

# PROGRAM OF STUDIES

ROXBURY HIGH SCHOOL 1 BRYANT DRIVE SUCCASUNNA 07876

## 2024 - 2025

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Supervisor of Science, Visual Arts & E.D.T. ( 7 – 12)	Mr. Matthew Mawn
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# Roxbury High School

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Dear Students and Parents/Guardians,

The Program of Studies has been provided to assist you in developing a comprehensive counseling plan during your high school career. This document will provide you with information on our school courses, programs, and graduation requirements. The Program of Studies is intended to answer any questions that may arise with respect to your educational plan and to provide necessary materials to help you make informed decisions regarding opportunities that may enhance your potential. It is important to carefully read and comprehend the course sequences and requirements for graduation.

As you read through the Program of Studies booklet, begin to identify courses of interest that will support your high school goals. Students are encouraged to advocate for themselves and to contact teachers or counselors with questions and concerns during the course selection process. Remember, it is important to keep your options open by choosing courses that meet the admission criteria for a wide range of colleges, business and technical institutes, entry-level jobs, and the military services.

Consider the following questions during the planning process:

- What are the graduation requirements?
- How many credits do I need to graduate?
- What courses are needed if I plan to attend a four-year college? A two-year college?
- What are my strengths? What are my limitations?
- How will the courses I chose this year affect the courses I may want to take in the future?
- What electives will round out my career pathway, develop my talents and help me to explore new fields?
- Do the courses I take meet the requirements for the NCAA eligibility?

In addition to our academics, Roxbury High School offers a variety of extracurricular activities to enhance the high school experience. By participation in our extracurricular offerings, athletic teams and clubs, you can enrich your life, establish lifelong friendships and expand your resume!

The Roxbury School Counselors are an integral part of your high school journey and are available to guide you in this learning process. If you need additional information and resources, check the [RHS School Counseling](#) web page, [RHS student handbook](#), or stop by the school counseling office.

Best of luck on your future endeavors.

# SCHOOL COUNSELING

ROXBURY HIGH SCHOOL

## SCHOOL COUNSELING PROGRAM

The school counseling program is designed to help you build a strong educational foundation in high school, develop your talents and abilities, and plan for the future. Our goal is to build a positive relationship based on trust, caring, confidentiality, and mutual respect. With the assistance of your counselor, you choose courses each year, assess your strengths and weaknesses, make key educational and career decisions and solve problems that you encounter in high school. Your counselor will schedule conferences with you; however, you and your parents are encouraged to make an appointment whenever needed.

You and your counselor will develop a four-year plan, which maps out your course sequence and future direction. The Counseling Department is located on the first floor in the front of the building where you may sign up for an appointment. At any time throughout the year, appointments may be made before and after school or during your VIP or lunch block. A pass must be obtained and presented to your teacher before reporting for a conference.

### **4-2C Guidance Plan (4 years to Career or College)**

Developing your four-year plan is a challenging process. The philosophy of the 4-2C guidance plan is based on four developmental principles:

1. Every student sets a tentative educational goal.
2. Every student develops a four-year plan.
3. Every student sets a tentative career goal.
4. Every student has the opportunity to use his/her unique talents, abilities, interests and multiple intelligences.

Each year counselors offer developmental guidance as part of the 4-2C guidance program to help you develop your four-year plan for career or college/post-secondary education. Activities will be offered to guide you with selecting your courses, exploring career interests, preparing for a job, registering for standardized tests, and understanding the college application process. The guidance and counseling program is built around four components: Counseling, Consultation, Curriculum—the 4-2C Plan, and School Enhancement. Each guidance component helps you achieve the best education you can and ultimately follow a successful and rewarding career path.

### **Course Selection Process**

Choosing your courses is a vital step in developing your four-year plan. Your schedule should reflect your interests, abilities, educational and career goals, and academic achievement. In January, counselors begin the process of course selection with each student for the following school year. Most academic courses have prerequisites and may require a teacher recommendation.

The master schedule of courses is developed after completion of all student's course selection sheets and obtaining a finalized tally for the number of students per course. This will determine the number of sections we will offer students in the upcoming year. The scheduling team will analyze the best placement for a course for the greatest number of students. Class enrollment is finalized after considering many factors including the availability of teachers and rooms, student interest, and laboratory stations. Although the master schedule team makes every effort to fill course requests, a student may be required to choose between courses when a conflict arises.

## Schedule Changes

It is extremely important to understand that when you choose courses on the Course Selection Sheet, your choices reflect firm decisions. Your course selection should be the result of serious planning with your parents, teachers, and counselor. Requests for teacher changes within a given subject area will not be approved unless the student has had a previous course failure with the teacher. Your final schedule may be different in September due to course changes and balancing sections over the summer. Once a schedule has been set, schedule changes will not be made unless a student has a course level change.

# GRADUATION REQUIREMENTS

ROXBURY HIGH SCHOOL

A total of **140 credits** must be earned for a student to graduate from Roxbury High School. State and local policy dictate that some of these credits are earned in prescribed courses. It is possible to fail a course and catch up the following year or years by taking a full schedule of courses and/or summer school. For a student to be eligible for graduation from Roxbury High School, they must also pass a state endorsed assessment (High School Graduation Assessment Requirements).

Students must take a minimum of seven subjects (35 credits) a year, but are encouraged to take eight subjects (40 credits) each year.

### Prescribed Course Requirements Are:

<b>4 years of English</b>	<b>20 credits</b>
<b>2 years of United States History</b>	<b>10 credits</b>
<b>1 year of World History</b>	<b>5 credits</b>
<b>3 years of Mathematics (Algebra, Geometry, and a math that builds on the concepts and skills from Algebra and Geometry and prepares students for college and 21<sup>st</sup> century careers)</b>	<b>15 credits</b>
<b>3 years of Science (must include Biology)</b>	<b>15-18 credits</b>
<b>1 year of Visual or Performing Arts</b>	<b>5 credits</b>
<b>1 year of Practical Arts</b>	<b>5 credits</b>
<b>1 year of World Language</b>	<b>5 credits</b>
<b>4 years of Physical Education/Health/Driver Theory</b>	<b>20 credits</b>
<b>.5 years Financial Literacy</b>	<b><u>2.5 credits</u></b>
	<b>102.5 - 105.5 credits</b>

Cross-content workplace readiness will be satisfied through infusion into existing courses. The remaining course credits should be chosen to give you a well-rounded program that will help you to become a productive member of our community and prepare you for immediate employment and/or college.

# GRADUATION ASSESSMENT REQUIREMENTS

ROXBURY HIGH SCHOOL

As the New Jersey Department of Education continues to disseminate information on the Core Curriculum Content Standards and the assessment strategies to measure mastery, we will continue to review and revise local courses of study, as needed. It is possible that future communications from the Department of Education will require additions to the graduation requirements listed above, and below. In the event that any such changes are needed, students and parents will be contacted and updates will be posted on the RHS Guidance Website. Roxbury High School will maintain its commitment to offering programs necessary for all students to ensure they are prepared for any mandated assessment.

Graduation requirements are outlined on the following chart and are subject to change pending policy review by the State Department of Education. Updated information, and proposed changes, can be found on the NJ State Department of Education's website at [State of New Jersey Department of Education](https://www.state.nj.gov/education).

## Classes of 2023–2025 High School Graduation Assessment Requirements

### **Class of 2024 and 2025 (Updated May 2023)**

On May 3, 2023, the State Board of Education approved the graduation ready cut score for the ELA and mathematics components of the NJGPA, as well as the menu of alternative assessments and aligned cut scores.

The requirements in this section were adopted by the New Jersey State Board of Education on September 8, 2021 for the classes of 2023–2025.

### **English Language Arts and Literacy (ELA)**

If, after completing the New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the ELA component, such students may access the following pathways:

- Second Pathway: By meeting the designated cut score on a substitute competency test such as the PSAT, SAT, ACT, or ACCUPLACER; or
- Third Pathway: By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

### **Mathematics**

If, after completing the required New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the mathematics component, such students may access the following pathways:

- Second Pathway: By meeting the designated cut score on a substitute competency test such as the PSAT, SAT, ACT, or ACCUPLACER; or
- Third Pathway: By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

## First Pathway

Students must take and demonstrate proficiency in grade 11 on the New Jersey Graduation Proficiency Assessment, which includes content aligned to the grade 10 New Jersey Student Learning Standards (NJSLs) in ELA, and the NJSLs in Algebra 1 and Geometry. If after completing the New Jersey Graduation Proficiency Assessment a student does not demonstrate proficiency on the ELA or mathematics section, the student may retake the New Jersey Graduation Proficiency Assessment in the following summer or fall.

A student with disabilities whose IEP states that they are not eligible for the alternate assessment (Dynamic Learning Maps) must take the New Jersey Graduation Proficiency Assessment in grade 11.

### First Pathway—NJGPA

**Note:** Cut Scores Approved by the New Jersey State Board of Education on May 3, 2023

ELA	Mathematics
New Jersey Graduation Proficiency Assessment—ELA $\geq$ 725 (Graduation Ready)	New Jersey Graduation Proficiency Assessment—Mathematics $\geq$ 725 (Graduation Ready)

## Second Pathway

**Note:** This pathway is only available to students who completed the New Jersey Graduation Proficiency Assessment in grade 11.

Students who sat for the New Jersey Graduation Proficiency Assessment in grade 11 and did not demonstrate proficiency are able to demonstrate proficiency in ELA and/or mathematics by meeting the designated cut score on one of the assessments on the menu of substitute competency tests in the table for the second pathway (below).

### Second Pathway—Menu of Substitute Competency Tests

**Note:** Cut Scores Approved by the New Jersey State Board of Education on May 3, 2023

ELA	Mathematics
One of the following: <ul style="list-style-type: none"><li>• ACT Reading <math>\geq</math> 17</li><li>• Accuplacer WritePlacer <math>\geq</math> 5</li><li>• Accuplacer WritePlacer English Second Language <math>\geq</math> 4</li><li>• PSAT10 Evidence Based Reading and Writing (EBRW) <math>\geq</math> 420</li><li>• PSAT10 Reading <math>\geq</math> 21</li><li>• PSAT/NMSQT EBRW <math>\geq</math> 420</li><li>• PSAT/NMSQT Reading <math>\geq</math> 21</li><li>• SAT EBRW <math>\geq</math> 450</li><li>• SAT Reading <math>\geq</math> 23</li></ul>	One of the following: <ul style="list-style-type: none"><li>• ACT Math <math>\geq</math> 17</li><li>• Accuplacer Elementary Algebra <math>\geq</math> 49</li><li>• Accuplacer Next-Generation QAS <math>\geq</math> 250</li><li>• PSAT10 Math Section or PSAT/NMSQT Math Section <math>\geq</math> 420</li><li>• PSAT10 Math or PSAT/NMSQT Math <math>\geq</math> 21</li><li>• SAT Math Section <math>\geq</math> 440</li><li>• SAT Math Test <math>\geq</math> 22</li></ul>

## Third Pathway

**Note:** This pathway is only available to students who completed the New Jersey Graduation Proficiency Assessment in grade 11.

Students who completed the New Jersey Graduation Proficiency Assessment in grade 11 and did not demonstrate proficiency are able to demonstrate proficiency in ELA and/or mathematics through a portfolio appeal in grade 12.

### Third Pathway—Portfolio Appeals

ELA	Mathematics
Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

# SAMPLE COURSE SEQUENCE

ROXBURY HIGH SCHOOL

## **Grade 9 Courses:**

1. English I
2. United States History I
3. Geophysical Science
4. Algebra I
5. Physical Education/Health 9
6. ***Freshman Seminar \*\* (see below)***

Recommended ~ World Language

Recommended ~ Practical Art or Visual/ Performing Art

**Elective Courses:** Complete your schedule from any elective courses open to Grade 9 students as listed on the Student Course Selection Sheet. Remember, you must take a minimum of seven (7) courses and must check the prerequisites, if any, as listed in this Program of Studies.

### **\*\* Freshman Seminar**

As first-year students, Roxbury High School freshmen have a lot to learn and adjust to as they begin to make themselves more at home as part of the school and its culture. In this Freshman Seminar course, students will be introduced to a range of useful information, skills, and opportunities that will make that transition more practical and less complicated.

Students will be exposed to school expectations, including the aspects of the school culture that may not be written about in student handbooks which they will need to know in order to integrate themselves into the life of the school. This will be encouraged and facilitated by volunteer upperclassmen students who support incoming Freshmen through the RHS Peer to Peer program. Freshmen students will also be offered basic time- and task-management strategies that will aid them in meeting their academic and extracurricular expectations and commitments. They will also have chances to meet and get to know school administrators, support staff, and, in a particular way, their assigned school counselors. Finally, students will work on developing positive character traits and virtues through lessons focused on social and emotional learning; team-building exercises; personal reflection aimed at growth in healthy choices, self-awareness, and self-esteem; healthy relationships; philanthropy; and more.

By participating in Freshman Seminar, students will have the opportunity to grow as individuals academically, socially, and personally with the support and guidance of dedicated teachers and staff members and to become valuable contributing members of both the high school and the wider community.

## **Grade 10 Courses:**

1. English II
2. US History II
3. Biology
4. Geometry
5. Physical Education/ Driver Theory

Recommended ~ World Language if not taken previously or a second year

Recommended ~ Visual and/or Performing Art if not taken previously

Recommended ~ Practical Art if not taken previously

**Elective Courses:** Complete your schedule from any elective courses open to Grade 10 students as listed on the Student Course Selection Sheet. Remember, you must take a minimum of seven (7) courses and must check the prerequisites, if any, as listed in this Program of Studies.

## **Grade 11 Courses:**

1. English III
2. World History
3. Chemistry
4. Algebra II
5. Physical Education/Health 11



- Recommended ~ World Language if not taken previously or a second/ or third year
- Recommended ~ Visual and/or Performing Art if not taken previously
- Recommended ~ Practical Art if not taken previously
- Recommended ~ Financial Literacy if not taken previously

**Elective Courses:** Complete your schedule from any elective courses open to Grade 11 students as listed on the Student Course Selection Sheet. Remember, you must take a minimum of seven (7) courses and must check the prerequisites, if any, as listed in this Program of Studies.

**Grade 12 Courses:**

1. English IV
2. Physical Education/Health 12
3. Visual and/or Performing Art if not taken previously
4. Financial Literacy if not taken previously
5. Practical Art if not taken previously
6. World Language if not taken previously

**Elective Courses:** Complete your schedule from any elective courses open to Grade 12 students as listed on the Student Course Selection Sheet. Remember, you must take a minimum of seven (7) courses and must check the prerequisites, if any, as listed in this Program of Studies.

# TYPICAL COURSE SEQUENCE

ROXBURY HIGH SCHOOL

Typical Roxbury High School Course Sequence													
	English		Math		Social Studies		Science		World Language			Physical Education	
	5 Credits Each		5 Credits Each		5 Credits Each		5, 6 & 7 Credits Each		5 Credits Each			3.75 Credits Each PE and 1.25 Health & Drivers Theory	
9th	English I	English I Honors	Algebra I	Geometry Honors	US History I	US History I Honors	Geophysical	Biology Honors	Spanish II	French I	Italian I	Physical Education 9 Health 9	
10th	English II	English II: AP Seminar	Geometry	Algebra II Honors	US History II	AP US History II	Biology	Chemistry Honors	Spanish III	French II	Italian II	Physical Education 10 Drivers Theory	High Performance 10 and Wellness 10 Drivers Theory
11th	English III	English III: AP English Lit & Comp	Algebra II	Pre-Calculus Honors	US History II - World History (beginning 2021)	AP US History II - AP World History (beginning 2021)	Chemistry	Physics Honors	Spanish IV	French III	Italian III	Physical Education 11 Health 11	High Performance 11 and Wellness 11 Health 11
12th	English IV	English IV: Expository Writing	Advanced Algebra & Trigonometry and Pre-Calculus	Elective - Calculus & AP Calculus	Elective	Elective - AP Government AP Psychology AP European History	Elective	Elective - AP Biology AP Chemistry AP Physics	Spanish V AP Spanish Language	French IV AP French Language	Italian IV	Physical Education 12 Health 12	High Performance 12 and Wellness 12 Health 12
Credits needed	20 Credits		15 Credits (must complete three years of a math through Algebra II)		15 Credits (must be completed through World History)		15 Credits (must complete three years of Science including Biology)		5 Credits			20 Credits (must be taken each year)	
Total Credits required to graduate = 140													
Courses are also required in the Fine and Performing Arts and Practical Arts departments.													

# NINTH GRADE PLACEMENT CRITERIA

ROXBURY HIGH SCHOOL

**English:** A rubric that brings all of the following criteria into consideration will be used for placement in grade 9 English I.

- Reading and writing comprehension assessments
- Skill Based Data Rubric – grade 8
- January Benchmark Assessment (May Final Benchmark)
- Pupil Grades – grade 8 – semester 1 (semester 2 upon completion)

**Mathematics:** A rubric that brings all of the following criteria into consideration will be used for placement in grade 9 mathematics.

- End of Year Assessment
- Algebra Readiness Test
- Skill Based Data Rubric
- Mid Year Assessment grade 8
- Pupil Grades – grade 8 - semester 1 (semester 2 upon completion)
- Unit Assessments
- IXL Diagnostic

**Science:** A rubric that brings all of the following criteria into consideration will be used for placement in grade 9 science.

- Skill Based Data Rubric – grade 8
- Benchmark Assessments (2) - grade 8 – MP 1 and 2
- Pupil Grades – grade 8 (first two marking periods)
- NJSLA 8 Science - upon receipt

**Social Studies:** A rubric that brings all of the following criteria into consideration will be used to inform the placement recommendation for grade 9 social studies.

- Benchmark Assessment: (most recent)
- Reading and Writing Skills based assessment
- Grades: 7<sup>th</sup> grade 2nd semester + 1<sup>st</sup> semester 8<sup>th</sup> grade

**World Languages:** A rubric that brings all of the following criteria into consideration will be used to inform the placement recommendation for grade 9 World Languages.

- Benchmark Assessments: Grades 7 and 8
- Grades: 7<sup>th</sup> grade 2nd semester + 1<sup>st</sup> semester 8<sup>th</sup> grade
- End of year assessment Grade 8
- English and Social Studies placements

For purposes of placement into grade 9 core courses, objective criteria (tests, benchmark tests, etc.), are considered equally with subjective criteria (student grades). All data will be recorded in a placement criteria data base that will be used to determine the appropriate placement of students into 9<sup>th</sup> grade courses.

# ADMISSION TO COLLEGE

ROXBURY HIGH SCHOOL

## **Planning for College**

Two of the most important criteria for your college application will be the strength of your academic program and your grades in your academic courses (English, mathematics, science, social studies, and world language). You should select the highest level college preparatory course that is appropriate for your ability and skills. College requirements vary; therefore, it is advisable to prepare for admission to a wide range of colleges. Take a broad and balanced college preparatory program and consult with college admission counselors for specific requirements.

To prepare for selective colleges you should:

1. Complete a minimum of 16 academic units. Applicants to highly selective colleges often complete 20 or more academic units. A unit represents a year course in an academic college preparatory subject.
2. Read widely in a variety of subjects to build your comprehension, general knowledge, reading speed, and vocabulary.
3. Develop strong study skills and habits in all subject areas.
4. Participate actively in school and community activities. Become involved in volunteer service projects.

Prepare for college entrance examinations by taking the most challenging academic courses possible.

Most colleges stress five academic areas for admission. These are: English, Social Studies, Mathematics, Science, and World Language. Students must check college websites for specific entrance requirements. However, there are certain generalizations that can be made concerning each of the major areas.

**English** – The entrance requirement for most colleges is four years of college preparatory English. A student interested in the major area of English, speech, journalism, drama, etc., should exhibit an interest in and an aptitude for English and select English Elective courses into his/her program.

**Social Studies** – All graduates from Roxbury High School must take at least three years of history. This will be enough to meet most college requirements. A student interested in political science, government, sociology, law or related fields should attempt additional courses in the social studies area.

**Mathematics** – Algebra I, Geometry, and Algebra II are typically the minimum units required by college for admission. For majors in engineering, mathematics, science and such related areas, a student should take four years of college preparatory mathematics in high school. Additional courses in mathematics are available for students interested in math related occupations.

**Science** – Most colleges require students to take a minimum of three years of a science for admissions. For students entering the field of science, mathematics, engineering, pre-medical, or pre-dental, four years of a science are strongly recommended.

**World Languages** – In general, most liberal arts colleges require at least two years in the same world language for admission, with many requiring three years and four years being optimal. Students who plan to major in world language should take four years in one language and two in another.

**To summarize**, the college admission panel is looking for:

1. Impressive academic career.
2. Grades, grade point average, and class rank.
3. Scores on the SAT and/or ACT.
4. Three solid letters of recommendation (guidance counselor/teacher/coach/mentor/advisor).
5. Demonstration of extracurricular and leadership interests.

## **NCAA – Eligibility Center**

College-bound student-athletes who would like to play NCAA sports at a Division I or II school need to register for a Certification Account with the NCAA Eligibility Center at [NCAA](#) . If a student plans to compete at a Division III school, they should create a free Profile Page to receive important updates about being a student-athlete and preparing for college. Students who are not sure which division they want to compete in, should create a Profile Page and transition to a Certification Account if they decide to attend and compete at a Division I or II school.

Students interested in participating at a Division I or II school, must meet certain academic standards and be certified as an amateur athlete. The NCAA Eligibility Center will evaluate your academic and athletic experiences based on the information you provide through the Eligibility Center account.

College bound student–athletes will need the following academic requirements to practice, receive athletic scholarships, and/or compete during their first year.

### **Division I**

1. Complete 16 NCAA core courses
  - Four years of English
  - Three years of math (Algebra 1 or higher)
  - Two years of natural/physical science
  - Two years of social science
  - One additional year of English, math or natural/physical science
  - Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy.
2. Complete ten NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester (senior year) of high school. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.
3. Earn a core-course GPA of at least a 2.3.
4. Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale [Division I Requirements](#)
5. Graduate High School

### **Division II**

1. Complete 16 NCAA core courses
  - Three years of English
  - Two years of math (Algebra 1 or higher)
  - Two years of natural/physical science
  - Two years of social science
  - Three additional years of English, math or natural/physical science
  - Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy.
2. Earn a core-course GPA of at least 2.2.
3. Earn the ACT/SAT score matching your core-course GPA on the Division II qualifier sliding scale [Division II Requirements](#)
4. Graduate High School

## **Timeline for NCAA Student Athletes**

To help navigate the NCAA eligibility process, use this year-by-year breakdown to keep in mind what you should be thinking about in high school to get ready to play college sports.

### **Grade 9: Plan**

- Start Planning now! Take the right courses and earn the best grades you can.
- Ask your counselor for a list of your high school's NCAA core courses to make sure you take the right classes. Or, find your high school's list of NCAA core courses at <https://web3.ncaa.org/ecwr3/>.

### **Grade 10: Register**

- Register with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org) [NCAA](#).
- If you fall behind on courses, don't take shortcuts to catch up. Ask your counselor for help with finding approved courses or programs you can take.

### **Grade 11: Study**

- Check with your counselor to make sure you are on track to graduate on time with the required number of NCAA courses.
- Take the ACT or SAT and submit your scores to the NCAA by using code 9999.
- Research what schools you want to apply to and are the best fit for you academically and athletically.
- At the end of the year, complete a Transcript Request Form and return it to your counselor to upload your official six-semester transcript to the NCAA website.

### **Grade 12: Graduate**

- Complete your final NCAA core courses as you prepare for graduation.
- Take the ACT or SAT again, if necessary, and make sure the scores are submitted by using the code 9999.
- Complete all academic and amateurism questions in your NCAA Eligibility Center account at [NCAA.ORG](http://NCAA.ORG).
- After you graduate, ask your counselor to upload your final official transcript with proof of graduation.
- Only students on an NCAA Division I or II school's certification request list will receive a certification.

For more information, visit the following websites - [NCAA](#), [Eligibility Center](#), [NCAA - Resources](#), [NCAA FAQ's](#)

# School - to - Work

ROXBURY HIGH SCHOOL

## **Planning for School-To-Work**

Important criteria for gaining employment after graduation include; a successful high school academic record, good recommendations, motivation, workplace skills (communication, decision-making, teamwork, adaptability, and reliability), and strong experience/courses in your career area.

To prepare for work after graduation you should:

1. Complete a strong high school program with 15 or more academic units.
2. Take electives in your area of interest.
3. Seek out work experiences through our Cooperative Education course, Morris County School of Technology, after school jobs, volunteering and service learning.
4. Develop a strong employment record for your resume and for recommendations from employers.
5. Prepare for post-secondary education in your area of interest by taking prerequisites for further study.

