial Literacy</u></a>	Pg. 46

# COURSE SELECTION PROCESS

## COURSE SELECTION

- The 2024-2025 online Program of Studies can be accessed on **January 17, 2024**. Please consult the Program of Studies for course descriptions, as well as grade and/or course prerequisites.
  - On or before **January 17, 2024**, students and families will be emailed their grade-specific course offering sheet.
  - The School Counselors and Department Supervisors will present course selection information and the course offering sheets to students during class meetings on **January 31, 2024**.
  - Each counselor will then post an appointment link and encourage each student to make an appointment to seek counselors' input regarding course selection, graduation requirements, and related college/career recommendations. Students who plan to change levels or add an AP elective **MUST** make an appointment during this time.
  - Seniors interested in our Dual Credit courses with Rutgers or Stockton, or the Dual Enrollment Program with Brookdale Community College are highly encouraged to attend the corresponding information sessions.
1. Students and families will each receive their grade-specific course offering sheet by email. Copies will also be housed in the School Counseling Office.
    - Study halls allow for the completion of work, study time, assessment make-up, decompression, etc. Study halls for 9th graders will automatically be built into the student's schedule and will rotate throughout the day. 10th, 11th, and 12th grade students **MAY** elect to take a study hall.
  2. Students choose courses\* from the worksheet based on the prerequisite courses you have taken and your achievement in those courses, as well as graduation requirements that must be met and potential career interest. Graduation requirements, college recommendations, and prerequisites are noted. Students: It is your responsibility to know if you are eligible to take the courses that you are requesting.
    - \*36 credits for rising 9th and 10th graders/up to 41 credits for rising 11th and 12th graders if choosing to waive a study hall
    - All students must be enrolled in a minimum of 7 courses per semester.
  3. Students wishing to take a higher-level course or add an AP course as an elective should talk to their current teacher to discuss the choice and attend the department-specific information session to learn more about each course.
  4. Course selection meetings will begin **February 19, 2024**. Students and families will receive a meeting invite via email, a week before their counselor meeting.

**\*Students should take time in choosing courses that are the best match for them, their interests, abilities, and goals! Counselors have set aside time to meet with each student to discuss their 4-year plan. Information gathered from teachers, counselor, parents, and administrators will help students build their academic program for next year. Students should discuss course options and levels with teachers and may need to ask them for a course recommendation for certain courses.**

## COURSE RECOMMENDATIONS

Classroom teachers and their students must meet to discuss course recommendations regarding the student's course requests. Based on that conversation, teachers will input their initial course recommendations into Genesis by February 16th, 2024. **Students should direct questions regarding subject or level recommendations to their teachers.**

It is our philosophy that teacher recommendations are very valuable in the course selection process and that these recommendations are usually very accurate. For students to be successful in courses not recommended by teachers, students would need to display skills they have yet to demonstrate.

**\*If a student does not meet a course prerequisite for an upcoming course, they may not waive into the course.**

Students will have personalized counseling meetings to discuss placement. During this meeting, the student and counselor will confirm that the schedule is complete and all appropriate recommendations by faculty members have been received, or a request for a waiver meeting is submitted. Course-level requests, that do not have the appropriate teacher's recommendation, will be changed back to the recommended course.

- If a student is not recommended for the course he/she has requested, the classroom teacher will explain the

reason to the student and conference with him/her regarding an alternate recommendation.

- All requests for changes to a student's recommended level of instruction (waiver) must be submitted between **March 18-March 22, 2024** to ensure entry into the class or between **May 20 - May 24, 2024**, to be considered if there are seats available. Students who wish to override a teacher recommendation must initiate the process by completing the "Waiver Request" Google Form BETWEEN TUESDAY, MARCH 12 and MARCH 19, 2024 for the first waiver window or BETWEEN MAY 13-MAY 17, 2024 for the second waiver window. Department Supervisors will examine each request and will disseminate a waiver form or schedule a meeting with the student. If a meeting is required, a student MUST attend the meeting and discuss with the appropriate Department Supervisor to receive a waiver form. Upon meeting, if necessary, any student still wishing to change their recommended level of instruction (waive) must hand in the completed waiver form to their counselor during the "waiver window." \*For World Language courses, all students requesting changes to their recommended level of instruction must complete the "Leveling Test Request" Google Form BETWEEN TUESDAY, MARCH 12 and MARCH 19, 2024 and speak to their current teacher. Changes are dependent on student performance on the leveling test to be administered in early May 2024.
- Since course requests will all be viewable online, parents and students will not receive a copy of the finalized course requests. **Students and parents must make sure that the courses listed as of March 22, 2024, reflect the student's choices, as these requests are considered final and will be used to build the master schedule.**
- The school master schedule is built upon careful and deliberate on-time course selections made by students. During the course selection process, every effort should be made by students, parents, and teachers to ensure that the courses selected are appropriate for the students.
- Course alternates (rising 9th graders only) for electives should also be selected carefully. If an original elective choice or a particular combination of courses cannot be scheduled, course alternates will be utilized in the scheduling process. Substitutions for alternates cannot be made after the course selection deadline until the second cycle of classes once the school year has begun.

### ENTRANCE AND WITHDRAWAL

Changing a student's academic program once classes have begun can disrupt the learning and teaching for that student and all classmates and is strongly discouraged. Please keep in mind the following guidelines to which your counselor must strictly adhere when dealing with requests for a change in a student's schedule after the school year has started:

#### Guidelines

- Schedule changes require approval from all of the following: school counselor, teacher, administrator, and parent/guardian. A teacher may defer an initial request and engage in conversations with the student, parent, and school counselor to ensure that the best educational decision is being made for the student.
- During the first full rotational cycle of any semester, the only changes that will be allowed are those caused by mechanical scheduling errors.
- During the second rotation of any class, a student who wants to make a change in schedule (add/drop-where prerequisites were met or recommendations were previously given/NO WAIVERS) must complete all of the following steps:
  - Speak with a school counselor to ensure that there are available seats in the class and that another class will not be overloaded in the move. If the change is feasible, the counselor will prepare forms and the student will secure teacher and parent approval/signature (class size caps are established in the previous spring based on staffing and budgetary constraints).
  - Meet again with the counselor to establish whether parent approval has been secured.
  - Continue to attend all classes previously scheduled until final approval is received.
  - Must make up any work missed for the new course, including summer assignments, since the grade from the previous level will not carry. Students should speak to teachers directly to discuss the workload and timeline of make-up work (but must be completed by the end of the first marking period of the class).
- Except as noted below, a student MAY NOT enter a course after the first two rotational cycles.
  - A student may level down within a subject only until the mid-point of the first marking period (the 17th school day) unless their change is recommended by the teacher/counselor and is approved by the department supervisor. The student earns a full year of credit for the new course upon successful

completion. Students must make up any work missed for the new course, including summer assignments, since the grade from the previous level will not carry. Students should speak to teachers directly to discuss the workload and timeline of make-up work (but must be completed by the end of MP1).

- A student who waived into a higher level course must remain in that course until the end/last day of the first marking period. All grades will be transferred into the new course and be calculated into the final grade of the new course.
- Unique situations caused by transfer from another district will be resolved by the student's counselor and the teachers involved.

#### Credit, Grading, and Record of Schedule Changes

- A student may withdraw/level down from a course until the end of the fourth rotational cycle (the 17th school day) with no notation made on their transcript. After that day (the 17th school day and beyond), one of the following notations will be entered on the transcript:
  - Withdrawn Passing (WP) if the student has withdrawn from the course and the student's total average for the course to date is a passing one.
  - Withdrawn Failing (WF) if the student is removed from a course (for any reason, including but not limited to class cuts, absenteeism or disruption, troubling performance, health issues, etc.) and the student's total average for the course to date is a failing one.
- No credit is given for a course from which a student withdraws.
- The student's grade in the withdrawn course will carry to their new class and will be averaged into their quarter average based on the percentage of time spent in the new class. The student will not make up work missed for the new class at the lower level, but will be responsible for any missed material on subsequent exams.

## RUMSON-FAIR HAVEN REGIONAL HIGH SCHOOL GRADUATION REQUIREMENTS

<b>Total Credits Required=120</b>		
English Language Arts	4 years	20 credits
Health, Safety and Physical Education	1 year for each year of attendance	5 credits per year
Mathematics	3 years	15 credits
Science	3 years (Lab-based Biology, Chemistry, and Physics)	15 credits
Social Studies	3 years (2 years=US History and 1 year=World History)	15 credits
World Language	1 year	5 credits
21st Century Life and Careers	1 year cumulative	5 credits
Visual and Performing Arts	1 year cumulative	5 credits
Financial Literacy	Online or 1 semester of Personal Finance	2.5 credits
Elective Courses	Cumulative over 4 years	17.5 credits

The Class of 2025 is responsible for testing requirements that can be found by clicking on [this link](#). Below is a list of courses offered at R-FH and their relation to the graduation requirements for Visual Arts (V) & Performing Arts (P), 21st Century Careers (C) and Financial Literacy (F). When selecting courses for next year, it is important to make sure you are fulfilling your graduation requirements. At your meeting, your School Counselor will review your course selections

to ensure that you are meeting all of the graduation requirements. \*Please note: Some electives can meet EITHER the Visual and Performing Arts, 21st Century Career, or Financial Literacy requirement, BUT one course cannot meet more than one requirement.

<p><b><u>Visual (V) and Performing Arts (P)</u></b></p> <p>Advanced Ceramics-10, 11, 12  AP Art History-11, 12  AP Music Theory-11, 12  AP Studio Art-12  Ceramics I-9, 10, 11, 12  Ceramics II-9, 10, 11, 12  Chorus-9, 10, 11, 12  Creating Hit Songs-10, 11, 12  Design and Visual Thinking-10,11,12  Digital Imaging-10, 11, 12  Drama-9, 10, 11, 12  Dynamic Public Speaking-10, 11, 12  Foundations of Studio Art I -9, 10, 11, 12  Foundations of Studio Art II-9, 10, 11, 12  Graphic Design I-9, 10, 11, 12  Graphic Design II-10, 11, 12  Jazz Band-9, 10, 11, 12  Jazz Band Honors-11, 12  Jewelry &amp; Design Fabrication-11, 12  Music Appreciation-9, 10, 11, 12  Music Ensemble-9, 10, 11, 12  Music Ensemble Honors-11, 12  Painting &amp; Drawing-9, 10, 11, 12  Portfolio &amp; Design Honors-11, 12  Pottery-10, 11, 12  Recording-9, 10, 11, 12  Sculpture-9, 10, 11, 12  Songwriting-9, 10, 11, 12  Traditional Woodworking-10, 11, 12  Woodworking Applications-10, 11, 12</p> <p><b><u>Financial, Economic, Business, Entrepreneurial Literacy (F)</u></b></p> <p>Financial Literacy (online)-9, 10, 11, 12  Personal Finance-9, 10, 11, 12  AP Economics-10, 11, 12</p>	<p><b><u>21st Century Life and Careers (C)</u></b></p> <p>Advanced Ceramics-10, 11, 12  AP Computer Science-11, 12  AP Computer Science Principles-10, 11, 12  AP Economics-10, 11, 12  AP Macroeconomics-11, 12  AP Microeconomics-11, 12  AP Music Theory-11, 12  AP Psychology-11, 12  AP Studio Art-12  Community Based Senior Internship-12  Constitutional Law-10, 11, 12  Creating Hit Songs-10, 11, 12  Design and Visual Thinking-10, 11, 12  Digital Imaging-10, 11, 12  Drama-9, 10, 11, 12  Dynamic Public Speaking-10, 11, 12  Engineering I-9, 10, 11, 12  Engineering II-10, 11, 12  Forensic Science-10, 11, 12  Graphic Design I- 9, 10, 11, 12  Graphic Design II-9, 10, 11, 12  Introduction to Athletic Training-10, 11, 12  Introduction to Business-9, 10, 11, 12  Introduction to Computer Science-9, 10, 11, 12  Jazz Band Honors-11, 12  Jewelry &amp; Design Fabrication-11, 12  Music Ensemble Honors-11, 12  Personal Finance-9, 10, 11, 12  Portfolio &amp; Design Honors-11, 12  Positive Psychology-10, 11, 12  Practical Law-10, 11, 12  Recording-9, 10, 11, 12  Senior Project-12  Songwriting-9, 10, 11, 12  Traditional Woodworking-10, 11, 12  Vocational School-11, 12  Woods Technology-9, 10, 11, 12  Woodworking Applications-10, 11, 12</p>
--	---

## DIVISIONS 1 AND 2-INITIAL ELIGIBILITY REQUIREMENTS

### CORE COURSES

#### NCAA Division I

1. Requires a total of 16 core courses in the following areas, noted in the table below.
2. Complete 10 of their 16 core courses, including seven in English, Math, or Natural/Physical Science, before the start of their seventh semester. Once they begin their seventh semester, any course that is needed to meet the 10/7 requirement cannot be replaced or repeated.
3. Complete the 16 NCAA-approved core courses in eight academic semesters or four consecutive academic years

from the start of ninth grade. If students graduate from high school early, they still must meet core course requirements.

4. Meet test score requirements (see below).
5. Submit proof of graduation to the Eligibility Center.

**NCAA Division II** - To be eligible to practice, compete, and receive an athletics scholarship in their first full-time year at a Division II school students must graduate from high school and meet all the following requirements:

1. Complete 16 core courses in the following areas, noted in the table below.
2. Meet test score requirements (see below).
3. Submit proof of graduation to the Eligibility Center.

<b>DIVISION I Core-Course Requirement (16)</b>	<b>DIVISION II Core-Course Requirement (16)</b>
<ul style="list-style-type: none"> <li>● 4 years-English</li> <li>● 3 years-Math (Algebra I or higher)</li> <li>● 2 years-Natural/Physical Science including 1 year of lab if offered</li> <li>● 1 year-additional English, Math or Natural/Physical Science</li> <li>● 2 years-Social Science</li> <li>● 4 years-additional courses (any area above, Foreign Language or Comparative Religion/Philosophy)</li> </ul>	<ul style="list-style-type: none"> <li>● 3 years-English</li> <li>● 2 years-Mathematics (Algebra I or higher)</li> <li>● 2 years-Natural/Physical Science including 1 year of lab if offered</li> <li>● 3 years-additional English, Mathematics or Natural/Physical Science</li> <li>● 2 years-Social Science</li> <li>● 4 years-additional courses (from any area above, Foreign Language or Comparative Religion/Philosophy)</li> </ul>

### TEST SCORES

- Division I - earn an SAT combined score or ACT sum score that matches their core-course GPA (minimum 2.3) on the Division II full-qualifier sliding scale.
- Division II - earn an SAT combined score or ACT sum score that matches the student's core-course GPA (minimum 2.200) on the Division II full-qualifier sliding scale.

### DIVISION I & II FULL-QUALIFIER SLIDING SCALE

- Division I & Division II use a sliding scale to match test scores and core-course GPAs to determine eligibility. The sliding scale balances the student's test scores with their core-course GPA. To find more information about test scores, visit [ncaa.org/test-scores](http://ncaa.org/test-scores).
- Every time you register for the SAT or ACT, use code 9999 to send your scores directly to the Eligibility Center from the testing agency. You may take the SAT or ACT an unlimited number of times before you enroll full-time in college.

### GRADE-POINT AVERAGE

- Division I & Division II grade-point-average requirements are listed on [www.eligibilitycenter.org](http://www.eligibilitycenter.org).
- NCAA GPA is calculated using NCAA core courses only.
- Be sure to look at your high school's list of NCAA-approved core courses (listed below) on the Eligibility Center's Website to make certain that courses being taken have been approved as core courses.
- For complete information, please go to [www.eligibilitycenter.org](http://www.eligibilitycenter.org). Click on NCAA College Bound Athletes, then Resources, then US Students. You may also call the NCAA Eligibility Center toll-free at 1-877-262-1492.

## NCAA List of RFH Approved Core Courses 2023-2024

English	Mathematics	Social Sciences
AP English Language & Composition	Algebra I	AP Human Geography
AP English Literature & Composition	Algebra II, Algebra II Honors	AP Macroeconomics
Creative Writing	AP Calculus AB/BC	AP Microeconomics
English I, English I H	AP Computer Science A	AP Psychology
English II, English II H	AP Computer Science Principles	AP United States Government & Politics
English III	AP Statistics	AP United States History
English IV	Honors College Calculus	AP World History: Modern
Honors College English Composition (DE)	Multivariable Calculus	Current Issues/US, Africa, Latin America
Honors College English Expository Writing (DE)	Algebra II with Application	Current Issues/US, Middle East, Asia
Introduction to Philosophy	Geometry, Geometry Honors	Constitutional Law
Dynamic Public Speaking	Precalculus, Honors College Precalculus	Positive Psychology
	Math Analysis	US History I, US History I H
	Statistics & Probability	US History II, US History II H
		World History

Natural/Physical Science		Additional Core Courses		
Anatomy & Physiology H	Biology, Biology H	Chinese I	French I	Spanish I
AP Biology	Chemistry, Chemistry H	Chinese II, Chinese II H	French II, French II H	Spanish II, Spanish II H
AP Chemistry	Forensic Science	Chinese III, Chinese III H	French III, French III H	Spanish III, Spanish III H
AP Environmental Science	Physics, Physics H	Chinese IV, Chinese IV H	French IV, French IV H	Spanish IV, Spanish IV H
AP Physics 1	Contemporary Issues in Environmental Science	Chinese V	French V	Spanish V
AP Physics 2		AP Chinese	Honors College/AP French	Honors College/AP Spanish

## ALTERNATE SCHEDULE OPTIONS

### MONMOUTH COUNTY VOCATIONAL SCHOOL DISTRICT SHARED TIME PROGRAMS (C)

The Monmouth County Vocational School District, in partnership with local high schools, provides students with career, technical, and academic education needed to develop quality occupational skills for entry-level employment and post-secondary opportunities

[Shared Time Overview](#)

[Shared Time Admission](#)



## DUAL ENROLLMENT WITH BROOKDALE COMMUNITY COLLEGE

Seniors have an opportunity to explore their interests and take courses at Brookdale Community College that may not be available at RFH, while still meeting the colleges' recommended academic course load, as well as RFH and state graduation requirements. Participation is optional.

