



**Livingston**  
PUBLIC SCHOOLS

**Livingston High School**  
**Course Guide**

**2020 – 2021**

**30 Robert Harp Drive, Livingston NJ 07039**

**[Livingston High School](#)**

## **Mission Statement**

Empowering All to Learn, Create, Contribute and Grow.

## **Core Beliefs**

We believe:

All children can learn.

We prepare students to succeed in an interdependent and competitive society through the responsible use of technology, problem-solving, and critical thinking and understand the value of contributing to a democratic society.

A sense of balance, acceptance, and emotional well-being is critical to the development of the whole child and his/her achieving success as an adult.

A supportive and committed community fosters student growth and facilitates the achievement of high expectations.

Teaching is a reflective and dynamic process requiring a variety of effective instructional modalities and the willingness to take risks.

The attraction, retention, and development of highly effective staff members are critical to the success of our students.

A safe, civil, and sustainable environment enriches opportunities to teach and learn.

A research-based curriculum engages, inspires and empowers each student to discover, make good decisions, and reach his/her individual potential.

All stakeholders are valued members of our school community.

## **Strategic Goals**

The district will establish a cycle for continuous improvement to develop and implement preschool-12<sup>th</sup> grade research-based practices that will engage and empower each student to become college and career ready.

The district will attract, hire, retain and develop a high quality staff that will create, innovate, and implement best practices to foster student growth and address the diverse needs of students.

The district will create and maintain a safe, civil and sustainable environment in which to learn, teach and grow.

The district will strengthen the partnership among parents, school, and community, as active partners in the educational of all children.

## How to Use the Course Guide

Livingston High School's Course Guide is a valuable guide for students, parents and school personnel; it is a complete guide of high school graduation requirements, course offerings, scheduling information, course planning tools and post-secondary planning resources.

- Each content area has described its specific course offerings and highlighted the chief components of each course.
- Planning an individual student's high school program of studies demands a cooperative effort between home and school. The courses that a student pursues in high school should reflect his/her interests, aspirations and aptitudes. The courses at Livingston High School provide students with many opportunities to meet educational needs. In addition to State, District, college and career requirements, students are encouraged to select courses that will be academically stimulating and personally enriching. All students, parents and school personnel are recommended to use this resource for current and future planning, as well as to access important information about high school opportunities and post-secondary planning.
- On the next page, you will find a table of contents that outlines each section of this resource. Every link within this resource will take you to that section of the course guide or to a website for additional information.
- Students are encouraged to utilize the detailed information provided in the course guide to be informed of the opportunities and choices they have to take advantage of at Livingston High School. Programs such as Course Preview Day, the Transition into high school and post-secondary planning programs provide students and parents the opportunity to explore student interests and make informed decisions. Many courses have pre-requisite or co-requisite requirements in order to enroll to ensure that students have been exposed to the required content and skills to find success. Within the Courses of Study section, you will find each content area with detailed information on every course students have the opportunity to choose in his/her scheduling meeting with his/her school counselor. Furthermore, in each content area, courses are separated into two sections: full year courses and semester courses.

### **IMPORTANT 2020-2021 SCHEDULING DATES:**

**January 7:** Course Preview Day!

**February 3:** All AP Applications are due

**February 7:** Teacher recommendations posted in Genesis

**February – April:** Individual student scheduling meetings

**March 30 – April 3:** Confirm course selections in Genesis

**April 3:** Deadline to request schedule changes  
prior to master schedule construction

**June 15:** Tentative schedules posted in Genesis

**June 26 – August 13:** Summer schedule change window

**August 13:** Deadline to request schedule changes

**August 20:** Student schedules posted in Genesis

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# Livingston PUBLIC SCHOOLS

**Mark Stern**  
**Principal**  
**Livingston High School**  
30 Robert H. Harp Drive  
Livingston, NJ 07039  
(973) 535-8000  
[www.livingston.org](http://www.livingston.org)

January 2020

Dear Students and Parents:

It gives me great pleasure to introduce the 2020 – 2021 Course Guide. Mrs. Lisa Capone-Steiger, Assistant Superintendent; Mrs. Marybeth Kopacz and Mrs. Natalie Topylko, Directors of Curriculum and Instruction; Mrs. Sinead Crews, Director of School Counseling; Mrs. Marjorie Duffy, Assistant Principal; the curriculum content area supervisors, and the school counselors have all collaborated in the development of this resource to ensure that you have all of the required information at hand for program planning and scheduling. Additionally, this document includes descriptions of a wide variety of exciting and challenging course opportunities for students. A four-year planning tool is also included to assist you in the course selection process. Please keep the guide readily available for quick reference to policies, procedures, and student services you may wish to access during the school year.

Please read the introductory pages of the guide thoroughly prior to making course selections with your LHS and/or HMS School Counselor. You may hear many opinions expressed by fellow students and parents about the course selection process. While colleges and universities place great emphasis on taking advanced-level courses in high school, it is equally important that you develop a well-rounded program that not only addresses academic rigor, but also enables you to have a balanced, healthy lifestyle. Your interests, current level of performance in the various subject areas, and your teachers' recommendations are the best predictors of your future success at the higher level. The school counselors will be able to answer your questions about different courses and programs available to you. In your schedule decision-making process, please think about your current involvement with outside organizations and possible time commitments for the LHS sports and co-curricular activities you may join. The ideal schedule is comprised of the five required core courses and two to three exciting electives that reflect your interests, all set at the appropriate level of intellectual challenge that respects your capabilities. All students will be scheduled for eight, fifty-six-minute class periods and one unit lunch period to refresh, relax, and socialize with classmates.