# SERVICE & EXPERIENTIAL LEARNING

ROXBURY HIGH SCHOOL

The wide variety of students' interests, motivations and responses to education makes it clear that no single approach to learning is best for all students. Learning takes place in a variety of ways, under a variety of circumstances; it is a highly individualized process. If we are to approach our goal of providing a school which is responsive to the needs and learning styles of all students, we must make available a practical variety of education alternatives. **Independent Study**, **Senior Option**, and **College Option** are programs designed to afford a student the opportunity to pursue areas of study which are beyond the scope of curricular offerings.

**Senior Option** is a non-grade-bearing, credit-bearing program designed to afford twelfth-grade students the opportunity to pursue areas of study which are beyond the scope of the school's curricular offerings, and perhaps beyond the boundaries of the school building.

Seniors interested in the taking a **Senior Option**:

- Must complete the [Senior Option packet](#) found on the High School website
- Must demonstrate sufficient academic planning to complete the senior option in the eyes of the Senior Option Committee
- Are on pace to graduate, and participation in the senior option will not interfere with success in other academic subjects
- Is on pace to graduate and has not failed any subjects the year prior to applying for a Senior Option
- Are interested in pursuing a program of study, an internship, or an educational experience that extends beyond the school offered curriculum
- Must understand that it is an unpaid, volunteer, initiative

The **Independent Study** is an inquiry-driven, learning experience that a student pursues under the supervision of a certificated staff member or otherwise professionally qualified individual in a topic of interest that is substantially different than and/or not offered in the program of studies in the district or through a college option. The **Independent Study**, therefore, differs from the **Senior Option** because an **Independent Study** is a course or course equivalent that requires a grade given by the advisor that is considered equivalent to other graded courses offered in the district. In other words, these differing requirements make an **Independent Study** both grade and credit-bearing in contrast to the **Senior Option**, which is credit but not grade bearing.

The **Independent Study Program** is open to any student in grades nine through twelve. Students interested in pursuing an Independent study:

- Must complete the [Independent Study packet](#) found on the High School website
- Must demonstrate sufficient academic planning to complete the Independent Study in the eyes of the Independent Study Committee
- Are on pace to graduate, and participation in the Independent Study will not interfere with success in other academic subjects
- Is on pace to graduate and has not failed any subjects the year prior to applying for an Independent Study
- Are interested in pursuing a program of study, an internship, or an educational experience that extends beyond the school offered curriculum
- Must understand that it is an unpaid, volunteer, initiative

The **College Option** is offered to students looking to enrich their academic experience by taking a course not offered in the district program of studies at an accredited college or university. This program, unlike the Senior Option, or the Independent Study, does not require a faculty advisor, however, it does require approval from a committee.

The **College Option Program** is open to any student in grade eleven through twelve who:

1. has demonstrated sufficient academic proficiency, in the judgment of the College Option Committee, to assure that commitment to College Option would not jeopardize his/her regular class work.
2. is on pace to graduate and has not failed any subjects the year before initiating the study.
3. is interested in pursuing a college course that extends beyond the school-offered curriculum.

\*\* Students interested in this option must complete the [College Option packet](#).

## CAREER PATHWAYS

ROXBURY HIGH SCHOOL

Virtually everyone in our culture spends the major portion of his or her life preparing for a career. Choosing one's field of work is one of the most important decisions of a lifetime. It is as important for students who plan on going to college as it is to those who plan on going directly into the workforce after high school. Both time and money can be saved by choosing a college and/or a college career pathway that leads to a satisfying field of work.

Below you will find **sample** career sequences that align to the coursework offered at Roxbury High School. Within each career sequence, there is a thread of common interest and abilities. When students identify a sequence, they are better able to make links between their interests, abilities, career goals and the courses they take. The most important components of any sequence will be the core academic courses. This "road map" does not guarantee an acceptance at a college, but it will help determine if a career choice is a good fit for you.

## COURSE OPTIONS

ROXBURY HIGH SCHOOL

### Honors and Advanced Placement Courses:

Honors and/or Advanced Placement courses are designed to provide you with an academic challenge that **exceeds** those provided in other college preparatory courses. In addition, this coursework may provide an opportunity to complete college-level courses while still attending high school. Assignments and activities are designed to move students to think and write more critically at a higher level and at a more rigorous pace. To be successful you should:

1. Be selected on the basis of academic record, teacher recommendations, standardized test results, application, or other placement criteria.
2. Have a high level of interest in the subject and be motivated to work hard.
3. Demonstrate strong reading, analytical, critical thinking, and writing skills.
4. Demonstrate academic ability and achievement strong enough to be successful in the subject.
5. Demonstrate excellent attendance, self-discipline, independent work habits, and maturity to succeed in the course.

### College Equivalent (CE)/ Dual-Enrollment:

Roxbury High School will be partnering with local colleges to offer students the opportunity to earn college credit in approved dual enrollment courses. These courses are taught at Roxbury High School by our staff. Dual enrollment enables high school students to gauge their ability to complete college work prior to a full-time college study. Upon successful completion of a dual enrollment course, and a per-credit tuition payment, students will receive a college transcript with the credits earned. Please note that the cost of the per-credit tuition will be charged to the student

[See all our College Equivalent \(CE\)/ Dual Enrollment course options on our website](#)

# COURSE OFFERINGS

ROXBURY HIGH SCHOOL

## AP Capstone

Course Name	Grade				Credits	Page No.
AP Seminar - English II/AP Seminar		10			5	
AP Research			11		5	

## Business

Course Name	Grade				Credits	Page No.
Accounting I		10	11	12	5	
Accounting I ( <i>HONORS</i> )	9	10	11	12	5	
Accounting II		10	11	12	5	
Accounting II ( <i>HONORS</i> )		10	11	12	5	
Advertising		10	11	12	2.5	
Branding		10	11	12	2.5	
Consumer Behavior		10	11	12	2.5	
Cooperative Marketing Education				12	15	
Design Thinking			11	12	5	
Entrepreneurship		10	11	12	2.5	
Financial Literacy		10	11	12	2.5	
Global & Business Law		10	11	12	2.5	
Google Project Management		10	11	12	2.5	
Introduction to Business	9	10	11	12	5	
Introduction to Digital Media	9	10	11	12	5	
Investments		10	11	12	2.5	
Marketing & Media	9	10	11	12	5	
Podcasting		10	11	12	2.5	
Popular Culture		10	11	12	2.5	
Social Media Marketing ( <i>HONORS</i> )			11	12	2.5	
Sports Marketing		10	11	12	2.5	
Sports Media			11	12	5	
Stock Market		10	11	12	2.5	
Studio Production			11	12	5	
Television Production I		10	11	12	5	
Television Production II			11	12	5	
Tomorrow's Teachers ( <i>HONORS</i> )				12	5	

## Engineering, Design, and Technology

Course Name	Grade				Credits	Page No.
Engineering Drafting Design I	9	10	11	12	5	
Engineering Drafting Design II		10	11	12	5	
Advanced Computer Aided Design ( <i>HONORS</i> )			11	12	5	
3D Studio Computerized ( <i>HONORS</i> )				12	5	
Woodworking I: Basic Woods	9	10			5	
Woodworking II: Machine Woodworking		10	11	12	5	



Woodworking III ( <i>HONORS</i> ): Advanced Materials & Processes			11	12	5	
Woodworking IV ( <i>HONORS</i> ): Furniture and Project Design				12	5	
Introduction to Structural Design		10	11		5	
Structural Design and Fabrication ( <i>HONORS</i> )				12	10	

## English

Course Name	Grade				Credits	Page No.
English I ( <i>HONORS</i> )	9				5	
English I A	9				5	
English I B	9				5	
English II/AP Seminar		10			5	
English II A		10			5	
English II B		10			5	
English III/ AP English Literature & Composition			11		5	
English III A			11		5	
English III B			11		5	
English IV ( <i>HONORS</i> ): Expository Writing				12	5	
English IV: American Horror				12	2.5	
English IV: Comics: A Study of Heroes and Villains				12	2.5	
English IV: Comparative Mythology				12	2.5	
English IV: Literature and the Human Psyche				12	2.5	
English IV: Mystery and True Crime				12	2.5	
English IV: Romantic Comedies				12	2.5	
English IV: Utopia vs Dystopia				12	2.5	
Rhetoric and the Art of Public Speaking	9	10	11	12	2.5	
Sports Literature	9	10	11	12	2.5	
Journalism I	9	10	11	12	5	
Journalism II		10	11	12	5	
Journalism III ( <i>HONORS</i> )			11	12	5	
Contemporary Literature	9	10	11	12	2.5	
Creative Writing I	9	10	11	12	2.5	
Creative Writing II	9	10	11	12	2.5	
Film Studies		10	11	12	2.5	
Screenwriting	9	10	11	12	2.5	
Women and Literature		10	11	12	2.5	

## English as a Second Language (ESL)

Course Name	Grade				Credits	Page No.
ESL Beginner	9	10	11	12	5	
ESL High Beginner	9	10	11	12	5	
ESL Intermediate	9	10	11	12	5	
ESL Advanced	9	10	11	12	5	

## Family & Consumer Science

Course Name	Grade				Credits	Page No.
Culinary Arts I	9	10			5	
Culinary Arts II		10	11	12	5	

Creative Cooking			11	12	2.5	
World Cuisine			11	12	2.5	
Child Development ( <i>formerly Child Development II</i> )		10	11		5	
Family Life Skills ( <i>formerly Child Development I</i> )	9	10	11		5	
Catering & Event Planning ( <i>formerly Hospitality Management</i> )			11	12	5	
Teaching Young Children ( <i>HONORS</i> )			11	12	10	
Fashion Design	9	10	11	12	5	
Life Management			11	12	5	

## Math & Computer Science

Course Name	Grade				Credits	Page No.
Algebra I A	9	10	11	12	5	
Algebra I B	9	10	11	12	5	
Geometry ( <i>HONORS</i> )	9	10			5	
Geometry A	9	10	11		5	
Geometry B		10	11		5	
Algebra II ( <i>HONORS</i> )		10	11		5	
Algebra II A		10	11		5	
Algebra II B			11	12	5	
Integrated Algebra			11	12	5	
PreCalculus ( <i>HONORS</i> )			11	12	5	
PreCalculus			11	12	5	
Advanced Algebra & Trigonometry			11	12	5	
Algebra for Financial Applications				12	5	
College Prep Algebra				12	5	
AP Calculus AB				12	5	
AP Calculus BC				12	5	
Calculus				12	5	
Intro to Probability & Statistics		10	11	12	5	
AP Statistics			11	12	5	
Introduction to Robotics	9	10	11	12	5	
Introduction to Computer Science	9	10	11	12	5	
Introduction to Cybersecurity	9	10	11	12	2.5	
Video Game Design I			11	12	2.5	
AP Computer Science		10	11	12	5	
AP Computer Science Principles		10	11	12	5	

## Performing Arts

Course Name	Grade				Credits	Page No.
Freshmen Treble Choir	9				5	
Concert Choir	9	10	11	12	5	
Chorale		10	11	12	5	
Classic Sounds ( <i>HONORS</i> )		10	11	12	5	
Broadway Theater Show Choir	9	10	11	12	2.5	
Concert Band	9	10	11	12	5	
Symphony Band	9	10	11	12	5	
Wind Symphony ( <i>HONORS</i> )		10	11	12	5	
Strings	9	10	11	12	5	
Advanced Strings ( <i>HONORS</i> )		10	11	12	5	

Basic Music Theory		10	11	12	5	
AP Music Theory			11	12	5	
Expressions Dance Ensemble	9	10	11	12	5	
Fusion Dance Ensemble	9	10	11	12	5	
Synergy Dance Ensemble	9	10	11	12	5	
Advanced Dance ( <i>HONORS</i> )	9	10	11	12	5	

### Physical Education and Health/Drivers Theory

Course Name	Grade				Credits	Page No.
Physical Education	9	10	11	12	3.75	
High Performance Physical Education ( <i>HONORS</i> )		10	11	12	3.75	
Wellness Physical Education		10	11	12	3.75	
Introduction to Exercise Science			11	12	2.5	
Introduction to Exercise Psychology			11	12	2.5	
Ninth Grade Health	9				1.25	
Tenth Grade Driver Theory		10			1.25	
Eleventh Grade Health			11		1.25	
Twelfth Grade Health				12	1.25	
Peer to Peer Physical Education		10	11	12	3.75	
Foundational Components of Allied Health Services ( <i>HONORS</i> )	9				5	
Pathology and Prevention of Sports Injuries ( <i>HONORS</i> )		10			5	
Kinesiology and Orthopedic Assessment ( <i>HONORS</i> )			11		5	
Surgical Intervention and the Return to Play Process ( <i>HONORS</i> )				12	5	
Structured Learning Experience				12	5	

### Science

Course Name	Grade				Credits	Page No.
Geophysical Science ( <i>HONORS</i> )	9				6	
Geophysical Science A	9				5	
Geophysical Science B	9				5	
Biology ( <i>HONORS</i> )	9	10			6	
Biology A		10			5	
Biology B		10			5	
Chemistry ( <i>HONORS</i> )		10	11		6	
Chemistry A			11		5	
Chemistry B			11	12	5	
Physics ( <i>HONORS</i> )			11	12	6	
Physics A			11	12	5	
Physics B			11	12	5	
Introduction to Chemistry and Physics			11	12	5	
Physics and Technology				12	5	
Environmental Science			11	12	5	
Human Anatomy & Physiology ( <i>HONORS</i> )			11	12	6	
AP Biology			11	12	7	
AP Chemistry			11	12	7	
AP Environmental Science			11	12	7	
AP Physics			11	12	7	
Astronomy		10	11	12	2.5	
Forensic Science			11	12	2.5	

Genetics		10	11	12	2.5	
Microbiology		10	11	12	2.5	
Intro to Aviation <i>(formerly Aviation and Aerospace I)</i>	9	10	11	12	5	
Pilot Pathway I <i>(formerly Aviation and Aerospace II)</i>		10	11	12	5	
Pilot Pathway II <i>(formerly Aviation and Aerospace III)</i>			11	12	5	
Drone Technologies		10	11	12	5	

## Social Studies

Course Name	Grade				Credits	Page No.
AP United States History I	9				5	
United States History I A	9				5	
United States History I B	9				5	
AP United States History II		10			5	
United States History II A		10			5	
United States History II B		10			5	
AP World History			11		5	
World History A			11		5	
World History B			11		5	
AP European History			11	12	5	
AP Psychology			11	12	5	
AP US Government & Politics			11	12	5	
AP Comparative Government & Politics		10	11	12	5	
Anthropology		10	11	12	2.5	
Comparative World Religions	9	10	11	12	2.5	
Contemporary World Issues		10	11	12	2.5	
Criminology		10	11	12	2.5	
Ethical Studies			11	12	2.5	
Experimental Psychology			11	12	2.5	
History and Culture Through Sports		10	11	12	2.5	
Human Behavior			11	12	5	
Human Geography	9	10	11	12	2.5	
Philosophy and Ethics		10	11	12	2.5	
Political and Legal Studies		10	11	12	5	
The Vietnam Era and Modern Conflicts			11	12	2.5	

## Visual Art

Course Name	Grade				Credits	Page No.
Drawing and Painting I	9	10	11	12	5	
Drawing and Painting II		10	11	12	5	
Drawing and Painting III			11	12	5	
Ceramics & Sculpture I	9	10	11	12	2.5	
Ceramics & Sculpture II		10	11	12	5	
Ceramics & Sculpture III			11	12	5	
Graphic Design I	9	10	11	12	2.5	
Graphic Design II		10	11	12	5	
Graphic Design III			11	12	5	
Photography I	9	10	11	12	2.5	
Photography II		10	11	12	5	
Photography III			11	12	5	

Animation I		10	11	12	2.5	
Animation II		10	11	12	2.5	
Peer to Peer Art		10	11	12	2.5	
Yearbook Production		10	11	12	5	
AP Art and Design				12	10	

## World Languages

Course Name	Grade				Credits	Page No.
French I A	9	10	11	12	5	
French II ( <i>HONORS</i> )	9	10	11	12	5	
French II A	9	10	11	12	5	
French III ( <i>HONORS</i> )		10	11	12	5	
French III A		10	11	12	5	
French IV ( <i>HONORS</i> ) (CE)			11	12	5	
AP French Language (CE)			11	12	5	
Italian I	9	10	11	12	5	
Italian II ( <i>HONORS</i> )	9	10	11	12	5	
Italian II A	9	10	11	12	5	
Italian III ( <i>HONORS</i> )		10	11	12	5	
Italian III A		10	11	12	5	
Italian IV ( <i>HONORS</i> ) (CE)			11	12	5	
Spanish Communication & Culture	9	10	11	12	5	
Spanish I	9	10	11	12	5	
Practical Spanish I	9	10	11	12	5	
Spanish II ( <i>HONORS</i> )	9	10	11	12	5	
Spanish II A		10	11	12	5	
Practical Spanish II		10	11	12	5	
Spanish III ( <i>HONORS</i> )		10	11	12	5	
Spanish III A		10	11	12	5	
Spanish III B		10	11	12	5	
Spanish IV ( <i>HONORS</i> ) (CE)			11	12	5	
Spanish IV A			11	12	5	
Spanish V ( <i>HONORS</i> )			11	12	5	
AP Spanish Language (CE)			11	12	5	
Heritage Spanish		10	11	12	5	

## School and Community Programs

Course Name	Grade				Credits	Page No.
Activities of Daily Living (ADL)	9	10	11	12	5	
In Program Resource	9	10	11	12	5	
Horticulture and Landscaping		10	11	12+	5	
STEP (Student Transition Employment Program) 1 & 2	9	10	11	12	5	
Careers in Healthcare			11	12	5	
Forensics			11	12	5	
Success				12+	5	

# AP CAPSTONE

ROXBURY HIGH SCHOOL

AP Capstone is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP courses – **AP Seminar** and **AP Research** – and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses.

In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments.

In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic thesis.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate. AP Seminar may also be taken as a stand-alone option.

## AP Seminar

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

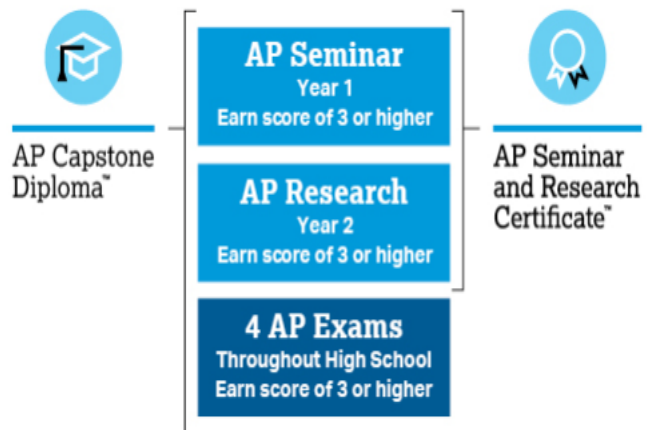
AP Seminar will be infused in the English II/AP Seminar curriculum. See page 28 for more course information on the English II/AP Seminar.

## AP Research

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question.

In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; establishing relationships with expert advisors; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000-5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

AP Research will be available to students who have



successfully completed the AP Seminar course.

# BUSINESS AND MEDIA

ROXBURY HIGH SCHOOL

The RHS Business and Media Department offers state of the art and dynamic courses that everyone can enjoy. There are four different course sequences that will assist students to better understand how to be successful in their chosen career paths. Explore your areas of interest in the following course sequences: General Business, Marketing, Business Technology, and Accounting. Mix them up or follow the sequence, the choice is up to you!

	FINANCE PATHWAY	ENTREPRENEUR PATHWAY	PRODUCTION MEDIA PATHWAY	MARKETING PATHWAY
9	INTRO TO BUSINESS		DIGITAL MEDIA	MARKETING & MEDIA
10	+ ACCOUNTING 1 + INVESTMENTS	+ GLOBAL BUSINESS & LAW + BRANDING	+ TV 1 + BRANDING + POP CULTURE	+ BRANDING + CONSUMER BEHAVIOR
11	+ ACCOUNTING 2 + STOCK MARKET	+ GOOGLE PROJECT MANAGEMENT + ENTREPRENEURSHIP	+ TV 2 + PODCASTING	+ ADVERTISING + SOCIAL MEDIA + SPORTS MARKETING
12	1. CAPSTONE (BELOW) 2. CROSSOVER CLASS	1. CAPSTONE (BELOW) 2. CROSSOVER CLASS	1. CAPSTONE (BELOW) 2. CROSSOVER CLASS	1. CAPSTONE (BELOW) 2. CROSSOVER CLASS
11 + 12	DESIGN THINKING		STUDIO PRODUCTION	SPORTS MEDIA

## Introduction Courses

### Introduction to Business

Grades 9 (recommended), 10, 11, 12

5 Credits

**POSSIBLE PATHWAYS: Finance, Entrepreneurship**

Dive into current business structure in the United States and around the world. Learn the ins and outs of the economy, how money is moved through the people, and how to manage and lead. Finish it off with prospective careers and how to get there.

### Intro to Digital Media

Grades 9 (recommended), 10, 11, 12

5 Credits

**PATHWAYS: Digital Media, Production Media**

Use the Google suite of programs to produce professional looking school and business materials. Additionally, you will explore the basics of digital media concepts such as Animation, Video Game Design, and Web Development, and more!

### Marketing in the Media

Grades 9 (recommended), 10, 11, 12

5 Credits

**PATHWAYS: Production Media, Marketing**

Learn the basics of marketing and how it influences consumers through different media outlets. Explore the evolution of media platforms, promoting through those channels, and successful selling techniques. Gain hands-on experience planning the RHS Media Conference.



ROXBURY HIGH SCHOOL  
**BUSINESS  
AND MEDIA**

# BUSINESS AND MEDIA

ROXBURY HIGH SCHOOL

## Entrepreneurship Pathway

### **Global Business & Law**

**Grades 10 (recommended), 11, 12**

**2.5 Credits**

Immerse yourself in a global economy that is more closely connected than ever before. Learn what it takes to successfully operate a business on an international level, while taking into consideration the legal and ethical framework of business operations.

### **Google Project Management**

**Grades 10, 11 (recommended), 12**

**5 Credits**

Plan, organize and run projects so they can be delivered on time and on budget. Develop hands-on project planning and project management skills. Learn in partnership with Google Grow, and upon completion, earn a Google Career Certificate.

### **Entrepreneurship**

**Grades 10, 11 (recommended), 12**

**2.5 Credits**

Learn what it takes to start your own business and keep it thriving. Develop innovative ideas and capitalize on opportunities. Analyze, propose and write a guided business plan to pitch your own business idea.

## Finance Pathway

### **Accounting 1**

**Grades 10 (recommended), 11, 12**

**5 Credits**

**PREREQUISITE: Freshman must have Teacher Recommendation**

Learn the language of business while discovering the ways cash flows through businesses. Students in Accounting 1 navigate the accounting cycle for businesses owned by a single entity.

### **Accounting 1 Honors**

**Grades 9, 10 (recommended), 11, 12**

**5 Credits**

**PREREQUISITE: Current enrollment in an Honors level course in any discipline; (freshmen must currently be enrolled in an Honors level Math course).**

Prepare yourself for one of the top five careers by taking this course. Students in Accounting 1 Honors learn how to set up an accounting system for both a sole proprietorship and a corporation; as well as analyze and post financial and operational business transactions.

### **Investments**

**Grades 10 (recommended), 11, 12**

**2.5 Credits**

Explore short, and long term wealth building strategies. This course will go over a broad range of investment opportunities that you may use to build capital over time.

### **Stock Market**

**Grades 10 (recommended), 11, 12**

**2.5 Credits**

**PREREQUISITE: Investments**

Discover what it takes to be a successful stock market trader. Learn how to actively manage a financial portfolio with the use of fundamental and technical analysis by participating in a virtual stock market competition.

### **Accounting 2 Honors**

**Grades 10, 11(recommended), 12**

**5 Credits**

**PREREQUISITE: ACCOUNTING 1**

Continue utilizing advanced accounting concepts for both corporations and partnerships. Students will engage in financial analysis, budgeting, cash flow analysis, and managerial accounting.

### **Financial Literacy**

**Grades 10, 11, 12**

**2.5 Credits**

Develop a baseline of personal financial responsibility. Gain a better understanding of budgets, taxes, banking and career preparation. \* There is an online option for Financial Literacy, which runs during the Summer.



# BUSINESS AND MEDIA

ROXBURY HIGH SCHOOL

## Production Media Pathway

### **Pop Culture**

**Grades 10 (recommended), 11, 12**

**2.5 Credits**

Explore the habits and norms in our society to see what really intrigues people. Explore consumerism, marketing and brand recognition along with market research to see how and why we purchase the items and celebrate the media icons. Students will research and implement some marketing strategies of their own.

### **TV Production 1**

**Grades 10 (recommended), 11, 12**

**5 Credits**

Explore the elements of production using professional editing software. From short films, commercials to newscasts, this class does it all! Lights, Camera, Action, let's do this!