- Students must complete an application for Dual Enrollment at Brookdale Community College. To provide enough administration time for Brookdale, applications will be due February 18. Applications are available in the School Counseling office.
- To qualify, students must do one of the following:
  - pass the Accuplacer test, administered by Brookdale Community College;
  - submit SAT scores of Critical Reading 480 or higher, Math 530 or higher;
  - submit ACT scores of Reading 23 (waives Reading Comp.), Writing 8 (waives Sentence Skills), and Math 22 (waives Math).

Students may select one of two schedules:

- **9000-Dual Enrollment with Brookdale Community College AM:** Students are excused from periods 1-4 (Brookdale offerings before 10 am are extremely limited). AM Dual Enrollment Students will take 4 courses (periods 5-8) including English, Math, PE/Health, and Lunch, and 2 courses at Brookdale Community College EACH Semester.\*
- **9001-Dual Enrollment with Brookdale Community College PM:** Students are excused from periods 5-8. PM Dual Enrollment Students will take 5 courses including English, Math, PE/Health, Lunch, and one other course periods 1-4 and 2 courses at Brookdale Community College EACH semester.\*

*Please note:*

- Students are held to the academic, attendance (school closings, holiday breaks, etc. may not be the same), and civic standards of BOTH institutions to maintain dual enrollment status. Students should become familiar with both RFH and Brookdale's student handbooks and calendars.
- Students will be awarded 5.0 high school credits for successful completion of each Brookdale Community College course.
- Students who withdraw from a Dual Enrollment course(s) during the semester must present a current grade report indicating their exit grade. The student will earn a WP or WF dependent on their exit grade. If a student withdraws from both classes in a semester, they will immediately replace those courses with 2 RFH courses.
- \*Students must have a minimum combined C average (2.0) in both courses for the fall semester, or they will not be permitted by Brookdale to attend in the spring semester.
- Final grades in each course will be weighted as Advanced Placement/Dual Enrollment courses.
- Students will receive grades and college credit for Brookdale courses according to Brookdale's policies. Students who want transcripts of their Brookdale grades sent to colleges, etc. are responsible for contacting Brookdale themselves.
- Students are responsible for any costs incurred, including but not limited to transportation, tuition, and fees. Be sure to account for these factors before registration for this program.

## SENIOR PROJECT (C)

The Senior Project is an opportunity for seniors to create a more effective, enhanced senior year experience while maintaining an appropriate academic course load. Participation in the program is optional; Students are required to have parental permission to participate and are responsible for their own transportation and any costs accrued. \*Minimum hours required at the approved location are dependent on the credit option chosen.

Any student interested in Senior Project must complete the Senior Project packet, available from Mr. Miller in the Counseling Office, and select the appropriate course number on their Course Selection Form. Students may choose one of the following programs:

## Senior Internship

Seniors may opt to spend part of their day in a career-focused position. Students will be required to find their own position and have it approved by the Senior Project Coordinator. Quarterly papers and signed, weekly time sheets will be turned in each marking period and a presentation will be completed at the conclusion of the program. Examples may include business, fashion, real estate, the medical profession, the arts, and various trades of interest to the student.

## Service Learning

Seniors are offered an opportunity to conclude their high school experience by providing volunteer services to the community and/or civic organizations. Possible community and civic opportunities include shelters, libraries, political organizations, youth groups, and churches/synagogues. All hours will be done within the same setting. Students will maintain a personal journal and will present their final conclusions to the Senior Project Panel. All options require:

- the maintenance of journals, timesheets, and submission of quarterly reports
- an End-of-Year presentation to the Senior Project panel

\*Please note: Grade will be included in GPA.

**9020/9021-OPTION A: Scheduled Release AM or PM Block (15 credits):** Students will be scheduled for English, PE/Health, Lunch, and additional courses required for graduation. Students will submit signed weekly timesheets for a minimum of 10.5 hours per week.

**9023/9024-OPTION B: Scheduled Release AM or PM Block (10 credits):** Students will be scheduled for English, PE/Health, Lunch, and additional courses required for graduation. Students will submit signed weekly timesheets for a minimum of 7 hours per week.

**9026/9027-OPTION C: No Schedule Adjustment (2.5 per semester):** No additional release time; Students will submit signed timesheets for a minimum of 3.5 hours per week.

## COMMUNITY BASED SENIOR INTERNSHIP - STRUCTURED LEARNING EXPERIENCE (C)

Rumson Fair Haven Regional High School is proud to continue offering senior internships in conjunction with the Parker Family Health Center and the JBJ Soul Kitchen, both of Red Bank, NJ. Other career-based mentors will be added to this guide subsequently, as they become available.

The aim of the Parker Family Health Center and JBJ Soul Kitchen Internship programming is to provide an opportunity for RFH seniors to create a more effective, enhanced senior year experience while individualizing student learning opportunities through work-based internship programs based upon student interest and career goals.

- PFHC/JBJ Soul Kitchen Internships will run from 11:00 a.m.-3:00 p.m. daily, Monday through Friday.
- Interns are responsible for their own transportation and any costs accrued.
- Parker Clinic and JBJ Soul Kitchen Internships will be assessed through quarterly papers documenting student internship experiences. Signed, weekly time sheets must be turned in during the course of each marking period. A presentation by the student intern must be completed at the conclusion of the internship program.
- Student participation in the Parker Clinic and JBJ Soul Kitchen Internship programming is optional. Interested student applicants must be 16 years of age or older, must be fully vaccinated to work in a healthcare/public service setting, must have prior, written parental permission, and must be comfortable wearing a surgical mask.
- \*Interviews are required for all Parker Clinic and JBJ Soul Kitchen Internships and a position as a Parker Clinic or JBJ Soul Kitchen Intern is not guaranteed.
- Please note: Parker Clinic and JBJ Soul Kitchen Internships are extremely limited in number.
  - Any student not accepted to a Parker Clinic or JBJ Soul Kitchen Internship will have the option to pursue an independent internship on their own or participate in a Senior Project of their choice. Please see the “SENIOR INTERNSHIP” section above for more information.

## [Parker Family Health Center](#)-Clinical Internship Opportunities

### **9030-Interpreter (Full Year-15 credits)**

A senior RFH Spanish honors student would work with PFHC's interpreters to learn medical interpreting. This training would provide a high level of interpreting and translation. This internship would be 5 days per week from 11:00 AM – 3 PM. There would be 2 months of required individualized training. Applicants must be 16 or older, fully vaccinated, have parental permission, and be comfortable wearing a surgical mask. Interviews required.

### **9032-Medical Scribe (Full Year-15 credits)**

A senior RFH student would work with PFHC's scribes to learn how to scribe on *Athena*, PFHC's electronic medical records platform. An ideal candidate would have an interest in medicine and an ability to work with diverse personalities and working styles. This internship would be 5 days per week from 11:00 AM – 3 PM. There would be 1 month of required individualized training. Applicants must be 16 or older, fully vaccinated, have parental permission, and be comfortable wearing a surgical mask. Interviews required.

## [JBJ Soul Kitchen](#)-Internship Opportunities

### **9034-Clinical Social Worker (Full Year-10 credits)**

A senior RFH student interested in the field of psychology or clinical social would work with JBJ Soul Kitchen's on-staff LCSW to learn to help others while developing a knowledge base to include theories of biological, psychological, and social development, diversity and cultural competency, interpersonal relationships, family and group dynamics, mental disorders, addictions, impacts of illness, trauma or injury and the effects of the physical, social and cultural environment. This internship would be 3 days per week (Wednesday-Friday) from 4:00 PM – 8:00 PM. Applicants must be 16 or older, fully vaccinated, have parental permission, and be comfortable wearing a surgical mask. Interviews required.

### **9036-Sous Chef/Restaurant Operations (Full Year-10 credits)**

A senior RFH student interested in the field of culinary arts and/or restaurant operations would work alongside the JBJ Soul Kitchen's Executive Chef to learn hands-on restaurant operations, food safety, meal prep, and line cooking. This internship also includes front-of-house experience and customer service at a high level. This internship would be 3 days per week - (Wednesday to Friday) from 3-8 PM. Applicants must be 16 or older, fully vaccinated, have parental permission, and be comfortable wearing a face mask.

## PFHC/JBJ SOUL KITCHEN Combined Internship Opportunities

### **9038-Social Media Marketer (Full Year-15 credits)**

A small group of RFH seniors would work with Parker Clinic's Director of Development AND with the marketing staff of JBJ Soul Kitchen in developing and implementing a plan for PFHC's and JBJ's existing social media presence utilizing Facebook, Instagram, electronic newsletter, website, and LinkedIn. This internship would also involve collaboration with other non-profits in Monmouth County. This internship would be 5 days per week from 11:00 AM – 3:00 PM. Applicants must be 16 or older, fully vaccinated, have parental permission, and be comfortable wearing a surgical mask. Interviews required.

For additional student service-volunteer opportunities at Parker Family Health Clinic and/or JBJ Soul Kitchen, please visit their linked websites above and complete the permission slips below directly to them.

[Parker Family Health Center Permission Slip](#)

[JBJ Soul Kitchen Permission Slip](#)

## SPECIAL EDUCATION AND RELATED SERVICES

The Special Education Department offers a wide variety of programs and related services as per the NJ Administrative Code Title 6A: Chapter 14 that address the needs of students with disabilities in the least restrictive environment. Each classified student is assigned to a member of the Child Study Team, and they work very closely with the child and the family to identify the individual needs and programming for each student. Each student within the department will have an IEP (Individualized Education Plan) to ensure that their identified needs are addressed in programming. Programs are designed to meet those needs prescribed in the IEP, as per state code program criteria with appropriate accommodations and modifications, if necessary. The district program offers multiple services/opportunities for learning and growth listed below.

### EXTENDED SCHOOL YEAR PROGRAM

The RFH Extended School Year Program is offered to students as per their IEP according to N.J.A.C. 6A:14-1.3. The IEP team makes the individual determination regarding the need for an extended school year program. An extended school year program provides for the extension of special education and related services beyond the regular school year. An extended school year program is provided in accordance with the student's IEP when an interruption in educational programming causes the student's performance to revert to a lower level of functioning and recoupment cannot be expected in a reasonable length of time. The IEP team considers all relevant factors in determining the need for an extended school year program. Students participating in the RFH extended school year program can receive instruction in all academic areas as well as pre-employment, employment, and life skills. RFH runs a 4-hour per day/4 day a week program. The program begins on or about July 1 and ends in mid-August.

### IN-CLASS RESOURCE PROGRAM

The In-Class Resource Program is designed to provide support services to classified students in the general education setting (ICS-In-Class Support) who are preparing for college or vocational school in the content areas of English (four levels), Mathematics (Algebra I, Geometry, Math Analysis, Algebra II w/Applications, Precalculus), Science (Biology, Chemistry, Physics), World Language (Spanish I and II only), and Social Studies (United States History I, II, and World History). Two teachers, a certified special education teacher, and a content area general education teacher, work collaboratively to instruct on content and skills and assist students within the classroom environment. All students are expected to meet general education curricular requirements with individualized instructional strategies and modifications (as per their IEP).

### INTEGRATED PHYSICAL EDUCATION

Integrated Physical Education focuses on the physical, intellectual, and social growth of all students. Students of all ability levels come together through ongoing fitness, sports, leadership, and wellness activities. General Education Physical Education students will learn strategies to assist in teaching and leading students with disabilities. Students with disabilities will receive a variety of movement-based activities, learn how to participate in these activities and extend social skills and connections. General Education Physical Education students will participate in Health during their assigned marking period.

### LEARNING AND LANGUAGE DISABLED (LLD) COURSES

The Learning and Language Disabled (LLD) Math and English classes from grades 9-12 are taught by a special education teacher and offer a more individualized instructional approach where students receive intensive interventions in the areas of language and/or learning to support all content areas. Supports include the development of both expressive and receptive language skills and focus on the comprehension of written language.

## LEARNING SKILLS

Our Learning Skills course, a credit-bearing (1.5) semester elective, is designed to enable students with an IEP to acquire and generalize strategies and skills across academic, community, and employment settings to achieve annual goals based on assessed needs and their Individual Educational Plan (IEP). This course provides students with instruction and supportive services to be successful in all educational settings. Students may also receive individualized support in a specific content or skill area, learn to organize and plan their time effectively, and develop strategies to help them successfully complete their course requirements.

## MULTIPLY DISABLED PROGRAM

The Multiply Disabled Program serves students in grades 9-12 who require the delivery of instruction in a specialized way due to the severity of their needs and focuses on functional academic skills, and independent and soft skills. The RFH MD program primarily takes place in recently redesigned, designated classrooms and an “Activities of Daily Living” room.

## PULL-OUT RESOURCE PROGRAM

The Pull-Out Resource Program is offered to students who experience difficulty with the rigor, pace, and/or structure of mainstream academic subjects. The curriculum for each course parallels traditional classroom instruction. Class size is limited as per code to 10 students, 12 with an Instructional Aide. The following courses are offered in the pull-out program: English (4 levels), Mathematics (Algebra I, Geometry, Math Analysis, Algebra II w/Applications), Social Studies (United States I, II, and World History), Science (Biology, Chemistry, Physics), and World Language (Spanish I). Small group instruction is provided by highly qualified teachers who modify the general curriculum to meet the individual needs of students (as per their IEP). Efforts are made to transition students into mainstream classes by teaching compensatory skills and strategies.

## STRUCTURED STUDY

The purpose of a structured study hall is to enable students with disabilities a chance to manage tasks and time, complete work, and prepare for assessments in a structured educational environment with the opportunity to seek assistance and general feedback from Special Education certified staff members.

## WORK-BASED LEARNING

Students, 18-21 years of age, may participate in a Work-Based Learning (N.J.A.C. 6A:19-6.4 an experiential, supervised educational activity designed to provide students with exposure to the requirements and responsibilities of specific job titles or job groups and assist in making career and educational decisions). Students should follow course selection procedures outlined on the previous pages which are usually finalized at the student’s annual review meeting. Special Education students must meet all state and local high school graduation requirements to receive a state-endorsed high school diploma unless exempted in their IEP. The special education programs for classified students are offered through the Special Education Department. Student programs are selected in collaboration with the student, parents, sending district, and the high school child study team.

---

# GENERAL PROGRAM OF STUDIES

## ENGLISH

### **1011-English I (5 Credits)**

Term: Full Year

Grade Eligibility: 9

Prerequisites: None

Course Description: English I integrates the study of language and literature to enhance personal literacy. Emphasis is placed on literary reading (selected works from the major literary genres), textual analysis, cultural research, and the development of formal composition skills. Students enrolled in English I will engage with both canonical and more contemporary works of literature. Classics such as *The Odyssey* and *The Tragedy of Romeo and Juliet* provide a backdrop in recognizing the universality of human emotion and problem-solving, while more 20th Century anchor texts (*All Quiet on the Western Front*, *A Raisin in the Sun*, *The House on Mango Street*, as well as choice reading) provide foils for additional short, nonfiction texts that both challenge and complement those discussion points. Choice reading and vocabulary-in-context are incorporated, and grammar skills are reinforced.

### **1012-English I Honors (5 Credits)**

Term: Full Year

Grade Eligibility: 9

Prerequisites: Must meet two out of the three 8th grade honors/accelerated placement criteria-teacher recommendation, 93% assessment average from S1/T1 for a regular ELA course (90% assessment average for an accelerated ELA course), and/or a score of 5 on the 7th Grade ELA NJSLA.

Course Description: English I Honors integrates the study of language, literature, and analytical practices to enhance personal literacy. English I Honors exposes students to a wide range of literature ranging from classic works like *The Tragedy of Romeo and Juliet* and *Antigone* to modern texts such as *The House on Mango Street* and *Poet X*. Emphasis is placed on enhancing student independent and literary reading, note taking, critical thinking, discussion, textual analysis, and formal composition skills. Students will engage in several long and short-term writing assessments, as well as seminars, and other essential literacy assessments. Choice reading and vocabulary-in-context are incorporated and grammar skills are reinforced. Instruction is aligned with pre-AP College Board standards and expectations.

### **1021-English II (5 Credits)**

Term: Full Year

Grade Eligibility: 10

Prerequisites: Successful completion of an English I course

Course Description: English II integrates the study of language and literature to enhance personal literacy. Students read a variety of American "classics," as well as modern works. Through the lens of authors, students examine war (*The Things They Carried*), the Salem witch trials (*The Crucible*), poverty (*The Glass Castle*), wealth and the American Dream (*The Great Gatsby*), adolescence (*The Catcher in the Rye*), and more. Students are assessed in a variety of ways such as timed writing, process papers, seminar discussions, presentations, performances, and projects. Emphasis is placed on literary reading, textual analysis, cultural research, and the development of formal composition skills. A book club-inspired choice reading unit and vocabulary-in-context are incorporated, and grammar skills are reinforced.