Course requests will be accessible for verification in the Genesis Portal after the student's scheduling appointment. Should there be any questions or concerns, parents and students are responsible for notifying their school counselor regarding a change in course selection. Schedule changes will be honored throughout the scheduling process until April 3, 2020 and again in the summer. Please do not schedule any course on a "try-out" basis thinking that you can simply change it at a later date. I heartily encourage you to make reasonable, informed course choices to ensure that you will be able to maintain your desired level of performance. There is no guarantee that desired classes and electives can be retained should you require a level change due to a performance issue once the school year has started.

It is my sincere hope that you will enjoy the upcoming school year in one of the best high schools in New Jersey and that you will take advantage of all the programs, resources, and supports we have in place for you.

Mark Stern  
Principal

## **Livingston High School Mission Statement**

Livingston High School will provide a safe and positive learning environment for all students. Building upon the strengths, talents and resources of students, educators and the community, our program will empower students to develop intellectually, emotionally, socially and physically. Our dynamic course of study will seek to foster respect and appreciation for diversity and cultural richness. The continuous evolution of our curriculum will recognize change and promote technological literacy. Livingston High School is committed to the integration of ethical values and decision-making abilities enabling our students to be active participants in local and world communities.

## **New Jersey Student Learning Standards**

### **New Jersey Department of Education**

#### **N.J.A.C. 6A:8-3.1(c)2**

The Livingston Board of Education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and any modifications to the New Jersey Student Learning Standards (NJSLS) and the NJSLS - Science (i.e., *Next Generation Science Standards*).

## **New Jersey Graduation Requirements**

### **New Jersey Department of Education**

#### **N.J.A.C. 6A:8-5.1**

The Livingston Board of Education shall develop, adopt, and implement local graduation requirements, for a State-endorsed diploma, that prepare students for success in post-secondary degree programs, careers, and civic life in the 21st century according to N.J.A.C. 6A:8-5.1(a).

The Board certifies annually to the County Superintendent of Schools that each pupil who has been awarded a diploma has met the New Jersey State requirements for graduation, which shall include a minimum of 120 credit hours to meet all of the NJSLS, completion of all course requirements listed below, passing scores on the New Jersey Student Learning Assessments (NJSLA-ELA and NJSLA-Math) or competency demonstrated through assessments listed below, and satisfactory attendance according to the school's attendance policy.

# High School Graduation Requirements

## Course Requirements

Subject Area	Years Required	Credits Required
English Language Arts	4	At least 20 credits in English Language Arts aligned to grade nine through 12 standards.
Health & Physical Education	4	At least 3 ¾ credits in Health, Safety, and Physical Education during each year of enrollment, distributed as 150 minutes per week, as required by N.J.S.A. 18A:35-5, 7 and 8.
Mathematics	3	At least 15 credits in mathematics, including Algebra I or the content equivalent; Geometry or the content equivalent; and a third year of mathematics that builds on the concepts and skills of Algebra and Geometry and that prepares students for college and 21st century careers.
Science	3	At least 15 credits in science, including at least five credits in laboratory Biology/Life Science or the content equivalent; one additional laboratory/inquiry-based science course, which shall include Chemistry, Environmental Science, or Physics; and one additional laboratory/inquiry-based science course.
Social Studies	3	At least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2 and five credits in World History; and the integration of Civics, Economics, Geography and Global Content in all course offerings. N.J.S.A. 18A:35-1 and 2: Requires 2 years of US History in high schools including history of New Jersey and of African Americans.
21 <sup>st</sup> Century Life and Careers, or Career-Technical Education	1	At least five credits in 21st Century Life and Careers or Career-Technical Education.
Visual and Performing Arts (Art/Music)	1	At least five credits in Visual and Performing Arts.
World Languages	1	At least five credits in World Languages or student demonstration of proficiency through successful completion of assessments that verify student achievement in meeting or exceeding the NJSLs at the high school level.
Financial, Economic, Business and Entrepreneurial Literacy	½	At least 2.5 credits in financial, economic, business, and entrepreneurial literacy.
Technological Literacy	-	Technological Literacy, consistent with the NJSLs, integrated throughout the curriculum.

School districts may establish course and/or credit requirements that exceed the state minimums.  
Livingston High School requires 125 credits for graduation.

# Competency Assessments

## ELA and Math Assessment Requirements for Class of 2020

### ELA and Mathematics Assessment Graduation Requirements for the Classes of 2019, 2020, 2021, and 2022

*This document reflects the high school graduation assessment requirements for the Classes of 2019, 2020, 2021, and 2022, pursuant to an amended Consent Order received by the NJDOE from the Appellate Division of the Superior Court of New Jersey on June 5, 2019.*

*The requirements for the Class of 2019, including the cut scores, remain unchanged from the requirements that were applied to the Classes of 2017 and 2018. These requirements now apply to the Classes of 2020, 2021, and 2022.*