### **TV Production 2**

**Grades 10, 11 (recommended), 12**

**5 Credits**

**PREREQUISITE: TV PRODUCTION 1**

Gaelvision News is a production created by the TV2 students covering everything Roxbury! This advanced team performs as their own news team. producing shows and special projects throughout the year!

### **Podcasting**

**Grades 10, 11 (recommended), 12**

**2.5 Credits**

Learn more about broadcasting and the versatility of a podcasting production. Learn editing skills and work to perfect your Radio voice! Class productions will include storytelling, research topics relevant to our audience, sports and live broadcasts!

## Marketing Pathway

### **Branding**

**Grades 10 (recommended), 11, 12**

**2.5 Credits**

Realize how brands can inspire action through storytelling and authentic connection. Develop an understanding of how to create your own unique

brands. Start by defining brand values and a mission. Continue through creating brand identity, brand story, and marketing materials that support your brand.

### **Consumer Behavior**

**Grades 10 (recommended), 11, 12**

**2.5 Credits**

Explore who consumers are and how they make choices. Investigate the internal and external influences that shape our choices, and gain perspectives on the values and attitudes that influence consumers and their decision making.

### **Advertising**

**Grades 10, 11 (recommended), 12**

**2.5 Credits**

Create a portfolio of advertisements. Learn the advantages of different layouts, and design principles for print, broadcast and social media. Apply the creative process from inspiration to the final product!

### **Social Media Marketing (*HONORS*)**

**Grades 10, 11 (recommended), 12**

**2.5 Credits**

Develop the skills to engage, interact, grow, and monetize a brand with social platforms. Explore content design techniques and creatively apply marketing strategies through an understanding of social media impact on consumer behavior.

### **Sports Marketing**

**Grades 10, 11 (recommended), 12**

**2.5 Credits**

Take your passion for sports to the next level. Learn what it takes to create a great sports brand, innovative products, engaging advertisements and promotions, and a competitive sports franchise. The skill set used in this class will have you prepared to take on Sports Media.

### **Cooperative Education**

**Grade 12**

**15 Credits**

Join the workforce and earn credit for working. Learn the laws that protect all workers, and the personal skills that set us apart while developing career knowledge and experience. You must be employed, and may have the option to leave early

# BUSINESS AND MEDIA

ROXBURY HIGH SCHOOL

## **BUSINESS CAPSTONE EXPERIENCES**

These pathways encourage connection & proof of concept. Apply the skills you've developed through this innovative framework for learning. Students will hold various roles based on interests and skills while working towards a shared goal. 'Companies' will influence the student experience through the research & development, brand building, product development, and promotional processes. Take control of your achievements by developing a growth mindset, building successful habits, and producing something unique.

### **Design Thinking**

**Grades 11, 12**

**5 Credits**

Think differently? Learn how innovators build the mental skill set to creatively solve problems. Explore how you can build solutions that can make a difference, drive change, and leave a lasting impact.

**Skills & Interests:** Innovation, Philanthropy, Fabrication, Robotics, Art & Design, Engineering, Psychology, Human Behavior, World Issues, Environmental Science, Journalism, Entrepreneurship, Project Management.

### **Studio Production**

**Grades 11, 12**

**5 Credits**

Be a part of a team that produces short film(s). Create, brand & promote your product (animated shorts, comedies, dramas).

**Skills & Interests:** Animation, Graphic Design, Illustration, Drawing and Painting, Songwriting, Music Theory, Broadway Theatre, Comics, Branding, Screenwriting, Film Studies, Entrepreneurship, Advertising, Social Media, Project Management.

### **Sports Media**

**Grades 11, 12**

**5 Credits**

Create real sports content! everything from hype videos to highlight shows, from podcasts to Documentaries, and more! Play a role in promoting Roxbury Athletics.

**Skills & Interests:** Sports Marketing, TV Production, Podcasting, Sports Literature, Social Media, Advertising, Journalism, Screenwriting, Film Studies, Entrepreneurship, Branding, Project Management.

### **Tomorrow's Teachers (*Honors*)**

**Grade 11/12**

**5 Credits**

**\*\* Dual Enrollment**

For those who are thinking of a career in teaching or working with children of any age, this is the class for you! Tomorrow's Teachers is a robust and engaging course for students who are interested in becoming educators at the K-12 levels. The course is a survey of the educational profession, which culminates in a short practicum that gives students hands-on experiences in instruction and lesson design. The course focuses on giving students who are interested in the educational profession a leg up on their peers and offers the opportunity for college credit. The curriculum involves learning about lesson planning, instruction, curriculum development, ethics and professionalism, certification, differentiation in the classroom, as well as the trends and entities that have shaped education. The course is modeled after and run through the guidance of, the Tomorrow's Teachers program (TCNJ). The course is grounded in the Teacher Cadet curriculum created by the Center for Educator Recruitment, Retention, and Advancement (CERRA)

# ENGINEERING, DESIGN, AND TECHNOLOGY

ROXBURY HIGH SCHOOL

The goal of the Department is to increase students' Technological Literacy through exposing them to the many components of Engineering Design and Technology. Students enrolled in an Engineering Design and Technology course will safely use technological tools to navigate the design loop to solve real world problems around them. Courses in the Engineering and Design and Technology department will prepare students for a variety of career options after high school. Our Engineering Drafting classes give students an opportunity to utilize a modern suite of Computer Aided Drafting and Design software. Our Woodworking course of study allows for hands-on opportunities to develop skills with a variety of machinery and tools while learning design principles and skills. The Structural Design and Fabrication course combines architectural design and construction techniques and skills. Problem solving and Engineering are key components on all of our Engineering Design course offerings.

Engineering, Design, and Technology Pathways			
	Engineering	Woodshop	Structural Design & Fabrication
Step 1	Engineering I	Woods 1	Engineering I and/or Woods I
Step 2	Engineering II	Woods II	Intro to SDF (10th & 11th Graders Only)
Step 3	Adv. Computer Design ( <b>Honors</b> )	Woods III ( <b>Honors</b> )	SDF ( <b>Honors</b> ) (12th Grade Only)
Step 4	3D Studio ( <b>Honors</b> )	Woods IIII ( <b>Honors</b> )	
Relevant Electives to Consider	Physics Robotics Entrepreneurship		Intro to Business Entrepreneurship Design Thinking

## Engineering Drafting and Design I

Grades 9 - 12

5 Credits

This course introduces students to the world of engineering and design. Students' progress through a series of drawing techniques starting with sketching techniques and culminating with the use of AutoCAD to produce quality representations of objects. Course content will include visualization of views, geometric construction, and dimensioning techniques. AutoCAD is the primary focus of this class and students will become proficient at its use in the engineering and design field. This course is recommended for any student interested in the engineering and design field and anyone interested in pursuing a major in any of the design areas.

## Engineering Drafting and Design II

Grades 10, 11, 12

5 Credits

**PREREQUISITE: ENGINEERING DRAFTING & DESIGN I**

This course offers students the opportunity to refine and further develop skills acquired in the first-year course. Basic design techniques are the main focus of this class. Students use the techniques developed using AutoCAD to produce their own individual designs. This class is

recommended for anyone interested in continuing their study of engineering and design.

## Advanced Computer Aided Design (*Honors*)

Grades 11, 12

5 Credits

**PREREQUISITE: ENGINEERING DRAFTING & DESIGN I & II**

This advanced course continues the design process using AutoCAD and also introduces the students to the 3-D environment for designing. Advanced AutoCAD design techniques are continued, followed by the introduction of designing in 3-D using Autodesk inventor. The introduction of the 3-dimensional design field is the major focus of this class. This class is strongly recommended for any student interested in a career in engineering and design.

## 3-D Studio Computerized (*Honors*)

Grade 12

5 Credits

**PREREQUISITE: ENGINEERING DRAFTING & DESIGN I & II AND HONORS COMPUTER AIDED DESIGN**

This advanced course is a culmination of the student's study in the engineering and design field. The course allows students to develop advanced skills working in the 3-D environment to produce quality 3-D representations

# ENGINEERING, DESIGN, AND TECHNOLOGY

ROXBURY HIGH SCHOOL

Students can use the course to develop design portfolios which can be used for college admittance.

## **Woodworking I: Basic Woods**

**Grades 9,10**

**5 Credits**

This course introduces the student to woodworking basics. The student will work with basic designs, interpret and create templates, and develop problem solving skills. Students will gain practical, hands-on experience by following a procedure and then creating a finished project. Proper planning procedures and strict observation of safety rules are stressed.

## **Woodworking II: Machine Woodworking**

**Grades 10, 11, 12**

**5 Credits**

**PREREQUISITE: WOODWORKING I**

Wood Technology II focuses on the many processes, materials, hand and power tools, and manufacturing procedures for wood. Students will be introduced to advanced techniques in the construction of furniture and other projects. Students will work with many different types of wood and finishes. Related skills such as pyrography and lathe work will be introduced. Students will become more responsible for the design and selection of their projects.

## **Woodworking III (Honors): Advanced Materials and Processes**

**Grades 11, 12**

**5 Credits**

**PREREQUISITE: WOODWORKING I & II**

In this advanced course, the student will have an opportunity to develop their skills and working knowledge of the many processes used in building furniture and other types of projects. Students will focus on areas of woodworking that appeal to them. Based on the previous year's skills, students will build on that experience to become self-sufficient in the design process. CNC machining will be introduced.

## **Woodworking IV (Honors): Furniture & Project Design**

**Grade 12**

**5 Credits**

**PREREQUISITE: WOODWORKING I, II, III**

Woodworking IV is a mastery level course and is an independent study in woodworking and wood

processes. Critical thinking skills and problem-solving techniques are stressed as students expand on their prior years of wood training. Project selection is the responsibility of the student with instructor planning. Student use of the CNC machinery will be expected.

## **Introduction to Structural Design**

**Grades: 10, 11, & 12**

**5 Credits**

This course will ensure students understand safety concerns that could exist in home repair and what precautions are to be taken. Students will learn proper tool usage and material handling, along with how to read common symbols that are used in architectural drawings. Students will practice using the design loop in design problems that are related to home design and repair. Students will become familiar with common repairs that are needed in a residential home and steps to properly perform maintenance. Students will gain exposure to various home systems within a home including electrical, plumbing, HVAC, and more. This will serve an additional pathway to the senior level structural design & fabrication course.

## **Structural Design and Fabrication (Honors)**

**Grade 12**

**10 Credits**

**PREREQUISITES: INTRODUCTION TO STRUCTURAL DESIGN, WOODWORKING I, and/or ENGINEERING DRAFTING & DESIGN I,**

This course will expose students to all aspects of building a structure, following the entire process from design, which includes planning, calculating, and drawing, through the building process which will include the fabrication of student designed structures as well as exposure to finish carpentry techniques, simple electrical and plumbing elements. Topics covered include architectural drafting, safe tool use, and proper construction practices. The students will work with the teacher to identify projects driven by personal interest and potential school needs. This course is appropriate for those students interested in the skilled trades, architecture, and engineering fields, as well as students looking to further their own knowledge of basic home repairs and maintenance. An articulation agreement has been established with the carpenters union should students choose that route after high school.

# ENGLISH

## ROXBURY HIGH SCHOOL

The goal of the English department is to develop students' critical thinking, listening, speaking, reading, writing, and study skills. Assignments and experiences commensurate with their needs and abilities will challenge all students to develop competency in their use of the English language and to classic and modern literature. Freshmen, sophomores, juniors and seniors must take a required English course each year. Students must take English I, II, III, and IV as a graduation requirement. **\*\*Any student who would like a course level that is different than their current course level should speak with their current teacher (i.e. "I am in "A" level and would like a greater challenge.") Teacher recommendations will be strongly considered.**

### English I

In this course emphasis is placed on reading, writing, speaking, listening, thinking, and study skills. Assignments include narrative, descriptive, and expository paragraphs and essays developed through the writing process - prewriting, drafting, revising, editing, and publishing. A unit on using the Media Center is included in the course; research techniques are explored in conjunction with the preparation of a research paper. Students will learn how to prepare and to deliver a well-organized speech. The literature includes fiction and nonfiction written by a variety of classic and contemporary authors. All students will be challenged to apply higher-level thinking skills. Materials, techniques and pacing will be modified to address individual students' needs and abilities. Students' scores on the ninth grade placement rubric will determine course assignment.

#### **English I (Honors)**

**Grade 9**

**5 Credits**

This course is available to students who are highly motivated and who have demonstrated advanced reading and writing skills. These skills will be reinforced through challenging reading and writing assignments with emphasis placed on critical analysis. Students in this course will be required to complete extensive summer reading and writing assignments. Students' scores on the ninth grade placement rubric will determine course assignment.

#### **English I A**

**Grade 9**

**5 Credits**

Students will use their knowledge of basic communication skills as the foundation for more challenging reading, writing, and speaking assignments.

Emphasis will be placed on integrating and applying these skills.

#### **English I B**

**Grade 9**

**5 Credits**

English IB is for students who have difficulty grasping higher-level thinking and reading concepts and have trouble expressing themselves in cohesive and correctly written work. These students will be offered and will benefit from detailed modeling in lessons. The course emphasizes establishment of solid foundations in basic communication and study skills and the application of these skills to various reading, writing, and critical-thinking assignments.

### English II

Effectiveness and style in writing and speaking as well as understanding of reading assignments are the major goals of English II. A variety of writing assignments will give students experience in applying the rules of grammar and standard written English while practicing the writing process. Students will continue to develop good speaking habits by delivering an informative speech. Vocabulary development is also an integral part of English II. The focus in reading is on the historical development of American literature. Through exposure to a wide range of authors, genres, literary styles, and periods, students will reinforce and improve their reading skills along with enhancing their awareness of American culture.

While the goals will be similar for all English II students, materials, techniques and pacing will be modified to address individual students' needs and abilities. Students will be placed in one of the following levels based on standardized test scores, past performance, and teacher recommendations.

# ENGLISH

ROXBURY HIGH SCHOOL

## **English II: AP Seminar**

**Grade 10**

**5 credits**

This course is available to students who are highly motivated and who have demonstrated advanced reading and writing skills. Skills will be reinforced through challenging reading and writing assignments (papers, projects, and presentations) with emphasis placed on critical analysis, inquiry, synthesis, and presentation. This course also serves as the first prerequisite in College Board's AP Capstone program, and students who successfully complete English II Honors/AP Seminar will have the opportunity to take the corresponding AP Seminar exam. Students in this course will be required to complete extensive summer reading and writing assignments. See "AP Capstone" on page 23 for more information.

## **English II A**

**Grade 10**

**5 Credits**

This course targets core reading, writing, speaking, and listening skills as described in the American Literature curriculum. Students will use these skills to develop variety and style in their writing and to analyze literature from classic and contemporary American authors.

## **English II B**

**Grade 10**

**5 Credits**

English IIB places an emphasis on the development of reading and study skills, vocabulary development, and writing. The English IIB curriculum offers increased teacher support and scaffolding with assignments, as well as increased time allotments for reading and writing tasks. Stories, poems, plays, essays, and novels will be used to enhance reading and vocabulary skills and to increase student awareness of our American heritage.

## **English III**

English III is composed of units in which students explore themselves and their world through the study of myth, epic, legend, tragedy, and dystopia. Students will consider purpose and meaning when critically reading increasingly complex British and World Literature. The course concludes with a research project in which students apply accumulated knowledge and ask essential questions when considering a modern worldly topic. Attention is paid to connecting the genres of classic literature with modern text and independent reading.

## **English III: AP English Literature & Composition**

**Grade 11**

**5 Credits**

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Students enrolled in this course are expected to complete extensive reading and writing assignments.

## **English III A**

**Grade 11**

**5 Credits**

The purpose of this course is to prepare students who have demonstrated a strong command for reading and writing skills for the rigorous demands of university-level study. Activities will be directed toward developing study skills that are needed in college. In addition, the course is designed to improve skills in writing, vocabulary, reading, and speech. Students will also be made aware of American literary heritage through reading the literary works of Great Britain from Anglo-Saxon times through the 21<sup>st</sup> century.

## **English III B**

**Grade 11**

**5 Credits**

This course is designed for students who are considering a college education. The primary goal is to improve skills in writing, vocabulary, reading, and speech through the study of classic British literature and the historical and cultural developments that shaped it.

## **English IV**

Students in English IV will be afforded the opportunity to integrate their accumulated language arts skills into two semester-long courses. Students will choose from a list of course offerings that reflect a variety of genres and interests. These options will allow students to engage with the complexity of a specific literary topic with greater depth and focus. Each course stresses reading, writing,

# ENGLISH

ROXBURY HIGH SCHOOL

speaking, listening and critical thinking skills to prepare students for college and the workplace. Students will continue to explore expository, critical, and argumentative modes of expression in essays.

## **English IV (*Honors*): College Writing (CE)**

**Grade 12**

**5 Credits**

**\*\* Dual Enrollment**

The Roxbury English department is excited to offer this new dual enrollment course in conjunction with Rutgers University. Expository Writing is designed to prepare students for the writing they will do in college and in their professional lives. This writing requires reading articles, reports, and books intended for an educated audience, making connections among multiple sources, and using this knowledge to develop an independent thesis that responds to the ideas of others. Students will engage in the entire writing process while developing a portfolio of five academic essays. Upon portfolio review, students may earn collegiate credits. Please note that this course is designed for the ambitious student who has demonstrated the willingness and ability to engage with demanding, complex reading and writing tasks. This course is the most comprehensive literacy experience we offer.

## **English IV: American Horror**

**Grade 12**

**2 ½ Credits**

What makes us afraid? This course will survey landmark texts that are defined as supernatural or psychological horror in the American tradition; poetry from Poe and Dickinson, as well as fiction by Henry James, Faulkner, H.P. Lovecraft, Flannery O'Connor, Toni Morrison, and Stephen King. The course will cover terrifying thrillers like Peter Benchley's Jaws to classic horror stories like "The Legend of Sleepy Hollow." Through our assigned texts and your research, we will be considering how this genre is defined and distinguished, as well as how it both reflects and influences American culture and thought. We will also explore the phenomena of fear in this genre in terms of the following themes: personal identity, national/cultural identity, personal belief or ethos, definitions and representations of "Good" and "Evil," and the relationship between literature and our perceptions of reality.

## **English IV: Comics, A Study of Heroes and Villains**

**Grade 12**

**2 ½ Credits**

In this course, students will study the unique genre of Comics. Students will read Graphic Novels with special attention to heroes and villains, exploring these classic tropes and the concept of the literary hero. The course will develop students' English skills and provide opportunities for learners to engage with rich visual, and literary texts in a meaningful way.

## **English IV: Literature and the Human Psyche**

**Grade 12**

**2 ½ Credits**

This course will examine the connection between literature and the mind. In this course, we will be reading texts about the mysterious human consciousness, nightmarish monsters, the idea of evil, the meaning of gender, and what "humanity" truly means. This course will be an examination of how literary texts have worked to understand (or distort) the human psyche, looking to answer many questions that psychologists, authors, and humans have grappled with. This course will also include modern novels and short stories like Alice Munro's "Child's Play" to classics like Hamlet

## **English IV: Mystery and True Crime**

**Grade 12**

**2 ½ Credits**

This course will survey and compare the development of two increasingly popular genres, the mystery novel, and true crime in both literature and film. From classic novels such as In Cold Blood, to contemporary novels like Helter Skelter, The Hole in My Life, and Midnight in the Garden of Good and Evil, we are intrigued by stories of crime, criminals, and our desire to know "who did it" and why. What motivates criminals to act? How do the police pursue the criminals? What are the clues? Where do they lead? This course will trace the development of these popular genres, from Agatha Christie to John Sandford, explore the characteristics of the mystery and true crime story, examine the structure of plot in the mystery novel and the development of suspense in a text, examine the ways in which conflict is used to develop plot, and examine the ways in which crime stories explore universal human emotional struggles with revenge, love, greed, etc.

## English IV: Romantic Comedies

Grade 12

2 ½ Credits

In this course, students will study the conventions of romance fiction, particularly romantic comedies, and explore the essential question of why we are and always have been so enamored with romantic storytelling. Examining the tradition of Shakespearean comedies and the works of Jane Austen, we'll ask questions like, *Why must everyone belong to a couple by the end?* and *How do the pressures on these relationships reflect the society they live in?* This course will provide many opportunities for film study to see the way social mores are reflected in even the silliest of rom-coms. Book club selections will provide opportunities to observe popular tropes (enemies-to-lovers, friends-to-lovers, etc.) and how the genre reshapes itself in fantasy fiction, LGBTQ stories, and more.

## English IV: Utopia vs Dystopia

Grade 12

2 ½ Credits

This course will explore the ways in which utopian fiction and dystopian fiction offer viable means of social criticism. A comparison between the social reality offered in Margaret Atwood's *The Handmaid's Tale* and Charlotte Perkin Gilman's *Herland*. I think *The Power* by Naomi Alderman would also make an excellent study of the way that speculative fiction serves as social commentary. I believe this course would also offer a plethora of choices for independent reading and/or literature circles.

## English Electives

**NOTE: These courses are scheduled in addition to the required English course.**

## Rhetoric and the Art of Public Speaking

Grades 9, 10, 11, 12

2 ½ Credits

Credibility. Passion. Conviction. These qualities are invaluable when succeeding in college, building a career, or simply conversing with peers. Rhetoric and the Art of Public Speaking will help you gain these qualities, develop greater confidence when speaking to audiences, and learn the most effective persuasive and communication techniques. Take the class to astonish and prevail in your future presentations.

## Sports Literature

Grades 9, 10, 11, 12

2 ½ Credits

This course will supplement the English curriculum and provide students with opportunities to explore non-fiction and fiction literature and movies that have a sports-related theme. Units of study will include: The Underdog, Racial Issues, Americana, The Impact of Sports of Society, and Sports Scandals.

## Contemporary Literature

Grades 9, 10, 11, 12

2 ½ Credits

Contemporary Literature is an elective course that is designed to provide students an opportunity to read and discuss the recent popular publications in literature in an academic setting. Students will read popular works of fiction, will discuss these works in literature-circle fashion, and will engage in the same kind of analytical thinking that is promoted in core English classes and set forth by the Language Arts Common Core Standards.

## Journalism I

Grades 9, 10, 11, 12

5 Credits

This course acquaints students with the fundamentals of journalism, from writing news articles to producing the school newspaper, *Roxbury Review*. Methods of writing news stories, features, reviews, sports, and editorials are studied. Students also learn about journalistic writing style and gain experience in revising and editing their work as well as study the basics of newspaper design and layout. Students also learn how to evaluate the Internet and other sources for bias and engage in critical thinking about the role the media plays in our lives.

## Journalism II

Grades 10, 11, 12

5 Credits

**PREREQUISITE: JOURNALISM I**

Journalism II provides students who have completed the Journalism I course with the opportunity to increase their knowledge of the field and further fulfill their potential as writers/reporters. Journalism II students are expected to assume leadership roles on *Roxbury Review* staff, including participation in editorial decision-making and production. As writers, they are challenged to write in depth about complex issues. As editors, they enhance their knowledge of newspaper management, design, layout, and production. They also act as mentors to Journalism I students.



## **Journalism III (*Honors*)**

**Grades 11, 12**

**5 Credits**

**PREREQUISITE: JOURNALISM I & II**

Journalism III provides advanced opportunities for students who have demonstrated competency in journalistic practices by completing both the Journalism I and Journalism II courses. Students enrolled in Journalism III are required to assume leadership roles on Roxbury Review staff— including participation in editorial decision-making and production— and mentor Journalism I and II students. Students in Journalism III will be challenged to provide unique perspectives to the complex issues facing our school, community, and world.

## **Contemporary Literature**

**Grades 9, 10, 11, 12**

**2 ½ Credits**

Contemporary Literature is an elective course that is designed to provide students an opportunity to read and discuss the recent popular publications in literature in an academic setting. Students will read popular works of fiction, will discuss these works in literature-circle fashion, and will engage in the same kind of analytical thinking that is promoted in core English classes and set forth by the Language Arts Common Core Standards.

## **Creative Writing I**

**Grades 9, 10, 11, 12**

**2 ½ Credits**

This semester course integrates literature and creative writing. Students are encouraged to express themselves as individuals as well as emulate the styles of selected authors and genres. Students will study the tools at an author's disposal, such as figurative language, sound effects, imagery, and satirical devices. They will use their knowledge of these tools to analyze literature and to write both prose and poetry.

## **Creative Writing II**

**Grades 9, 10, 11, 12**

**2 ½ Credits**

**PREREQUISITE: CREATIVE WRITING I**

This course is a natural extension of the Creative Writing I curriculum. Over the course of a semester, students will have the opportunity to explore new genres and to delve more deeply into those introduced in

Creative Writing I.

Students who have demonstrated a passion in a particular form or writing style in Creative Writing I will have the option of focusing their efforts in that area. Students will continue to develop their repertoire of writing skills, literary devices, and rhetorical prowess in both fiction and non-fiction forms.