### **1022-English II Honors (5 Credits)**

Term: Full Year

Grade Eligibility: 10

Prerequisites: Teacher recommendation and successful completion of an English I course

Course Description: English II Honors integrates the study of language, literature, and analytical practices to enhance personal literacy. Students study poetry, focus on figurative language analysis, gain an understanding of archetypes in literature, and evaluate cultural and social commentary, all while reading a variety of canonical texts including *Native Son*, *The Adventures of Huckleberry Finn*, *The Catcher in the Rye*, *Slaughterhouse Five*, *The Great Gatsby* and contemporary texts like *The Glass Castle* and *The Laramie Project*. Students engage in close reading, passage analysis, timed writing, process writing, group analysis projects, Socratic seminars, and creative writing. Students also write and

perform a persuasive speech on a topic of their choice. Vocabulary-in-context and grammar skills are reinforced through direct instruction and the writing process. This course is integral in preparing students for upper-level English courses. Instruction is aligned with pre-AP College Board standards and higher academic expectations of synthesis in writing.

### **1031-English III (5 Credits)**

Term: Full Year

Grade Eligibility: 11

Prerequisites: Successful completion of an English I course and an English II course

Course Description: The course uses the literature of the British Canon, including *Beowulf*, *Dracula*, and *The Picture of Dorian Gray*, and juxtaposes them with relevant nonfiction contemporary sources to discuss how literature can be used to trace the evolution of a changing society. Acting as cultural archeologists, students will comb the texts to identify and explain socio-cultural values, comparing them with contemporary materials to explore evolving literary landscapes and cultural identities. Emphasis is placed on literary reading (selected works of classic and modern English Literature), textual analysis, cultural research, the development of formal composition skills, and synthesis in writing. Choice reading and vocabulary-in-context are incorporated, and grammar skills are reinforced.

### **1033-Honors English Composition (5 Credits)**

Term: Full Year

Grade Eligibility: 11

Prerequisites: Teacher recommendation and successful completion of an English I course and an English II course

Course Description: Honors English Composition integrates the study of language and texts to reinforce and enhance the literacy capacities and higher-order critical thinking skills needed for the 21st Century. In this course, students will read contemporary nonfiction texts to refine close reading skills. Through a series of writing cycles, learners will craft independent arguments and develop their claims with germane evidence. Students will develop conversancy through the use of heuristics to synthesize multiple texts. During the drafting process, learners will cultivate an appreciation for the revision process by participating in peer review and ultimately mobilizing feedback and adjusting drafts. As a culminating experience, students will gain agency over the writing process through an exploration of a self-selected prompt. The course is designed to foster reading comprehension and critical thinking skills that are necessary for college-level work (regardless of the chosen academic realm) and is designed as a precursor to College Writing.

### **1050-AP English Literature and Composition (5 Credits)**

Term: Full Year

Grade Eligibility: 11, 12

Prerequisites: Teacher recommendation and successful completion of an English I course and an English II course

Course Description: AP English Literature and Composition focuses on the study of Classical, English, and Continental works of literature. AP English Literature and Composition explores a wide scope of classical and contemporary works of literature. Texts include, but are not exclusive to, *Jane Eyre*, *Jekyll and Hyde*, *Othello*, *1984*, *Master Harold and the Boys*, as well as an assortment of classical and modern poetry. Emphasis is placed on timed writing skills, critical thinking, literary analysis, Socratic seminars, and test-taking strategies. The curriculum is aligned with the College Board's requirements and standards for the *AP English Literature and Composition Examination*.

### **1053-AP English Language and Composition (5 Credits)**

Term: Full Year

Grade Eligibility: 11, 12

Prerequisites: Teacher recommendation and successful completion of an English I course and an English II course

Course Description: AP English Language Composition focuses on the study of rhetorical practices and cultural texts. AP English Language and Composition prepares students for the exam in May which is based on argument and rhetoric. Each marking period focuses on a different form of writing tested on the AP exam (rhetorical analysis, argument, and synthesis). Reading consists mostly of non-fiction texts. Speeches (John Winthrop's "City Upon a Hill" and Malcolm X's "The Ballot or the Bullet"), letters (MLK's "Letter from Birmingham Jail" and Abigail Adams's letter to her son John Quincy), essays (Emerson's "Education" and "I Know Why the Caged Bird Cannot Read"), memoir (Amy Chua's *The Battle Hymn of the Tiger Mother*), and documentaries (*The Lottery* and *If a Tree Falls: the Story of the ELF*) are some of the genres/titles students will encounter. In the synthesis unit, students will read their one fiction work of the year (Margaret Atwood's *Oryx and Crake*). Students will also engage in current event discussions, timed writings, research

projects, presentations, multiple choice reading passages, and Socratic seminars. The curriculum is aligned with the College Board's requirements and standards for the *AP English Language and Composition Exam*.

### **1041-English IV (5 Credits)**

Term: Full Year

Grade Eligibility: 12

Prerequisites: Successful completion of English I, English II, and English III

Course Description: English IV integrates the practice of reading, speaking, and synthesizing with the study of philosophy, language, reflective practices, writing practices, cultural texts, and literature to establish the capacities and skills needed for a successful transition into a first-year, undergraduate writing course. Students explore a variety of genres and formats throughout the year, including science fiction (choice summer reading text), biography (*Into the Wild*), fairy tales (*The Wizard of Oz*), Southern Gothic (variety of short stories), and dramatic plays (*Hamlet* and *Death and the Maiden*). A primary focus of English IV is synthesis, which comes in the form of timed writings, process papers, seminars, and daily discussions/class activities. The higher standard of analysis and critical thinking skills present in English IV appropriately prepares students for post-high school academic goals and career paths. A book club style choice reading unit and vocabulary-in-context are incorporated and grammar skills are reinforced.

### **1043-Honors College Writing (DE) (5 Credits)**

Term: Full Year

Grade Eligibility: 12

Prerequisites: None

Prerequisites: Teacher recommendation and successful completion of an English I course, an English II course, and English III/an AP English course/Honors English Compo

Course Description: Honors College Writing (DE) is a dual credit experience offered to 12th-grade students at RFH through a partnership with the Writing Program at Rutgers University. Honors College Writing integrates the study of language and texts to enhance/reinforce the literacy capacities and higher-order critical thinking skills needed for the 21<sup>st</sup> Century. The first semester is aligned with the cornerstone course in the *Rutgers University Writing Program: College Writing*. This intensive writing course focuses on the development of the rhetorical praxes and the conventions of academic writing needed for successful undergraduate study. Students may elect to pay for three college credits from Rutgers University for *College Writing* at a discounted rate after successful completion of the first semester of *Honors College Writing* and a portfolio review by the staff of the *Rutgers University Writing Program*. The second semester is an introduction to critical theory. Students will be able to apply the academic writing skills that they developed in Semester I of Honors College Writing to a range of cultural and theoretical texts.

### **1060-Cinema Studies (2.5 Credits)**

Term: Semester

Grade Eligibility: 10, 11, 12

Prerequisites: None

Course Description: Cinema Studies is an elective that promotes awareness of the technical (construction and processes) and artistic components of filmmaking. In this course, students actively, maturely, and open-mindedly engage with cinema. The course discusses films as texts, film genres, and film craft. Students participate in projects, seminars, and scene analysis. Emphasis is placed on reinforcing the personal literacy skills needed for the 21st Century.

### **1062-Film and Culture (2.5 Credits)**

Term: Semester

Grade Eligibility: 10, 11, 12

Prerequisites: None

Course Description: Film and Culture is an elective that promotes awareness of the aesthetic, cultural, and ideological dimensions of cinema. In this course, students actively, maturely, and open-mindedly engage with cinema. The course covers film and technology, cinema history, eras of classic Hollywood films, and units dedicated to director studies. The course culminates with a final project that asks students to evaluate and synthesize a series of films by one director. Emphasis is placed on reinforcing the personal literacy skills needed for the 21st Century.



### 1064-Drama (2.5 Credits)

Term: Semester

Grade Eligibility: 9, 10, 11, 12

Prerequisites: None

Course Description: Drama functions as a creative workshop that introduces students to a wide range of theatrical professions and practices. As such, students engage in daily creative activities that include movement-based, vocal, and mindfulness-oriented warm-ups. Students read and study excerpts from texts such as *Laugh Lines*, *Take Ten 2*, *Talk to Me*, and the core course play, *She Kills Monsters*. Students will view dramatic performances, enact roles themselves, take on administrative theatrical roles, and listen to guest speakers in the field discuss various aspects of theatre. Drama is a half-year elective that promotes appreciation of the arts, specifically the dramatic process and the theatrical experience, through dramatic construction and performance. **(P) (C)**

### 1066-Dynamic Public Speaking (2.5 Credits)

Term: Semester

Grade Eligibility: 10, 11, 12

Prerequisites: None

Course Description: Dynamic Public Speaking is an elective that fosters skills essential for success in any academic, social, and professional context; promoting confidence in public speaking and the development of successful presentation techniques will be the focus of the course. Students work through narrative, persuasive, and debate speeches as well as learn how to craft emotion in writing and how to connect with an audience while presenting. The course applies a flexible approach to craft writing through conferencing, peer review, practice performances, and reflective writing. Students end the semester by perfecting a personal narrative speech about their true selves. **(P) (C)**

### 1068-Introduction to Creative Writing (2.5 Credits)

Term: Semester

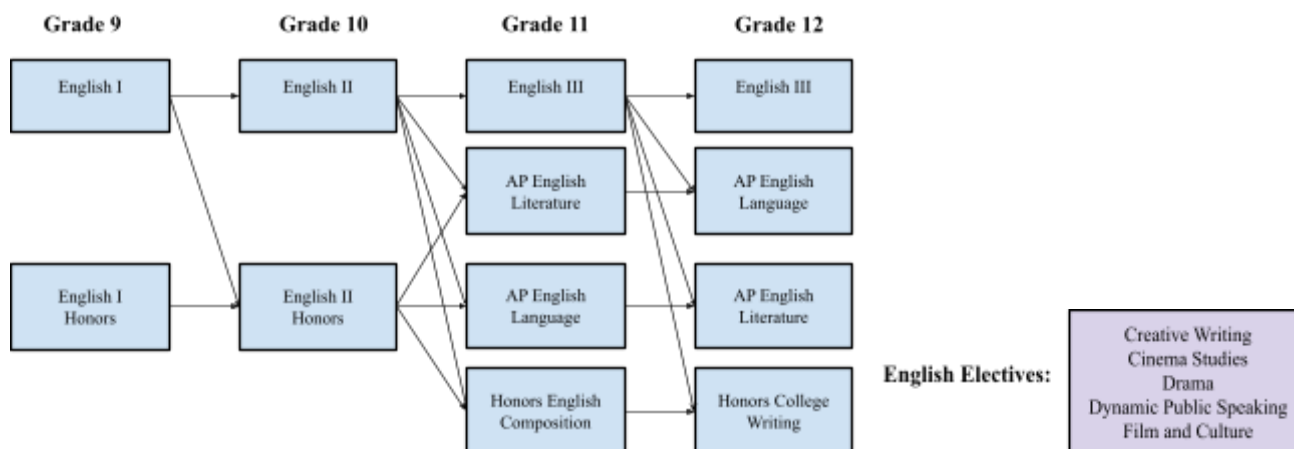
Grade Eligibility: 10, 11, 12

Prerequisites: None

Course Description: Introduction to Creative Writing is an elective that promotes appreciation of different modes of writing through the study and production of a wide range of texts. Students read, explore, and participate in the creation of genres such as poetry, short stories, fiction, nonfiction, and visual storytelling. In class, students read and analyze model works, draft and compose their writing, and workshop their craft with peers. Students in this course also the Rumson Fair-Haven Regional High School literary magazine, *Off-Leash*, with content, editing, and annual magazine production.

\*For all English full-year courses, students will be required to complete a summer reading assignment.

### Possible/Suggested Progression of RFH English Courses



## MATHEMATICS

### **2001-Algebra I (5 Credits)**

Term: Full Year

Grade Eligibility: 9

Prerequisites: None

Course Description: Students will explore various algebraic topics both numerically and graphically, including operations with real numbers, linear equations, and functions, the laws of exponents, quadratic equations and functions, operations with polynomials, and an introduction to factoring and exponential functions. Problem-solving strategies for NJSLA, NJGPA, and the SAT/ACT are incorporated for review/preparation. Students will use scientific/graphing calculators as a learning and discovery tool. Upon the successful completion of Algebra I, students may take Geometry and Algebra II simultaneously to attain the opportunity to take Calculus in the final year of high school.

### **2011-Geometry (5 Credits)**

Term: Full Year

Grade Eligibility: 9, 10

Prerequisites: Successful completion of Algebra I

Course Description: This course exposes students to several concepts of planar geometry. They will learn fundamental geometric facts about points, lines, and planes and apply these to various polygons as well as circles. Out-of-class preparation and application of critical thinking skills are vital components of this course. Three-dimensional geometry, coordinate geometry, and measurement formulas for both plane and solid figures are also studied. In addition to consistently using an infusion of algebraic concepts, problem-solving strategies for the NJSLA, NJGPA, and the SAT/ACT are incorporated throughout for review and preparation. Students will continue to be exposed to Math-based technology as MathXL, Edulastic, Geogebra, scientific/graphing calculators, and Desmos are used in this course.

### **2012-Geometry Honors (5 Credits)**

Term: Full Year

Grade Eligibility: 9, 10

Prerequisites: Successful completion of Algebra I; For rising 9th graders: Must meet two out of the three 8th grade honors/accelerated placement criteria-teacher recommendation, 93% assessment average from S1/T1, and/or a score of 5 on 7th Grade Math NJSLA; For rising 10th graders: Teacher recommendation

Course Description: Geometry Honors covers all of the topics from Geometry, albeit at a faster pace and in greater detail. In addition, students will explore at least two additional topics: non-Euclidean geometry, basic trigonometry, and other areas of enrichment. To promote higher level and self-directed learning, independent and cooperative projects will frequently be assigned throughout the course. To help facilitate learning, Geogebra software as well as hands-on geometry tools are implemented for discovery and demonstration. Class participation is an important aspect of success in this course. In addition to consistently using an infusion of algebraic concepts, problem-solving strategies for NJSLA, NJGPA, and the SAT/ACT are incorporated throughout the year for review and preparation.

### **2021-Algebra II with Applications (5 Credits)**

Term: Full Year

Grade Eligibility: 11, 12

Prerequisites: Successful completion of Geometry

Course Description: Foundational concepts of Algebra II are presented in this course. Students will investigate algebraic ideas and concepts via experiments and manipulations. Students will also explore the connection between Algebra II concepts and real-world phenomena. The course will also build a foundation of mathematical concepts and vocabulary. In addition, problem-solving strategies for the NJSLA, NJGPA, and the SAT/ACT are incorporated throughout the year for review and preparation. This course meets all national standards for Algebra II. Scientific and graphing calculators will be used throughout this course as a tool for both demonstration and exploration.

### **2023-Algebra II (5 Credits)**

Term: Full Year

Grade Eligibility: 10, 11

Prerequisites: Teacher recommendation and successful completion of a Geometry course

Course Description: Algebra II emphasizes facility with algebraic expressions and equations, especially linear and quadratic forms, powers and roots, and functions based on these concepts. Students explore polynomials, logs, exponential functions, and series and sequences. In addition, problem-solving strategies for both NJSLA and the SAT/ACT are incorporated throughout the year for review and preparation. Scientific and graphing calculators are used throughout the course tools for demonstration and explanation.

### **2024-Algebra II Honors (5 Credits)**

Term: Full Year

Grade Eligibility: 9, 10, 11

Prerequisites: Teacher recommendation and successful completion of a Geometry course

Course Description: Algebra II Honors covers all of the same material as the Algebra II course, but does so in more depth and at a faster pace to allow time for more complex examples and applications. In addition, Algebra II Honors covers two more units: rational functions (operations, writing, and graphing) and conic sections (graphing, writing, solving systems, and applications). Students will revisit linear, radical, and quadratic functions that were first explored in Algebra I, but will now take their understanding to a deeper level. Students will then explore conic sections as well as exponential, logarithmic, polynomial, and rational functions. To deepen their understanding, students will make introductory use of graphing calculators throughout the course. An emphasis will be on problem-solving, critical thinking, and applying mathematics to real-world problems. In addition, problem-solving strategies for both NJSLA and the SAT/ACT are incorporated throughout the year for review and preparation.

### **2031-Precalculus (5 Credits)**

Term: Full Year

Grade Eligibility: 11,12

Prerequisites: Teacher recommendation and successful completion of an Algebra II course

Course Description: Following a review of Algebra II material, Precalculus emphasizes a multi-representational approach to Precalculus, with concepts, results, and problems being expressed graphically, numerically, analytically (algebraically), and verbally. The connections among these representations are also important. Broad concepts and widely applicable methods are emphasized. Topics include function notations and operations, rational functions, trigonometric functions, their graphs and proofs, the Laws of Sines and Cosines, matrices, and an introduction to limits. Technology, including Desmos, will be used regularly by students to reinforce the relationships among multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

### **2033-Honors College Precalculus (5 Credits)**

Term: Full Year

Grade Eligibility: 10, 11,12

Prerequisites: Teacher recommendation and successful completion of an Algebra II course

Course Description: Honors College Precalculus is a comprehensive analysis course that focuses on algebraic and transcendental functions. The course begins by building upon topics mastered in Algebra 2 Honors and then focuses on trigonometric concepts for the remainder of the year. This course emphasizes a multi-representational approach to Precalculus, with concepts, results, and problems being expressed graphically, numerically, analytically (algebraically), and verbally. Analysis, enrichment, and collaboration are core components of this course. Technology, including the use of a TI-89 calculator, will be used regularly to reinforce the relationships among multiple representations of functions, confirm written work, implement experimentation, and assist in interpreting results. In addition to the concepts covered in Precalculus (at a greater depth and quicker pace), Honors College Precalculus will discuss six more topics including function decomposition, discrete mathematics, vectors, parametric equations, polar equations, and an introduction to limits. This course will run in partnership with Stockton University. Students have the opportunity to earn four college credits at their own expense. This course corresponds with Stockton course #1100 PreCalculus Mathematics.