Pathways Available	English Language Arts/Literacy (ELA)	Mathematics
<b>First Pathway:</b> <i>Demonstrate proficiency in the high school end-of-course NJSLA/PARCC assessments in ELA-10 and/or Algebra I</i>	NJSLA/PARCC ELA Grade 10 $\geq$ 750 (Level 4)	NJSLA/PARCC Algebra I $\geq$ 750 (Level 4)
<b>Second Pathway:</b> <i>Demonstrate proficiency in English language arts and/or mathematics by meeting the designated cut score on one of the alternative assessments</i>	NJSLA/PARCC ELA Grade 9 $\geq$ 750 (Level 4), <i>or</i> NJSLA/PARCC ELA Grade 11 $\geq$ 725 (Level 3) <i>or</i> SAT Critical Reading (taken before 3/1/16) $\geq$ 400, <i>or</i> SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later) $\geq$ 450, <i>or</i> SAT Reading Test (taken 3/1/16 or later) $\geq$ 22, <i>or</i> ACT Reading or ACT PLAN Reading <sup>1</sup> $\geq$ 16, <i>or</i> ACCUPLACER WritePlacer $\geq$ 6, <i>or</i> ACCUPLACER WritePlacer ESL $\geq$ 4, <i>or</i> PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) $\geq$ 40, <i>or</i> PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) $\geq$ 22, <i>or</i> ACT Aspire Reading <sup>1</sup> $\geq$ 422, <i>or</i> ASVAB-AFQT Composite $\geq$ 31	NJSLA/PARCC Geometry $\geq$ 725 (Level 3), <i>or</i> NJSLA/PARCC Algebra II $\geq$ 725 (Level 3) <i>or</i> SAT Math (taken before 3/1/16) $\geq$ 400, <i>or</i> SAT Math Section (taken 3/1/16 or later) $\geq$ 440, <i>or</i> SAT Math Test (taken 3/1/16 or later) $\geq$ 22, <i>or</i> ACT or ACT PLAN Math <sup>1</sup> $\geq$ 16, <i>or</i> ACCUPLACER Elementary Algebra $\geq$ 76, <i>or</i> Next-Generation ACCUPLACER Quantitative Reasoning, Algebra, and Statistics (QAS) (beginning January 2019) <sup>2</sup> $\geq$ 255, <i>or</i> PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15) $\geq$ 40, <i>or</i> PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) $\geq$ 22, <i>or</i> ACT Aspire Math <sup>1</sup> $\geq$ 422, <i>or</i> ASVAB-AFQT Composite $\geq$ 31
<b>Third Pathway:</b> <i>Demonstrate proficiency in English language arts and/or mathematics through Portfolio Appeals</i>	Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

<sup>1</sup> Test is no longer administered but can be used for the graduating year.

<sup>2</sup> Beginning on **Monday, January 28, 2019**, classic ACCUPLACER tests were no longer available. QAS replaced ACCUPLACER Elementary Algebra.

For questions or concerns, please reach out to [assessment@doe.nj.gov](mailto:assessment@doe.nj.gov).



# ELA and Math Assessment Requirements for Class of 2021

## ELA and Mathematics Assessment Graduation Requirements for the Classes of 2019, 2020, 2021, and 2022

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Pathways Available	English Language Arts/Literacy (ELA)	Mathematics
<b>First Pathway:</b> <i>Demonstrate proficiency in the high school end-of-course NJSLA/PARCC assessments in ELA-10 and/or Algebra I</i>	NJSLA/PARCC ELA Grade 10 $\geq$ 750 (Level 4)	NJSLA/PARCC Algebra I $\geq$ 750 (Level 4)
<b>Second Pathway:</b> <i>Demonstrate proficiency in English language arts and/or mathematics by meeting the designated cut score on one of the alternative assessments</i>	NJSLA/PARCC ELA Grade 9 $\geq$ 750 (Level 4), <i>or</i> NJSLA/PARCC ELA Grade 11 $\geq$ 725 (Level 3) <i>or</i> SAT Critical Reading (taken before 3/1/16) $\geq$ 400, <i>or</i> SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later) $\geq$ 450, <i>or</i> SAT Reading Test (taken 3/1/16 or later) $\geq$ 22, <i>or</i> ACT Reading or ACT PLAN Reading <sup>1</sup> $\geq$ 16, <i>or</i> ACCUPLACER WritePlacer $\geq$ 6, <i>or</i> ACCUPLACER WritePlacer ESL $\geq$ 4, <i>or</i> PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) $\geq$ 40, <i>or</i> PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) $\geq$ 22, <i>or</i> ACT Aspire Reading <sup>1</sup> $\geq$ 422, <i>or</i> ASVAB-AFQT Composite $\geq$ 31	NJSLA/PARCC Geometry $\geq$ 725 (Level 3), <i>or</i> NJSLA/PARCC Algebra II $\geq$ 725 (Level 3) <i>or</i> SAT Math (taken before 3/1/16) $\geq$ 400, <i>or</i> SAT Math Section (taken 3/1/16 or later) $\geq$ 440, <i>or</i> SAT Math Test (taken 3/1/16 or later) $\geq$ 22, <i>or</i> ACT or ACT PLAN Math <sup>1</sup> $\geq$ 16, <i>or</i> ACCUPLACER Elementary Algebra $\geq$ 76, <i>or</i> Next-Generation ACCUPLACER Quantitative Reasoning, Algebra, and Statistics (QAS) (beginning January 2019) <sup>2</sup> $\geq$ 255, <i>or</i> PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15) $\geq$ 40, <i>or</i> PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) $\geq$ 22, <i>or</i> ACT Aspire Math <sup>1</sup> $\geq$ 422, <i>or</i> ASVAB-AFQT Composite $\geq$ 31
<b>Third Pathway:</b> <i>Demonstrate proficiency in English language arts and/or mathematics through Portfolio Appeals</i>	Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

<sup>1</sup> Test is no longer administered but can be used for the graduating year.