## **Film Studies**

**Grades 10, 11, 12**

**2 ½ Credits**

Film Studies is an elective English course that will teach students to think critically about film, much in the same way that our core English classes strive to teach students to think critically about literature. Students will gain a deeper understanding of the manner in which film is able to inform, entertain, and persuade audiences. Students will apply the skills they have been developing in literary and rhetorical analysis to the medium of film across a variety of disciplines and genres. Through the analysis and discussion of film, students will develop analytical, close reading, and critical thinking skills.

## **Screenwriting**

**Grades 10, 11, 12**

**2 ½ Credits**

This course provides students with an opportunity to expand their writing skills into new areas. Students forge strong connections to film and television, and this class provides an opportunity to both allow students to expand creatively and learn writing skills that they can carry into other classes. Students will learn to write a variety of scripts in professional screenwriting format, analyze film and television scripts, and evaluate writing for emotional impact and clear narrative.

## **Women and Literature**

**Grades 10, 11, 12**

**2 ½ Credits**

Women and Literature is an elective course that will introduce students to representative works by and about women. Works will be considered from multiple perspectives (historical, social, and literary) and will explore how the way that women have been portrayed in literature has evolved over time. As an English elective, students will be engaging in close reading and analytical writing throughout the semester, supplementing the work that's done in core English classes.

# ENGLISH AS A SECOND LANGUAGE (ESL)

ROXBURY HIGH SCHOOL

English as a Second Language is for speakers of languages other than English who have not mastered the English language in all stages of language development: listening, speaking, reading and writing. Students in grades 9, 10, 11, and 12 will be placed in a class determined by their language proficiency. All instruction is in English

## **Beginning ESL**

**5 Credits**

**PREREQUISITE: Less than one year of English or by recommendation of the teacher.**

This course is designed for speakers of other languages (grades 9-12) with little or no English language proficiency. The emphasis will be on developing listening comprehension and speaking abilities. Reading and writing will be introduced gradually and the instruction will be designed to meet individual student needs.

## **High Beginner ESL**

**5 Credits**

**PREREQUISITE: Less than two years of formal English instruction or by recommendation of the teacher.**

The emphasis in this course will be on strengthening and developing basic language skills and cultural understanding. In addition to a study of communication skills, the course will provide intensive language practice in reading and writing activities.

## **Intermediate ESL**

**5 Credits**

**PREREQUISITE: A minimum of two years of formal English instruction or by recommendation of the teacher.**

The course continues to emphasize developing the four language areas: listening, speaking, reading and writing. Class discussions, projects and activities are also a major part of the course.

## **Advanced ESL**

**5 Credits**

**PREREQUISITE: Beginning and Intermediate ESL courses, a minimum of 4 years of English or by recommendation of the teacher.**

This course is designed for the non-native English speaker who has completed prior ESL courses but requires additional help in succeeding in mainstream classes. Focus is on reading comprehension and writing with continued work in listening and speaking skills.

# FAMILY AND CONSUMER SCIENCE

ROXBURY HIGH SCHOOL

Welcome to the wonderful world of food, nutrition, personal finance, child development and fashion. The foods area of Family and Consumer Sciences provides instruction ranging from basic cooking techniques to gourmet fare, with a focus on healthy dietary choices. Career opportunities in the expanding field of Food Services/Hospitality are presented. In the child development area three courses are offered which provide a range of student opportunities that include observation and interaction with young children, career exploration, effective parenting and the teaching of young children in our laboratory pre-school. A course in Fashion Design introduces students to the world of fashion and its many career opportunities. Life Management offers personal finance information to make every day financial decisions, such as purchasing a car, using credit cards, investments and savings accounts. All of our courses in food preparation, child-care, fashion design and personal finance contribute to our overall goal – the growth and development of a self-reliant, productive member of society.

## **Culinary Arts I**

**Grades 9, 10**

**5 Credits**

Culinary Arts I is a full-year course that offers a practical approach to basic food preparation and baking techniques. This is a laboratory work experience where students will prepare healthy recipes as they study nutrition and the five food groups. Students will be taste testing, sampling, and evaluating their prepared food products. Career readiness skills are emphasized and developed throughout the year as students develop competence in the kitchen.

## **Culinary Arts II**

**Grades 10, 11, 12**

**5 Credits**

**PREREQUISITE: CULINARY ARTS I**

Learn how to plan and prepare advanced recipes. Step up to the next level and become the next “Iron Chef”. This course provides a variety of practical learning experiences, problem solving skills, and team building for advanced culinary students. Students will also explore a variety of career opportunities in a diverse and exciting industry.

## **Creative Cooking**

**Grades 11, 12**

**2 ½ Credits**

**PREREQUISITE: CULINARY ARTS II**

Are you interested in preparing foods with a creative flair? Become a master of some advanced and creative cooking techniques. The course will focus on the main principles of food preparation; flavor, color, and texture. Learn how to use a variety of garnishing tools for food presentation. Additionally, time will be spent exploring the seven courses of a meal as well as cake decorating and candy making techniques.

## **World Cuisine**

**Grades 11, 12**

**2 ½ Credits**

**PREREQUISITE: CULINARY ARTS II**

Grab your passport and come on a world tour that includes cooking and sampling many foods from around the world! In World Cuisine students explore and understand different cuisines as they are influenced by geography, climate, history, and cultures. Learn international food customs, and cooking techniques, as well as common staple foods, and cooking methods that are native to different countries.

## **Catering and Event Planning**

**Grades 11, 12**

**5 Credits**

**PREREQUISITE: CULINARY ARTS II & APPLICATION**

Do you like organizing events for your friends and family? Then this course is for you. You will use your knowledge of Culinary Arts and build organizational skills as you create specialized menus, create exciting events, and learn about budgeting. Catering and event planning is an exciting and growing segment of the hospitality industry. Customer service and leadership skills will be developed as students create, plan, and host a variety of events.

## **Family Life Skills**

**Grades 9, 10, 11**

**5 Credits**

Do you want to know more about children? This new course explores relationships, families, pregnancy, and subjects related to caring for children. Child development from birth until the age of two will be explored. In this project-oriented class, you will enjoy and learn from a monthly “Mommy and Me” story time/playgroup and our new “Real Care Babies” (that simulate life with a newborn). Come and start learning about children.

# FAMILY AND CONSUMER SCIENCE

ROXBURY HIGH SCHOOL

## **Child Development**

**Grades 10, 11**

**5 Credits**

### **PREREQUISITE: CHILD DEVELOPMENT I**

If you like working with young children, this is the class for you! In this course, you will learn about how to relate to young children. Three days a week students interact with preschoolers from the local community to gain hands-on experience working with children. Key insights and understanding of child development from two to five years of age. Career information on this ever-expanding field will also be explored.

## **Teaching Young Children (*Honors*)**

**Grades 11, 12**

**10 Credits**

### **PREREQUISITE: APPLICATION PROCESS**

This is an opportunity to work with four-year-old children from the Roxbury community in a preschool setting. You will learn how to plan activities, create lessons, while actually running a preschool. Decisions on the theme for the year, themes for the weeks, field trips and activities, are all designed and voted on as a class. This course will give you a strong foundation for teaching or working with children in any field!

## **Fashion Design**

**Grades 9, 10, 11, 12**

**5 Credits**

This class serves as a guide for anyone interested in the world of fashion. Students learn about clothing design and selection, textiles, being a smart consumer, personal color analysis, line and design in clothing and fashion careers. The students will also explore the history of fashion and some of fashions' leading designers. The class will have hands-on experience sewing by hand and by machine to repair, alter and create new projects. If your interest is in fashion drawing, you will get to illustrate designs both by hand and on the computer aided design software used in the fashion industry. This class offers a little bit for everyone if you are interested in fashion design.

## **Life Management**

**Grades 11, 12**

**5 Credits**

This class is all about you! Take control of your future and learn how to be financially independent. Explore the challenges of everyday life after you leave high school. Come examine careers, higher education, loans, wellness and personal financial matters such as credit. Work with your peers on decision making, how to keep a good credit score and how to make the most of your money. This course satisfies the state graduation requirement for financial literacy.

The mathematics department offers a comprehensive sequence of courses designed to meet the needs of all students at all levels of mathematical development and expertise. Courses emphasize the knowledge and skills necessary for students to be college and career ready and reflect the high academic expectations of the New Jersey Student Learning Standards for students to achieve conceptual understanding as well as procedural fluency. The objectives of the program are to assist students to become problem solvers who can apply the knowledge they have attained in new situations, construct viable arguments and intelligently use technology to make sense of complex problems and persevere in solving them. Freshmen, sophomores and juniors must take a mathematics course within the mathematics department. All students must take a minimum of three years of mathematics and meet the state graduation assessment requirements. Course assignments for incoming freshmen will be determined by a student's score on the eighth grade placement grid. The placement grid includes the student's eighth grade math grade, scores on benchmark assessments, the final exam grade, points on the skills rubric and the score on the Algebra Readiness Assessment.

**\*\*Any student who would like a course level that is different than their current course level should speak with their current teacher (i.e. "I am in "A" level and would like a greater challenge.") Teacher recommendations will be strongly considered.**

## Typical Course Sequence:

Algebra I → Geometry → Algebra II → PreCalculus

Geometry → Algebra II → PreCalculus → Calculus

\*Students can take Geometry and Algebra II concurrently.

Students must meet the course prerequisites for each course level.

### Algebra I A

Grade 9, 10, 11, 12

5 Credits

The concepts presented in Algebra 1A extend and deepen a student's understanding from prior courses. Students must be fluent in solving linear equations, in writing the equation of a line given a point and slope, in graphing a linear function and in solving a system of linear equations. Students will extend these concepts to include modeling with linear equations and inequalities, modeling with linear functions, systems and exponential functions, and solving and graphing quadratic equations. Conceptual knowledge will be blended with procedural fluency and problem solving. Students will study quadratic and exponential functions and construct and compare linear, quadratic and exponential models to solve problems. Students must have successfully completed a Pre-Algebra course and be able to demonstrate proficiency in the necessary prerequisite skills. Technology will be used to support instruction.

### Algebra I B

Grade 9, 10, 11, 12

5 Credits

Algebra IB provides a strong algebraic foundation for all subsequent mathematics courses. Students will develop depth of understanding of algebraic concepts and

procedures through communication, representations, reasoning, making connections, problem solving and technology integration. Topics include the properties of operations on real numbers and expressions, operations with polynomials, linear and non-linear functions, inequalities, patterns, data analysis and probability, and using linear, quadratic and exponential functions to model relationships. This course is paced for the average ability student after successfully completing a Pre-Algebra course.

### Geometry (Honors)

Grade 9, 10

5 Credits

**PREREQUISITE: ALGEBRA 1**

Geometry Honors provides an in-depth study of the relationships, properties and measurements of geometric figures, special shape relationships and trigonometry. Topics include congruence, similarity geometric patterns, constructions, proofs, coordinate geometry and transformations. Algebraic concepts, logical thinking, deductive reasoning, mathematical proofs, and the properties of plane and spatial figures are emphasized. Students will be expected to construct viable arguments and make conjectures using assumptions, definitions, theorems and postulates. Algebraic techniques will be applied to geometric relationships.

## Geometry A

Grade 9, 10, 11

5 Credits

**PREREQUISITE: ALGEBRA 1**

Geometry A is the study of the relationships, properties and measurements of geometric figures. The course emphasizes logical deductive reasoning, mathematical proofs, and properties of plane and solid geometric figures and shapes. Topics include: lines, angles, triangles, congruence, similarity, parallelism, polygons, circles, solids, area, volume, constructions, trigonometry, coordinate geometry and transformations. Students will use coordinates to algebraically prove geometric theorems, to visualize relationships between two-dimensional and three-dimensional objects and to apply geometric concepts in modeling situations.

## Geometry B

Grade 10, 11

5 Credits

**PREREQUISITE: ALGEBRA 1**

Geometry B is designed for the average ability student who has successfully completed Algebra I and needs additional time to master mathematics concepts. Proofs are de-emphasized in synthetic and analytic forms and emphasis placed on the development of a student's ability to identify repeated reasoning and to build a logical progression of statements to justify conclusions. Topics include: lines, angles, triangles, congruence, similarity, parallelism, polygons, circles, solids, area, volume, constructions, trigonometry, coordinate geometry and transformations.

## Algebra II (*Honors*)

Grades 10, 11

5 Credits

**PREREQUISITE: ALGEBRA 1 & GEOMETRY**

Algebra II Honors is designed for the advanced mathematics student who has demonstrated highly developed abstract reasoning, procedural fluency and conceptual understanding. This course provides rigorous preparation for PreCalculus through challenging problems and in-depth development of algebraic concepts. Emphasis is placed on the study of functions, their properties and analysis of their graphs. The properties of the complex number system are developed. Linear, quadratic functions and relations, exponential and

logarithmic functions, probability, sequences and series as well as rational and imaginary expressions are studied. Students will explore the effects of transformations on graphs of functions and identify an appropriate model for a given situation. Conjectures will be supported through the use of a graphing calculator. Students will model periodic phenomena with trig functions. This course is a prerequisite for PreCalculus Honors.

## Algebra II A

Grades 10, 11

5 Credits

**PREREQUISITE: ALGEBRA 1 & GEOMETRY**

Algebra IIA is designed for the student with above average ability in mathematics who is able to form generalizations, make connections, communicate their understanding and construct a representative model to help conceptualize a complex problem. Building on understanding of linear, quadratic and exponential functions from Algebra I, students will extend function concepts to include polynomial, rational and radical functions. The properties of the real number system as developed in previous courses are extended and additional properties of the complex number system are introduced.

Linear, quadratic functions and relations, exponential and logarithmic functions, absolute value functions, probability, sequences and series as well as operations with rational, irrational, and imaginary expressions are studied. Students will use a graphing calculator to analyze and search for properties of graphs and graph irregularities. This course is a prerequisite for PreCalculus.

## Algebra II B

Grades 11, 12

5 Credits

**PREREQUISITE: ALGEBRA 1 & GEOMETRY**

Algebra IIB is designed for the student who has successfully completed Geometry B. Course content includes linear and quadratic functions, relations, statistics and probability and operations with rational, irrational, imaginary and complex expressions. Graphing is emphasized. This course is not designed for the student who plans to take PreCalculus or Calculus. A student may elect to take Advanced Algebra and Trigonometry after completing Algebra IIB if he/she achieves a grade of 85 or above

## **Integrated Algebra**

**Grades 11, 12**

**5 Credits**

**PREREQUISITE: ALGEBRA 1 & GEOMETRY**

The purpose of this course is to continue and extend a student's Algebra I studies while introducing and building a foundation on Algebra II topics.

## **PreCalculus (*Honors*)**

**Grades 11, 12**

**5 Credits**

**PREREQUISITE: ALGEBRA 2**

Honors PreCalculus prepares a student for Advanced Placement Calculus courses (AB or BC Calculus). Students will study polynomial, rational, exponential, logarithmic and periodic circular functions and their applications. The graphing calculator will be used to analyze graphs and make predictions, in order to anticipate and verify algebraic solutions. Students will study trigonometric concepts including identities, trigonometric equations, graphs in Cartesian and polar coordinates, solutions of triangles, navigation applications and linear and quadratic relations. The introductory concepts of Calculus, such as limits and the definition of the derivative, are studied as a prerequisite to BC Calculus. A graphing calculator is required.

## **PreCalculus**

**Grades 11, 12**

**5 Credits**

**PREREQUISITE: ALGEBRA 2**

Students intending to pursue advanced studies in mathematical and scientific related fields during their college experience should elect to enroll in PreCalculus. Functions (trigonometric, exponential, logarithmic, circular, linear, polynomial, rational), inverse functions, identities, equations (trigonometric, polar, linear, and quadratic), Cartesian and polar graphing, solutions of triangles, and application problems will be studied. Proficiency with algebraic skills and a graphing calculator are required.

## **Advanced Algebra and Trigonometry**

**Grade 11, 12**

**5 Credits**

**PREREQUISITE: ALGEBRA 2**

Seniors who have completed Algebra IIA or Algebra IIB and who are preparing for a non-mathematical liberal arts college program may elect this course. Emphasis will be placed upon reinforcement of algebra and geometry skills, the concepts of trigonometry, Cartesian and polar

graphing, analytic geometry, and functions but with less rigor and depth than the PreCalculus course.

## **Algebra for Financial Applications**

**Grade 12**

**5 Credits**

Financial Algebra is a mathematical modeling course that is algebra-based, applications-oriented, and technology-dependent. The course addresses college preparatory mathematics topics from Advanced Algebra, Statistics, Probability, Precalculus, and Calculus under seven financial umbrellas: Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. The course allows students to experience the inter-relatedness of mathematical topics, find patterns, make conjectures, and extrapolate from known situations to unknown situations. The mathematics topics contained in this course are introduced, developed, and applied in an as-needed format in the financial settings covered.

## **College Prep Algebra**

**Grade 12**

**5 Credits**

**PREREQUISITE: ALGEBRA 2**

This full year course provides students with the opportunity to review the fundamental concepts of Algebra I, Geometry, and Algebra II in preparation for their first college math course. Topics include function analysis, radicals and exponents, polynomials and their graphs, parent functions and transformations, rational expressions and equations, linear equations, inequalities and applications, matrices and exponential and logarithmic functions. Students will focus on refreshing and developing their math and problem-solving skills and fluency.

## **Calculus**

**Grade 12**

**5 Credits**

**PREREQUISITE: PRECALCULUS**

This survey course in Calculus is designed to introduce students who have successfully completed PreCalculus to the major concepts of Calculus. The tools of Calculus, limits, continuity, derivatives and integrals, are studied with limited applications. This course is not structured to prepare students for the AP exams. Good algebra skills and geometric understanding are necessary. The course prepares students for a college Calculus course.

## AP Calculus AB

Grade 12

5 Credits

### PREREQUISITE: PRECALCULUS

AP Calculus AB is for the accelerated student who has achieved mastery of Algebra 1, Algebra 2, Geometry, and PreCalculus concepts. The course curriculum aligns to the content outlined by the College Board. The course is the equivalent of one semester of the average college calculus course and prepares students to confidently take the AP Calculus AB Examination for college credit. Students should be prepared for extra in school and home study. Calculus, the mathematics of motion and change, is often referred to as the foundation of advanced mathematics. Topics include analysis of graphs in functional form, limits, continuity, derivatives and integrals. Students will study applications of differential and integral calculus: distance, velocity, acceleration, areas, volumes, related rates and solids of revolution. (The graphing calculator will be used to support concept development.)

## AP Calculus BC

Grade 12

5 Credits

### PREREQUISITE: PRECALCULUS HONORS

AP Calculus BC is for the accelerated student who has mastered a background of honors courses including Honors PreCalculus. The course is the equivalent of two semesters of college calculus as outlined by the College Board and prepares the student for the AP Calculus BC Examination. Students should be prepared for extra in school and home study. Calculus, the mathematics of motion and change, is referred to as the foundation of advanced mathematics. Topics include curve-sketching, analysis of graphs given in functional, parametric, polar and vector form, limits, continuity, derivatives, integrals, sequences and series. Students will explore calculus applications in physics, economics, biology and the environmental sciences. Familiarity with the graphing calculator is required.

## Math Electives

**NOTE: These courses are scheduled in addition to the required Math course.**

## Introduction to Probability and Statistics

Grades 10, 11, 12

5 Credits

This course provides an introduction to important topics in statistics by focusing on statistical thinking behind data collection and analysis. The components of statistical inference, measures of central tendency and dispersion, elementary probability, including independence and conditional probability, distribution functions, tests of hypotheses, and statistical reporting will be emphasized. These concepts have become basic tools of society in an information age, and are pivotal in the study of the social and natural sciences, especially in the fields of government, business, and industry.

## AP Statistics

Grades 11, 12

5 Credits

### PREREQUISITE: ALGEBRA 2

The purpose of this course is to introduce the student to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. Topics include sampling, surveys, and experimental design, organizing data, distributions, probability and reference. AP Statistics provides the necessary foundation for college level courses in the fields of psychology, science and business. This course will prepare the students to successfully take the AP Statistics Examination in order to qualify for college credit.

## Computer Science Electives

### Introduction to Robotics

Grade 9, 10, 11, 12

5 Credits

### PREREQUISITES: *Concurrent enrollment in or completion of Algebra 1*

This elective course is designed to engage students in STEM – oriented activities while developing their mathematical computational skills and exploring career opportunities in the rapidly growing field of robotics. Students will learn about engineering design, the design process and project management and review. The curriculum utilizes Natural Language, an intuitive, easy to use version of ROBOTC. Natural Language is for beginner programmers and is designed as a stepping stone to full ROBOTC programing. Students will combine mathematical thinking and problem solving strategies while building and programming real-world problems involving robots.



## Introduction to Computer Science

**Grades 9, 10, 11, 12**

**5 Credits**

**PREREQUISITE:** *Concurrent enrollment in or completion of any Algebra 1 course*

This full-year elective introduces students to the fundamentals of procedural, event-driven, and object-oriented computer programming and software design. Topics include; data types, variables, conditional statements, loops, methods, objects, and simple data structures. The course is project-oriented and students learn to program in the C#, Java, and Python programming languages. In the course's projects, students will create useful software applications such as calculators, strategy games, and 2D animated video games. Students design their projects' user interfaces and write the accompanying code. This course is for students of all aptitudes and provides an excellent foundation for AP Computer Science and college-level introductory computer science courses.

## Introduction to Cybersecurity

**Grade 9, 10, 11, 12**

**5 Credits**

**PREREQUISITES:** *Concurrent enrollment in or completion of Algebra 1*

This course represents an implementation of Cybersecurity I, a course developed by the Garden State Cybersecurity Development Committee of CS4NJ, a statewide network of educators formed to advance K-12 computer science education in New Jersey Schools. Cybersecurity I is currently being piloted in 10 New Jersey High Schools in the 2021-22 school year, it has been garnering positive feedback from those who are teaching it.

The goal of this course is to introduce high school students to fundamental cybersecurity concepts and inspire interest in cybersecurity careers. The focus of instruction will include the implementation and monitoring of security on network and computer systems. Students will investigate strategies to identify and protect against security threats such as hackers, eavesdropping and network attacks. Basic and advanced systems of cryptography and logic reasoning will be explored. Hands-on labs in a cyber range will provide practice in the configuration and mitigation of system vulnerabilities. Each unit integrates current events and related cyber ethics and law.

## Video Game Design 1

**Grades 10 (recommended), 11, 12**

**2.5 Credits**

Turn your love of gaming into a potential career. Learn the basics of creating and building video games through various platforms.

## AP Computer Science

**Grades 10, 11, 12**

**5 Credits**

This yearlong elective Advanced Placement course is for the student interested in pursuing the study of Computer Science. The student will study programming methodology with an emphasis on problem solving and algorithm development. It is designated to be equivalent to a first semester college course in computer science. This course will prepare the student to take the Advanced Placement Computer Science Examination to qualify for college credit.

## AP Computer Science Principles

**Grades 10, 11, 12**

**5 Credits**

This new AP Computer Science Principles course compliments the AP Computer Science course by teaching the foundational concepts of computer science as it aims to broaden participation in the study of computer science and other STEM fields. The AP Computer Science Principles curriculum is built around the fundamentals of computing including problem solving, working with data, understanding the internet, cybersecurity and programming. AP Computer Science Principles gives students the opportunity to use technology to address real world problems and build relevant solutions. It has a programming component. Students will complete two performance tasks during the course to demonstrate the skills they have developed.

## **Math Partnership Courses with CCM**

### **College Math Concepts Pt 1 Fall**

**Grade 12**

**2 ½ Credits**

**PREREQUISITE:** *Completion of Algebra II or Integrated Algebra. Elementary Algebra Accuplacer score of 20-62 and have not met a New Jersey State Graduation Requirement.*

This course is designed in collaboration with the County College of Morris to help students achieve college readiness and place out of developmental math courses while meeting graduation requirements. Blended instruction will be used with an online and classroom component. Students who score 20 to 62 on the Elementary Algebra Accuplacer should enroll in both fall and spring College Math Concepts.

### **College Math Concepts Pt 2 Spring**

**Grade 12**

**2 ½ Credits**

**PREREQUISITE:** *Accuplacer score of 63-75 on Elementary Algebra or completion of College Math Concepts Pt 1 and have not met a New Jersey State Graduation Requirement.*

This course is designed in collaboration with the County College of Morris to help students achieve college readiness and place out of developmental math courses while meeting graduation requirements. The curriculum addresses foundational gaps in a student's mathematical knowledge. It extends the foundational topics in Part 1 to include Algebraic topics such as factoring, rational expressions, radicals and radical equations, systems of equations and quadratic equations. Blended instruction will be used with an online and classroom component. Students who achieve a score of 63-75 on the Elementary Algebra Accuplacer should enroll in College Math Concepts Pt 2 spring semester only.