### **2050-AP Calculus AB (5 Credits)**

### **2053-AP Calculus BC (5 Credits)**

Term: Full Year

Grade Eligibility: 11,12

Prerequisites: Teacher recommendation and successful completion of a Precalculus course and/or AP Calculus AB

Course Description: AP Calculus AB and AP Calculus BC are advanced-level courses. Out-of-class preparation is vital,

as is the application of critical thinking skills. Derivatives of basic functions, solving a variety of problems that require the application of derivatives, a variety of integration techniques, and solving problems that involve the application of integrals are covered. Students will make extensive use of a graphing calculator. AP Calculus BC includes all of the topics covered in AP Calculus AB as well as more complex integration techniques, and more advanced applications of the derivative, sequences, and power series. Both courses prepare students to take *The College Board's AP Calculus Exams* in May. AP Calculus AB is equivalent to 1 semester of college calculus; AP Calculus BC is equivalent to 2.

### **2055-AP Statistics (5 Credits)**

Term: Full Year

Grade Eligibility: 11, 12

Prerequisite: Teacher recommendation, successful completion of an Algebra II course and concurrently enrolled in another core math course (Precalculus, Calculus, AP Calculus AB, AP Calculus BC)

Course Description: AP Statistics is not your typical algebraic math course, as it primarily focuses on the critical thinking applications of concepts and written analysis framework. Students will be introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The textbook provides an outline for the class and is the major source of problems for homework. Students are expected to read and outline the chapters in the textbook on their own to use in class discussions. Strong reading and writing skills are recommended as this course relies on interpreting texts and information in various formats. This allows additional time for activities to introduce and/or reinforce concepts, hands-on labs, and investigations, as well as demonstrations that model practical data collection and analysis. Out-of-class preparation is important in this course along with the ability to apply critical thinking skills. Students will be exposed to four main conceptual themes throughout this course including exploring data, sampling and experimentation, anticipating patterns through probability, and statistical inference. Technology (TI-89 Titanium graphing calculators) will be implemented as a tool for data analysis as well as the simulation approach to probability. The main goal of this course will be to prepare a student to take *The College Board's Advanced Placement Examination in Statistics*. Please note that AP Statistics is NOT considered a core math course for college.

### **2040-Honors College Calculus (5 Credits)**

Term: Full Year

Grade Eligibility: 12

Prerequisites: Teacher recommendation and successful completion of a Precalculus course

Course Description: In the first semester, students learn to analyze functions by exploring continuity, evaluating limits, finding derivatives, using derivatives to sketch graphs and locate extrema, and solving real-world problems by applying the derivative. The second semester focuses on techniques of integration and solving problems that require the application of integrals. Students will make extensive use of graphing calculators in the course. Honors College Calculus is roughly equivalent to 1 semester of college calculus completed over our school year. This course will run in partnership with Stockton University. Students have the opportunity to earn five college credits at their own expense. The cost of college credits will be annually determined by Stockton University. Students are responsible for any cost incurred, including, but not limited to tuition (credits). This course corresponds with Stockton course #2215 Calculus I.

### **2043-Multivariable Calculus (5 Credits)**

Term: Full Year

Grade Eligibility: 12

Prerequisites: Teacher recommendation and completion of AP Calculus BC with a 93+ and a passing AP score

Course Description: Multivariable Calculus is an advanced course that equates to a college-level Calculus 3 class. This course is only suitable for advanced students interested in an enrichment course after the completion of AP Calculus BC. Out-of-class preparation is vital, as is the ability to apply critical thinking skills. The course covers vectors and the geometry of space, vector-valued functions, functions of several variables, partial derivatives, and multiple integrals. Students will make extensive use of a graphing calculator. Please reference [Frequently Asked Questions](#) about the course.

### **2061-Math Analysis (5 Credits)**

Term: Full Year

Grade Eligibility: 11,12

Prerequisite: Successful completion of an Algebra II course

Course Description: Math Analysis is designed to explore algebraic functions both numerically and graphically,

extending and deepening understanding developed in previous Algebra courses. The course will emphasize a multi-representational approach to problem-solving, preparing students with the necessary skills needed to be college and career-ready. Students will develop the skills necessary to model real-world phenomena through data analysis. Practical application and problem-solving will be emphasized throughout the course as students will engage in hands-on activities that allow them to experience the math they are learning in the real world. Graphing calculators and other technology will be used regularly by students to reinforce the relationships among multiple representations of functions, confirm written work, implement experimentation, and assist in interpreting results. This course will cover topics seen in the majority of college entrance exams. (A student may not receive credit for both this course and Precalculus, but may take Probability and Statistics along with or after Math Analysis.)

### 2063-Statistics and Probability (5 Credits)

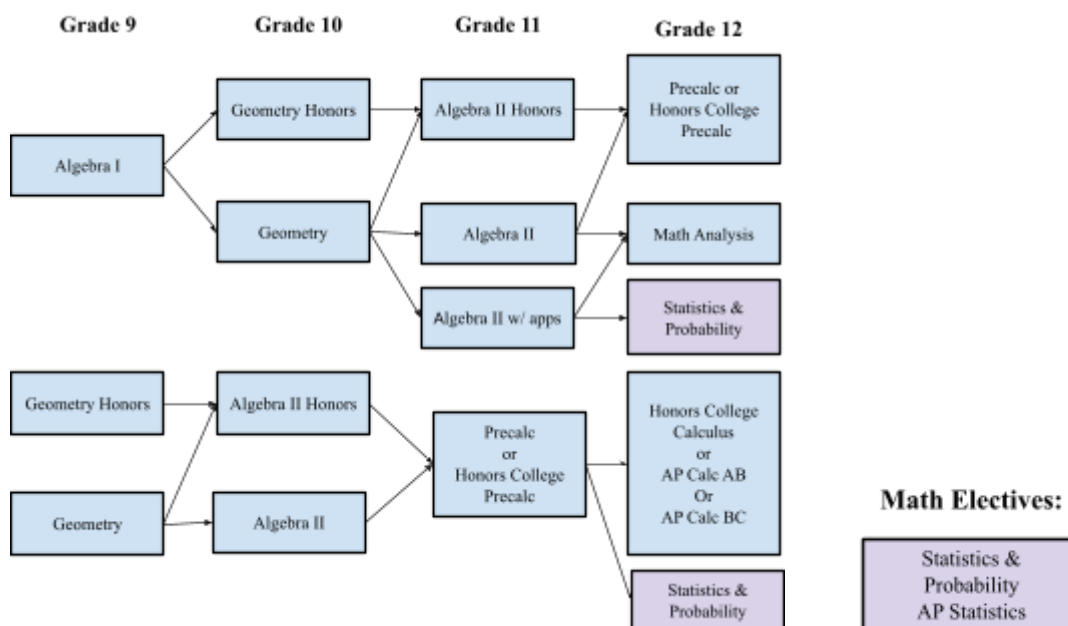
Term: Full Year

Grade Eligibility: 11,12

Prerequisites: Successful completion of an Algebra II course

Course Description: Statistics and Probability is an exciting full-year elective course that allows students to learn how to use and improve their knowledge of statistics to properly collect data, use correct analysis tactics, and present results effectively. The study of Statistics and Probability is a crucial process behind almost all decision-making, including in STEM fields, business applications, and investigating economic data and predictions. The first semester of the course is a study of statistics. It is designed to provide students with an applications-oriented investigative approach to data collection and analysis. Course content includes topics in descriptive statistics: frequency distributions, measures of central tendency and spread, sampling distributions, and analysis of bivariate data. Also included are topics in inferential statistics: sampling techniques, and the Central Limit Theorem. In the second semester, the focus is Probability. Topics include basic probability laws, tree diagrams, complementary and compound events, counting methods (permutations and combinations), and combinatoric probabilities. Graphing calculators will be used throughout the course.

### Possible/Suggested Progression of RFH Math Courses



\*The course sequence leading to Multivariable Calculus begins with Algebra II Honors in 9th grade.

## SCIENCE

### 3011-Physics (6 Credits)

Term: Full Year

Grade Eligibility: 9

Prerequisites: None

Course Description: Physics is a laboratory course designed for students to learn and discover all major aspects of a traditional high school physics course with the application of Algebra 1 concepts. This course is taught beyond state standards for a comprehensive understanding of physics. Topics include mechanics, energy, wave motion, electricity, and magnetism. Assessments will include tests, quizzes, lab reports, and projects. Students will work in collaborative environments to learn how to process data collection and other aspects of proper lab analysis. Labs will run once every four-day schedule rotation.

### **3012-Physics Honors (6 Credits)**

Term: Full Year

Grade Eligibility: 9

Prerequisites: Concurrently enrolled in Geometry Honors or Algebra II Honors

Course Description: Physics Honors is a laboratory course designed for students to learn and discover all major aspects of a traditional high school physics course. This course is taught beyond state standards for a comprehensive understanding of physics. Topics include kinematics, Newton's Laws, energy, momentum, simple harmonic and wave motion, optics electricity, and magnetism. Students will be expected to use advanced mathematical processes to investigate vectors while applying geometric and trigonometric principles to physical situations. An in-depth look at two-dimensional motion and forces will be included (which is the biggest departure from the Physics curriculum). Assessments will include tests, quizzes, lab reports, and projects. Students are expected to effectively create lab reports and use detailed data analysis to confirm their experimental results. Labs will run once every four-day schedule rotation.

### **3021-Chemistry (6 Credits)**

Term: Full Year

Grade Eligibility: 10

Prerequisites: Successful completion of Physics and Algebra I

Course Description: Chemistry is a laboratory course that deals with the composition, structure, and properties of matter. Students are required to collect data and analyze experimental results in a lab setting both on their own and while working in groups. Students will be required to complete projects, virtual labs, homework, quizzes, and larger tests throughout the year. Topics are presented in an introductory manner enabling students to cover more concepts in less detail. The topics include but are not limited to: basic atomic structure, chemical bonding, chemical reactions, stoichiometry, the kinetic molecular theory, acid/base properties, and nomenclature. Students will be provided with formula sheets and will be allowed to use a calculator and the periodic table to help solidify their understanding of the content. Labs will run once every four-day schedule rotation.

### **3022-Chemistry Honors (6 Credits)**

Term: Full Year

Grade Eligibility: 10

Prerequisites: Teacher recommendation, successful completion of a Physics course and concurrently enrolled in Algebra II/Algebra II Honors

Course Description: Chemistry Honors is a course study in this central science forming a basis of investigation into natural processes in our world. Chemistry Honors deals with the composition, structure, and properties of matter, the changes matter undergoes and the energy associated with those changes. Chemistry Honors is a laboratory course in which students are required to question, observe, collect data, experiment, and analyze results. A broad range of topics are presented in depth enabling students to gain a strong knowledge of course concepts and prepare for further challenges. These include, but are not limited to: organization of the periodic table, periodicity, ionization energy, basic atomic structure, electron configuration, electromagnetic radiation, nomenclature, chemical bonding, chemical reactions, stoichiometry, kinetic molecular theory, properties of gasses and gas laws, solutions, acid and base properties, equilibrium and the pH scale, reaction rates, thermochemistry, electrochemistry and nuclear chemistry. This course encourages the development of higher-level thinking and problem-solving skills via self-directed activities and assignments. Because of the rigor and expectations of this course, it is intended for students with strong backgrounds in both mathematics and science, ready for another challenge! Students should note that formula sheets will not be provided, but a periodic table and scientific calculator may be used to solidify their understanding. As such, it is strongly recommended that students who take this course are currently enrolled in Honors Algebra II. Labs will run once every four-day schedule rotation.

### **3031-Biology (6 Credits)**

Term: Full Year

Grade Eligibility: 11

Prerequisites: Successful completion of Physics and Chemistry

Course Description: Biology is a traditional laboratory science course that serves to introduce the student to all aspects of biology without concentrating on a particular organism. Students taking this course will focus on attaining the state standards for biology through a variety of activities and explorations. Topics to be covered include genetics, evolution, cell biology, ecology, energetics, and basic chemistry. Assessments will include tests, quizzes, and lab reports. Cooperative learning activities have been designed to facilitate greater independent and self-directed learning. The goal of the course is to increase a student's ability to access and critically analyze data and information. Labs will run once every four-day schedule rotation.

### **3032-Biology Honors (6 Credits)**

Term: Full Year

Grade Eligibility: 11

Prerequisites: Teacher recommendation and successful completion of a Physics course and a Chemistry course

Course Description: Biology Honors is an activity-driven course that covers the same basic topics as Biology but in greater depth and a faster pace. Out-of-class preparation is a vital component of this course along with the students' ability to apply their critical thinking skills. Instruction will include inquiry-based learning along with traditional learning styles—these types of lessons require students to challenge themselves to discover applications of the topics. The curriculum emphasizes genetics, evolution, cell biology, ecology, energetics, and basic chemistry. The rigorous nature of the material being taught at this level requires students to be both highly motivated and self-directed. Since this course goes into greater detail than Biology, it will be reflected in the nature of the assessments and will also require students to acquire a greater understanding of the concepts to be successful. Students are expected to conduct an independent research project as the course progresses throughout the year. Labs will run once every four-day schedule rotation.

### **3040-Anatomy and Physiology Honors (6 Credits)**

Term: Full Year

Grade Eligibility: 11, 12

Prerequisites: Teacher recommendation and successful completion of a Physics course and a Chemistry course

Course Description: Anatomy and Physiology involves the investigation of the organ systems of the human body. Topics include the study of the musculoskeletal, neuroendocrine, cardiovascular, digestive, respiratory, and renal systems. Students taking this course should have an interest in studying the human body. Activities will include the use of dissection and prosected models. Probe-based physiology labs will be utilized as well. Students will be assessed via tests, quizzes, lab reports, and small alternate assessment projects. These assessments will be detail-oriented and require self-directed study skills. A student taking this course should be detail-oriented, self-directed, and highly motivated. Labs will run once every four-day schedule rotation.

### **3050-AP Biology (6 Credits)**

Term: Full Year

Grade Eligibility: 11, 12

Prerequisites: Teacher recommendation and successful completion of a Physics course and a Chemistry course

Course Description: AP Biology is a rigorous course equal to the workload and scope of a freshman college course. The course covers every major component of biological study at a rapid pace and requires significant depth of understanding. AP Biology is lecture-driven and includes a lab component to enable students to apply theories and concepts. Students will also perform various mathematical calculations, including statistical analyses of lab data. Out-of-class preparation and the ability to apply critical thinking skills are vital components of this course. Completion of a summer independent study unit is required by the opening of school. Students are expected to expand their understanding of the framework of notes delivered in class by studying their text and completing reading assignments. Unit tests focus on applications and critical thinking, rather than memorization of content, and frequently include material from several chapters of the textbook as well as information gleaned from lab work. Labs will run once every four-day schedule rotation. Students who demonstrate proficiency are encouraged to take the *AP Biology Exam* offered in May.

### **3052-AP Chemistry (6 Credits)**

Term: Full Year

Grade Eligibility: 11, 12

Prerequisites: Teacher recommendation, successful completion of a Physics course, Chemistry course, and Algebra II/Algebra II Honors, and concurrently enrolled in at least Honors College Precalculus

Course Description: AP Chemistry is a laboratory course designed and implemented to be the equivalent of a first-year college chemistry course. Out-of-class preparation and the application of critical thinking skills are vital components of this course. Direct student experience is required in all lab exercises. Emphasis is on stoichiometry, atomic structure, and theory, bonding, kinetic molecular theory, solutions and colligative properties, various equilibria, kinetics, thermodynamics, and electrochemistry. Descriptive chemistry is included regularly. Students are expected to expand their understanding of the framework of notes delivered in class by studying their text and outlining each unit. Students are responsible for AP-level questions and problems throughout the year. Labs will run once every four-day schedule rotation. Students who demonstrate proficiency are encouraged to take the *AP Chemistry Exam* offered in May.

### **3054-AP Environmental Science (6 Credits)**

Term: Full Year

Grade Eligibility: 11, 12

Prerequisites: Teacher recommendation and successful completion of a Physics course and a Chemistry course

Course Description: This course incorporates topics covered in Environmental Science, Biology, Chemistry, and Earth Science with emphasis on scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students identify and analyze natural and man-made environmental problems, evaluate the relative risks, and examine alternative solutions for resolving/preventing them. This course includes a “hands-on, minds-on” approach to laboratory work and field investigations. Labs will run once every four-day schedule rotation. Students who demonstrate proficiency are encouraged to take the *AP Examination in Environmental Science* offered in May.

### **3056-AP Physics 1 and 2 (6 Credits)**

Term: Full Year

Grade Eligibility: 11, 12

Prerequisites: Teacher recommendation, successful completion of a Physics course, a Chemistry course and Algebra II/Algebra II Honors, and concurrently enrolled in a Precalculus course

Course Description: AP Physics 1 and 2 is a second-year physics course which encompasses the equivalent of two semesters of college-level algebra-based Physics courses. AP Physics 1 covers topics such as Kinematics, Newton’s laws of motion, Work and Energy, Momentum and Collisions, Circular Motion, Rotational Dynamics, and Fluid Mechanics. Most of this material was covered in the student’s freshman-year physics course. AP Physics 2 covers topics such as Heat and Thermodynamics, Electric Fields and forces, Electric Potential, DC Circuits, Magnetism, Optics, and Modern Physics. This course is designed for students who enjoyed and succeeded in their freshman-year physics course. Students must be able to think critically; recall will be used in the capacity of problem solving including solution design and implementation. All assessments will require critical thinking, problem-solving, application of multiple concepts and solution fluency. Labs will run once every four-day schedule rotation. Students who demonstrate proficiency are encouraged to take both of the *AP Examinations in Physics 1 and 2* offered in May.