<sup>2</sup> Beginning on **Monday, January 28, 2019**, classic ACCUPLACER tests were no longer available. QAS replaced ACCUPLACER Elementary Algebra.

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# ELA and Math Assessment Requirements for Class of 2022

## ELA and Mathematics Assessment Graduation Requirements for the Classes of 2019, 2020, 2021, and 2022

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Pathways Available	English Language Arts/Literacy (ELA)	Mathematics
<b>First Pathway:</b> <i>Demonstrate proficiency in the high school end-of-course NJSLA/PARCC assessments in ELA-10 and/or Algebra I</i>	NJSLA/PARCC ELA Grade 10 $\geq$ 750 (Level 4)	NJSLA/PARCC Algebra I $\geq$ 750 (Level 4)
<b>Second Pathway:</b> <i>Demonstrate proficiency in English language arts and/or mathematics by meeting the designated cut score on one of the alternative assessments</i>	NJSLA/PARCC ELA Grade 9 $\geq$ 750 (Level 4), <i>or</i> NJSLA/PARCC ELA Grade 11 $\geq$ 725 (Level 3) <i>or</i> SAT Critical Reading (taken before 3/1/16) $\geq$ 400, <i>or</i> SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later) $\geq$ 450, <i>or</i> SAT Reading Test (taken 3/1/16 or later) $\geq$ 22, <i>or</i> ACT Reading or ACT PLAN Reading <sup>1</sup> $\geq$ 16, <i>or</i> ACCUPLACER WritePlacer $\geq$ 6, <i>or</i> ACCUPLACER WritePlacer ESL $\geq$ 4, <i>or</i> PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) $\geq$ 40, <i>or</i> PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) $\geq$ 22, <i>or</i> ACT Aspire Reading <sup>1</sup> $\geq$ 422, <i>or</i> ASVAB-AFQT Composite $\geq$ 31	NJSLA/PARCC Geometry $\geq$ 725 (Level 3), <i>or</i> NJSLA/PARCC Algebra II $\geq$ 725 (Level 3) <i>or</i> SAT Math (taken before 3/1/16) $\geq$ 400, <i>or</i> SAT Math Section (taken 3/1/16 or later) $\geq$ 440, <i>or</i> SAT Math Test (taken 3/1/16 or later) $\geq$ 22, <i>or</i> ACT or ACT PLAN Math <sup>1</sup> $\geq$ 16, <i>or</i> ACCUPLACER Elementary Algebra $\geq$ 76, <i>or</i> Next-Generation ACCUPLACER Quantitative Reasoning, Algebra, and Statistics (QAS) (beginning January 2019) <sup>2</sup> $\geq$ 255, <i>or</i> PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15) $\geq$ 40, <i>or</i> PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) $\geq$ 22, <i>or</i> ACT Aspire Math <sup>1</sup> $\geq$ 422, <i>or</i> ASVAB-AFQT Composite $\geq$ 31
<b>Third Pathway:</b> <i>Demonstrate proficiency in English language arts and/or mathematics through Portfolio Appeals</i>	Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

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## **ELA and Math Assessment Requirements for Class of 2023**

This will be updated as soon as information is provided from the Department of Education.

## ELA and Math Assessment Requirements for Class of 2024

This will be updated as soon as information is provided from the Department of Education.

## **College Admission Requirements**

It is important to be aware that the requirements for college admission may differ from the requirements for graduation from high school. It is each student's responsibility to research information regarding the expectations of specific college choices. The school counselors at Livingston High School are available to assist with the process.

All students must complete the requirements for graduation from Livingston High School. High school graduation requirements, at the minimum, may or may not prepare a student for entrance into a specific college. Generally, colleges expect students to have taken four years of English, three to four years of college-preparatory mathematics, three years of laboratory sciences, two to four years of a World Language and three years of social studies. College selectivity must be considered related to high school programming. Students and parents are encouraged to explore and research post-secondary interests by using Naviance and Collegeboard databases.

Students who have specific goals should concentrate on taking courses in specific areas of interest during their high school career. Students are encouraged to try courses in different departments to explore their interests and possible post-secondary ventures. Students should aim to become well-rounded learners and take advantage of opportunities in various departments, as this will further challenge each student to learn, create, contribute and grow.

## **Career Programs**

There is a variety of programs available for students who plan to attend a career or vocational school or enter the world of work immediately after graduation. A student interested in these options should meet with his/her school counselor to investigate the occupational, business, and work-study programs offered at Livingston High School. Essex County Vocational Technical Schools offers many valuable shared-time and full-time programs for students. Parents are encouraged to speak with counselors at Heritage Middle School and Livingston High School as a resource for assisting with program planning during high school and post-secondary planning.

Course offerings in the Business and Technology sections of the course guide provide detailed information about specific courses that are of value to the student who is interested in furthering his/her career and post-secondary interests, vocational, technical or work-experience focus during high school.

## **Student Services**

Student Services include the Child Study Team members (CST), School Counselors, and Student Assistance Counselors (SAC), as well as related services and health personnel. The goal of the Student Services Department is to promote educational achievement and the acquisition of a healthy lifestyle for each student.