# PERFORMING ARTS

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The ability to enjoy music and to participate on an individual or group level is an integral part of daily life. The elective courses in the music department are designed to appeal to varied interests and levels. There is something for everyone, from the casual listener to the future music major. Evening performances are required for all performing ensembles. An extensive extracurricular performance program is offered in the areas of instrumental music, jazz, vocal music, dance and drama.

## CONCERT AND STAGE SEQUENCE

YEAR 1 ELECTIVE CHOICES	YEAR 2 ELECTIVE CHOICES	YEAR 3 ELECTIVE CHOICES	YEAR 4 ELECTIVE CHOICES
ENSEMBLE CLASS*	ENSEMBLE CLASS*	ENSEMBLE CLASS*	ENSEMBLE CLASS*
CHOICE ELECTIVE	CHOICE ELECTIVE	CHOICE ELECTIVE	CHOICE ELECTIVE
BROADWAY THEATER	BROADWAY THEATER	BROADWAY THEATER	AP MUSIC THEORY
			BROADWAY THEATER
ADDITIONAL ENSEMBLE CLASS	BASIC MUSIC THEORY	BASIC MUSIC THEORY	BASIC MUSIC THEORY
	ADDITIONAL ENSEMBLE CLASS	AP MUSIC THEORY	CLINICAL PERFORMING ARTS INTERNSHIP
		ADDITIONAL ENSEMBLE CLASS	ADDITIONAL ENSEMBLE CLASS

\*ENSEMBLE CLASS DENOTES ENROLLMENT IN DANCE, CHOIR, BAND, OR ORCHESTRA

### Freshmen Treble Choir

Grade 9

5 Credits

Students will learn through performance of appropriate vocal music the principles of good singing, including diction, sight-reading and tone production. Students will have limited out-of-school commitments, performing in three concerts during the year. Freshmen Treble Choir is a non-auditioned group and membership is open to any treble voice in grade nine.

### Concert Choir

Grades 9, 10, 11, 12

5 Credits

Students will learn through performance of appropriate vocal music the principles of good singing, including diction, sight-reading, and vocal production. Students will have limited out-of-school commitments, performing in 3 concerts during the year. Concert Choir is a non-auditioned group, and membership is open to any treble voices in grades 10, 11, and 12 and any bass/tenor voices in grades 9, 10, 11, and 12.

### Chorale

Grades 10, 11, 12

5 Credits

**PREREQUISITE: AUDITION**

The Chorale is an auditioned curricular ensemble, and its students meet daily in one of two class sections.

Members of the Chorale gain entry to the group through the spring placement auditions.

As the second most challenging curricular choir at Roxbury, the Chorale will provide singers with the opportunity to learn and perform challenging traditional and contemporary choral works. A member of the Chorale is expected to give the extra time necessary to help the group become an outstanding musical ensemble.

### Classic Sounds (*Honors*)

Grades 10, 11, 12

5 Credits

**PREREQUISITE: AUDITION**

Classic Sounds is for selected students with an ability and knowledge of singing fundamentals. A major function is to perform music of excellent technical quality. Students will be auditioned in the spring of the previous year for placement in Classic Sounds. The group will do a number of performances both in and out of the school in addition to the three annual concerts. Some out-of-school time will be required and students will receive honors credit.

### Broadway Theater Show Choir

Grades 9, 10, 11, 12

2 ½ Credits

This course is designed for students who want to pursue a performance-based class in Broadway Theater. Students will expand on their vocal technique through the

# PERFORMING ARTS

## ROXBURY HIGH SCHOOL

use of classic and modern musicals and also will be introduced to dancing and choreography. Students who elect this class must be a member of one of the choir classes. This course may be taken each year in the fall and/or spring semester.

### **Concert Band**

**Grade 9, 10, 11, 12**

**5 Credits**

#### **PREREQUISITE: PLACEMENT VIA MUSICAL ASSESSMENT**

The Roxbury High School Concert Band fosters the highest performance standards while offering its members an opportunity to expand their technical, intellectual, and musical horizons. The concert band is open to all instrumental students in grades 9-12 via an instrumental placement process.

### **Symphony Band**

**Grades 9, 10, 11, 12**

**5 Credits**

#### **PREREQUISITE: AUDITION**

The Roxbury High School Symphony Band is an auditioned curricular ensemble of students in grades 9-12. High quality contemporary and standard wind band literature make up the musical repertoire performed by the ensemble. The Symphony Band is dedicated to playing outstanding and challenging works of strong artistic merit

### **Wind Symphony (Honors)**

**Grades 10, 11, 12**

**5 Credits**

#### **PREREQUISITE: AUDITION**

The Roxbury High School Honors Wind Symphony is the premier instrumental performing arts ensemble consisting of auditioned students grades 10-12. Any student who is selected as a member of the Wind Symphony receives honors credit for this course. A high level of musicianship is demanded from every member of the ensemble.

### **Advanced Strings (Honors)**

**Grades 10, 11, 12**

**5 Credits**

The string class offers an opportunity for those students who play a string instrument at an advanced level and wish to further their musical abilities. Students will have limited out of school commitments, performing in three to four concerts each year. This course may be taken in addition to band or other music courses.

### **Strings**

**Grades 9, 10, 11 & 12**

**5 Credits**

The string class offers an opportunity for those students who play a string instrument and wish to further their musical abilities. Students will have limited out of school commitments, performing in three to four concerts each year. This course may be taken in addition to band or other music courses.

### **Basic Music Theory**

**Grades 10, 11, 12**

**5 Credits**

The Basic Music Theory class is open to any student interested in the study of the theoretical aspects of music. This class will explore the compositional structure of music through the study of theoretical concepts. Students will learn the grammar and equations of music that help to create a finished product. Basic Music Theory is a foundation course designed to prepare students for AP Music Theory for basic college music theory. Students will be able to understand and apply the theoretical components of music. Practical application will be demonstrated through analyzing, composing, ear training, and listening to music.

### **AP Music Theory**

**Grades 11, 12**

**5 Credits**

#### **PREREQUISITE: BASIC MUSIC THEORY**

The AP Music Theory Class is an advanced level theoretical course open to students that have successfully fulfilled the Basic Music Theory prerequisite. In extremely rare circumstances, a student who demonstrates exceptional ability and possesses the content knowledge associated with Basic Music Theory may be placed into AP Theory without the prerequisite requirement. AP Music Theory will explore advanced theoretical and compositional concepts of music that are in line with the national Music AP Test. If a student chooses to take the AP Music Theory Test and successfully scores high enough, college credit may be earned. Students will be able to understand and apply the theoretical components of music and practical application will be demonstrated through analyzing, composing, sight-singing and listening to music.

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Dance is open to all students with an interest in the art of dance. Dance is the movement of the body using time, space, and energy. All students will be placed in one of four ensembles upon the recommendation of the instructor. Freshman must audition for placement.

## **Expressions Dance Ensemble**

**Grades 9, 10, 11, 12**

**5 Credits**

### **PREREQUISITE: TEACHER PLACEMENT**

Students will explore the styles of modern, jazz, contemporary, and lyrical dance through technique classes. This class will provide a fundamental base in technique, and build a vocabulary in dance terminology. Studying choreography will provide the opportunity to express oneself, build confidence, and enhance one's ability to communicate through the movement of the body. This class will have limited out of school commitments, rehearsing and performing in one concert at the conclusion of the year.

## **Synergy Dance Ensemble**

**Grades 9, 10, 11, 12**

**5 Credits**

### **PREREQUISITE: TEACHER PLACEMENT**

Students will build upon their knowledge of contemporary, lyrical, hip-hop, and jazz dance. This class requires a more demanding technique and will provide additional skills to further advance performance. Studying choreography will provide the opportunity to express oneself, build confidence, and enhance one's ability to communicate through the movement of the body. This class will have limited out of school commitments, rehearsing and performing in one concert at the conclusion of the year.

## **Advanced Dance (Honors)**

**Grades 9, 10, 11, 12**

**5 Credits**

### **PREREQUISITE: AUDITION**

Students will apply their accumulated dance skills in styles of contemporary, lyrical, hip-hop, jazz, and modern dance. Performance requirements and

expectations increase as students choreograph multiple performances throughout the school year, including pep rallies, Rox-THON, and the Teen Arts Festival. The two highlight events, "Winter Dance Showcase" and the spring "Dance Concert," afford students leadership opportunities, as they work collaboratively to develop these programs. Advanced Dance Honors also works with guest artists to gain knowledge in the professional world of dance. The year ends with an independent teaching unit, in which students teach original choreography to peers. Students interested in this class will audition in the spring of the previous year for placement in Advanced Dance Honors.

## **Senior Music Leadership**

***NEW COURSE!***

### **Music Leadership (Honors)**

**Grades 12**

**5 Credits**

#### **PREREQUISITE: TEACHER RECOMMENDATION**

#### **COREQUISITE: Enrollment in an Advanced Ensemble Class**

This is a course for students who would like to build their leadership skills through music ensemble instruction. Students will have an opportunity to lead a group of developing musicians, develop lesson plans, lead rehearsals in the music ensemble classrooms, conduct an ensemble, lead sections, study composition, and provide score suggestions. You do not need to major in music education to take or benefit from this course. All students enrolled in this course will develop essential life skills like public speaking, confidence, leadership, creativity, and critical thinking.

# PHYSICAL EDUCATION

ROXBURY HIGH SCHOOL

## Physical Education, Health, Drivers Education Theory

### **Physical Education**

**Grades 9, 10, 11, 12**

**3.75 Credits**

The physical education four-course series consists of experiential course offerings that progressively develop well-rounded citizens through participation in physical activities. These activities reflect the need and preferences of the students that they serve. The program offered includes:

Aerobics  
Archery  
Basketball  
Fitness/Endurance  
Golf  
Lacrosse  
New Games  
Project Adventure (Gr.9)  
Floor Hockey  
Racquet Sports  
Soccer  
Softball  
Stress/Fitness Concepts  
Team Handball  
Track and Field  
Ultimate Frisbee  
Volleyball  
Weight Lifting  
Yoga/Pilates

Assessment of students according to departmental standards is based on knowledge, skill, preparation, participation, and evaluation. Specifically, every student who successfully completes each physical education course is expected to have developed appropriate age-level mastery and proficiency and demonstrated an ability to: relate good mind and body conditioning to a healthy diet and daily exercise; construct a personal fitness program; perform satisfactorily on the President's Challenge Physical Fitness testing; participate in lifetime leisure sport activities; exhibit sportsmanship, skill appreciation and good audience behavior; function within a group as a useful member of a democratic society. Students will also be required to complete various topics and postings on the physical education wiki sites.

Students in 9th and 12th grade Physical Education classes will be assigned to Health for one marking period. Students in 10th grade will be assigned to Driver Education Theory for one marking period. Students in 11th grade will be assigned one marking period of a certified first aid course.

### **High Performance Physical Education (*Honors*)**

**Grades 10, 11, 12**

**3.75 Credits**

High Performance Physical Education is designed to allow students of higher skill levels, and stronger motivation, more compatible playing strategies to utilize those qualities in team and competitive situations. Students will continue the application of teamwork strategies in previous game units and evaluate the efficacy of those strategies. Depending on the situations, members of the class will act as coaches, referees, and organize tournaments. Students will be expected to be involved in all aspects of the class. This includes but is not limited to team formations, field setup and equipment care. Grading, fitness testing, acceptable dress and attendance will be in line with the regular Physical Education class.

### **Wellness Physical Education**

**Grades 10, 11, 12**

**3.75 Credits**

Personal Wellness is designed to allow students to meet fitness standards and to participate in activities that they can incorporate into their individual lifestyles. Students will discover their own fitness levels and will develop plans for improvement. Students will work within their own target heart rate zone and will increase their heart's functioning ability. Muscles will be worked both for strength and endurance. Flexibility and stress management will be incorporated into the class structure. Proper nutrition for a healthy lifestyle is studied and incorporated into the fitness plans that the students develop. Upon successful completion of the class students will have a respect for all aspects of fitness and will be able to design an individualized program for themselves that will be appropriate for their lifestyle.

# PHYSICAL EDUCATION

ROXBURY HIGH SCHOOL

## **NEW COURSE!**

### **Peer to Peer Physical Education**

**Grades 10, 11, 12**

**3.75 Credits**

#### **PREREQUISITE: APPLICATION REQUIRED**

Peer 2 Peer physical education is an inclusive physical education program. Students will be taught to work as partners/peer mentors to assist students with disabilities to actively engage in a general physical education setting. The focus will be on fitness and skill development, at each student's individual level. The class will also promote communication, respect, teamwork and socialization among all students in the class.

### **Ninth Grade Health**

**1.25 Credits**

This course provides students with a unified basic, health program that fosters the concept that health is a most prized possession and an integral part of every phase of life. Students acquire knowledge that their level of health affects their ability to learn, to live and to relate to others.

The key concepts of study in the course are:

1. Health decisions that affect the way one feels.
2. Mental health.
3. Food and nutrition.
4. Understanding your sexuality.
5. Communicable diseases
6. Drugs, alcohol and smoking.
7. Death and dying
8. Suicide

### **Tenth Grade Driver Theory**

**1.25 credits**

Driver Education Theory is the first segment of driver education. This course is only offered to 10<sup>th</sup> grade students during one quarter of their Physical Education class. Students must achieve a grade of D- or better to pass the classroom instruction portion of driver's education. They must also pass the State of New Jersey written driving test with a grade of 80% or better. After turning sixteen and passing both driver classroom instruction and the N.J. State written test, they are eligible to take a Behind-the-Wheel program.

### **Eleventh Grade Health: First Aid**

**1.25 Credits**

The purpose of this course is to provide students with a personal first aid education through the American Heart Association that will afford them the knowledge to handle

minor daily occurrences. In addition, the skills necessary to administer lifesaving, emergency care until trained professionals arrive will be addressed in this certified course.

The key topics of study are:

1. Wounds
2. Bodily injuries
3. Shock
4. CPR and Respiratory Emergencies
5. Poisoning
6. Drugs and Abuse
7. Burns
8. Exposure

### **Twelfth Grade Health**

**1.25 Credits**

Students learn that health is more than just the absence of disease. It involves physical, mental, social, and sexual aspects of development. Students gain an understanding that each aspect of health constantly affects and is affected by the others. Good health is what allows people to live up to their full potential. Health is always changing. One is not at the same level of health today as one was yesterday or will be tomorrow.

The key topics of study are:

1. Health – Life and living
2. The basis of mental health
3. Human Sexuality
4. Preparation for marriage
5. Human reproduction
6. Communicable diseases
7. Drugs, alcohol and smoking
8. Substance Abuse

### **Physical Education Electives**

**NOTE: These courses may be scheduled in addition to the required Physical Education course.**

#### **Introduction to Exercise Science**

**Grades 11, 12**

**2 ½ Credits**

In this course, students will explore and understand more comprehensively the tool that they use every day: their bodies. A greater understanding of the "how" and "why" of basic functions will inevitably lead to a more efficient utilization of the machine they are meant to use for the rest of their lives. We will cover the major areas of exercise science, including kinesiology, exercise physiology and human movement studies, as well as various career opportunities.

# PHYSICAL EDUCATION

ROXBURY HIGH SCHOOL

## Introduction to Exercise Psychology

Grades 11, 12

2 ½ Credits

Intro to Exercise Psychology takes a sociological approach, with a smaller emphasis on the exercise and a greater focus on the *exerciser*. Why does one method of motivation work for one individual, yet act as a deterrent for another? What are the many internal and external factors contributing to preference of activity? Also, we will explore the many benefits of exercise beyond the physical, as studies show the brain gains just as much as the muscles involved, if not more

## The Academy for Athletic Training and Physical Therapy

### Foundational Components of Allied Health Services (*Honors*)

Grades 9

5 Credits

\*\* Dual Enrollment

This course provides a general overview of the allied health professions of athletic training and physical therapy. The course includes information about the history of athletic training and physical therapy, the scopes of practice for each profession (injury prevention, treatment, rehabilitation, emergency injury management and administrative functions). This course is intended to provide the student with an understanding of the various disciplines, roles and opportunities of the members of the sports medicine team. The course will also provide the students with an understanding of the concepts of health care administration (organizational and administrative considerations and legal and ethical responsibilities). The basics of training and conditioning, environmental concerns, general fitness, nutrition, emergency care, athletics and special populations.

- Investigating the fields of athletic training and physical therapy
- Understanding the concepts of health care administration
- Analyzing legal, ethical and insurance considerations
- The Pre-Participation Physical Examination
- Understanding the basics of training and conditioning techniques
- Assessing environmental factors that lead to injury

- Understanding sports nutrition
- Recognizing and preventing the spread of blood borne pathogens
- Determining appropriate emergency injury management and first aid
- Selecting and using protective sports equipment

General goals include becoming acclimated to the athletic training and physical therapy environments. To increase communication skills with regard to the needs of the students and to learn how to conduct oneself in a professional manner. To act in accordance with the rules with regard to legal and ethical conduct.

## Pathology and Prevention of Sports Injuries (*Honors*)

Grades 10

5 Credits

\*\* Dual Enrollment

**PREREQUISITE: COMPONENTS OF ALLIED HEALTH & TEACHER RECOMMENDATION**

To introduce students to the science of human anatomy and physiology, prevention of injuries through exercise, basic rehabilitation, sport psychology, pharmacology, the tissue response to injuries, understanding basic taping, wrapping and bracing for injuries, clinical evaluation, recognizing the needs of different sports injuries as well as injuries/conditions seen in the lower extremity.

- Motor learning and skill development
- Tissue response to injury
- Prevention of injuries through fitness training
- Understanding the basics of injury rehabilitation
- Fundamental concepts of evaluation
- Bandaging and taping techniques
- Recognizing different sport injuries
- Helping the injured athlete psychologically
- Pharmacology, drugs and sport
- The foot
- The ankle and lower leg
- The knee
- The thigh, hip, groin and pelvis



# PHYSICAL EDUCATION

ROXBURY HIGH SCHOOL

## **Kinesiology and Orthopedic Assessment (Honors)**

**Grades 11**

**5 Credits**

**\*\* Dual Enrollment**

### **PREREQUISITE: PATHOLOGY & PREVENTION OF SPORTS INJURIES & TEACHER RECOMMENDATION**

To continue the introduction to the science of human anatomy specific to the location of anatomical landmarks (muscle origins, insertions, bony landmarks, ligaments) and the movement of the body. Prevention of injuries through exercise, upper extremity concerns and issues with associated rehabilitation, and appropriate selection of therapeutic modalities. An introduction to necessary adaptations for special needs students. To be introduced to traumatic brain injury evaluation and management as well as facial injuries, general medical conditions and youth injuries.

- Anatomy and medical terminology
- 
- Surface anatomy and palpation (lab component)
- Kinesiology/Biomechanics
- Adapted PE for special populationsThe shoulder
- The elbow, forearm, wrist and hand
- The spine
- The thorax and abdomen
- The head, face, eyes, ears, nose, and throat
- General medical conditions and additional health concerns
- Youth injuries
- Therapeutic modalities
- Movement screens and assessments

## **Surgical Intervention and the Return to Play Process (Honors)**

**Grades 12**

**5 Credits**

**\*\* Dual Enrollment**

### **PREREQUISITE: Completion of Kinesiology and Orthopedic Assessment and Teacher Recommendation**

This course is designed to give the student a detailed examination of exercise physiology and the effects of nutrition and supplementation as well as the effects of pharmacology, post-injury management techniques used by athletic trainers, physical therapists and physicians in

the management of orthopedic injuries. The curriculum will focus on surgical techniques and their implications on rehabilitation/activity and capture the totality of injury management including: pathology, immediate management, diagnostic imaging, definitive and differential diagnoses, medical management, medications, surgical intervention, post-injury and/or post-surgical management and rehabilitation. The objective is to apply skills learned from the first three sports medicine classes, while working independently on research projects. Students will also assist in the instruction of students in the first three courses in order to facilitate comprehension.

## **Structured Learning Experience (SLE)**

**Grades 12**

**5 Credits**

The Structured Learning Experience (SLE) course is a full-year course that is required for all full-time academy seniors in order to graduate. The course provides students with the opportunity to explore and develop career interests, hone job readiness skills, apply skills learned in their academy areas in the world of work, and reflect on their personal and professional goals. Students complete an SLE at a minimum of one approved job site or they may explore multiple sites to gain additional awareness about different career paths. Through this course, the students are able to build resumes, cover letters, and goals which allow them to pursue different career opportunities related to their academy areas. The course encourages multiple, diverse paths for students to assist them in encountering success. The students are able to evaluate career options, reflect on their work within their chosen career field, and plan for their futures.

The full-year course is required for graduation for all full-time academy Career and Technical Education students. Academy students log 125 hours at an approved site under the direction of a professional mentor and overseen by Structured Learning Coordinators at Morris County Vocational School.

# SCIENCE

## ROXBURY HIGH SCHOOL

The courses in the Science Department are designed to meet the needs of our students as they prepare for further education and careers. We strive to help students grow in their problem solving skills, data analysis, critical thinking, and to value the role of science in a multiplicity of disciplines. We strive to instill in students the importance of science in shaping our future and environment. Freshmen, sophomores and juniors must take a science course within the Science Department.

AP classes meet two additional 35 minutes per week. Honors classes meet one additional 35 minutes per week.

Ninth grade course assignment will be determined by student scores on the ninth grade placement rubric.

**\*\*Any student who would like a course level that is different than their current course level should speak with their current teacher (i.e. "I am in "A" level and would like a greater challenge.") Teacher recommendations will be strongly considered.**

### Geophysical Science (*Honors*)

Grade 9

6 Credits

The Geophysical Science honors program is designed for the academically advanced science student to focus on Earth Science, Chemistry and physics principles. The dynamics of the Earth system and the individual sciences of astronomy, geology, meteorology, paleontology and oceanography are investigated. Students will develop an understanding of the complex and significant interdependencies between humans and the rest of Earth's systems through the impacts of natural hazards, our dependencies on natural resources, and the significant environmental impacts of human activities. Physical science concepts necessary for the understanding of natural processes are taught through a study of the Earth's subsystems in which they operate. Students enrolled in the honors program should have excellent reading and mathematical skills and should be able to function in a laboratory situation. Emphasis is placed on problem solving, analysis of laboratory data and the interpretation of graphs, models, maps and diagrams. The class meets six times per week including a double laboratory period. This course satisfies the prerequisite for AP Environmental Science.

### Geophysical Science A

Grade 9

5 Credits

Geophysical Science A is designed to provide the student with a variety of investigative opportunities encompassing astronomy, oceanography, geology, meteorology, and climate. Students will develop an understanding of the complex and significant interdependencies between humans and the rest of Earth's systems through the impacts of natural hazards, our dependencies on natural resources, and the significant environmental impacts of human activities. The course uses a college preparatory laboratory approach enabling

the student to learn about the dynamics of the Earth systems and physical concepts necessary for understanding the Earth and the principles that govern it. Emphasis is placed on problem solving, analysis of laboratory data and the interpretation of graphs, models, maps and diagrams. The class is a prerequisite for AP Environmental Science and Environmental Science A.

### Geophysical Science B

Grade 9

5 Credits

Geophysical Science B is designed without a strong emphasis on mathematics for the student who enjoys a hands-on experience of science. This approach provides learning experiences through the gathering of scientific data and its analysis in an integrated laboratory environment. The areas of study include geology, astronomy, oceanography, meteorology, and climate. Students will develop an understanding of the complex and significant interdependencies between humans and the rest of Earth's systems through the impacts of natural hazards, our dependencies on natural resources, and the significant environmental impacts of human activities. This class is a prerequisite for Environmental Science A.

### Biology (*Honors*)

Grade 9, 10

6 Credits

**\*\* Dual Enrollment**

**PREREQUISITE: ALGEBRA 1**

The Biology honors program is designed for the academically accelerated student with exceptional abilities in reading and mathematical skills. The course is laboratory oriented and takes a problem-solving approach with an emphasis on the biochemical and cellular aspects of biology including heredity and genetics. Students enrolled in Honors Biology must demonstrate strong organizational skills and study habits, along with a positive personal work ethic.

# SCIENCE

ROXBURY HIGH SCHOOL

## **Biology A**

**Grade 9, 10**

**5 Credits**

This course is designed for the student preparing for college who has a strong mathematics background. Students should display level appropriate organizational and study skills. Additionally, students should be able to work both collaboratively and independently. It emphasizes a laboratory approach in biological sciences such as ecology, heredity and genetics, anatomy and physiology, molecular and cellular basis of life and areas of species development.

## **Biology B**

**Grade 10**

**5 Credits**

This course is designed for students who need support in mathematics and reading. Areas of study include cell structure and function, heredity and genetics, evolution and ecological issues related to today's society. Emphasis is placed on laboratory skill development and the practical application of biological principles. Organizational and study skills are reinforced.