### **3058-AP Physics C (6 Credits)**

Term: Full Year

Grade Eligibility: 12

Prerequisites: Teacher recommendation, successful completion of a Physics course, the completion of summer work and concurrently enrolled in AP Calculus

Course Description: AP Physics C (Mechanics and Electricity & Magnetism—both calculus-based) is the equivalent of two semesters of college-level calculus-based Physics courses. Topics covered in mechanics include kinematics, Newton’s laws, Work & Energy, Momentum & Collisions, Circular Motion, Rotational Dynamics, Simple Harmonic Motion, and Gravitation. Topics covered in Electricity & Magnetism are Electric Fields and Forces, Gauss’ Law, Electric potential, DC Circuits, Magnetic Fields, and Induction. As most of these topics will have been covered in previous physics courses by the time students take this course, they become enhanced by applying calculus knowledge and skills to similar concepts. Out-of-class preparation and application of critical thinking skills are vital components of this course. Data collection techniques and analysis are emphasized. Labs will run once every four-day schedule rotation.



Students who demonstrate proficiency will be prepared to take both the *AP Physics C Mechanics Exam* and the *AP Physics C Electricity & Magnetism Exam* offered in May. (\**AP Physics C: Mechanics* will be covered every school year, the addition of *AP Physics C: Electricity & Magnetism* is subject to the individual school year and student enrollment.)

### 3060-Contemporary Issues in Environmental Science (3 Credits)

Term: Semester

Grade Eligibility: 10, 11, 12

Prerequisites: None

Course Description: Environmental Science will emphasize interrelationships in the natural world. This course will frequently require students to research current information that relates to the environment and society. While there are no prerequisite classes for this course, students must be able to use interdisciplinary knowledge to discuss current topics in Environmental Science. This will often include controversial topics that investigate different cultural beliefs and their relationships with each other and the environment. Oral reports and group presentations will often be required. Students will be asked to think and form opinions based on research and facts. Six main topics will be investigated: sustainability and the human population, food production, pollution and its effects on ecosystems (MSW, hazmat, air, water, biodiversity), human health, and global climate change and energy (fossil fuel, renewable energy, nuclear energy).

### 3063-Forensic Science (3 Credits)

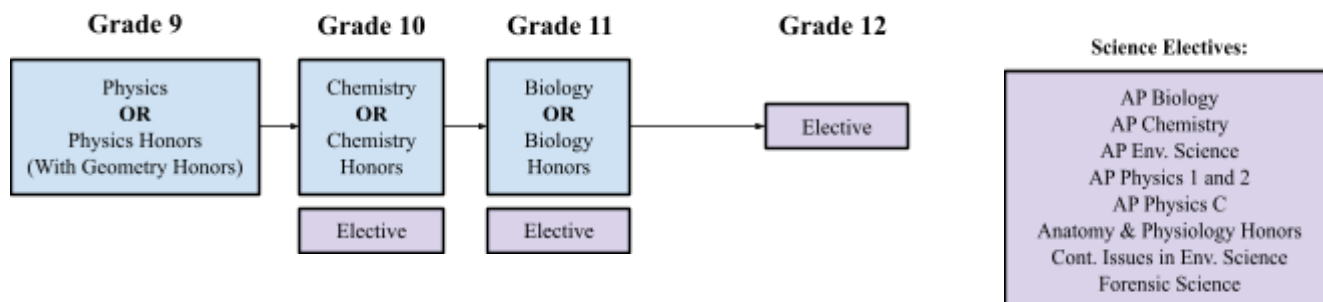
Term: Semester

Grade Eligibility: 10, 11, 12

Prerequisites: None

Course Description: Forensic Science is an interdisciplinary and introductory laboratory-based science class designed for students who are interested in forensic science—the field of science devoted to the observation, collection, analysis, and interpretation of crime scene evidence. While there are no prerequisites for this course, students must be comfortable with discussions about crimes, violence, and bodily fluids involved in forensic science. *Some images may be graphic.* Students will use skills from previous and current science courses to develop investigative techniques in forensic science. They will perform crime scene analysis activities including using a microscope to study trace evidence, dusting and lifting fingerprints, analyzing blood spatter, investigating the use of DNA, and examining various aspects of the body as evidence, including toxicology and forensic anthropology. Labs will run once every four-day schedule rotation. A final project will be completed at the end of the course. (C)

### Possible/Suggested Progression of RFH Science Courses



### SOCIAL STUDIES

### 4011-United States History I (5 Credits)

Term: Full Year

Grade Eligibility: 9

Prerequisites: None

Course Description: United States History I concentrates on the study of three core themes in American History, developing the Social Studies knowledge, skills and perspectives, essential literacy capacities, and higher-order critical thinking skills needed for the 21<sup>st</sup> Century. The course begins with the study of the forces and factors that led to the American Revolution and concludes with an examination of industrialization, urbanization, and the Progressive Era at the end of the 19<sup>th</sup> Century. US History I tells the story of the nation's origin; the formation and strengthening of the

American Identity, and how the nation progressed through the 18<sup>th</sup> and 19<sup>th</sup> centuries. Specific attention is paid to the critical reading skills and various modes of writing and composition, research, and digital literacy needed for ongoing success in the RFH Social Studies Program.

#### **4012-United States History I Honors (5 Credits)**

Term: Full Year

Grade Eligibility: 9

Prerequisites: Must meet 2 out of the 3 8th grade honors/accelerated placement criteria (teacher recommendation, 93% assessment average from S1/T1 and/or a score of 5 on 7th Grade ELA NJSLA)

Course Description: United States History I Honors is a fast-paced course spanning the Pre-Columbian Era/Native Civilizations and concludes with an examination of the industrialization, urbanization and increasing politicization of America during the Gilded Age/the dawn of the 20th Century, developing the Social Studies knowledge, skills and perspectives, literacy capacities, and higher-order critical thinking skills needed for the 21<sup>st</sup> Century. Students engage in primary and secondary source analysis, seminars, and ample research in preparation for AP US History. Reading and writing instruction is developed throughout the year and the course is aligned with pre-AP College Board standards. The successful student in US History-Honors will proceed to *AP United States History* in the following year.

#### **4021-United States History II (5 Credits)**

Term: Full Year

Grade Eligibility: 10

Prerequisites: Successful completion of United States History I

Course Description: United States History II concentrates on the study of three core phases in American History, developing the Social Studies knowledge, skills and perspectives, essential literacy capacities, and higher-order critical thinking skills needed for the 21<sup>st</sup> Century. The course begins with the study of America's entry onto the world stage at the beginning of the 20<sup>th</sup> Century concurrent with America's participation in the Spanish-American War and concludes with an examination of America's evolutionary state in the early 21<sup>st</sup> Century. Students engage in primary and secondary source analysis, seminars, presentations, group activities, and research on thematic concepts as well as engage in short writing tasks. United States History II will build upon and expand the Social Studies skills that were established and reinforced in United States History I, especially content-specific literacy expectations and proficiencies.

#### **4050-AP United States History (5 Credits)**

Term: Full Year

Grade Eligibility: 10

Prerequisites: Teacher recommendation and successful completion of a United States History I course

Course Description: AP United States History focuses on the development of the analytical skills, factual knowledge, and writing skills necessary to deal critically and thoughtfully with the essential themes that have defined our nation's evolution. Special consideration will be given to the study of America's involvement in World War I and concluding with an examination of America's status as a global power in the post-9/11 era, developing the Social Studies knowledge, skills and perspectives, literacy capacities, and higher-order critical thinking skills needed for the 21<sup>st</sup> Century. Through whole class instruction and/or self-directed individual or group work, students engage in reading reflections, direct and indirect content instruction, continual note-taking, and regular in-class responses to course material by way of writing responses, multiple choice questioning, and key term and vocabulary assessments. The curriculum is aligned with College Board requirements and standards for *AP United States History*.

#### **4031-World History (5 Credits)**

Term: Full Year

Grade Eligibility: 11

Prerequisites: Successful completion of United States History I and United States History II

Course Description: World History explores the dynamics of continuity and change in World History from the dawn of human civilization to the present, with special focus on c. 1450 through present day. World History will build upon and expand the Social Studies skills that were established and reinforced in United States History I and United States History II, especially content-specific literacy capacities and proficiencies. World History examines multiple civilizations and societies from around the globe from multiple thematic perspectives including economic, political, social, and cultural perspectives. Students will engage in ancient and modern history through primary source analysis, project-based learning

assignments, research and writing activities, and lively conversations in class. Students continually work toward making connections between actors within a given time as well as between historical events and the world today.

#### **4051-AP World History: Modern (5 Credits)**

Term: Full Year

Grade Eligibility: 11

Prerequisites: Teacher recommendation and successful completion of a United States History I course and United States History II/AP United States History

Course Description: AP World History Modern explores the dynamics of continuity and change in World History with a focus on c. 1450 through the present. This course will continue developing the Social Studies knowledge, skills and perspectives, literacy capacities, and higher-order critical thinking skills needed for the 21<sup>st</sup> Century. Through whole-class instruction and/or self-directed individual or group work, students will learn about diverse civilizations and societies including African, Chinese, Islamic, European, and American peoples. Students will prepare for the College Board assessment through document analysis, critical thinking, and student-centered seminars. The curriculum is aligned with College Board requirements and standards for *AP World History: Modern*.

#### **4053-AP Human Geography (5 Credits)**

Term: Full Year

Grade Eligibility: 9\*, 10, 11, 12

Prerequisites: Teacher recommendation and successful completion of a United States History I course. \*Note: Rising 9<sup>th</sup> Graders may take AP Human Geography if they are identified as early candidates for the course by the Supervisor of Social Studies with input from 8th Grade Social Studies teachers and a writing sample that meets course expectations-this identification trumps prerequisites.

Course Description: AP Human Geography focuses on the patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. This course takes a deep look into current issues facing countries around the world today. The course and content evolve and change as the news in our world changes. It is not a static course and the material can be found everywhere from social media posts to newspapers and newscasts. There is no escaping the material and content of AP Human Geography. Students can expect to engage in course material via readings, discussion, writing prompts common to the AP exam as well as multiple choice question assessments and seminars. The curriculum is aligned with College Board requirements and standards.

#### **4055-AP Economics (5 Credits)**

Term: Full Year

Grade Eligibility: 10\*, 11, 12

Prerequisites: Teacher recommendation, and successful completion of two years of Social Studies courses and the successful completion of Algebra II/Algebra II Honors. \*Note: Rising 10<sup>th</sup> Graders may take AP Economics if they are identified as early candidates for the course by the Supervisor of Social Studies with input from 9th Grade Social Studies and Math teachers-this identification trumps prerequisites.

Course Description: AP Economics provides students with a thorough understanding of the foundational principles underpinning decisions of economic institutions and those of the individual consumer. This rigorous, college-level course, prepares students for both the AP Microeconomics and AP Macroeconomics exams. The first part of the course focuses on microeconomics and includes the product and factor markets, distributions of income, market failure, and the role of government. The second part of the course focuses on macroeconomics including national and international economic concepts including unemployment, GDP, inflation, and fiscal and monetary policy. Among many activities, students will work with formulas and graphs to discover economic trends and analyze and evaluate current economic policies and practices. The curriculum is aligned with College Board requirements and standards. **(F) (C)**

#### **4057-AP Psychology (5 Credits)**

Term: Full Year

Grade Eligibility: 11, 12

Prerequisites: Teacher recommendation, and the successful completion of two years of Social Studies courses

Course Description: AP Psychology focuses on the systematic and scientific study of the behavior and mental processes of human beings and other animals. AP Psychology is modeled after a Psychology 101 course at the college level, and as such, has a core textbook as well as a review book for the *AP Psychology Exam*. Students engage in independent reading,

application of vocabulary terms, scientific reasoning, and conceptual connections. The course has consistent multiple-choice and essay assessments as well as projects to apply student knowledge. The curriculum is aligned with College Board requirements and standards. \*Note: mature, domain-specific content and potentially sensitive subjects are examined in this course. (C)

#### **4059-AP United States Government & Politics (5 Credits)**

Term: Full Year

Grade Eligibility: 11, 12

Prerequisites: Teacher recommendation and successful completion of a United States History I course and United States History II/AP United States History

Course Description: AP United States Government and Politics focuses on the development of the analytical skills and factual knowledge necessary to deal critically and thoughtfully with five “Big Ideas” about the American political system: Constitutional Democracy, Civil Liberties and Civil Rights, American Political Culture and Beliefs, Political Participation, and Interaction Among the Branches of American Government. Students seek to evaluate facts, determine how laws are made, learn via case studies and research as well as work collaboratively in groups, write both short and long papers, and participate in both whole-group instruction and independent, self-directed learning tasks. The curriculum is aligned with College Board requirements and standards.

#### **4060-Constitutional Law (2.5 Credits)**

Term: Semester

Grade Eligibility: 10, 11, 12

Prerequisites: None

Course Description: Constitutional Law is an elective that focuses on the Bill of Rights and its impact on both citizens and students through an examination of themes such as freedom of expression, the right to privacy, and due process. Through a logical progression and study of constitutional amendments as well as a unit dedicated to the Supreme Court, students come to understand the intent of amendments and governing bodies in a complex world. Note: mature, domain-specific content and potentially sensitive subjects are examined in this course. (C)

#### **4062-Practical Law (2.5 Credits)**

Term: Semester

Grade Eligibility: 10, 11, 12

Prerequisites: None

Course Description: Practical Law is an elective that asks students to examine the functioning and health of various aspects of the American justice system, including criminal law, civil law, and employment law. Note: mature, domain-specific content and potentially sensitive subjects are examined in this course. (C)

#### **4064-Current Issues (US-Africa-Latin America) (2.5 Credits)**

Term: Semester

Grade Eligibility: 10, 11, 12

Prerequisites: None

Course Description: Current Issues (US/Africa/Latin America) is an elective that focuses on modern global issues in two regions of the world and America. In particular, students evaluate and assess content related to Africa’s and Latin America’s relationship to the United States. Special emphasis will be placed on studying current events through a research/presentation-based curriculum. \*Note: mature content and sensitive subjects are examined in this course.

#### **4065-Current Issues (US-Middle East-Asia) (2.5 Credits)**

Term: Semester

Grade Eligibility: 10, 11, 12

Prerequisites: None

Course Description: Current Issues (US/Middle East/Asia) is an elective that focuses on modern global issues in two regions of the world and America. In particular, students evaluate and assess content related to the Middle East’s and East Asia’s relationship to the United States. Special emphasis will be placed on studying current events through a research/presentation-based curriculum. \*Note: mature content and sensitive subjects are examined in this course.

#### 4067-Positive Psychology (2.5 Credits)

Term: Semester

Grade Eligibility: 10, 11, 12

Prerequisites: None

Course Description: Positive Psychology is a semester elective that investigates the nature of happiness, pinpointing the aspects of our individual and group lives that enable us to thrive. Based upon and supported by resources from the most popular course taken at Yale University, *The Science of Well-Being*, Positive Psychology will uncover various research-based strategies to live a more fulfilling life, enabling the participants to use course content to improve their lives. The course has a project-based learning approach which requires students to constantly reflect on the connections between the science of happiness and themselves. \*Note: mature, domain-specific content and potentially sensitive subjects are examined in this course. (C)

#### 4070-Introduction to Business (2.5 Credits)

Term: Semester

Grade Eligibility: 9, 10, 11, 12

Prerequisites: None

Course Description: Introduction to Business is designed to provide students with a background in all areas of business including basic economic principles, marketing, management, finance and investment, accounting, government and taxes, and business ethics. It provides a study of the role of business in our economic system and analyzes changes occurring in business today. Students will complete a variety of individual and team projects, will engage in real-world simulations, and will work with current resources to enhance literacy, public speaking, collaboration, and problem-solving skills. Introduction to Business is a foundation for success in all other potential future business courses. (C) \*This new course will run pending appropriate staffing.

#### 4072- Personal Finance (2.5 Credits)

Term: Semester

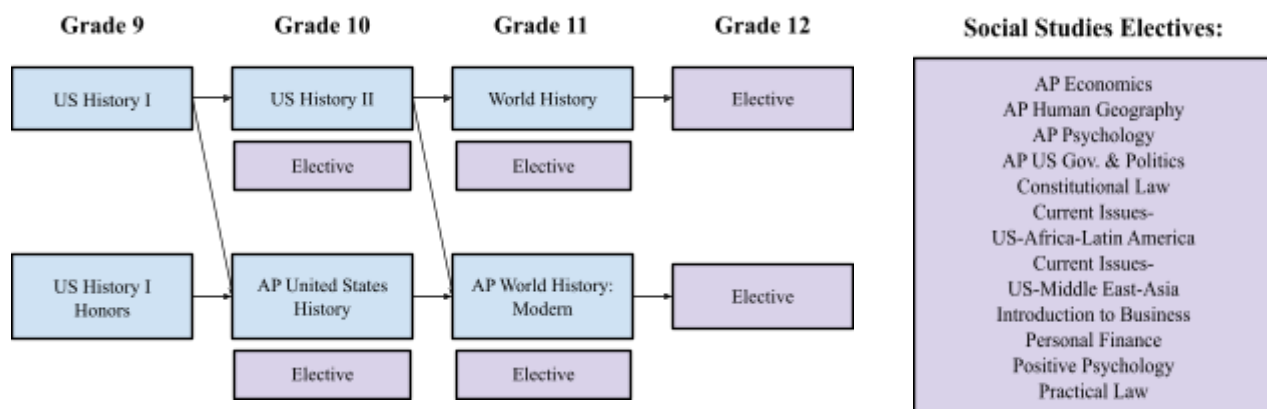
Grade Eligibility: 9, 10, 11, 12

Prerequisites: None

Course Description: Personal Finance is an elective that helps students build core skills to effectively manage their personal finances. Students will learn real-world strategies to be fiscally responsible in the future. Students will learn about saving, investing, credit, debt, insurance, taxes, and budgeting. Personal Finance satisfies the Financial Literacy graduation requirement. (C) (F)

\*In United States History I Honors and AP Social Studies courses, a summer assignment is required.