The CST members at Livingston High School work to support students with disabilities as per the NJAC 6A:14 by ensuring students with disabilities are identified and placed appropriately within the educational setting. These professionals may also serve as consultants and collaborators with students, parents, teachers and administrators. Additionally, occupational, speech and physical therapists, behaviorists and medical specialists are also available to our students.

### **Child Student Team members:**

#### **Learning Disabilities Teacher Consultant**

The Learning Disabilities Teacher Consultant (LDT-C) is a team member who is responsible for performing Educational Evaluations to determine the presence of educational disabilities among students. These professionals, who are also certified teachers, specialize in learning disabilities and the development of customized learning plans to meet the individual needs of students in an effort to promote progress toward acquisition of academic skills. They also serve as case managers for students who have been identified as Eligible for Special Education and Related Services.

#### **School Psychologist**

The School Psychologist is a team member who is responsible for assessing a student's social, emotional and cognitive abilities. In addition, the School Psychologist evaluates and monitors the emotional status of the student to pinpoint any factors, which may affect school performance. School Psychologists may also provide counseling services, social skills intervention, and consultation for students, teachers, and parents struggling with a combination of social, emotional and behavioral problems. They also serve as case managers for students who have been identified as Eligible for Special Education and Related Services.

#### **Social Worker**

The Social Worker is the team member responsible for assessing the student's function in relation to the family, school and community. This professional is responsible for compiling an accurate record of the student's medical, family, developmental and academic history as it relates to the student's educational presentation. Additionally, school social workers may provide counseling services, social skills interventions, consultation, and collaboration for students struggling with a combination of social, emotional and behavioral problems. They also serve as case managers for students who have been identified as Eligible for Special Education and Related Services.

## **Speech and Language Therapist**

The speech and language therapist can be another integral part of the CST team. These professionals evaluate students' skills in the area of articulation, language development, and communication to determine if these limitations are preventing the student from making academic progress within the classroom. When a student is found to be Eligible for Speech and Language Services, the Speech Therapist provides intervention to remediate articulation, language or other cognitive-communication difficulties. This intervention is carefully crafted to address each student's specific area of deficit in an effort to improve overcome barriers to academic achievement. They also serve as case managers for students who have been identified as Eligible for Speech and Language Services.

## **Occupational Therapist**

The occupational therapist is called upon when it is suspected that a motor, sensory and/or perceptual deficit is preventing a student from progressing within his/her educational program. LPS provides occupational therapy when a child with a disability requires this related service to assist the child to benefit from special education. Occupational therapists use purposeful interventions to facilitate a child's active participation in self-care; academic and vocational pursuits; and play or leisure activities that occur in school environments. Using direct and indirect (consultative) services, as well as assistive technology and environmental modifications, school occupational therapists collaborate with parents, teachers and other educational staff to help implement a child's special education program.

## **Physical Therapist**

The physical therapist is a related service provider who specializes in determining the effect of a student's physical disability on his/her function within the educational environment. When a student is determined to be eligible for school-based physical therapy services, the therapist focuses on overcoming or removing the barriers that limit the student's ability to learn. The goal of physical therapy is to help students develop skills that increase their functional independence within the school and to educate school personnel about necessary considerations required for students with disabilities. To that end, the therapist may utilize an array of service delivery models including direct, consultative, and/or teaming services.

## **School Counseling Services**

The mission of the Livingston Public Schools Counseling Program is to provide support services that promote the social, emotional, and academic growth for all students. School counselors help build a foundation for lifelong learning in a culturally sensitive environment by fostering self-respect, awareness of others, self-efficacy and access to individual interventions and community resources. Our vision is for students to understand career pathways as well as how to navigate a global society, make informed decisions and effect successful transitions. By working in partnership with educators, parents, and the community, school counselors assist all students in achieving the skills and knowledge necessary to be productive, contributing members of society.

The Livingston High School Counseling Department strives to provide comprehensive and sequential services to students. The primary goal of the School Counseling program is to promote the academic, emotional, and social growth of all students. School counselors help build a foundation for learning by assisting students to develop self-respect, self-advocacy, awareness of others and a positive attitude toward acquiring knowledge.

School counseling services include individual and small group counseling, scheduling, reviewing transcripts and post-secondary planning. Counseling services are most beneficial when conducted in partnership with teachers, and parents/guardians. A team approach to student advocacy provides proper support and communication for student success.



## **Independent Student Learning Opportunity (ISLO)**

Livingston High School students have an opportunity to earn course credits outside of the school district for advanced coursework provided the student adheres to the following procedures. Students are not eligible to take an ISLO until the completion of their freshmen year.

1. If a student wishes to enroll in an ISLO for the purpose of earning credit, the student must submit an application to the Content Area Supervisor by deadlines listed on application form. The application must be approved by the Content Area Supervisor and the Directors of Curriculum prior to the start of a course.
2. The application must include the following information:
  - a. The course title
  - b. The school/provider that will offer the course
  - c. The dates of the course
  - d. The total number of hours for the course
  - e. The reason why the student wants to enroll in the course during the summer
3. A syllabus of the course must be attached to the written request when submitted to the Content Area Supervisor.
4. Upon course approval for advanced credit, the student will receive a confirmation letter granting approval and listing the dates in the summer when the exams will be given.
5. Upon course completion, the student **will be** required to take competency examinations as dictated by the district for the respective course offered at Livingston High School. Students must earn a minimum grade of “C” on each exam in order to advance to the next course. Students must sit for the NJSLA assessment for Algebra II, Geometry, and ELA Grade 10 in order to advance to the next level.
6. Courses taken outside of Livingston High School will be listed on the student’s transcript along with the educational institution/provider and the corresponding grade. However, the grade **will not** be calculated into the student’s grade point average (GPA). Students will not receive Honors or AP weight for any course taken outside of LHS. For students who do not complete the course before the deadline for completion, a W/P or W/F will be recorded on the student’s transcript.
7. There are no appeals.