## **Chemistry (*Honors*)**

**Grades 10, 11**

**6 Credits**

**\*\* Dual Enrollment**

**PREREQUISITE: BIOLOGY & ALGEBRA 1**

The Chemistry Honors course is an accelerated, challenging course designed for the highly motivated student who has a strong interest and background in both mathematics and science. Using a laboratory approach and atomic structure as a basis, students will be engaged in problem-solving activities in the areas of stoichiometry, solution chemistry, thermodynamics and kinetics, equilibrium, acid-base chemistry, and electrochemistry. Students are expected to be able to make conjectures and build a logical progression of statements to support the truth of their conjectures.

## **Chemistry A**

**Grade 11**

**5 Credits**

**PREREQUISITE: BIOLOGY & ALGEBRA 1**

This course is designed to meet the interests of students who are preparing themselves for a career in a science, technical or related field. It is laboratory oriented and covers the traditional areas of atomic structure, stoichiometric relationships, kinetics, thermodynamics, acid-base chemistry, states of matter, equilibrium, and electrochemistry. Students must possess and demonstrate computational fluency.

## **Chemistry B**

**Grades 11, 12**

**5 Credits**

**PREREQUISITE: BIOLOGY & ALGEBRA 1**

Students enrolled in Algebra IIA or higher are not eligible for this course. This course is designed to meet the needs of the student who benefits from support with mathematics and problem solving skills. It is an activity based course which provides learning experiences through the gathering of scientific data and its analysis in an integrated lab environment.

## **Physics (*Honors*)**

**Grades 11, 12**

**6 Credits**

**\*\* Dual Enrollment**

**PREREQUISITE: CHEMISTRY & ALGEBRA 2**

The Physics I Honors course is designed for the student who is highly academically oriented and possesses excellent math skills. Topics to be studied include motion, forces, energy, momentum, torque, gravitation, wave phenomena, electricity, light and optics. Emphasis will be placed on problem-solving and experimental laboratory work. Students will work both individually and in groups for laboratory assignments and special projects.

## Physics A

Grades 11, 12

5 Credits

**PREREQUISITE: CHEMISTRY & ALGEBRA 2**

This course is designed for the college preparatory student with strong math skills. Topics of study will include linear motion, kinematics equations, vectors, Newton's laws, energy, momentum, torque, gravitation, waves/harmonics, optics, and electricity. A strong emphasis is placed on laboratory investigations, problem solving and individual projects. This course meets the criteria for all colleges as a laboratory science in the area of physics.

## Physics B

Grade 11, 12

5 Credits

**PREREQUISITE: CHEMISTRY**

This course is designed to meet the needs of the academically motivated student who benefits from support with mathematics and problem solving skills. It is an activity based course which provides learning experiences through the gathering of scientific data and its analysis in an integrated lab environment. The areas of study include motion, vectors, forces, Newton's laws, momentum, energy, torque, waves/harmonics, optics and electricity. This course meets the criteria for all colleges as a laboratory science in the area of physics.

## Introduction to Chemistry and Physics

Grades 11, 12

5 Credits

**PREREQUISITE: BIOLOGY & ALGEBRA 1**

This course focuses on students' understanding of the scientific forces that govern their lives. Students will explore the practical applications of both chemistry and physics. They will study the connection between chemistry, physics and ecology, biology, and geophysical science. This course will help prepare students to become productive citizens in a society that demands a greater knowledge of science to help make informed decisions. Areas of study will include chemistry and physics concepts in the home, work and marketplace.

## Physics and Technology

Grade 12

5 Credits

**PREREQUISITE: BIOLOGY & ALGEBRA 1**

This course is a blend of conceptual and basic mathematical approaches to Physics, with an emphasis on problem based learning. Students will develop an understanding of Physics in the world around them and

have an opportunity to engage in projects that require a practical understanding of Physics. The course is designed for students who would like more of a hands-on approach and activity based learning environment. This course is a STEAM (Science, Technology, Engineering, Arts, and Mathematics) program, incorporating projects like the development of a Hydrogen Fuel Cell Car and then competing in a state-wide competition. The areas of study include motion, vectors, forces, Newton's Laws, momentum, energy, torque, and Astronomy based Physics.

## Environmental Science

Grade 11, 12

5 Credits

**\*\* Dual Enrollment**

**PREREQUISITE: BIOLOGY**

Environmental Science focuses on the study of ecosystems, population trends, pollution sources, and available resources. This course is designed to provide students with knowledge and skills that can be used to solve problems affecting our natural environment, to provide relevance for local and global issues and to introduce students to environmental careers. Major emphasis is placed on environmental effects and their impact on everyday life. Students will explore case studies and current issues and will be actively involved in developing solutions and learning how to educate others about environmental issues. Students will perform field work and conduct research as part of lab activities and long term projects.

## Human Anatomy and Physiology (Honors)

Grade 11, 12

6 Credits

**\*\* Dual Enrollment**

**PREREQUISITE: BIOLOGY & CHEMISTRY**

*(Students who have taken Careers in Health Care Services are not eligible for this course.)*

This college-level, challenging course is designed for highly motivated students with excellent reading and lab skills who have a strong interest in pursuing a career in the health sciences, such as nursing or physical therapy. Emphasis is placed on a thorough understanding of the anatomical and physiological components of the human body's eleven systems and related systemic diseases. Students enrolled in this course will also learn new studying strategies and time management skills that are necessary for their future college courses. Major dissections of the sheep heart and sheep brain are mandatory. A summer assignment is also required.

# SCIENCE

ROXBURY HIGH SCHOOL

## **AP Biology**

**Grades 11, 12**

**7 Credits**

**PREREQUISITE: BIOLOGY, CHEMISTRY, & TEACHER RECOMMENDATION**

This course is designed for highly accelerated academic students with a strong interest in the biological sciences. This course will include biochemistry, the relationship of biochemistry to genetics, the patterns of structure and function throughout life forms and major topics of mammalian anatomy and physiology. The topics from Biology are expanded and covered in depth equivalent to first year college level using a college level text and laboratory investigations adapted from college laboratory manuals.

## **AP Chemistry**

**Grades 11, 12**

**7 Credits**

**\*\* Dual Enrollment**

**PREREQUISITE: BIOLOGY, CHEMISTRY, ALGEBRA 2 & TEACHER RECOMMENDATION**

This course is designed for a highly accelerated, academically advanced student with a strong interest in pursuing a career in science related fields. It is presented as a college level course in chemistry. Advanced level topics in physical chemistry will be explored through a highly laboratory oriented program. Emphasis is placed on quantitative experimentation. This course will prepare the student for the advanced placement exam in chemistry.

## **AP Environmental Science**

**Grades 11, 12**

**7 Credits**

**\*\* Dual Enrollment**

**PREREQUISITE: BIOLOGY & TEACHER RECOMMENDATION**

One of the prerequisite courses must be at the Honors level. The AP Environmental Science course is designed to be the equivalent of a one semester, introductory college course in environmental science. The goal of the course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and

human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

## **AP Physics**

**Grades 11, 12**

**7 Credits**

**\*\* Dual Enrollment**

**PREREQUISITE: BIOLOGY, CHEMISTRY, ALGEBRA 2 & TEACHER RECOMMENDATION**

This second level, calculus based investigative course addresses laboratory experiences and theory that review the basic foundations of Physics. The course extends and broadens the student's understanding of mechanics, electronics and magnetism. The course will include projects, discussion, and units to prepare students for the Advanced Placement exam. This class is based on the APC curriculum, which is a national curriculum from the College Board. Please visit [apcentral.collegeboard.com](http://apcentral.collegeboard.com) for further information about the APC calculus based curriculum.

## **Science Electives**

**NOTE: These courses are scheduled in addition to the required Science course.**

## **Astronomy**

**Grades 10, 11, 12**

**2 ½ Credits**

**PREREQUISITE: GEOPHYSICAL SCIENCE**

Astronomy is an academically challenging elective designed for students who have a strong interest in the science behind what we know about the Universe and the search for habitable worlds. Students will be introduced to our basic understanding of the Universe through the premise of asking, "What conditions are necessary for life to exist in the Universe?" Students will be introduced to the fundamental concepts of astronomy such as; Kepler's Laws planetary motion, Universal Gravitation, comparative planetology, exoplanet discoveries, stellar evolution, and cosmology.

# SCIENCE

ROXBURY HIGH SCHOOL

## Forensic Science

Grades 11, 12

2 ½ Credits

PREREQUISITE: BIOLOGY

Forensic Science is a laboratory-based course designed to introduce students to the scientific methods of collecting and analyzing evidence in order to solve crimes. Content will include procedures in processing a crime scene, how to properly collect & handle evidence, analyzing evidence, and how various types of physical evidence are used in forensic investigations. Forensic Science will utilize frequent hands-on investigations, building upon scientific process skills and collaboration. Written and oral communication skills are also developed through lab reports, case studies, and a final research project. This course is meant for the motivated and mature student interested in pursuing further studies in science and/or a career in criminal justice.

## Genetics

Grades 10, 11, 12

2 ½ Credits

PREREQUISITE: BIOLOGY

(OFFERED IN THE SPRING)

This course will provide a deeper investigation into topics previously introduced in Biology. Students will expand their hands-on lab and research skill base as well as explore various career pathways and develop a deeper sense of heredity and epigenetics. Students will review and expand upon the study of Genetics, DNA, RNA, protein synthesis, mitosis, and meiosis. Problem solving and investigations will include the various patterns of inheritance will be solved by using pedigrees, Punnett squares, and laws of probability. In addition, the biotechnology unit will cover aspects of this growing field, including genetically engineered products, gene therapy, and DNA fingerprinting. Emphasis is on human genetics. Genetic disorders will be studied along with genetic screening.

## Microbiology

Grades 10, 11, 12

2 ½ Credits

PREREQUISITE: BIOLOGY

(OFFERED IN THE FALL)

In this semester science course, students will be in hands-on lab setting where they will explore the various impacts of the human microbiome and immune system. With a focus on the impact of infectious disease both viral and bacterial on the human body, while diving into how to

control, prevent and/or treat these pathogens. Moreover, there will be an emphasis on human health and exploration of career options in the post secondary setting.

## Aviation Electives



## Introduction to Aviation

Grades 9, 10, 11, 12

5 credits

This course serves as an introduction to aviation and aerospace. Students will have an opportunity to learn about the basics of flying planes, see how drones work, and explore other aviation careers. Students will engage in hands-on projects, fly on flight simulators, fly drones, and start learning important concepts that are necessary to earn their pilot's or drone pilot's license. This course serves as the first year of a multi year program, where students can pursue the Pilot Pathway (two additional years) or take the Drone Technologies course (one additional year). Following the completion of the pilot or drone pathway, students will be prepared to take the FAA written Private Pilot's exam, or the written Part 107 Drone pilot's exam, respectively. Students may choose to complete both pathways in four years, or only complete one pathway.

## **Pilot Pathway I**

**Grades 10, 11, 12**

**5 Credits**

**PREREQUISITE: Intro to Aviation**

This is the second course offered in the three year pathway towards earning the ground portion of a pilot's license. Students will learn about aircraft systems and be introduced to the principles of flight. Students will learn about how to fly safely, and how to perform calculations to ensure a flight can be made. Students will utilize the flight simulators in class and spend more time learning how to fly. While the focus of this course is not on drones, students will still get some time flying drones. Students can expect to be eligible to sit for their FAA written Private Pilot's test at the end of this third year.

## **Drone Technologies**

**Grades 10, 11, 12**

**5 credits**

**PREREQUISITE: Intro to Aviation**

This is the second course offered in the two year pathway to earn a drone pilot's license. At the conclusion of this course, students will be eligible to sit for the Part 107 sUAS drone pilot's test. Students will learn about weather, maps, and advanced flight control, while also learning about the rise of drones in today's society, how to use drones for mapping, and photogrammetry. Students will have an opportunity to fly various types of drones and learn about non-aerial drones as well. This course can be taken in place of, or concurrently with the Pilot Pathway courses.

## **Pilot Pathway II**

**Grades 11, 12**

**5 credits**

**PREREQUISITE: Intro to Aviation, Pilot Pathway I**

This is the third and final course offered in the three year pathway towards earning the ground portion of a pilot's license. Students will learn about weather, mapping, navigation, airport operations, communication, and more. Students will gain an in-depth understanding of how to fly a plane, and will apply their knowledge on the flight simulators. While the focus of this course is not

# SOCIAL STUDIES

ROXBURY HIGH SCHOOL

The courses in the Social Studies Department are carefully designed to meet the needs of our students as they prepare for further education or a career of choice. The New Jersey State Department of Education requires three years of Social Studies instruction. In order to meet these requirements, Roxbury High School offers United States History I in the ninth grade, United States History II in the sophomore year and World History in the junior year. Students must take the required Social Studies courses each year for graduation. Ninth grade course assignment will be informed by the student's indicators on the ninth grade placement rubric.

**\*\*Any student who would like a course level that is different than their current course level should speak with their current teacher (i.e. "I am in "A" level and would like a greater challenge.") Teacher recommendations will be strongly considered.**

## AP United States History I

Grade 9

5 Credits

This course is designed for the highly motivated student and is required for those wishing to progress to Advanced Placement U.S. History II. Content includes the European discovery of the New World through Reconstruction. Students are expected to evaluate a variety of challenging readings. Classroom activities focus on learning and applying the historical method through a series of interpretive problems. Students will be expected to actively participate in a variety of debates, discussions, presentations, and research projects. Students selecting this course must possess the motivation and self-discipline to engage in serious study.

## United States History I A

Grade 9

5 Credits

This course is designed to provide motivated students with a solid foundation of our nation's history from the revolution to the eve of World War I. Students will be exposed to primary source materials, mass media resources, historical research, interpretation and evaluation of maps, charts, graphs, political cartoons, and class discussion. Students will continue the development of social studies skills to more challenging reading and writing assignments with emphasis on critical analysis and compare and contrast activities.

## United States History I B

Grade 9

5 Credits

This course will give students a foundation in the chronology of American history from the nation's history from the revolution to the eve of World War I. A factual basis is given students so as to help them interpret issues and themes of the character of colonial society, American expansionism, the Constitution, nationalism, sectionalism, abolition and the impact of wars and their aftermath on our nation's growth and development. Students enrolled

in this program will be afforded the opportunity to develop their reading and writing skills as well as map reading skills, graph and political cartoon interpretation. Critical and analytical thinking skills, the ability to work independently and to work with primary source materials will be developed.

## AP United States History II (CE)

Grade 10

5 Credits

**PREREQUISITE: UNITED STATES HISTORY I**

This United States history class is open to those students who wish to pursue college-level studies while still in high school. The course is designed to provide students with both a chronological study of United States history and major interpretive questions that derive from the study of selected themes. Students will examine a series of problems through specialized writing by historians and through supplementary readings, including documentary material. The course content will cover Reconstruction through the Modern Era. Students who take this course will be prepared for, and are expected to take, the Advanced Placement U.S. History Examination.

## United States History II A

Grade 10

5 Credits

**PREREQUISITE: UNITED STATES HISTORY I**

This course is designed to provide motivated students with a solid foundation of our nation's later history from the Reconstruction through the Modern Era. Students will gain invaluable insight into the decisions and implications affecting our social, economic and political growth as a nation in the 20th century. Students will be exposed to primary source material, mass media resources, historical research, interpretation and evaluation of maps, charts, graphs, and political cartoons, and class discussions. Students will continue the development of Social Studies skills to more challenging reading and writing assignments with emphasis on critical analysis and compare and contrast activities.



# SOCIAL STUDIES

ROXBURY HIGH SCHOOL

## **United States History II B**

**Grade 10**

**5 Credits**

**PREREQUISITE: UNITED STATES HISTORY I**

This course is designed to give students a foundation in the decisions and implications affecting our social, economic, political, and psychological growth as a nation in the 20<sup>th</sup> century. Emphasis will be placed on developing writing, critical thinking, and Social Studies skills.

## **AP Modern World History**

**Grade: 11**

**5 Credits**

**PREREQUISITE: UNITED STATES HISTORY II**

This advanced placement course is the equivalent of an introductory college course in modern world history and gives highly motivated students the opportunity to study the cultural, economic, political, and social developments that have shaped the world from c. 1200 CE to the present. Students will analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. The goal of this course is to connect historical events to relevant trends in today's world and develop students' analytical thinking skills to enable students to function as contributing members of an increasingly global society. These skills will be reinforced through numerous challenging reading, writing and oral assignments with emphasis placed on critical analysis and the ability to work independently, all in preparation for the AP Exam in May.

## **World History A**

**Grade: 11**

**5 Credits**

**PREREQUISITE: UNITED STATES HISTORY II**

This course is designed to provide motivated students with above average social studies skills the opportunity to examine world events from 1450 to the present day. Through this World History course, students will evaluate the development of political institutions, analyze economic trends and cultural changes, as well as examine armed conflict in the modern, global world. Students will continue their development of social studies skills through more challenging reading, writing, graphic and oral assignments.

## **World History B**

**Grade: 11**

**5 Credits**

**PREREQUISITE: UNITED STATES HISTORY II**

This course will give students a foundation in reading and interpreting maps, charts, graphs, and political cartoons. This course examines world events from 1450 to present day. The World History program evaluates the development of political institutions, economic trends, cultural change, and armed conflict, as well as their impact on contemporary interdependence. Emphasis will be placed on developing and reinforcing social studies skills, writing, and critical thinking.

## **Social Studies Electives**

**NOTE: These courses are scheduled in addition to the required Social Studies course.**

### **AP European History (CE)**

**Grades 11, 12**

**5 Credits**

The European History-Advanced Placement course is designed to provide selected students with the analytical skills and factual knowledge necessary to deal with problems and materials in European History. Students will be expected to closely examine a series of problems or topics through readings and college-level textbooks. After an intensive study of the Renaissance, Reformation, Rise of Absolutism, the Enlightenment and the French Revolution and Napoleon, students will closely examine the development of Modern European History. Emphasis will be placed upon Liberalism and Conservatism, the Rise of Nationalism and International and Domestic changes throughout the Nineteenth and Twentieth Centuries. Experiences will be provided that will develop students' abilities to assess historical materials-including relevance to a given interpretive problem, reliability, and importance. Students will learn to evaluate evidence and interpretations of history.

### **AP Psychology**

**Grades 11, 12**

**5 Credits**

The AP Psychology course is designed to be the equivalent of a one-semester introductory college course in psychology. The goal of this course is to provide students with the principles, concepts, and methodologies needed to understand and analyze human behavior. Areas of study include psychophysics, learning and memory, motivation and perception, normal vs. abnormal behavior, and the developmental areas of childhood through aging. Activities include laboratory, perceptual, and social experimentation, case studies, survey analysis, all in preparation for the AP Exam.

# SOCIAL STUDIES

ROXBURY HIGH SCHOOL

## **AP United States Government and Politics (CE)**

**Grades 10, 11, 12**

**5 Credits**

**(OFFERED IN EVEN NUMBERED YEARS, i.e. SY 2024-2025)**

In a republic of sovereign citizens, it is essential that people have an understanding of their government and its structures. In order to be productive citizens and good stewards of the Republic, students should leave school with a fluency in such concepts as federalism, separation of powers, the rights of individuals, and political parties, among others. This course will expand the opportunity for students to gain a deeper understanding of the mechanisms of government, and of political culture, through the study of philosophical, constitutional, institutional and social underpinnings that form the basis of American government and politics. Through the analysis of a variety of sources and materials, students will achieve a richer comprehension of our great national democratic experiment. Additionally, this course will help prepare students for the A.P. Government and Politics exam, which is given in May.

## **AP Comparative Government and Politics**

**Grades 10, 11, 12**

**5 Credits**

**(OFFERED IN ODD NUMBERED YEARS, i.e. SY 2025-2026)**

Advanced Placement Comparative Government and Politics is designed to have equivalency to an introductory college course in comparative government and politics. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students cultivate their understanding of comparative government and politics through analysis of data and text-based sources as they explore topics like power and authority, legitimacy and stability, democratization, internal and external forces, and methods of political analysis. This course additionally seeks to prepare students for the AP exam in May.

*Note: AP Comparative Government and Politics will first run in the 2023-24 school year an alternating fashion with AP United States Government and Politics*

## **Anthropology**

**Grades 10, 11, 12**

**2 ½ Credits**

This semester elective course deals with the science of man and the development of cultures over time. Included in this course are units on physical anthropology,

archaeology, language, and socio-cultural comparative analysis. This course examines the human experience from prehistoric times to the present, from simple cultures to those that are more complex. Cultural patterns, structures, and functions are evaluated. Cultural case studies are used to supplement learned anthropological data and to bring about a better understanding of the behavior of man and society, and the rewards of adaptation. In order to examine some cultures and gain a better understanding of the development of mankind physically and socially, there may be certain norms, rituals, practices, and behaviors that some may find offensive or unsuitable for discussion. The course is designed for those who have a true interest in deepening their understanding of the field of anthropology. Upperclassmen are given priority consideration in registering for this class.

## **Comparative World Religions**

**Grades 9, 10, 11, 12**

**2 ½ Credits**

This elective semester course is designed to give students knowledge and understanding of the world's major religions and ideologies. The objectives of the course are: to examine the essential practices, philosophies and institutions of each belief system with emphasis on its founding and normative principles; to gain an understanding of the cultural and historical meaning of these systems; to identify similarities and differences of thought and practice among various belief traditions; to critically discuss and evaluate various religious and philosophical views; to compare and examine the influences of these belief systems in our world today and to develop the skills necessary to engage in respectful and fruitful dialogue with others. This knowledge and these understandings are especially relevant in today's world. Students will apply this knowledge and understanding to analyze current world situations and geopolitical cauldrons, for instance, conflict in the Middle East.

## **Contemporary World Issues (CE - 6 credits)**

**Grades 10, 11, 12**

**5 Credits**

Contemporary World Issues offers students the opportunity to discuss current issues facing the United States and the world through an analysis of world events and their historical and geographic background. Current magazines, newspapers, and selected readings will provide the resources for the content of this course. Students should have a keen interest in world affairs and be able to keep pace with events as they unfold. In

# SOCIAL STUDIES

ROXBURY HIGH SCHOOL

In addition, students should have some background in expressing their opinions through analytical and persuasive writing. There will also be opportunities for student involvement in action-based projects connected to current global issues. Students should be aware that topics discussed are mature in content. Upperclassmen are given priority consideration in registering for this class.

## **Criminology**

**Grades 10, 11, 12**

**2 ½ Credits**

This semester elective course introduces students to the criminal justice system and how it functions in our society. The course will examine the phenomenon and system of crime through the view of a Sociologist. Students will examine issues related to crime from a philosophical standpoint: discuss and debate the principles, theories, and values of the American Criminal Justice System. The goal of this course is to gain a clearer understanding of crime's causes and consequences and an accurate knowledge of the workings of our criminal justice system. Topics discussed will include: criminal behavior, the police, criminal law, sentencing and corrections, as well as, the functions of the U.S. judicial System. The course is designed for those who have a true interest in deepening their understanding of the field of criminology. Upperclassmen are given priority consideration in registering for this class.

## **Ethical Studies**

**Grades 11, 12**

**2 ½ Credits**

Ethical Studies will allow students the opportunity to study a variety of ethical beliefs and moral actions in relation to the modern world and contemporary problems. Emphasis will be placed on the students' self-examination of human values and the reinforcement of a positive self-concept. An in-depth analysis of the Holocaust will allow students to examine issues of genocide, racism and prejudice. A major focus of the course is prejudice reduction. Students will be encouraged to develop ideas to encourage social justice in the United States and in the world.

## **Experimental Psychology**

**Grades 11, 12**

**2 ½ Credits**

This course is an applications course, allowing students to conduct correlational experimental research on a diverse range of psychological topics. These topics include but are not limited to development, cognition, memory,

motivation, perception, stress, emotions, disorders, and social phenomena. Students will be introduced to various scientific methods and research techniques for gathering and analyzing data so that they may find answers to their questions in a scientifically sound way. They can then make inferences from their results, evaluating the reliability and validity of their study and its implications for humanity.

## **History and Culture Through Sports (CE)**

**Grades 10, 11, 12**

**2 ½ Credits**

The United States has a great passion for sports which in turn has a profound impact on our culture. Sporting events represent both good and bad within American society. The History & Culture Through Sports elective will give students the opportunity to analyze how sports affect society worldwide. The class will discuss how money, politics, race, gender, culture, and commercialization play a part in sports throughout history. Sports are a powerful tool, which has shaped identity and have had a profound influence on cultures throughout the world. Students who enroll in the class will take a close look at sports and analyze how they have, and continue to have a significant influence on how people see their place in the world.

## **Human Behavior**

**Grades 11, 12**

**5 Credits**

Human Behavior is a full-year course designed to introduce the fields of psychology and sociology to high school juniors and seniors. The course acquaints students with the scientific method and tools of research used in the study of human behavior. Emphasis is also put on self-awareness and the development of a positive self-concept in preparation for living in an adult society.