#### Possible/Suggested Progression of RFH Social Studies Courses



## WORLD LANGUAGES

### Spanish Sequence

#### **5001-Spanish I (5 Credits)**

Term: Full Year

Grade Eligibility: 9, 10, 11, 12

Prerequisites: None

Course Description: Spanish I is a foundation course for students with little or no experience in the study of Spanish language cultures. Students will engage in real-life communicative situations starting with listening and speaking activities. These activities will gradually integrate reading and writing skills. 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 Spanish language. The World Language Laboratory is used to engage students in authentic conversation, to interact with native speakers, to view and to listen to videos, and to create compositions, and presentations.

#### **5011-Spanish II (5 Credits)**

Term: Full Year

Grade Eligibility: 9, 10, 11, 12

Prerequisite: Successful completion of Spanish I; For rising 9th graders: Teacher recommendation

Course Description: Spanish II reinforces and expands upon the communicative skills that were established in Spanish I to ensure a successful transition into Spanish III while promoting a lifelong love of learning and language. Practical oral use of the language as well as developing written skills will serve as a basis for continued growth. Attention to the exploration of cultures through Internet access will increase. Along with classroom activities, students use the World Language Laboratory to engage in conversation, interact with native speakers, view and listen to videos, participate in authentic conversation, and create compositions, and presentations.

#### **5012-Spanish II Honors (5 Credits)**

Term: Full Year

Grade Eligibility: 9, 10, 11, 12

Prerequisites: Teacher recommendation and successful completion of Spanish I; For rising 9th graders: Must meet both 8th-grade honors/accelerated placement criteria-teacher recommendation and a 93% assessment average from S1/T1 for a regular Spanish course (90% assessment average for an accelerated Spanish course).

Course Description: Spanish II Honors is the first course in the Spanish Honors Program; it emphasizes progressive movement toward mastery of the aural, oral, grammar, reading, and writing skills to be developed in successive Spanish Honors courses. The Spanish 2 Honors level encompasses the beginning of the study of geography, history, and literary texts as well as continues the study of cultural customs and practices. Students are expected to converse in Spanish, write compositions, participate actively in classroom discourse, develop culture-based research projects, and utilize the accompanying text website as a resource. The World Language Laboratory is used to engage in authentic conversation, to view and to listen to videos, and to create compositions and presentations.

#### **5020-Spanish III (5 Credits)**

Term: Full Year

Grade Eligibility: 10, 11, 12

Prerequisite: Successful completion of a Spanish II course

Course Description: Spanish III reinforces and expands upon the communicative skills that were established in Spanish I and Spanish II to ensure solid growth towards practical use of the language and success as a lifelong learner of Spanish. The World Language Laboratory is used to engage students in authentic conversation, interact with native speakers, view and listen to videos, and create compositions and presentations.

#### **5021-Spanish III Honors (5 Credits)**

Term: Full Year

Grade Eligibility: 10, 11, 12

Prerequisites: Teacher recommendation and successful completion of a Spanish II course

Course Description: Spanish III Honors is available for students who have demonstrated superior performance in the usage of Spanish and the examination of Hispanic cultures. The World Language Laboratory is used to engage in authentic conversation, interact with native speakers, view and listen to videos, and create compositions and presentations. While a communicative approach leading towards a lifelong love of the language continues to be its basis, increased emphasis is placed on the language usage skills that will be assessed on the *SAT II Spanish Examination* and the *AP Spanish Language Examination*.

#### **5030-Spanish IV (5 Credits)**

Term: Full Year

Grade Eligibility: 11, 12

Prerequisites: Successful completion of a Spanish III course

Course Description: Spanish IV reinforces and expands upon the aural, oral, grammar, reading and writing skills developed in either Spanish III or Spanish III-Honors. The core cultural focus is Spain; however, some cultural texts from Latin America are used to enhance language skills and demonstrate the cultural influence that Spain had on these countries. Culture and history are addressed through thematic units that incorporate the formal study of language. The World Languages Laboratory is used to have conversations, interact with native speakers, view, listen to, and participate in authentic conversations and videos, and create compositions and presentations.

#### **5031-Spanish IV Honors (5 Credits)**

Term: Full Year

Grade Eligibility: 11, 12

Prerequisites: Teacher recommendation and successful completion of Spanish III course

Course Description: Spanish IV Honors emphasizes progressive movement toward mastery of the aural, oral, grammar, reading, and writing skills developed in Spanish III Honors. The core cultural focus is Spain, and the intensive study of geography, history, literary texts, and cultural customs/practices are the dimensions of this focus. The World Languages Laboratory is used to have conversations, interact with native speakers, view, listen to, and participate in authentic conversations and videos, and create compositions and presentations.

#### **5040-Spanish V (5 Credits)**

Term: Full Year

Grade Eligibility: 12

Prerequisites: Successful completion of a Spanish IV course

Course Description: Spanish V is the culmination of the communicative Spanish program. It is an extension of the study of the language and culture of the people. The course includes an integration of vocabulary, literature, film, and history while using Spanish language skills to communicate. The World Languages Laboratory is used to engage in conversations, view and listen to, participate in authentic conversations and videos, and create compositions and presentations. Upon successful completion of Spanish V, course participants may choose to sit for the SAT II Spanish for college placement purposes.

#### **5050-Honors College (AP) Spanish (5 Credits)**

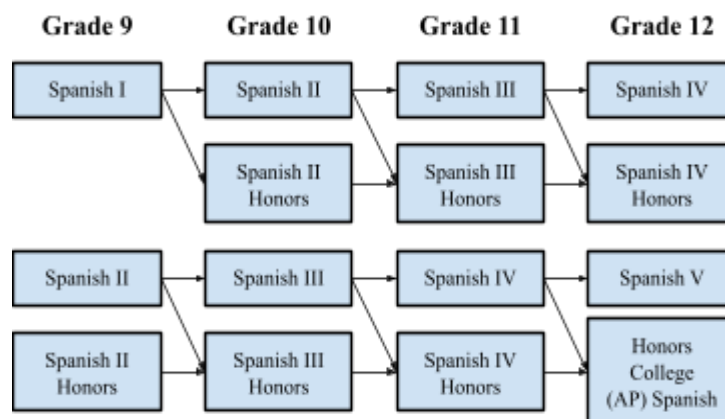
Term: Full Year

Grade Eligibility: 12

Prerequisites: Teacher recommendation and successful completion of a Spanish IV course

Course Description: Honors College (AP) Spanish emphasizes the in-depth study of language and literature. Honors College (AP) Spanish expands upon the aural, oral, grammar, reading, and writing skills mastered in Spanish IV-Honors and prepares students for the complex objectives of the *Advanced Placement Spanish Language and Culture Examination*. The World Language Laboratory is used to engage in authentic conversation, interact with native speakers, view and listen to videos, and create compositions and presentations. This course will run in partnership with Stockton University. Students have the opportunity to earn four college credits. The cost of college credits will be annually determined by Stockton University. Students are responsible for any cost incurred, including, but not limited to tuition (credits). This course corresponds with Stockton course #3240 Advanced Written and Oral Expression.

### Possible/Suggested Progression of RFH Spanish Courses



### Chinese Sequence

#### 5003-Chinese I (5 Credits)

Term: Full Year

Grade Eligibility: 9, 10, 11, 12

Prerequisites: None

Course Description: Chinese I is a foundation course for students with little or no experience in the study and use of the Mandarin Chinese language and understanding of Chinese culture. Students will engage in real-life communicative situations starting with listening and speaking activities and gradually integrating these with reading and writing skills. The World Languages Laboratory is used to engage in conversations, interact with native speakers, view, listen to, and participate in authentic conversations and videos, to create compositions and presentations. This communicative approach, supported by an understanding of the building blocks of language, forms the basis for future success.

#### 5014-Chinese II (5 Credits)

Term: Full Year

Grade Eligibility: 9, 10, 11, 12

Prerequisites: Successful completion of Chinese I; For rising 9th graders: Teacher Recommendation

Course Description: Chinese II reinforces and expands upon the communicative skills that were established in Chinese I. Practical oral use of the language as well as further development of listening and reading comprehension skills will serve for continued growth and a lifelong interest in the Chinese language and culture. The World Language Laboratory is used to have conversations, to interact with native speakers, to view and to listen to and participate in authentic conversations and videos, and to create compositions, and presentations. Students will use the phonetic pinyin system to gain experience in typing Chinese characters.

#### 5015-Chinese II Honors (5 Credits)

Term: Full Year

Grade Eligibility: 9, 10, 11, 12

Prerequisites: Teacher recommendation and successful completion of Chinese I; For rising 9th graders: Must meet both 8th-grade honors/accelerated placement criteria-teacher recommendation and a 93% assessment average from S1/T1.

Course Description: Chinese II Honors introduces more complex language patterns at an accelerated pace, while emphasis is given to reading and typing Chinese characters, and speaking and listening to authentic resources. The core cultural focus is to understand the differences between modern Chinese cultures and Western cultures. Students should expect to develop language skills and use these skills to listen, speak, read, and write using the target language almost exclusively, and at an intense pace. The World Language Laboratory is used to engage in authentic conversation, interact with native speakers, view and listen to videos, and create compositions and presentations.



**5024-Chinese III (5 Credits)**

Term: Full Year

Grade Eligibility: 10, 11, 12

Prerequisites: Successful completion of a Chinese II course

Course Description: Chinese III expands upon the communicative skills that were established in Chinese I & II. Practical oral use of the language as well as further development of listening and reading comprehension skills will serve for continued growth and a lifelong interest in the Chinese language and culture. Students will write essays in characters as well as use pinyin to type on computers. More complex sentence structures will be introduced to enable students more flexibility and freedom in expressing themselves. The World Languages Laboratory is used to for conversations/interactions with native speakers, viewing, listening to, and participating in authentic conversations/videos, and creating compositions/ presentations.

**5025-Chinese III Honors (5 Credits)**

Term: Full Year

Grade Eligibility: 10, 11, 12

Prerequisites: Teacher recommendation and successful completion of a Chinese II course

Course Description: Chinese III Honors is available for students who have demonstrated superior performance in the usage of Chinese and the examination of Chinese cultures. Instructional experiences include various performance-based assessments and culture-based research projects. Short literary readings and excerpts from authentic cultural works will be used to heighten language skills, promote student awareness of cultural issues and practices, and prepare them for a higher level of study of the Chinese language. The World Language Laboratory is used to engage in authentic conversation, interact with native speakers, view and listen to videos, and create compositions and presentations.

**5034-Chinese IV (5 Credits)**

Term: Full Year

Grade Eligibility: 11, 12

Prerequisites: Successful completion of a Chinese III course

Course Description: Chinese IV reinforces and expands on the aural, oral, grammar, reading and writing skills developed in Chinese II and III. The aspect of Chinese culture is addressed through thematic units that incorporate the study of language. Students are expected to write compositions, participate actively in classroom discourse, and develop culture-based research projects. New grammatical concepts will be synthesized with previously presented concepts to advance articulation. The World Language laboratory is used to have conversations, interact with other Chinese speakers, and to participate in authentic communicative tasks.

**5035-Chinese IV Honors (5 Credits)**

Term: Full Year

Grade Eligibility: 11, 12

Prerequisites: Teacher recommendation and successful completion of a Chinese III course

Course Description: Chinese IV Honors emphasizes progressive movement toward mastery of the aural, oral, grammar, reading, and writing skills developed in Chinese III Honors. The core cultural focus is the philosophy of modern Chinese people, and the intensive study of history, literary texts, and cultural customs/practices are dimensions of this focus. New structural and verbal concepts will be synthesized with previous concepts to ensure accurate communication skills and proper preparation for AP Chinese. The World Language Laboratory is used to engage in authentic conversation, to interact with native speakers, to view and to listen to videos, and to create compositions and presentations.

**5043-Chinese V (5 Credits)**

Term: Full Year

Grade Eligibility: 12

Prerequisites: Successful completion of a Chinese IV course

Course Description: Chinese V is the culmination of the communicative Chinese program. Students will engage in real-life communicative situations with listening and speaking activities integrated with reading and writing skills. Chinese V incorporates the integration of Critical Thinking Skills to promote higher-order thinking, which facilitates

language acquisition and long-term memory. Problem-solving instructional strategies are implemented through authentic simulations of real-life applications. 21st Century Life and Career Skills are incorporated throughout all units as a means to prepare learners for the practical use of the language. The aspect of Chinese culture is addressed through thematic units. Students are expected to write compositions, participate actively in classroom discourse, and develop culture-based research projects. New grammatical concepts will be synthesized with previously presented concepts to promote more advanced articulation. Growth in language acquisition will be assessed through a combination of rubric-specific, performance-based activities and objective evaluations. The World Language Laboratory is used to have conversations, interact with other Chinese speakers, and participate in authentic communicative tasks.

### 5053-AP Chinese (5 Credits)

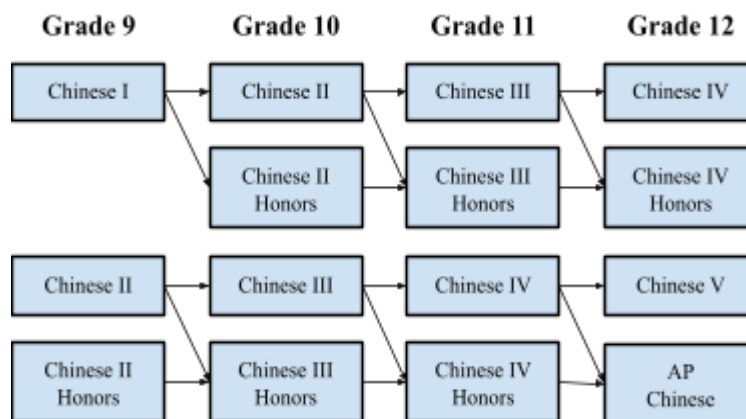
Term: Full Year

Grade Eligibility: 12

Prerequisites: Teacher recommendation and successful completion of Chinese V

Course Description: The AP Chinese course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes (Interpersonal, Interpretive, and Presentational) and the five goal areas (Communication, Cultures, Connections, Comparisons, and Communities) as outlined in the *Standards for Foreign Language Learning in the 21st Century*. The course focuses on language proficiency while interweaving level and age-appropriate cultural content throughout, and providing for frequent formative assessment of students' developing proficiencies within the context of their learning. To prepare for the AP Chinese Exam, instructional materials, and activities are carefully and strategically adapted from authentic sources to support the linguistic and cultural goals of the course.

#### Possible/Suggested Progression of RFH Chinese Courses



#### French Sequence

### 5005-French I (5 Credits)

Term: Full Year

Grade Eligibility: 9, 10, 11, 12

Prerequisites: None

Course Description: French I is a foundation course for students with little or no experience in the study of French language and culture. Students will engage in real-life communicative situations starting with listening and speaking activities. 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 French language. The World Language Laboratory is used to engage in authentic conversation, interact with native speakers, view and listen to videos, create compositions, and presentations, and engage in discussions based on the themes of the units.

### 5017-French II (5 Credits)

Term: Full Year

Grade Eligibility: 9, 10, 11, 12

Prerequisite: Successful completion of French I; For rising 9th graders: Teacher recommendation

Course Description: French II reinforces and expands upon the communicative skills that were established in French I to ensure a successful transition into French III while promoting a lifelong love of learning and language. Practical oral use of the language as well as developing written skills will serve as a basis for continued growth. Attention to the exploration of cultures through Internet access will increase. Along with classroom activities, students use the World Language Laboratory to engage in conversation, interact with native speakers, view and listen to videos, participate in authentic conversation, and create compositions, and presentations.

### **5018-French II Honors (5 Credits)**

Term: Full Year

Grade Eligibility: 9, 10, 11, 12

Prerequisites: Teacher recommendation and successful completion of French I; For rising 9th graders: Must meet both 8th-grade honors/accelerated placement criteria-teacher recommendation and a 93% assessment average from S1/T1 for a regular French course (90% assessment average for an accelerated French course).

Course Description: French II Honors emphasizes progressive movement toward mastery of the aural, oral, grammar, reading, and writing skills to be developed in successive French Honors courses. The French II Honors course encompasses the beginnings of the study of geography, history, and literary texts as well as continues the study of cultural customs and practices. Students should expect to develop language skills and use these skills to listen, speak, read, and write using the target language almost exclusively, and at a more intense pace than the College Prep level. The course also places more of a focus on the explicit instruction of grammar. The World Language Laboratory is used to engage in authentic conversation, interact with native speakers, view and listen to videos, and create compositions and presentations in the target language.