### **PLEASE NOTE:**

- a. Credit for an ISLO **will not** be honored without prior course approval.
- b. Completion of an ISLO **does not** guarantee that space will be available in any course requested by the student for the upcoming school year, due to class-size limits.
- c. If applying to take an honors course, as designated by the provider, the student will be required to take the honors competency examinations for the corresponding leveled course offered at Livingston High School. The grade **will not** be calculated into the student’s grade point average (GPA).
- d. Students planning to take the following NJSLA tested classes: Geometry, Algebra II, and ELA Grade 10, must demonstrate they are earning a “B” average in their current course.
- e. If students will not be able to sit for the NJSLA test, they will not receive credit and will not be able to advance to the next course.
- f. All fees and transportation are the responsibility of the student and his/her family.

Please visit the LHS School Counseling website for the ISLO Information Packet and ISLO application: [click here](#).

## Summer School

Livingston High School offers a variety of ways for students to remediate or accelerate their program of study. The School Counseling Department provides information regarding these options:

- The Livingston Public Schools Summer Academy.
- Courses at neighboring schools.
- Online providers.

\*Students may only register for courses that have been pre-approved by department supervisors.

### **Acceleration**

Individualized Student Learning Opportunity (ISLO) applications are available on the LHS School Counseling website. An application must be submitted for review. Under no circumstances will students receive credit or be permitted to advance to the next course without approval. Students desiring to attend a summer program that may result in accelerating their program of study must:

- Obtain approval before enrolling in a course.
- See their school counselor to review specific details.
- Submit an application to the school counselor and department supervisor by **April 1st**.
- Upon course approval for advanced credit, the student will receive a confirmation letter granting approval and listing the dates in the summer when the exams will be given.

Upon course completion, students will be required to:

- Take competency examinations as dictated by the district for the respective course offered at LHS.
- Students must earn a minimum grade of C on each exam in order to advance to the next course. Students must sit for the NJSLA assessment for Algebra II, Geometry, and ELA Grade 10 in order to advance to the next level.
- Courses taken for acceleration will appear on the transcript; however, neither the grade nor the credits will be calculated into the GPA.

### **Remediation**

- Students may only register for courses that have been pre-approved by Content Area Supervisors.
- Under no circumstances will students receive remediation credit without prior course approval.
- A list of courses approved for remediation will be available on the [LHS](#) and [LHS School Counseling](#) websites.
- Courses for remediation will be included on the high school transcript; however, neither the grade nor the credits will be calculated into the GPA.
- It is the responsibility of the student to provide an official copy of the outside provider's transcript to Livingston High School.
- The administrator of the LPS Summer Academy will provide grades from the courses. Information and registration for the LPS Summer Academy's remediation, enrichment, and bridge classes can be found on the [LHS](#) website starting **February 2020**.

## **Monmouth Court Campus**

Livingston High School offers an alternative education program, which combines a main campus experience at an off-campus site. Located just two blocks from LHS, the Monmouth Court Campus (MCC) focuses on ensuring all students have access to an appropriate and meaningful education. The Monmouth Court Campus program offers opportunities that go beyond what is traditionally available at typical high schools. MCC offers a flexible, personalized, smaller, differentiated experience to ensure maximal access to the rigorous college preparatory curricula offered by the Livingston Public Schools. The class size and low teacher to student ratio provides students with powerful support from adults while they work towards completing their program of study. The MCC program mirrors the main campus course guide in each of the college preparatory level core content areas, as well as physical education, health, personal financial literacy, and select elective courses.

Social-emotional well-being and high levels of support are at the heart of the work done in MCC. Students have opportunities to work closely with their teachers, counseling professionals (where appropriate), and administrators while meeting the requirements for graduation and post-secondary planning. The program stresses a variety of post-secondary options for students including college, work, and the military. Through the provision of a smaller, more personalized environment in which various learning styles are respected, students meet with success.

Students are recommended to the MCC program by their school counselors, building administrators, and/or the Child Study Team. The hope is that enrollment in MCC is mutually agreed upon in order to support a positive and productive learning experience. Those students who are interested in attending MCC should seek out the advice of their school counselor.