## **NEW COURSE!**

### **Human Geography \*\***

**Grades 9, 10, 11, 12**

**2 ½ Credits**

**Human Geography offers a focused and scaffolded curriculum that enables students to explore how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world.**

## **Philosophy and Ethics**

**Grades 10, 11, 12**

**2 ½ Credits**

The objective of this course is for students to identify and analyze a variety of ways of understanding one's relationship to the world. This course will also investigate certain philosophical explanations of the meaning and value of human existence. The types of theories that it will explore argue that action, freedom, and choice are fundamental aspects of human existence. Some of the thinkers that the course may examine include Plato, Socrates, Kierkegaard, Nietzsche, Sartre, Camus and an array of other thinkers. In addition, this course encourages students to use deductive reasoning to formulate their own philosophies, while using the philosophers of the past to describe their reasoning.

## **Political and Legal Studies**

**Grades 10, 11, 12**

**5 Credits**

This course is designed to prepare students for full citizenship responsibilities by attempting to provide a realistic understanding of the processes of governing in present day United States. Students are expected to participate in supervised activities designed to acquaint them with the political and legal processes of the

community, state, and nation. Activities include preparing and participating in court cases in the Morris County Bar Association's annual competition and participating in appropriate elections held throughout the year. Upperclassmen are given priority consideration in registering for this class.

## **The Vietnam Era and Modern Conflicts**

**Grades 11, 12**

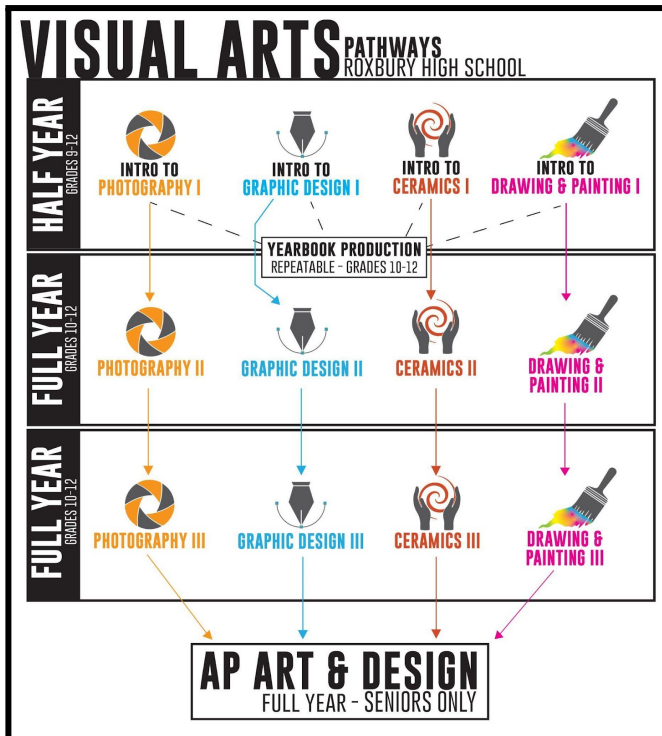
**2 ½ Credits**

This semester course is designed to give students an understanding of a period in world history from 1945 to 1975, which has come to be known as the Vietnam era as well as the long-term impacts of this time period. The major objectives of the course will be student evaluation of the issues of the period, an understanding of the war, its causes, execution, immediate results, and its long-term economic, political and military impact on the United States. The American domestic political and social climate, focusing on the counter-culture, anti-war movement, and treatment of veterans, will also be examined. At the culmination of the course an in-depth comparison will be made between the Vietnam Era and current U.S. involvement in the Middle East and Asia.

# VISUAL ARTS

ROXBURY HIGH SCHOOL

The Visual Arts Department offers multiple electives as opportunities for students to pursue their creative interests. Courses focus on high-level thinking skills, creativity and problem solving as well as the individual student. Their ability, skill level and interests are all considered, along with artistic thinking, we teach the creative process, conceptual skills and research. Students with a serious interest in pursuing art as a career have opportunities to concentrate in Fine Arts, Photography, Ceramics and Sculpture or Computer Arts. An intensive AP Art & Design class is offered to accomplished students who wish to earn college credit while a high school student. The visual arts experience at Roxbury High School empowers students to reach their fullest potential, artistically and intellectually.



## **INTRODUCTION LEVEL:**

**Grade Level 9-12 - Semester - 2.5 Credits**

## **CERAMICS & SCULPTURE I:**

**Grades 9, 10, 11, 12**

**2.5 Credits**

*This course is a prerequisite level course.*

This class will teach students the beginning concepts in clay and 3D design. Students will learn hand-building techniques such as pinch pot, slab, coil, drape, and mold. They will learn the basics of joining so that when they move on to advanced levels of ceramics they will be ready to engineer more elevated hand-built projects.

## **DRAWING & PAINTING I:**

**Grades 9, 10, 11, 12**

**2.5 Credits**

*This course is a prerequisite level course.*

This class will teach the fundamentals of drawing as well as explore painting mediums and techniques. Through class projects, filling sketchbook pages, and looking at art, students get a chance to draw and paint using various materials and project themes. This class is an excellent starting point for those who simply love to draw and want to get their hands into painting, but this class can also start you on your journey to future advanced Drawing and Painting classes where the beauty of time, larger scale projects and portfolio worthy pieces await you.

## **GRAPHIC DESIGN I:**

**Grades 9, 10, 11, 12**

**2.5 Credits**

*This course is a prerequisite level course.*

This course will expose students to the Apple drawing tablets and the Mac computer stations in order to begin the process of utilizing and understanding the several drawing tools available within Procreate and Photoshop within the Adobe Creative Cloud. Students will be primarily focused on 2D Design and will begin to learn the ins and outs of the available digital programs as well as the principles of design in order to create their artwork. This course is a prerequisite level course.

## **PHOTOGRAPHY I:**

**Grades 9, 10, 11, 12**

**2.5 Credits**

*This course is a prerequisite level course.*

This course will teach students the basic techniques of digital camera operation and how to manually operate a Digital SLR Camera. Shooting assignments emphasize an understanding of light, composition, and subject matter. Through a variety of indoor and outdoor shoots, students learn how to control and utilize natural and studio lighting. All enrolled students will have access to the Adobe Creative Cloud and will learn how to enhance their

# VISUAL ARTS

ROXBURY HIGH SCHOOL

photographs by learning how to edit using Adobe Photoshop & Lightroom.

## **INTERMEDIATE LEVEL**

**Grade Level 10-12 - Full Year - 5 Credits**

### **CERAMICS & SCULPTURE II:**

**Grades 10,11,12**

**5 Credits**

#### **Prerequisite - Ceramics & Sculpture I**

This class moves students along to more advanced hand-building techniques than what was covered in the prerequisite introductory course. As they learn about the importance of strong joints and seams, students will create well-engineered constructed slab projects. Surface decoration techniques will be explored from underglazing, glazing, raku, and sgraffito. Students in this class will also be introduced to the pottery wheel. Wire, cardboard, and plaster will be explored as both armature and stand-alone materials for sculpture projects. Students will begin to develop 3-D portfolios as they consider progressing to a more advanced level of ceramics and sculpture.

### **DRAWING & PAINTING II:**

**Grades 10,11,12**

**5 Credits**

#### **Prerequisite - Drawing & Painting I**

This class explores in greater depth the drawing concepts and painting techniques covered in the introductory course. Students will further develop their observational drawing skills and will work towards developing personal means of expression through more individualized projects. When painting, students will explore advanced color theory, color mixing and paint application on a variety of surfaces to create portfolio worthy works. Figure drawing, still-life studies, self-portraits, modern design based themes are all possibilities of future projects.

### **GRAPHIC DESIGN II:**

**Grades 10,11,12**

**5 Credits**

#### **Prerequisite - Graphic Design I**

Exploring further into the world of Graphic Design, students will begin to expand and build upon their Procreate and Photoshop skills, as well as be exposed to Adobe Illustrator and the importance of vector artwork

within the world of design. Students will be creating both 2D and 3D artwork alongside potential community outreach projects.

### **PHOTOGRAPHY II:**

**Grades 10,11,12**

**5 Credits**

#### **Prerequisite - Photography I**

This course is for students interested in furthering their technical and conceptual knowledge of photography. The emphasis of this course is placed on introducing conceptualism to expand upon original ideas within the world of commercial and fine art photography. Students will have weekly shooting assignments to demonstrate technical competence of studio lighting, build upon their Photoshop & Lightroom editing skills, learn how to print and mount their work for display and produce a photography portfolio. Historical & contemporary photographers are studied to learn from, use as inspiration, and to broaden student visual literacy.

## **ADVANCED LEVEL**

**Grade Level 11-12 Full Year - 5 Credits**

### **CERAMICS & SCULPTURE III:**

**Grades 11-12**

**5 Credits**

#### **Prerequisite - Ceramics & Sculpture II**

During this class, sculptors and ceramicists will gain mastery of their mediums. This is for the advanced 3-D artist and requires teacher recommendation. Upon completion of this course, students will be proficient in throwing pottery on the wheel and all hand-building techniques. The work created in this course will be eligible for an artist portfolio. This course would be a good choice for anyone looking to go to college for 3-D design, 3-D modeling, or art with a ceramics/sculpture concentration.

### **DRAWING & PAINTING III:**

**Grades 11-12**

**5 Credits**

#### **Prerequisite - Drawing & Painting II**

This class is for the advanced artist who has been recommended by one of their previous art teachers. Sketchbook assignments done outside of class, independently driven work and a challenging immersion into a higher level of artistic thinking will all be happening

# VISUAL ARTS

ROXBURY HIGH SCHOOL

during this course. You will come to class in the zone and ready to work! Impressive drawings, show-worthy paintings, your friends and family will be amazed with your talents. You will be proud of your body of work because you will have put in the time, planning and follow through of a year's worth of quality pieces.

## **GRAPHIC DESIGN III:**

**Grades 11-12**

**5 Credits**

### **Prerequisite - Graphic Design II**

Designers looking to enhance their skill set will be pushed further into the world of design as they are introduced to Adobe InDesign and Adobe Dimension. Students will utilize all prior programs and knowledge (Photoshop/Procreate/Illustrator) to create outstanding and elevated 2D and 3D digital artwork. Throughout this course, students will have the opportunity to build out a college-ready design portfolio of their artwork.

## **PHOTOGRAPHY III:**

**Grades 11-12**

**5 Credits**

### **Prerequisite - Photography II**

This is a project intense course to build upon the knowledge from Photography II and explore new concepts, skills, and take individual ideas to a higher level. Students will expand upon digital editing programs, advanced lighting techniques, image scanning devices and experiment with various alternative photography techniques. The class also learns traditional B&W darkroom techniques; photograms, pinhole camera, 35mm film camera, and darkroom printing. Still-life, portraiture and product shots are worked on at school alongside students taking cameras home for shooting assignments. Students will create and maintain a digital portfolio of the works they create.

## **NEW COURSE!**

### **Peer to Peer Art**

**Grades 10, 11, 12 (w/ Teacher recommendation)**

**5 Credits**

#### **PREREQUISITE: APPLICATION REQUIRED**

This inclusive Unified Art course fosters a dynamic learning environment where students learn from and with each other, promoting social interaction and collaboration. Through peer mentorship, high-achieving students guide and support students with special needs, creating a truly inclusive and supportive learning environment for all.

## **YEARBOOK PRODUCTION:**

**Grades 10,11, 12**

**5 Credits**

### **Prerequisite - Any Level I Visual Arts Dept Course**

From the front cover to the back cover of the yearbook, every choice is student led and driven by several minds and personalities who are looking to create the next edition of the RHS Echo. This class will teach students how to format spreads for the yearbook, as well as provide opportunities for students to design and photograph based around the several events, sports, and the general life of a RHS student.

## **AP ART & DESIGN:**

**Grade 12**

**10 Credits**

**Prerequisite - Successful completion of any Level III Visual Arts Department Course, Teacher Recommendation, and Portfolio Review with AP Art Teacher**

The Advanced Placement Art & Design course provides highly motivated, seriously committed students with a college-level visual art experience. The focus of the course is on quality of work, the ability to generate college level concepts, demonstration of proficient knowledge of design principles, exemplary technical skills, material & surface knowledge, and experimentation of new ideas and approaches while meeting deadlines to create the minimum of 24 pieces of artwork for submission. Instruction is individualized to each student's area of strengths and interest promoting self-driven approaches. Portfolio preparation, evaluation, college & career information, critiques and independent study are emphasized. Portfolios are submitted to the College Board for scoring at the end of the school year. Summer projects and participation in the Senior Art Show are required.

# WORLD LANGUAGES

ROXBURY HIGH SCHOOL

As technology, communication and business internationalize many aspects of our lives, mastering a second language is an increasingly valuable skill. Many colleges require a minimum of three sequential years of world language study in high school. The State of New Jersey has mandated a minimum of 5 credits (one year) of world language study as a high school graduation requirement for all students. Two and four year colleges usually look for more than two years.

At Roxbury High School a student may elect to study French, Italian, or Spanish. A four-year sequence is available in grades 9-12 for French and Spanish. Honors level begins in the second year for French and Spanish. "B" level classes are offered in Spanish levels 1 - 3. Advanced Placement courses are offered in both French and Spanish.

**\*\*Any student who would like a course level that is different than their current course level should speak with their current teacher (i.e. "I am in "A" level and would like a greater challenge.") -**

**Teacher recommendations will be strongly considered**

## **French**

### **French I A**

**Grades 9, 10, 11, 12**

**5 Credits**

This course is designed to introduce the student to basic vocabulary, speech patterns, and structure of the French language. Emphasis is placed on communication through reading, speaking, listening, and writing. The student will also develop an appreciation for the culture of French speaking countries.

### **French II (Honors)**

**Grades 9, 10, 11, 12**

**5 Credits**

**PREREQUISITE: FRENCH I**

This level is designed for students who have demonstrated outstanding aptitude, interest, and achievement in French skills, as well as the motivation and self-discipline to engage in serious study. The objective of this course is to increase the student's ability to understand spoken French and to develop speaking, listening reading, and writing skills. These skills will be reinforced through challenging oral and written assignments. In addition, students will continue to study and appreciate the culture, geography, and history of French-speaking countries in greater depth.

### **French II A**

**Grades 9, 10, 11, 12**

**5 Credits**

**PREREQUISITE: FRENCH I**

The objective of French II is to increase the student's ability to understand spoken French and to develop speaking, reading and writing skills. Emphasis is placed on vocabulary, idiomatic expressions, grammatical structure, and speech patterns. The student will continue to study and appreciate the culture, geography and history of French-speaking countries.

### **French III (Honors)**

**Grades 10, 11, 12**

**5 Credits**

**PREREQUISITE: French II**

This course is designed for students who have demonstrated outstanding aptitude, interest, and achievement in French language skills, as well as motivation and self-discipline. The objective of the course is to further refine and develop communication skills, both oral and written. This will be accomplished through challenging verbal and written assignments and activities. The cultural aspects of the language will be interwoven in the course of study.

### **French III A**

**Grades 10, 11, 12**

**5 Credits**

**PREREQUISITE: FRENCH II**

The objective of this course is to further refine and develop communication skills, both oral and written. The grammatical concepts learned in French I and II are reviewed and new structures are introduced. The cultural and geographical aspects of the language are interwoven throughout the course of study.

### **French IV (Honors)**

**Grades 11, 12**

**5 Credits**

**PREREQUISITE: FRENCH III**

This level is designed for those students who have demonstrated outstanding achievement, aptitude, and interest in French language skills, as well as the motivation and self-discipline to engage in serious study. This course is designed to improve and refine listening, speaking, reading, and writing communicative skills. The students will study selected cultural topics, periods of French history, and styles of art.



# WORLD LANGUAGES

ROXBURY HIGH SCHOOL

## **AP French Language**

**Grades 11, 12**

**5 Credits**

This course covers the equivalent of a third year college course in advanced composition and conversation. It stresses verbal skills, composition, and grammar. This course emphasizes the use of French for active communication. Students will be expected to comprehend formal and informal spoken

French, compose expository passages, express ideas orally with accuracy and fluency, and read easily and accurately newspaper and magazine articles and modern French literature. French will be the sole language of communication. Students in this course will be preparing for the College Board Advanced Placement French Language Exam.

## **Italian**

### **Italian I**

**Grades 9, 10, 11, 12**

**5 Credits**

Emphasizing the linguistic skills of speaking, listening, reading, and writing, this Italian I course introduces students to the use of the Italian language as a communicative tool. Students will use the target language to express themselves and the fundamentals of daily life. They will experience interactions with others with exposure to authentic Italian language materials. The students in this class will build an idiomatic vocabulary along with the use of basic Italian grammatical structures. They will be introduced to Italy's cultural and social aspects, as well as develop an understanding of the influence of the Italian culture throughout the world. The course is enhanced with the use of technology, internet research, and computer applications.

### **Italian II (*Honors*)**

**Grades 9, 10, 11, 12**

**5 Credits**

**PREREQUISITE: ITALIAN I**

Italian II Honors is designed for students who have demonstrated outstanding aptitude, interest, and achievement in Italian, as well as the motivation and

self-discipline to engage in the most rigorous of study. Students will increase their ability to understand spoken Italian, continuing to use the Italian language as a communication tool. Students will enhance their speaking, reading, writing, and listening skills with exposure to authentic resources and interactive classroom experiences, with the use of internet and computer applications. Students will continue to develop vocabulary, idiomatic expressions, grammatical structure, and speech patterns. Students will also explore the cultural, social, and historical features of Italy.

### **Italian II A**

**Grades 9, 10, 11, 12**

**5 Credits**

**PREREQUISITE: ITALIAN I**

In this Italian II A course students will increase their ability to understand spoken Italian, continuing to use Italian language as a communicative tool. Students will enhance their speaking, reading, writing and listening skills with exposure to authentic resources and interactive classroom experiences, with the use of internet and computer applications. They will continue to develop vocabulary, idiomatic expressions, grammatical structure, and speech patterns. They will also explore the cultural, social, and historical aspects of the beautiful country of Italy.

### **Italian III (*Honors*)**

**Grades 10, 11, 12**

**5 Credits**

**PREREQUISITE: ITALIAN II**

Italian III Honors is designed for students who have demonstrated outstanding aptitude, interest, and achievement in Italian, as well as the motivation and self-discipline to engage in the most rigorous of study. Italian III will focus on further development of communication skills, both orally and written, expanding on previously mastered coursework. This course targets students who have demonstrated proficiency and aptitude in their previous coursework. The vocabulary and grammatical concepts from Italian I and II will be built upon and expanded upon to further skills with a heavier emphasis in writing and reading. Students will be expected to accomplish these goals through written and verbal activities to improve communication skills.

# WORLD LANGUAGES

ROXBURY HIGH SCHOOL

## **Italian III A**

**Grades 10, 11, 12**

**5 Credits**

**PREREQUISITE: ITALIAN II**

Italian III will focus on further development of communication skills, both orally and written, expanding on previously mastered coursework. This course targets students who have demonstrated proficiency and aptitude in their previous coursework. The vocabulary and grammatical concepts from Italian I and Italian II will be built upon and expanded upon to further skills with a heavier emphasis in writing and reading. Students will be expected to accomplish these goals through written and verbal activities to improve communication skills.

The cultural and geographical aspects of the language will be infused throughout the course of study when and where relevant.

## **Italian IV (Honors)**

**Grades 11, 12**

**5 Credits**

**PREREQUISITE: ITALIAN III**

Italian IV Honors will focus on further development of communication skills, both orally and written, expanding on previously mastered coursework. This course targets students who have demonstrated proficiency and aptitude in their previous coursework. The vocabulary and grammatical concepts from Italian I-III will be built upon and expanded upon to further skills with a heavier emphasis in writing and reading. Students will be expected to accomplish these goals through written and verbal activities to improve communication skills and utilize increasingly complex language skills.

The cultural and geographical aspects of the language will once again be infused throughout the course of study when and where relevant

## **Spanish**

### **Spanish Communication & Culture**

**Grades 9, 10, 11, 12**

**5 Credits**

This course is designed for the student who may require additional preparation before enrolling in a sequential language program. This one year, five-credit course enables the high school student to complete the NJ State graduation requirement for World Language study, while meeting the state standards. The curriculum for this class, which emphasizes basic Spanish conversation and culture, fulfills the language requirement for a high school

diploma. With successful performance in this course and with teacher recommendation, the student may subsequently enroll in Spanish I.

### **Spanish I**

**Grades 9, 10, 11, 12**

**5 Credits**

This course is designed to introduce the student to the four basic skills of language study: listening, speaking, reading, and writing. Students will explore basic pronunciation, vocabulary, grammar, and culture. Much emphasis is placed on communication and language skill building. The student will also develop an appreciation for the culture and traditions of Spanish-speaking countries.

### **Practical Spanish I**

**Grades 9, 10, 11, 12**

**5 Credits**

**PREREQUISITE: SPANISH I**

This course is the first part of a two-year sequence intended to solidify students' skills at the novice-high level and prepare the foundations for intermediate level Spanish. Grammar, vocabulary, and speaking skills build upon the previous year's accomplishments. Active and practical communication is emphasized. The student will continue to study and appreciate the culture, geography, and history of the Spanish-speaking world.

### **Practical Spanish II**

**Grades 10, 11, 12**

**5 Credits**

**PREREQUISITE: Practical Spanish I**

This course is the second part of a two-year sequence intended to solidify students skills at the novice-high level and prepare the foundations for intermediate level Spanish. Grammar, vocabulary, and speaking skills build upon the previous year's accomplishments. Active communication is emphasized. The student will continue to study and appreciate the culture, geography, and history of the Spanish-speaking world.

### **Spanish II (Honors)**

**Grades 9, 10, 11, 12**

**5 Credits**

**PREREQUISITE: SPANISH I**

This level is designed for those students who have demonstrated advanced language skills and possess the self-discipline, motivation and interest to engage in rigorous language exploration. This course will continue to develop the four basic skills of language learning: listening, speaking, reading, and writing. The student will

# WORLD LANGUAGES

ROXBURY HIGH SCHOOL

develop an extensive vocabulary, increase ability to communicate in writing and orally, improve comprehension of written and spoken language, and expand knowledge and appreciation of Hispanic culture

## **Spanish II A**

**Grades 9, 10, 11, 12**

**5 Credits**

**PREREQUISITE: SPANISH I**

This course will continue to develop the four basic skills of language acquisition: listening, speaking, reading, and writing. The student will expand vocabulary, increase ability to communicate in writing and orally, improve comprehension of written and spoken language, and expand knowledge and appreciation of Hispanic culture.

## **Spanish III (Honors)**

**Grades 10, 11, 12**

**5 Credits**

**PREREQUISITE : SPANISH II**

This level is designed for those students who have demonstrated outstanding achievement, aptitude, and interest in Spanish communication, as well as the motivation and self-discipline to engage in rigorous language exploration. New grammatical concepts are introduced for use in advanced speaking and writing. The culture and history of Spain are studied, concentrating on art, geography, and history. Readings complement and expand cultural studies. Emphasis is placed on improving comprehension, reading and writing skills, and increased oral fluency.

## **Spanish III A**

**Grades 10, 11, 12**

**5 Credits**

**PREREQUISITE: SPANISH II or PRACTICAL SPANISH II**

The grammatical structure learned in Spanish I and II are reviewed thoroughly and new concepts are introduced for use in advanced speaking and writing. The culture and history of Spain are studied, concentrating on art, geography, and history. Readings complement and expand cultural studies. Emphasis is placed on improving comprehension, reading and writing skills, and increased oral fluency.

## **Spanish IV (Honors)**

**Grades 11, 12**

**5 Credits**

**PREREQUISITE: SPANISH III**

This level is designed for those students who have demonstrated outstanding achievement, aptitude, and interest in Spanish language skills, as well as the motivation and self-discipline to engage in rigorous language exploration. Spanish IV Honors is designed to provide advanced students the opportunity to review all grammatical concepts, improve speaking skills, expand reading comprehension, enhance writing ability, and refine

listening comprehension ability. The focus will be on day-to-day communication. The student will also study selected Latin American topics. The language skills will be reinforced through challenging oral and written activities and assignments.

## **Spanish IV A**

**Grades 11, 12**

**5 Credits**

**PREREQUISITE: SPANISH III**

Spanish IV is designed to provide advanced Spanish students the opportunity to review all grammatical concepts, improve speaking skills, expand reading comprehension, enhance writing ability, and refine listening comprehension ability. The focus will be on day-to-day communication. The student will also study selected Latin American topics.

## **AP Spanish Language**

**Grades 11, 12**

**5 Credits**

**PREREQUISITE: SPANISH IV**

This course covers the equivalent of a third year college course in advanced language acquisition. It stresses oral skills, composition, and grammar. This course emphasizes the use of Spanish for active communication. Students will be expected to comprehend formal and informal spoken Spanish, compose expository passages, express ideas orally with accuracy and fluency, and read easily and accurately newspaper and magazine articles and modern Hispanic literature. Spanish will be the sole language of communication. Students in this course will be preparing for the College Board Advanced Placement Spanish Language Exam.