### **5027-French III (5 Credits)**

Term: Full Year

Grade Eligibility: 10, 11, 12

Prerequisites: Successful completion of a French II course

Course Description: French III reinforces and expands upon the communicative skills that were established in French I and French II to ensure solid growth towards practical use of the language and success as a lifelong learner of French. The World Language Laboratory is used to engage in authentic conversation, interact with native speakers, view and listen to videos, and create compositions and presentations.

### **5028-French III Honors (5 Credits)**

Term: Full Year

Grade Eligibility: 10, 11, 12

Prerequisites: Teacher recommendation and successful completion of a French II course

Course Description: French III Honors reinforces and expands upon the aural, oral, grammar, reading, and writing skills developed in French II Honors. 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 culture-based research projects. The World Language Laboratory is used to engage in authentic conversation, interact with native speakers, view and listen to videos, and create compositions and presentations.

### **5037-French IV (5 Credits)**

Term: Full Year

Grade Eligibility: 11, 12

Prerequisites: Successful completion of a French III course

Course Description: French IV promotes solid practical usage of French as well as a lifelong love of the language. The World Language Laboratory is used to engage in authentic conversation, interact with native speakers, view and listen to videos, and create compositions and presentations. Continued exploration of the language and culture will include student-based projects, cultural readings, exploration of Internet resources, and the enjoyment of varied media.

### 5038-French IV Honors (5 Credits)

Term: Full Year

Grade Eligibility: 11, 12

Prerequisites: Teacher recommendation and successful completion of a French III course

Course Description: French IV Honors emphasizes progressive movement toward mastery of the aural, oral, grammar, reading, and writing skills developed in French III Honors. The core cultural focus is the francophone world, and the intensive study of geography, history, literary texts, and cultural customs/practices are dimensions of this. New lexical, grammatical, and verbal concepts will be synthesized with previously presented concepts/tenses to ensure accurate communication skills and preparation for AP French. The World Language Laboratory is used to engage in authentic conversation, interact with native speakers, view and to listen to videos, and create compositions and presentations.

### 5045-French V (5 Credits)

Term: Full Year

Grade Eligibility: 12

Prerequisites: Successful completion of a French IV course

Course Description: French V is the culmination of the communicative French program. The core cultural foci are contemporary France and the modern Francophone world. Students are expected to read, comprehend, and respond to, both orally and in writing, an array of aesthetic and socio-political texts and literary compositions that provide cultural insight and generate critical responses. Active participation in classroom discourse is expected, and culture-based research projects are required. The World Language Laboratory is used to engage in authentic conversation, interact with native speakers, view and listen to videos, and create compositions and presentations.

### 5055-Honors College (AP) French (5 Credits)

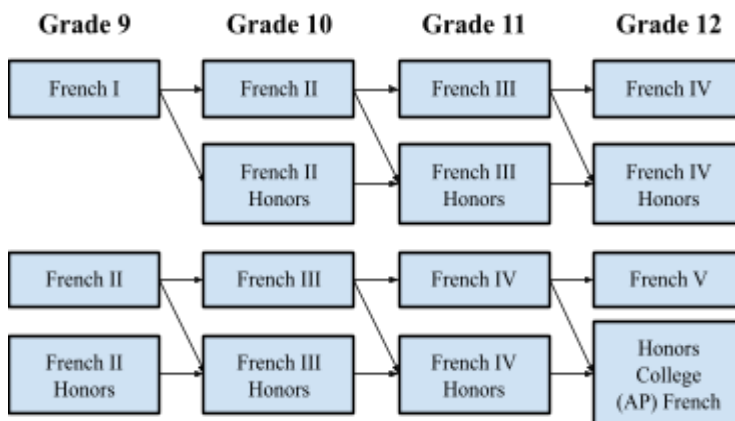
Term: Full Year

Grade Eligibility: 12

Prerequisites: Teacher recommendation and successful completion of a French IV course

Course Description: Honors College (AP) French is a rigorous course that emphasizes the in-depth study of language and culture. Honors College (AP) French expands upon the aural, oral, grammar, reading, and writing skills mastered in French IV Honors and prepares students for the complex demands of the *Advanced Placement French Language and Culture Examination*. Students in Honors College (AP) French will read and discuss a variety of authentic writings from the Francophone world. The World Language Laboratory is used to engage in authentic conversation, interact with native speakers, view and listen to videos, and create compositions and presentations. This course will run in partnership with Stockton University. Students have the opportunity to earn four college credits at their own expense. College credits will be at a reduced rate that will be annually determined by Stockton University. This year, each credit will cost \$100. Students are responsible for any cost incurred, including, but not limited to tuition (credits). This course corresponds with Stockton course #3230 Advanced French.

#### Possible/Suggested Progression of RFH French Courses



## PHYSICAL EDUCATION AND HEALTH

### **6010-Health and Physical Education 9 (5 Credits)**

Term: Full Year

Grade Eligibility: 9

Prerequisites: None

Course Description: Health 09 is a one marking period course required for all freshmen students. The course emphasizes and promotes responsible student attitudes and behaviors in the pursuit of lifelong wellness. This course gives students a foundation of knowledge to enable them to make healthy lifestyle choices. The state required ten hours of annual instruction in substance awareness is an inherent part of the course as is mandated HIV education. The physical education curriculum presents a full spectrum of knowledge and skill experiences in the area of physical education to equip students to maintain active lifestyles, identify fitness needs and objectives, and achieve well-being throughout their lives. To that end, the guide consists of planned learning experiences that will assist students in gaining understanding, attitudes, and practices related to fitness, rhythm, and cooperative activities as well as team and individual sports.

### **6020-Health and Physical Education 10 (5 Credits)**

Term: Full Year

Grade Eligibility: 10

Prerequisites: None

Course Description: Health 10 is a marking period course required for all sophomores. Students will receive thirty hours of driver education theory and safety instruction in preparation for the NJ State Motor Vehicle written examination. This course is intended to prepare students to responsibly operate a motor vehicle in today's society. Students must, however, meet all state regulations and standards to qualify for a learner's permit. The physical education curriculum presents a full spectrum of knowledge and skill experiences in the area of physical education to equip students to maintain active lifestyles, identify fitness needs and objectives, and achieve well-being throughout their lives. To that end, the guide consists of planned learning experiences that will assist students in gaining understanding, attitudes, and practices related to fitness, rhythm, and cooperative activities as well as team and individual sports.

### **6030-Health and Physical Education 11 (5 Credits)**

Term: Full Year

Grade Eligibility: 11

Prerequisites: None

Course Description: Health 11 is a marking period course required for all juniors. The course will provide students with the essential tools and skills needed for making informed decisions and recognizing risk reduction and prevention strategies in the areas of optimum wellness, substance abuse awareness, and sexuality. The physical education curriculum presents a full spectrum of knowledge and skill experiences in the area of physical education to equip students to maintain active lifestyles, identify fitness needs and objectives, and achieve well-being throughout their lives. To that end, the guide consists of planned learning experiences that will assist students in gaining understanding, attitudes, and practices related to fitness, rhythm, and cooperative activities as well as team and individual sports.

### **6040-Health and Physical Education 12 (5 Credits)**

Term: Full Year

Grade Eligibility: 12

Prerequisites: None

Course Description: Health 12 is a marking period course required for all seniors. The course will provide students with the knowledge and skills necessary to respond appropriately to common first-aid emergencies and will focus on CPR, AED, and ALS training. The physical education curriculum presents a full spectrum of knowledge and skill experiences in the area of physical education to equip students to maintain active lifestyles, identify fitness needs and objectives, and achieve well-being throughout their lives. To that end, the guide consists of planned learning experiences that will assist students in gaining understanding, attitudes, and practices related to fitness, rhythm, and cooperative activities as well as team and individual sports.

## **6001/6002/6003/6004: Health and Integrated Physical Education (5 Credits)**

Term: Full Year

Grade Eligibility: 9, 10, 11, 12

Prerequisites: Teacher and/or counselor recommendation

Course Description: Integrated Physical Education focuses on the physical, intellectual, and social growth of all students. Students of all ability levels come together through ongoing fitness, sports, leadership, and wellness activities. General Education Physical Education students will learn strategies to assist in teaching and leading students with disabilities. Students with disabilities will receive a variety of movement-based activities, learn how to participate in these activities and extend social skills and connections. General Education Physical Education students will participate in Health during their assigned marking period.

## **6060-Introduction to Athletic Training (2.5 Credits)**

Term: Semester

Grade Eligibility: 10, 11, 12

Prerequisites: None

Course Description: This course provides high school students with a general overview of athletic training, sports medicine, and its history. It includes introductory information about the AT's scope of practice: injury prevention, treatment, rehabilitation, emergency injury management, and administrative functions. This course is intended to help students gain an understanding of sports medicine, various associated disciplines, and the role they play in the physically active community. Students enrolled in this class will not provide patient care. While there are no prerequisite classes for this course, general knowledge of Biology, Anatomy, and Physiology is helpful. Students should be interested in investigating careers in healthcare. (C)

## **6063-The Science of Nutrition (2.5 Credits)**

Term: Semester

Grade Eligibility: 10, 11, 12

Prerequisites: None

Course Description: This elective course provides students with an overview of good nutrition principles that are necessary for physical and mental wellness and a long, healthy life. Students will learn about/discuss the following topics: digestion, basic nutrients, weight management, sports and fitness, and life-span nutrition. This course emphasizes an understanding of today's food and eating trends and gives students the capacity to intelligently evaluate all available sources of nutrition information and make informed decisions. Unit topics include a course introduction, wellness and food choices in today's world, digestion and major nutrients, and body size and weight management. While there are no prerequisite classes for this course, general knowledge of Biology and Chemistry is helpful.

## **FINE AND PERFORMING ARTS**

### **Art Sequence**

## **7010-Foundations of Art I (2.5 Credits)**

Term: Semester

Grade Eligibility: 9, 10, 11, 12

Prerequisites: None

Course Description: Foundations of Art I is an introductory course that will focus on elements of principles of design, color theory, and basic drawing/design and painting techniques. Students will primarily be using pencil/graphite, colored pencils, pastels, and paint. (V)

## **7011-Foundations of Art II (2.5 Credits)**

Term: Semester

Grade Eligibility: 9, 10, 11, 12

Prerequisites: Successful completion of Foundations of Art I

Course Description: Foundations of Art II will build off of the skills learned in Foundations of Art I and focus on

combining skill and media in longer visual inquiries. Media used includes but isn't limited to pencil, pen/marker, illustration media, various paint, and printmaking media. (V)

### **7013-Painting and Drawing (2.5 Credits)**

Term: Semester

Grade Eligibility: 9, 10, 11, 12

Prerequisites: Successful completion of Foundations of Art II

Course Description: Painting and drawing will focus on very specific techniques that are used to create different effects and textures. A focus on portraits and landscapes will be explored. (V)

### **7015-Sculpture (2.5 Credits)**

Term: Semester

Grade Eligibility: 9, 10, 11, 12

Prerequisites: Successful completion of Foundations of Art I

Course Description: Sculpture will focus on all three-dimensional art making. Students will explore many different media, such as plaster, metals, recycled materials, and wire. Students will explore both realistic and abstract sculpture as well as functional and nonfunctional art. (V)

### **7020-Ceramics I (2.5 Credits)**

Term: Semester

Grade Eligibility: 9, 10, 11, 12

Prerequisites: None

Course Description: Ceramics I is an introductory course that will focus on the basic hand-building techniques: pinch, coil, and slab-building. Students will also gain an understanding of glazing and underglazing. (V)

### **7021-Ceramics II (2.5 Credits)**

Term: Semester

Grade Eligibility: 9, 10, 11, 12

Prerequisite: Successful completion of Ceramics I

Course Description: Ceramics II will build on the skills from Ceramics I. The projects will be more student-independent and sculptural. The students will explore more advanced surface decorations and glazing techniques. They will also gain some experience with the potter's wheel, enough to decide if they want to stick with pottery. (V)

### **7025-Pottery (2.5 Credits)**

Term: Semester

Grade Eligibility: 10, 11, 12

Prerequisite: Successful completion of Ceramics II

Course Description: Pottery will focus on all wheel-thrown projects and surface decoration. This will be a class for the most committed students who are excited to use the potter's wheel every class day. (V)

### **7030-Design and Visual Thinking Honors (5 Credits)**

Term: Full Year

Grade Eligibility: 10, 11, 12

Prerequisites: Teacher recommendation and successful completion of Foundations of Art II

Course Description: Design and Visual Thinking Honors is a full year, advanced, studio art course that can be taken again for credit in one or more subsequent years, *focusing on the planning, process, and execution of artwork* in new and nontraditional media. Design and Visual Thinking Honors promotes and encourages questions and creative problem solving through art making and artwork which functions as proposals, suppositions, and answers to said questions. Long-term projects (approximately 2 per marking period) are coupled with readings, discussion, viewing of relevant artworks online, from published sources, through an in-person viewing of selected art exhibits, as well as continuous visual thinking by way of keeping a personal sketchbook. (V) (C)

### **7033-Portfolio and Design Honors (5 Credits)**

Term: Full Year

Grade Eligibility: 11, 12

Prerequisite: Teacher recommendation and successful completion of Design and Visual Thinking Honors (2D Studio Honors); may be repeated in Grade 12 with recommendation from teacher

Course Description: Portfolio is a full year, teacher recommended elective. Students enrolled in Portfolio are interested in creating a fine art college portfolio. Students will complete approximately twelve original art pieces using a variety of subjects and media, with a focus on observational compositions. **(V) (C)**

### **7035-Advanced Ceramics (5 Credits)**

Term: Full Year

Grade Eligibility: 10, 11, 12

Prerequisite: Successful completion of Ceramics II

Course Description: Advanced Ceramics is designed for the motivated and enthusiastic ceramics student who desires to build upon their previous experiences in Ceramics. Students will explore more advanced building, firing, and glazing techniques and will become competent on the potter's wheel. Special attention is paid to completed projects which demonstrate above-average concepts and skill applications. **(V)**

### **7038-Jewelry Design & Fabrication (5 Credits)**

Term: Full Year

Grade Eligibility: 11, 12

Prerequisites: None

Course Description: This course focuses on the techniques of fabricating, setting stones, and casting processes as well as the artistic process of Jewelry designing. Basic skills such as sawing, filing, sanding, buffing, hammering, forming, and hard and soft soldering are taught through selected projects. Artistic jewelry techniques and processes like beadwork, leatherwork, jewelry design, wire jewelry, basic glass techniques, and precious and semiprecious stones are also investigated. Safety is an ongoing area throughout the Elective. The course of study includes related standards for Visual and Performing Arts and Career Education and Consumer, Family, and Life Skills. **(V) (C)**

### **7050-AP Art History (5 Credits)**

Term: Full Year

Grade Eligibility: 11, 12

Prerequisites: Social Studies teacher recommendation and strong writing skills

Course Description: AP Art History will engage students at the same level as an introductory college art history survey. This course involves critical thinking and will develop an understanding and knowledge of diverse historical and cultural contexts of architecture, sculpture, painting, and other media. In this course, students examine and critically analyze major forms of artistic expression from the past and present from a variety of cultures. While visual analysis is a fundamental tool of the art historian, art history emphasizes understanding how and why works of art function in context, considering such issues as patronage, gender, and the functions and effects of works of art. Many colleges and universities offer advanced placement and/or credit to students who perform successfully on the AP Art History Exam. **(V)**

### **7053-AP Studio Art (5 Credits)**

Term: Full Year

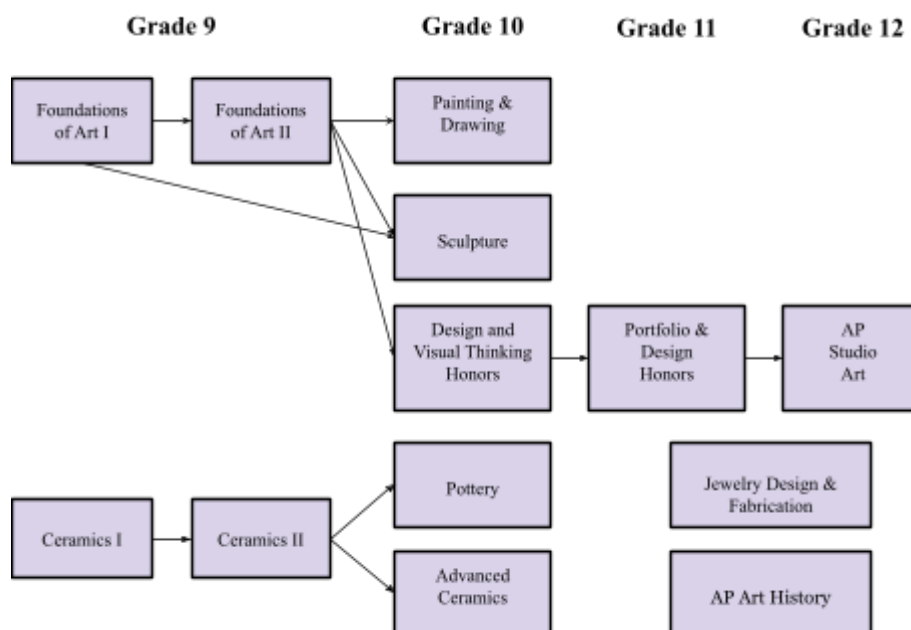
Grade Eligibility: 12

Prerequisites: Teacher recommendation and successful completion of Portfolio and Design Honors

Course Description: AP Studio Art is designed for mature, talented seniors pursuing a post-secondary study in art. Students will work independently in school & at home to meet the portfolio requirements of 28 high-caliber pieces. Students choose a 2D, 3D, or Drawing Portfolio as well as a concentration. Students will also complete a digital portfolio to submit to the AP Board in May. **(V) (C)**