# Essex County Schools of Technology

(973) 412-2050

<b>ESSEX COUNTY SCHOOL OF TECHNOLOGY (660 AM, 661 PM)</b> <b>Prerequisite: Exploratory Experience/Related Activities.</b>	Grades 9-12 Full Year
<b>Minimum Requirements:</b> <ul style="list-style-type: none"> <li>Officially reside in Essex County.</li> <li>Have an updated Health Record.</li> <li>Have an acceptable attendance and behavior record.</li> <li>Complete an application signed by the parent or guardian and a Livingston High School Counselor.</li> <li>Be committed to successfully completing all academic and/or Career and Technical Education (CTE) courses required by chosen program.</li> </ul>	


## ESSEX COUNTY SCHOOLS of TECHNOLOGY



**ESSEX COUNTY  
PAYNE TECH**

**LIONS**

- Architectural Drafting
- Business, Marketing & Finance Academy
- Carpentry Technology
- Commercial and Graphic Arts
- Construction Trades Technology
- Cosmetology/Barbering
- Culinary Arts/Restaurant Management/Food Science
- Digital Filmmaking/Television Production
- Plumbing & Electrical Technology
- Engineering/Robotics Academy
- Fashion Design
- Global Logistics/Supply Chain Management
- Heating, Ventilation, Air Conditioning Technology
- Interactive Game Design/ Web Design
- Law and Public Safety Academy
- Masonry Technology
- Music Technology



**ESSEX COUNTY  
NEWARK TECH**

**TERRIERS**

- Automotive Technology
- Business, Marketing & Finance Academy
- Cabinetmaking Technology
- Dental Science Academy
- Engineering/Robotics Academy
- Nursing Science Academy
- Welding Technology



**ESSEX COUNTY  
WEST CALDWELL TECH**

**EAGLES**

- Animal Science
- Automotive Technology
- Business, Marketing & Finance Academy
- Computer Science
- Construction Trades Technology
- Cosmetology/Barbering
- Culinary Arts/Restaurant Management/Food Science
- Interactive Game Design
- Merchandising, Sales & Service
- Music Technology

Essex County Schools of Technology (Essex County Vo-Tech) provides students interested in specific vocational or technical fields with the opportunity to participate in education and training. Career and Technical Education (CTE) programs are offered in accordance to each location shown above. All educational programs offer a variety of academic courses and CTE programs that meet the needs and interests of all of our students, including Gifted and Talented, English Language Learners, and Special Education.

Essex County Schools of Technology offers admission to students who can benefit from the programs offered. General school records, including attendance and grades are carefully reviewed in determining whether a prospective student has the ability, aptitude, and interest needed to master the skills and knowledge required in the chosen training area. Students must complete the Essex County Schools of Technology application, which includes writing an essay on their interests that will be considered in their review for admission into the program. Many students attend college following an education at a vocational-technical high school. Students are transported to and from their Tech campus.

### **Payne Tech**

In addition to college level courses, advanced placement courses are offered in the following areas:

- AP Language & Composition
- AP Literature & Composition
- AP Calculus A/B
- AP Spanish Language & Culture
- AP 2D Studio Art
- AP US History
- AP World History
- AP US Government
- AP Environmental Science
- AP Music Production.

CTE programs include: Law & Public Safety, Engineering, Web/Game Design, Fashion Design, Commercial Arts, Business Organization & Management, Construction Trades, Cosmetology, Culinary Arts, Ag Science, and Robotics. These course offerings coupled with structured learning experiences afford our students a personalized educational experience that extends beyond the classroom walls and prepare them for college and careers.

### **Newark Tech**

In addition to college level courses, advanced placement courses are offered in the following areas:

- AP Language & Composition
- AP Literature & Composition
- AP Calculus A/B
- AP Spanish Language & Culture
- AP 2D Studio Art
- AP US History
- AP World History
- AP Environmental Science.

CTE programs include: Advanced Manufacturing, Engineering/Robotics, Automotive Technology, Business Organization & Management, and Allied Health. These course offerings coupled with structured learning experiences afford our students a personalized educational experience that extends beyond the classroom walls and prepare them for college and careers. Additionally, an Associate's degree program is offered to all students that are accepted into our TEAL program.

### **West Caldwell Tech**

In addition to college level courses, advanced placement courses are offered in the following areas:

- AP Language & Composition
- AP Literature & Composition
- AP Calculus A/B
- AP Spanish Language & Culture
- AP 2D Studio Art
- AP US History
- AP World History
- AP US Government
- AP Environmental Science
- AP Music Production.

CTE programs include: Engineering/Robotics, Graphic Design, Business Organization & Management, Construction Trades, Cosmetology, Culinary Arts, Ag Science, and Small Animal Care. These course offerings coupled with structured learning experiences afford our students a personalized educational experience that extends beyond the classroom walls and prepare them for college and careers.

## **NCAA Initial Eligibility Requirements**

All prospective student-athletes who want to play NCAA Division I or II intercollegiate athletics must be certified by the NCAA Eligibility Center to be eligible to play.

To be certified by the Eligibility Center, a student must:

- Graduate from high school.
- Complete and submit an application for certification after the junior year.

The NCAA Eligibility Center will issue a preliminary certification report when all materials have been submitted. Following graduation from high school, the NCAA Eligibility Center will review the final high school transcript and will make a final certification decision according to NCAA standards.

It is each student's responsibility to check online for all regulations and updates.

[NCAA Eligibility Center Website](#)

[NCAA Student Athletes Website](#)

This comprehensive site provides all the information resources needed to initiate the application process. Specific information regarding eligibility may be accessed by contacting the eligibility center staff.

National Office – (317) 917-6222

Customer Service – (877) 262-1492

### **Please note:**

It is important that a student and his/her parents or guardians speak with the School Counselor regarding NCAA eligibility requirements in regard to course selections and levels. It is also important for parents/guardians and students to access the NCAA eligibility center website to check for a list of approved courses taught at Livingston High School.