# WORLD LANGUAGES

ROXBURY HIGH SCHOOL

## **New Course!**

### **Spanish V Honors**

Grades: 11, 12

5 Credits

#### **PREREQUISITES: Spanish IV**

The goal of this course will be to help students to leave Roxbury High School with a greater ability to use Spanish in their daily lives on a regular and sustained basis. The course utilizes the Avant STAMP 4S test to tailor students' language learning activities with the ultimate goal of building the skills needed to achieve the New Jersey Seal of Biliteracy by February. After the final administration of the seal test, the course is focused on the practical use of Spanish, engagement with the Spanish-speaking world and various available cultural activities.

## **Heritage Spanish (Honors)**

**Grades 10, 11, 12**

**5 credits**

#### **PREREQUISITES:**

- Successful completion of Spanish IV (can also be taken simultaneously with AP Spanish or Spanish V H)  
OR
- Student who has completed world language requirements in another world language and/or is concurrently enrolled in another world language (French or Italian) and has achieved a score of 5 or higher (required score for the NJ Seal of Biliteracy) on the Avant STAMP test in Spanish for speaking and listening  
OR
- Concurrently enrolled in ESL with demonstrated proficiency in Spanish via locally administered assessment

Heritage Spanish is designed as a course where students' whose advanced skills in Spanish were obtained by diverse methods can find additional success and challenge with the language across the four domains of language learning – reading, writing, speaking and listening. An exploration of relevant cultural, current event, and literary topics along with practical application of the language will be points of emphasis with this course. Opportunities for community interaction (both locally and globally) will also be made available.

# SCHOOL AND COMMUNITY PROGRAMS

ROXBURY HIGH SCHOOL

## SPECIAL SERVICES

Roxbury High School offers a wide continuum of placement and program options that assist in the delivery of the Individual Education Plan developed by the Child Study Team in coordination with the students' family. Academic programming is supported by a variety of related services including: counseling, speech, occupational therapy, and physical therapy. The goal of an integrated population throughout the building is of the utmost importance to all staff and administration.

### Activities of Daily Living

**Grades 9-12**

**5 Credits**

This course is recommended for students who require additional support in the school setting with independent living skills, as outlined in their IEPs. District staff will collaborate on goals and objectives that are specific to the individual needs of the students and during this course, students will practice, explore, and work to generalize these skills in other settings. The students enrolled in this course will receive the support of the classroom teacher, along with relevant related services providers, to develop learning experiences to foster independence that can be transferred into their everyday lives.

### Careers in Healthcare

**Grades 11, 12**

**5 Credits**

**Prerequisite: Biology, Chemistry or Intro to Chemistry and Physics can be taken concurrently**

This course is recommended for students who are interested in healthcare careers such as nursing, nursing assistant, home health aide, radiologist, ultrasound technician, etc. and benefit from modifications and accommodations as outlined in their IEP's. The course emphasizes the anatomy and physiology of the human body's twelve systems and related systemic diseases. The course further emphasizes career paths related to the human body systems and connections between what is being learned in the classroom and potential career paths.

### In Program Resource

**Grades 9 - 12**

**5 Credits**

This course is designed to provide students with instruction in and assistance with strategies for organization, study skills, assignment planning, and

self-advocacy. Within the In Program Resource class, students are also provided with academic support for classwork and/or homework assignments as needed.

### Forensics

**Grades 11, 12**

**5 Credits**

**Prerequisite: BIOLOGY**

This course is recommended for students who are interested in pursuing a career involving forensic science. The course emphasizes procedures for processing a crime scene, how to properly collect and handle evidence, methods for analyzing evidence, and how various types of physical evidence are used in forensic investigations. Throughout this course students will have the opportunity to explore various career paths relative to forensic science.

**STEP 1 - Student Transition Employment Program (Grades 9, 10, 11)**

**STEP 2 - Student Transition Employment Program (Grades 11, 12)**

**2 ½ and 5 Credits**

The Roxbury High School STEP program provides special education students the opportunity to gain work related skills and experience in a supervised environment. The focus of this program is to provide exposure to various careers and develop post-secondary workplace readiness skills including: personal responsibility, self-initiation, commitment and the understanding of employment ethics. These skills, among others, are explored based on the individual needs and interests of each student.

Students enrolled in the STEP 2 course will be provided with more opportunities within the community, focusing on the generalization of skills in the work environment.

### Horticulture and Landscaping

**Grades 10, 11, , 12, 12+**

**5 Credits**

This course is designed for the student who is interested in gardening and landscaping. Students will learn about the needs of different plants, garden design, invasive species, seasonal gardening, floral design, changing the pH of soil, organic pest control and fertilization. Students will maintain existing gardens as well as establish new ones. Interested individuals should be prepared to work outside on a regular basis.

## Math Applications

Grades 9-12

5 Credits

This course is recommended for students who require a modified math trajectory that focuses on post secondary and transition to adulthood skills. Students will explore the use of various measurement tools as well as the practice of real-world measurement applications. Topics of financial planning, maintaining a budget, computing wages, determining an appropriate tip, and balancing a banking account, among others, are several that will be areas of focus. This course is available for students as outlined in their IEPs.

## SUCCESS

Grades 12+

5 Credits

The SUCCESS Program is designed to provide students with the skills necessary to be successful after aging out of the public education system. Students will have the opportunity to continue to develop an awareness of postsecondary education/training options and supports, employment options, independent living skills, social integration, self-advocacy skills, self determination, leisure and recreation. Knowledge and skills that have been developed in the school environment will be implemented in the community, to allow more authentic experiences. The goal is to provide a variety of hands-on learning opportunities to help students acquire the skills to live as independently as possible, in the world today.

# AIR FORCE JUNIOR ROTC

ROXBURY HIGH SCHOOL

## AIR FORCE JROTC I

Grade Level: 9–12

5 Credits

Prerequisite: None

Air Force Junior Reserve Officer Training Corps (AFJROTC) I is the course for all new cadets. The course consists of three components: Aerospace Science (40%), Leadership Education (40%), and Wellness/Physical Fitness (20%).

Aerospace Science 100 is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations and flight, then progresses through time to future developments in aerospace, with an introduction into cyber technologies. The course also tells the story of why we are so proud of our Air Force heritage – laying the foundation for future AFJROTC aerospace science courses.

Leadership Education 100 is intended for students who are entering the AFJROTC program. It introduces cadets to history, organization, mission, traditions, goals, and objectives of JROTC for all services. The course focuses on key military customs and courtesies, how to project a positive attitude, and examines the principles of ethical and moral behavior. Lessons will also cover how to be emotionally, mentally, and physically healthy. Cadets will be introduced to civics, our rights and freedoms provided by the US Constitution, and our national

government, including a historical understanding of the American flag and other important national symbols. Additionally, cadets will begin to learn and perform Drill and Ceremonies.

Wellness/Physical Fitness will incorporate the Cadet Health and Wellness Program (CHWP). The CHWP is an exercise program focused upon individual baseline improvements with the goal of achieving an Air Force physical fitness standard calculated by age and gender. Cadets will be given the opportunity to put into practice the wellness concepts that are taught in Leadership Education 100. The goal of the CHWP is to motivate JROTC cadets to lead active, healthy lifestyles beyond program requirements and into their adult lives.

## AIR FORCE JROTC 2

Grade Level: 10–12

5 Credits

Prerequisite: AFJROTC I

Air Force Junior Reserve Officer Training Corps (AFJROTC) II consists of three components: Aerospace Science (40%), Leadership Education (40%), and Wellness/Physical Fitness (20%).

Aerospace Science 200 an introductory course focusing on how airplanes fly, how weather conditions affect flight, and the human body, and flight navigation. Leadership Education 200 is

a customized course designed to improve communication, enhance awareness of self and others, and provide fundamentals of leadership and followership. The course focuses on the AFJROTC mission to & “develop citizens of character dedicated to serving their nation and community.”; Woven throughout is the underlying theme of developing personal integrity. The course also emphasizes leadership and values such as service and excellence. Additionally, cadets will continue to perform Drill and Ceremonies while starting to command and teach lower classmen.

Wellness/Physical Fitness will incorporate the Cadet Health and Wellness Program (CHWP). The CHWP is an exercise program focused upon individual baseline improvements with the goal of achieving an Air Force physical fitness standard calculated by age and gender. Cadets will be given the opportunity to put into practice the wellness concepts that are taught in Leadership Education 100. The goal of the CHWP is to motivate JROTC cadets to lead active, healthy lifestyles beyond program requirements and into their adult lives.

### **AIR FORCE JROTC 3**

**Grade Level: 11–12**

**5 Credits**

**Prerequisite: AFJROTC I & AFJROTC II**

Air Force Junior Reserve Officer Training Corps (AFJROTC) III consists of three components: Aerospace Science (40%), Leadership Education (40%), and Wellness/Physical Fitness (20%).

Aerospace Science 300 focuses on exploring space and an introduction to cybersecurity and technology. The course begins with early astronomy and the basic interest in the universe to include our solar system. Cadets will examine the history of space exploration, rockets/launch vehicles, the coordinated systems required for a successful launch into space, and the effects of space on the human body. Finally, the course outlines the importance of cybersecurity in space and in daily life.

Leadership Education 300 is designed to prepare cadets for life after high school in the high-tech, globally oriented, and diverse workplace of the 21st century. Cadets will learn how to become a more confident financial planner and to save, invest, and spend money wisely, as well as how to avoid the credit trap. They will learn about real-life issues such as understanding contracts, leases, warranties, legal notices, personal bills, practical and money-saving strategies for grocery shopping, apartment selection, and life with roommates. Additionally, cadets will continue to perform Drill

and Ceremonies while commanding and teaching lower classmen.

Wellness/Physical Fitness will incorporate the Cadet Health and Wellness Program (CHWP). The CHWP is an exercise program focused upon individual baseline improvements with the goal of achieving an Air Force physical fitness standard calculated by age and gender. Cadets will be given the opportunity to put into practice the wellness concepts that are taught in Leadership Education 100. The goal of the CHWP is to motivate JROTC cadets to lead active, healthy lifestyles beyond program requirements and into their adult lives.

### **AIR FORCE JROTC 4**

**Grade Level: 12**

**5 Credits**

**Prerequisite: AFJROTC I, AFJROTC II, AFJROTC III**

Air Force Junior Reserve Officer Training Corps (AFJROTC) IV is the course for all fourth year cadets. The course consists of three components: Aerospace Science (40%), Leadership Education (40%), and Wellness/Physical Fitness (20%),

Aerospace Science 400 is the hands-on experience of managing the unit, which affords the cadets the opportunity to put theories of previous leadership courses into practice. Planning, organizing, coordinating, directing, controlling, and decision-making will be done by the cadets enrolled in this class. They will put into practice their communication, decision-making, personal- interaction, managerial, and organizational skills.

Leadership Education 400 provides an overview for managing a JROTC unit—including its various activities, systems and technology, and learning to manage yourself as you help manage the unit. They will learn project management and discuss in detail the elements of managing a project from start to finish. Finally, they will work on their interpersonal skills focusing on delegating, negotiating, and mentoring. Additionally, cadets will train lower classmen on Drill and Ceremonies.

Wellness/Physical Fitness will incorporate the Cadet Health and Wellness Program (CHWP). The CHWP is an exercise program focused upon individual baseline improvements with the goal of achieving an Air Force physical fitness standard calculated by age and gender. Cadets will be given the opportunity to put into practice the wellness concepts that are taught in Leadership Education 100. The goal of the CHWP is to motivate JROTC cadets to lead active, healthy lifestyles beyond program requirements and into their adult lives.

# MORRIS COUNTY SCHOOL OF TECHNOLOGY

ROXBURY HIGH SCHOOL

## Share Time Career and Technical Programs

**Grades: 11, 12**

**20 Credits**

The MCVSD share time Career and Technical Education (CTE) Programs offer half-day, specialized training as part of a student's junior and senior year high school program. MCVSD offers a variety of share time CTE programs, most of which are located at the Denville campus. Additional share time CTE programs exist in partner schools such as County College of Morris and Pequanock High School. Each of the share time CTE programs has a focused 2-year curriculum in the respective career area. The programs are guided by Advisory Councils which consist of business and industry partners, representatives from post-secondary institutions, students, parents and other important stakeholders. The share time CTE programs offer opportunities for students to earn industry-recognized credentials which can lead to employment while also preparing students to succeed in a variety of post-secondary education options.

### **Minimum Requirements:**

1. Be enrolled as a 10<sup>th</sup> grader in the home high school.
2. Have an acceptable academic, attendance and behavior record in the home school.
3. Parent/Student submits online application and signs Parent Release Form to be handed in to home school counselor.
4. Counselor submits high school section of the application online
5. Applicant has a sincere interest and sufficient motivation to succeed in the chosen program.
6. Applicant possesses sufficient maturity to work in a shop setting.

### **Application Process:**

A student interested in applying to a Share Time program should submit an online application at [www.mcvts.org/Apply](http://www.mcvts.org/Apply) (available in mid-December) and provide their home school counselor with signed Parent/Guardian Release Form. Counselor will complete high school portion of application for applicant.

The high school counselor will provide the following required information:

1. High School transcripts
2. PARCC or Private School equivalent
3. Child Study Team records or 504 Plan if applicable
4. Attendance Data
5. Discipline Data
6. Parent/Guardian Release Form
7. Math and English teacher recommendations

Parent/Guardian will be contacted by Morris County School of Technology to schedule an interview for qualifying applicants. **It is important that accurate, current email addresses be provided in the application for both the counselor and parent, as all correspondence will be via email.** Questions regarding the application process should be directed to Gina DiDomenico, Student Recruitment, at ([didomenicog@mcvts.org](mailto:didomenicog@mcvts.org)) 973-627-4600, Extension 277 or questions regarding programs to Stephen Ward, School Counselor, at ([wards@mcvts.org](mailto:wards@mcvts.org)) 973-627-4600 extension 228. Due to the high number of applicants, we ask that all correspondence is through email only. Please email [STAPP@mcvts.org](mailto:STAPP@mcvts.org) with admissions related inquires.

## Share Time Programs for Students with Special Needs\*

**Grades: 11, 12**

**20 Credits**

The Morris County School of Technology is committed to serving students with special needs. Accordingly, three programs are dedicated to meet these needs for students requiring self-contained classroom settings. The programs respond to industry requirements and are designed to equip the student with the skills he/she will need for employment after graduation. These programs are available to classified students enrolled in public secondary schools who are 15-20 years of age. A complete set of Child Study Team records must accompany the application.

\*Fundamentals courses are special class programs for students with IEP's.



# MORRIS COUNTY SCHOOL OF TECHNOLOGY

ROXBURY HIGH SCHOOL

## Allied Health (Honors)

\* Some courses in this program can be given Honors level credit.

### **Grades: 11-12 (Two Year Program)**

The Allied Health Institute is a unique opportunity for Morris County High School juniors and seniors to take healthcare courses and complete a two-year clinical internship at Chilton Hospital. The program is run by a partnership between Morris County Vocational School District, Pequannock High School and Chilton Hospital. Over the course of the two-year program, students take college credit-bearing health care courses at Pequannock and also participate in a clinical internship at Chilton Hospital in numerous departments, such as Emergency Department, Radiology, ICU, Wound Center, Outpatient, Nutrition/Dietary, Orthopedics among other areas.

### **Students attend one of two possible sessions (AM or PM)**

- Morning Session 7:29- 10:42am
- Afternoon Session 11:27- 2:40pm

### **Students earn:**

- 20 Career and Technical Education credits per school year

### **Unique Features:**

- **12 Rutgers School of Health Professions credits earned junior year**
- 2 days per week spent junior year at Chilton Hospital working in various departments
- **7 Rutgers School of Health Professions credits earned senior year**
- 3 days per week spent senior year at Chilton Hospital working in specific departments
- Senior year capstone project/showcase.

## Auto Body/Collision Repair

### **Grades: 11-12 (Two Year Program)**

Auto Body Collision Repair exposes students to the essential concepts and principles of automotive structural repair and paint refinishing. Students learn knowledge and skills required to perform high quality, comprehensive, and safe collision repairs using industry recognized I-CAR education programs. Students have the opportunity to earn I-CAR and NATEF/ASE certifications and credentials.

### **Students attend one of two possible sessions (AM or PM)**

- Morning Session 8:00-10:50am
- Afternoon Session 12:10-2:50pm

### **Students earn:**

- 20 Career and Technical Education credits per school year

## Automotive Service Technology

### **Grades: 11-12 (Two Year Program)**

The Auto Service Technology program exposes students to essential concepts and principles of automotive mechanics using industry recognized ASE education programs. The program is NATEF accredited and the instructors are ASE certified. Students have the opportunity to earn NATEF/ASE, Hunter, and Snap-On certifications and credentials. In addition, students may advance their studies and pursue ASE Certification through participation in Continuing Education at the Morris County Vocational School District. Through an articulation agreement, students may begin the post-secondary program with advanced standing.

### **Students attend one of two possible sessions (AM or PM)**

- Morning Session 8:00-10:50am
- Afternoon Session 12:10-2:50pm

### **Students earn:**

- 20 Career and Technical Education credits per school year

## Carpentry

### **Grades: 11-12 (Two Year Program)**

The Carpentry program exposes students to the construction process from the ground up, with an emphasis on project based learning experiences. Students learn the technologies and skills needed to construct residential and light commercial buildings common in today's environment. Upon completion, students have the opportunity to earn entrance into the local carpenters union.

### **Students attend one of two possible sessions (AM or PM)**

- Morning Session 8:00-10:50am
- Afternoon Session 12:10-2:50pm

### **Students earn:**

- 20 Career and Technical Education credits per school year

## Cosmetology

### **Grades: 11-12 (Two Year Program)**

The Cosmetology program exposes students to essential concepts and principles of cosmetology and hair styling. Students learn the principle components of salon operations, including hair, skin and nail care. Students have the opportunity to earn a New Jersey State Board of Cosmetology and Hairstyling License.

### **Students attend one of two possible sessions (AM or PM)**

- Morning Session 8:00-10:50am
- Afternoon Session 12:10-2:50pm

# MORRIS COUNTY SCHOOL OF TECHNOLOGY

## ROXBURY HIGH SCHOOL

### Students earn:

- 20 Career and Technical Education credits per school year

### Culinary Arts & Hospitality

#### **Grades: 11 or 12 (Two Year Program)**

A share time program designed to fulfill the needs of a student interested in culinary arts training. The program is run by a partnership between Morris County Vocational School District and County College of Morris. High school juniors and seniors, from Morris County, will have the opportunity to take career-focused, college-level courses that offer three possible pathways after graduation for career advancement:

- 1) Direct entry into the workforce with certifications and credit
- 2) One-year completion of Associate's Degree
- 3) Transfer with advanced standing to a four-year college or university

### Students attend the following session:

- Afternoon Session 12:10- 2:50 pm

### Students earn:

- 20 Career and Technical Education credits per school year
- Up to 34 college credits

### Unique Features:

- Housed in CCM's state-of-the art kitchen and dining room
- A minimum of 34 CCM college credits earned by the end of the program
- Strong private and public-sector program partners who offer work-based learning experiences

### Cybersecurity & Information Protection (Honors)

\* Courses in this program are given Honors level credit.

#### **Grades: 11-12 (Two Year Program)**

A share time program focused on developing a skilled cybersecurity and information protection workforce. This program is run by a partnership between Morris County Vocational School District and County College of Morris. Students will take IT and Cybersecurity courses at CCM's award-winning Cybersecurity Center. Students earn college credit while acquiring skills and certifications in a high demand career area.

### Students attend the following session:

- Morning Session 8:00- 10:40am

### Students earn:

- **Up to 39 college credits**
- 20 Career and Technical Education credits per school year

- Comptia A+, Information Security Certificate of Achievement, plus other industry certification

### Unique Features:

- Access to CCM's Cybersecurity Center of Excellence
- Participate in Cyber Patriot and Ethical Hacking Competitions
- Strong private and public-sector program partners who offer work-based learning experiences

### Electrical Trades

#### **Grades: 11-12 (Two Year Program)**

The Electrical Trades program exposes students to the essential concepts and principles of residential and commercial electrical systems. Students learn knowledge and skills required to perform the functions of an electrician. Upon completion, students have the opportunity to advance their studies and pursue apprenticeship through participation in Continuing Education at MCVSD or Pennsylvania College of Technology. Through articulation agreements students may begin the post-secondary program with advanced standing.

### Students attend one of two possible sessions (AM or PM)

- Morning Session 8:00-10:50am
- Afternoon Session 12:10-2:50pm

### Students earn:

- 20 Career and Technical Education credits per school year

### Engineering, Design and Advanced Manufacturing (EDAM) (Honors)

\* Courses in this program are given Honors level credit.

#### **Grades: 11-12 (Two Year Program)**

Engineering Design and Advanced Manufacturing (EDAM) is a Share Time program offered by Morris County Vocational School District and County College of Morris (CCM). Located on the campus of CCM in Randolph, this program offers students classes in engineering, computer science, electronics, and other technology applications to earn college credits before high school graduation. Students enrolled in EDAM will also earn CCM certificates of Achievement in Mechanical Computer Aided Drafting and Engineering Technology. Every year, additional CCM courses will be offered to EDAM students through the Winterim and Early Summer I sessions. The courses will either be designed to have students meet math requirements for the program or meet degree requirements for the Mechanical Engineering Technology program at CCM. EDAM program partners include

# MORRIS COUNTY SCHOOL OF TECHNOLOGY

## ROXBURY HIGH SCHOOL

Manufacture NJ Talent Network, New Jersey Business and Industry Association, National Manufacturing Company, Siemens HealthCare and New Jersey Manufacturing Extension Program. These partnerships provide students with work-based learning experiences to gain hands-on training in workplace practices and an inside track to employment opportunities upon program completion. EDAM is part of the NASA HUNCH Build to Print Program in which students fabricate parts for the International Space Station. Students in Year 1 will build parts for the International Space Station and Year 2 students compete in the NASA HUNCH Design Challenge.

**Students attend the following session for Share Time programs.**

- Afternoon Session 12:10-2:50pm

**Students earn:**

- *Up to 32 college credits*
- 20 Career and Technical Education credits per school year
- Certificates of Achievement in Mechanical Computer Aided Drafting and Engineering Technology

### **Fundamentals of Buildings and Grounds Maintenance\***

**Grades: 11-12 (Two Year Program)**

The Fundamentals of Building and Grounds Maintenance program exposes students to the essential concepts and principles of interior and exterior building maintenance. Students learn the knowledge and skills required to perform the functions of a custodian, including electrical, plumbing, and carpentry work, floor buffing, cleaning, and painting. Students have the opportunity to earn OSHA Forklift Operations Certification, Briggs and Stratton Small Engine Technician Certification, and a NJ State Black Seal Low Pressure Boiler Operations License.

**Students attend one of two possible sessions (AM or PM)**

- Morning Session 8:00-10:50am
- Afternoon Session 12:10-2:50pm

**Students earn:**

- 20 Career and Technical Education credits per school year

### **Fundamentals of Food Services\***

**Grades: 11-12 (Two Year Program)**

The Fundamentals of Food Services program exposes students to the essential concepts and principles of culinary arts. Students learn the knowledge and skills required to perform the functions of food service personnel, including sanitation, hot and cold food

preparation, cooking procedures, baking, and table set up and service. Students have the opportunity to gain practical experience by working in our industry standard kitchen and planning functions for the community.

**Students attend one of two possible sessions (AM or PM)**

- Morning Session 8:00-10:50am
- Afternoon Session 12:10-2:50pm

**Students earn:**

- 20 Career and Technical Education credits per school year

### **Machining and Welding Technologies**

**Grades: 11 or 12 (Two Year Program)**

The Machining and Welding Technologies program exposes students to the essential concepts and principles of welding, fabrication and machine shop principles and concepts. Students learn the knowledge and skills required to perform the functions of a welder. Students will have the opportunity to earn AWS Student Certification. Upon completion, students may advance their studies through participation in the Continuing Education program at MCVSD. An articulation agreement provides students with the opportunity to begin the post-secondary program with advanced standing.

**Students attend one of two possible sessions (AM or PM)**

- Morning Session 8:00-10:50am
- Afternoon Session 12:10-2:50pm

**Students earn:**

- 20 Career and Technical Education credits per school year

### **Plumbing and Pipefitting**

**Grades: 11-12 (Two Year Program)**

The Plumbing and Pipefitting program exposes students to the essential concepts and principles of plumbing, pipefitting, and heating in residential and commercial environments. Students learn the knowledge and skills required to perform the functions of plumbers and pipefitters. Upon completion, students have the opportunity to advance their studies and pursue an apprenticeship program through participation in Continuing Education at the Morris County Vocational School District. An articulation agreement provides students with the opportunity to begin the post-secondary program with advanced standing.

**Students attend one of two possible sessions (AM or PM)**

- Morning Session 8:00-10:50am
- Afternoon Session 12:10-2:50pm

**Students earn:**

- 20 Career and Technical Education credits per school year.