## Possible/Suggested Progression of RFH Art Courses



### Music Sequence

#### 7040-Music Appreciation (2.5 Credits)

Term: Semester

Grade Eligibility: 9, 10, 11, 12

Prerequisites: None

Course Description: Music Appreciation is a class designed for students who love listening to music and who have a passion for all things music. Students will develop an understanding of music from various cultures and take a deep dive into its rich history. **(P)**

#### 7043-Recording (2.5 Credits)

Term: Semester

Grade Eligibility: 9, 10, 11, 12

Prerequisites: None

Course Description: Recording is a class designed for students looking to explore music technology and home recording. Students will focus on sound editing, mixing, and staging. Students will also be introduced to effects such as reverb, eq, and compression. **(P) (C)**

#### 7046-Songwriting (2.5 Credits)

Term: Semester

Grade Eligibility: 9, 10, 11, 12

Prerequisites: None

Course Description: Songwriting is a course designed to give students a songwriting outlet. Classes will contain discussions and projects that highlight the fundamentals of songwriting. This includes melody, harmony (chord progressions), song form, and textural ideas that will take your songwriting to the next level. **(P) (C)**

#### 7070-Creating Hit Songs (5 Credits)

Term: Full Year

Grade Eligibility: 10, 11, 12

Prerequisite: Teacher recommendation and successful completion of Songwriting or Recording

Course Description: Creating Hit Songs is a course designed to expand upon the topics of Songwriting and or Recording by introducing students to more specialized areas of the music industry such as mixing/ mastering, scoring for films, song

sampling, and podcasting. Students will take a closer look at the industry they are facing outside of school by looking at the days in the life of sound technicians and varying songwriters. This will require an in-depth look at Logicpro, live sound setup, sound engineering, sound troubleshooting, and jobs in the music industry. **(P) (C)**

#### **7080-Chorus (5 Credits)**

Term: Full year

Grade Eligibility: 9, 10, 11, 12

Prerequisites: None

Course Description: Chorus is designed for passionate singers who want to sing in groups and share their love for singing with others. Students will sing together in a choir and discuss theoretical concepts pertaining to all singers. **(P)**

#### **7081-Chorus Honors (5 Credits)**

Term: Full year

Grade Eligibility: 11, 12

Prerequisites: Teacher recommendation and successful completion of two years of Chorus

Course Description: Chorus Honors will take vocal students to the next level. Chorus Honors students will sing more involved pieces of music at a higher proficiency than the Chorus students. Honors students are expected to practice daily. Students may take Chorus Honors for two years. **(P) (C)**

#### **7083-Jazz Band (5 Credits)**

Term: Full Year

Grade Eligibility: 9, 10, 11, 12

Prerequisites: None

Course Description: In this course, students will explore the rich history and vibrant sound of jazz music through the medium of ensemble performance. Students will develop their musicianship by learning to read and interpret standard jazz notation, as well as improvising and soloing over various jazz chord progressions, and will learn to work collaboratively as a cohesive unit, developing their ability to listen, communicate, and respond to their fellow musicians. Additionally, students will learn to appreciate the unique qualities of jazz music, including swing, syncopation, and improvisation. Throughout the course, students will study the works of renowned jazz composers and performers and will also gain a deeper understanding of the cultural and historical contexts that gave rise to jazz music, from its roots in African-American communities to its evolution as a global phenomenon. At the end of the course, students will have gained the skills and experience necessary to perform in a jazz ensemble, and to continue exploring and enjoying the rich and varied world of jazz music. **(P)**

#### **7084-Jazz Band Honors (5 Credits)**

Term: Full Year

Grade Eligibility: 11, 12

Prerequisites: Teacher recommendation and successful completion of two years of Jazz Band

Course Description: Jazz Band Honors will take jazz students to the next level. Honors jazz students will play more involved pieces of music at a higher proficiency than the Jazz Band students. Honors students are expected to practice their instruments daily. Students may take Jazz Band Honors for two years. **(P) (C)**

#### **7086 -Music Ensemble (5 Credits)**

Term: Full year

Grade Eligibility: 9, 10, 11, 12

Prerequisites: None

Course Description: Music Ensemble is a course designed for the budding instrumental musician. This course will get students performing and practicing music with their peers on an instrument of their choice. Students will also prepare for outside performing opportunities. Students may take Music Ensemble for two years. **(P)**

#### **7087-Music Ensemble Honors (5 Credits)**

Term: Full year

Grade Eligibility: 11, 12

Prerequisite: Teacher recommendation and successful completion of two years of Music Ensemble

Course Description: Music Ensemble Honors will take instrumental students to the next level. Honors ensemble students will play more involved pieces of music at a higher proficiency than the Music Ensemble students. Honors students are expected to practice their instruments daily. Students may take Music Ensemble Honors for two years. **(P) (C)**

### **7055-AP Music Theory (5 Credits)**

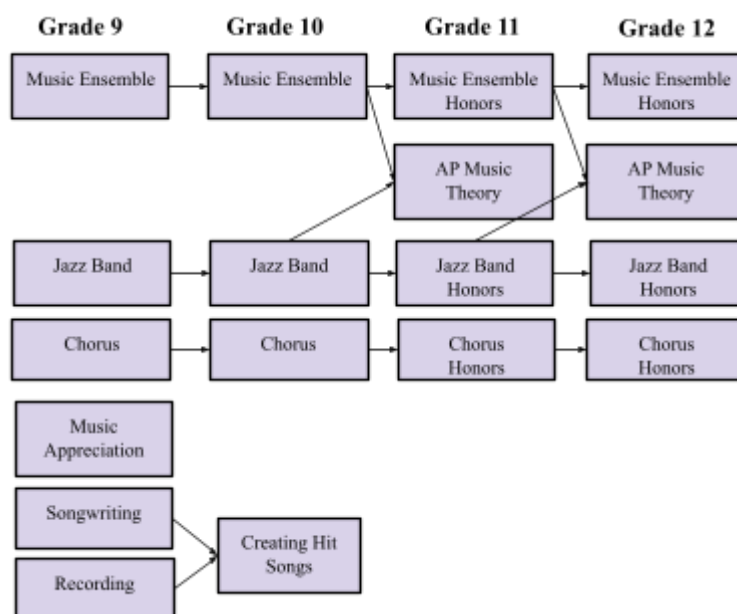
Term: Full year

Grade Eligibility: 11, 12

Prerequisite: Teacher recommendation and successful completion of two years of Music Ensemble/Music Ensemble Honors or Jazz Band/Jazz Band Honors

Course Description: AP Music Theory is designed for the advanced music theory student who wishes to pursue a higher-level composition portfolio. The course includes an in-depth study of musical modes, chromatic harmony, and further 20th-century harmonic practice. Students will also gain advanced aural music skills through continued practice in melodic, rhythmic, and harmonic dictation. AP Music Theory prepares students for collegiate studies in music theory as well as further preparation for a variety of music-oriented careers. This course fulfills a career requirement. **(P) (C)**

#### **Possible/Suggested Progression of RFH Music Courses**



## TECHNOLOGY & DESIGN

### **8010-Engineering I (2.5 Credits)**

Term: Semester

Grade Eligibility: 9, 10, 11, 12

Prerequisites: None

Course Description: Engineering I is an introductory course designed to promote an understanding and appreciation of the engineering design process. Students will gain experience in the following: critical thinking, teamwork, problem-solving, and computer skills. The course is project-based putting students in an active learning environment. Students are presented with problems and then work as teams to research and identify a solution to these problems. To solve challenges, students will integrate knowledge from a variety of disciplines, learn to work as a team and integrate these skills into application-based experiences. Projects include bridge construction, DC-powered cars, gliders, hovercrafts, catapults, and gearboxes. (\*If a student has already taken Technology Design/Inventions & Innovations, they may not take Engineering I.) **(C)**

### **8011-Engineering II (5 Credits)**

Term: Full Year

Grade Eligibility: 10, 11, 12

Prerequisite: Successful completion of Woods Technology or Engineering I

Course Description: Engineering II will expose students to different and more in-depth aspects of Engineering and the engineering design process. Students will be introduced to the Computer Aided Drafting (CAD) program. Learning will take place through lectures, demonstrations, and hands-on assignments and topics will include the fundamentals of engineering, electricity, mechanical systems, aerodynamics, and an introduction to robotics. Students will plan their designs as they progress through using the CAD system, ultimately creating and testing each of their designs. Students will also learn the proper and safe operation of a variety of hand, power, and machine tools and processes. Projects include maglev vehicles, VEX robots, compressed air drag race cars, rockets, and circuit board applications. (C)

### **8020-Graphic Design I (2.5 Credits)**

Term: Semester

Grade Eligibility: 9, 10, 11, 12

Prerequisites: None

Course Description: Graphic Design I focuses on the development of the student's graphic design skills and creativity in our state-of-the-art Apple iMac computer lab. Students will learn how to use Adobe Photoshop, Illustrator, and InDesign to create products such as logos, book covers, album covers, movie posters, magazine advertisements, and web banners among many others. Students will also spend class time learning about graphic design principles and applying those principles to their projects. Students will learn how to critique each other's projects and use those critiques to further enhance their own work. (\*If a student has already taken the full-year Graphic Design elective, they may not take the half-year Graphic Design I or II courses.) (C) (V)

### **8021-Graphic Design II (2.5 Credits)**

Term: Semester

Grade Eligibility: 9, 10, 11, 12

Prerequisite: Successful completion of Graphic Design I

Course Description: Students will expand their knowledge of graphic design learned in Graphic Design I through more advanced projects. Advanced features of Adobe Photoshop, Illustrator, and InDesign will be explored. Photo editing, vector tracing, typography, freehand drawing, color theory, and print design skills will be further developed. Animation and 3-D printing/modeling will also be introduced in this course. Upon completion, students will have gained skills used in a variety of careers such as Digital Marketing Specialist, Project Manager, Front-end Developer, Web Developer, Marketing Manager, Graphic Designer, Marketing Intern, and Digital Marketing Manager. (\*If a student has already taken the full-year Graphic Design elective, they may not take the half-year Graphic Design I or II courses.) (C) (V)

### **8023-Digital Imaging (5 Credits)**

Term: Full Year

Grade Eligibility: 10, 11, 12

Prerequisite: Successful completion of Graphic Design I/Graphics I

Course Description: Digital Imaging explores the history of photography, design, and the proper use of a professional DSLR digital camera to create digital images. Adobe Photoshop photo editing techniques will be learned/used throughout the course to properly edit the students' camerawork. Students will learn about good photo composition, creative camera effects, and different photo techniques to create compelling images. Building on the work done in Graphic Design, in-depth technical and software information will be covered relating to camera exposure, elements of composition, and software manipulation. Digital video production will also be covered where students will create short videos with their classmates. Upon completion of this course, students will have created a portfolio website showcasing all of their work. This portfolio may be used by students seeking to pursue a college photography, fine arts, or marketing program. (C) (V)

### **8030-Woods Technology (2.5 Credits)**

Term: Semester

Grade Eligibility: 9, 10, 11, 12

Prerequisites: None

Course Description: Woods Technology is an elective designed to introduce high school students to woodworking safety and techniques. The students will learn through lectures, teacher demonstrations, and hands-on projects. Throughout the course, students will research basic designs, improve their problem-solving skills, demonstrate various assembly methods, and understand various finishing techniques. Students will learn the proper and safe operation of a variety of

hand and power tools. Projects include a European Bookshelf, the Bulldawg Footstool, and other independent projects as time permits. (\*If a student has already taken Woods Technology I, they may not take Woods Technology.) (C)

### **8033-Traditional Woodworking (5 Credits)**

Term: Full Year

Grade Eligibility: 10, 11, 12

Prerequisite: Successful completion of Woods Technology

Course Description: Traditional Woodworking is a second level program for the student who has successfully completed Woods Technology. Students will explore the craft of woodworking using traditional hand tools. Classes are based on lectures, demonstrations, and hands-on assignments. Throughout this course, students will learn the basic steps associated with design, how to properly conduct project research and development, creative problem-solving, assembly methods, and enhanced finishing techniques. Students will also learn the proper and safe operation of a variety of hand tools. Projects include a toolbox, a shaker candle box, a three-legged stool, and a carving project. (C) (V)

### **8035-Woodworking Applications (5 Credits)**

Term: Full Year

Grade Eligibility: 10, 11, 12

Prerequisite: Successful completion of Woods Technology

Course Description: Woodworking Applications is a second-level course intended for students interested in exploring the various specialized types of woodworking. Students will learn the fundamentals of milling, sign making, lathe work, and wood burning and will apply those fundamental skills while learning the importance of team building and problem-solving. Students will build skills in the applications of woodworking and manufacturing. Projects include relief carving, woodburning, a coat rack, a folding chair, and a personalized sign. (\*If a student has already taken Professional Woodworking Applications, they may not take Woodworking Applications.) (C) (V)

### **8040-Introduction to Computer Science (2.5 Credits)**

Term: Semester

Grade Eligibility: 9, 10, 11, 12

Prerequisites: None

Course Description: This is an introductory course designed for all students of any ability level. Students will learn to problem solve, create a website, manage data, and fundamental programming. Throughout the course, students will consider privacy, digital citizenship, and the role of technology in society. This course requires project creation and refinement. The course is currently taught through the Code.org platform with opportunities for students to participate in events such as the Hour of Code and Girls Who Code initiative. (C)

### **8050-AP Computer Science Principles (5 Credits)**

Term: Full Year

Grade Eligibility: 10, 11, 12

Prerequisites: Teacher recommendation (Math Instructor)

Course Description: AP Computer Science Principles is a course in logic. It is a college-level introductory course in computer science. Students will showcase their ability to critically think, reason, and express their ideas and thoughts in writing. They will do this through an environment of collaboration where they are consistently working in pairs and groups with their peers. This course is recommended as a prerequisite to AP Computer Science. AP CSP introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. The AP Program designed AP Computer Science Principles to create leaders in computer science fields and attract and engage those who are traditionally underrepresented with essential computing tools and multidisciplinary opportunities (code.org) 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 and concerns while using the same processes and tools as artists, writers, computer scientists, and engineers to bring ideas to life (College Board). The overarching goal of this course will be to prepare a student to take *The College Board's AP Computer Science Principles Exam*. While no specific math level or course is required to take this course, independent critical thinking, reasoning, and writing competencies are required. Please note, that this course is NOT considered a Core Math course for college. (C)

## 8053-AP Computer Science A (5 Credits)

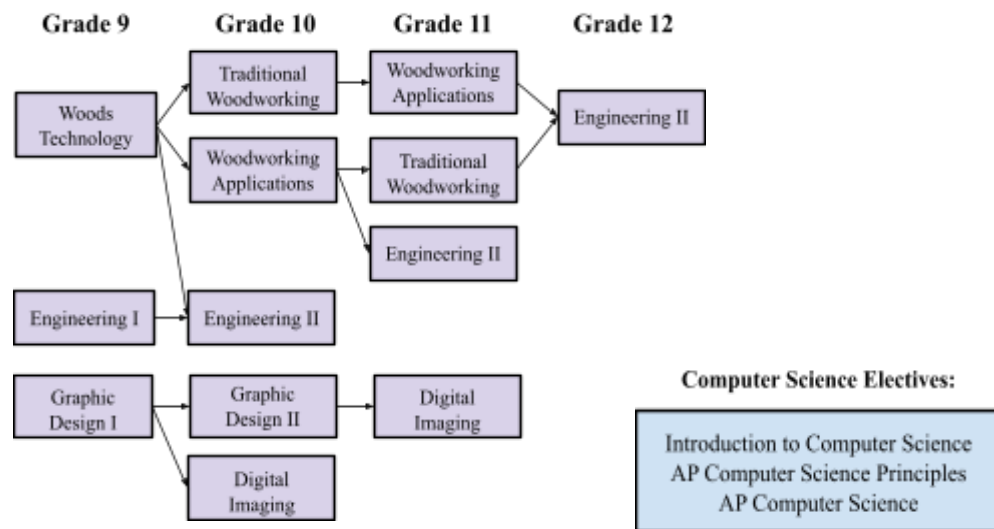
Term: Full Year

Grade Eligibility: 11, 12

Prerequisites: Teacher recommendation (AP Computer Science Principles or Math Instructor), and successful completion of Algebra II with a strong interest in Computer Science; Completion of AP Computer Science Principles recommended, but not required.

Course Description: AP Computer Science introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. AP Computer Science is a year-long course designed to help students master the basics of Java and equip them to successfully pass the *College Board AP Computer Science A Exam* at the end of the school year. All materials and resources teachers and students need for a successful year-long AP Computer Science course can be found on the CodeHS website. We will also use the CSAwesome.com website and the College Board's AP Classroom website. (C)

### Possible/Suggested Progression for RFH Technology & Design Courses



### ONLINE FINANCIAL LITERACY

## 4080-Online Financial Literacy (2.5 Credits)

Term: Semester

Grade Eligibility: 9, 10, 11, 12

Prerequisites: None

Course Description: This course will prepare students to make sound financial decisions through the appropriate application of economic principles. It seeks to develop student's skills and knowledge in money management, credit and debt management, planning, saving, saving investing, becoming a critical consumer, civic financial responsibility and decision making, risk management and insurance, and income and careers to effectively manage personal finances at graduation and beyond. Students are required to complete an online, independent tutorial that consists of two components; EVERFI and VENTURE. **Specific information and necessary codes to begin the program are available on the RFH school website under Academics-Departments-Financial Literacy.** The website and access codes may only be valid in the current school year. Please complete this work promptly. **CERTIFICATES ARE REQUIRED UPON COMPLETION TO BE SUBMITTED TO MRS. FIORINI in the Counseling Office. (F)**