## NCAA Division I

Grade 9	<ul style="list-style-type: none"> <li>Inquire for a list of LHS's <a href="#">NCAA core courses</a> to plan for scheduling purposes.</li> </ul>
Grade 10	<ul style="list-style-type: none"> <li>Register with the NCAA Eligibility Center at <a href="http://eligibilitycenter.org">eligibilitycenter.org</a></li> </ul>
Grade 11	<ul style="list-style-type: none"> <li>Research and work with the School Counselor to ensure on-time graduation with the required number of <a href="#">NCAA core courses</a>.</li> <li>Take the <a href="#">ACT or SAT</a> and submit scores to the NCAA using code 9999.</li> <li>At the end of the year, request for an <a href="#">official transcript</a> to be submitted to the NCAA Eligibility Center.</li> </ul>
Grade 12	<ul style="list-style-type: none"> <li>Complete <a href="#">NCAA core courses</a>.</li> <li>Take the <a href="#">ACT or SAT</a> again, if necessary, and submit scores to the NCAA using code 9999.</li> <li>Complete all academic and <a href="#">amateurism</a> questions in the NCAA Eligibility Center account at <a href="http://eligibilitycenter.org">eligibilitycenter.org</a>.</li> <li>Upon graduation, request a final <a href="#">official transcript</a> to be submitted to the NCAA Eligibility Center.</li> </ul>

To be eligible to compete in NCAA sports during the first year at a Division I school, a student must graduate high school and meet **ALL** the following requirements:

- Complete [16 core courses](#):
  - Four years of college preparatory English
  - Three years of college preparatory math (Algebra 1 or higher)
  - Two years of college preparatory natural/physical science (including one year of lab science if your high school offers it)
  - One additional year of college preparatory English, math or natural/physical science
  - Two years of college preparatory social science
  - Four additional years of college preparatory English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
- Complete 10 core courses, including seven in English, math or natural/physical science, before your seventh semester. Once a student begins his/her seventh semester, he/she may not repeat or replace any of those 10 courses to improve the core-course GPA.
- Earn at least a [2.3 GPA](#) in core courses.
- Earn an [SAT combined score or ACT sum score](#) matching the core-course GPA on the Division I sliding scale, which balances the test score and core-course GPA. If a student has a lower test score, he/she will need a higher core-course GPA to be eligible. If a student has a lower core-course GPA, he/she need a higher test score to be eligible.



## NCAA Division II

Grade 9	<ul style="list-style-type: none"> <li>Inquire for a list of LHS's <u>NCAA core courses</u> to plan for scheduling purposes.</li> </ul>
Grade 10	<ul style="list-style-type: none"> <li>Register with the NCAA Eligibility Center at <a href="http://eligibilitycenter.org">eligibilitycenter.org</a>.</li> </ul>
Grade 11	<ul style="list-style-type: none"> <li>Research and work with the School Counselor to ensure on-time graduation with the required number of <u>NCAA core courses</u>.</li> <li>Take the <u>ACT or SAT</u> and submit scores to the NCAA using code 9999.</li> <li>At the end of the year, request for an <u>official transcript</u> to be submitted to the NCAA Eligibility Center.</li> </ul>
Grade 12	<ul style="list-style-type: none"> <li>Complete <u>NCAA core courses</u>.</li> <li>Take the <u>ACT or SAT</u> again, if necessary, and submit scores to the NCAA using code 9999.</li> <li>Complete all academic and <u>amateurism</u> questions in the NCAA Eligibility Center account at <a href="http://eligibilitycenter.org">eligibilitycenter.org</a>.</li> <li>Upon graduation, request a final <u>official transcript</u> to be submitted to the NCAA Eligibility Center.</li> </ul>

To be eligible to compete in NCAA sports during the first year at a Division II school, a student must meet academic requirements for core courses, grade-point average (GPA) and test scores. The requirements are changing for students who enroll full-time at a Division II school after August 1.

### Enrolling Before August 1

A student must graduate high school and meet **ALL** the following requirements:

- Complete 16 core courses:
  - Three years of college preparatory English.
  - Two years of college preparatory math (Algebra 1 or higher).
  - Two years of college preparatory natural or physical science (including one year of lab science if your high school offers it).
  - Three additional years of college preparatory English, math, or natural or physical science
  - Two years of college preparatory social science
  - Four additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy
- Earn at least a 2.0 GPA in your core courses.
- Earn an SAT combined score of 820 or an ACT sum score of 68. Remember, if a student took the SAT on or after March 2016 he/she needs to compare his/her score on the College Board concordance table. The required combined SAT score of 820 is after the concordance table is applied.

**NCAA Division II**  
**Enrolling After August 1**

A student must graduate high school and meet **ALL** the following requirements:

- Complete 16 core courses:
  - Three years of college preparatory English.
  - Two years of college preparatory math (Algebra 1 or higher).
  - Two years of college preparatory natural or physical science (including one year of lab science if your high school offers it).
  - Three additional years of college preparatory English, math, or natural or physical science
  - Two years of college preparatory social science
  - Four additional years of college preparatory English, math, natural or physical science, social science, foreign language, comparative religion or philosophy
- Earn at least a 2.2 GPA in your core courses.
- Earn an SAT combined score or ACT sum score matching his/her core-course GPA on the Division II sliding scale, which balances the test score and core-course GPA. If a student has a low test score, he/she will need a higher core-course GPA to be eligible. If a student has a low core-course GPA, he/she will need a higher test score to be eligible.

## NCAA Division III

Division III schools provide an integrated environment focusing on academic success, while offering a competitive athletics environment. Division III rules minimize potential conflicts between athletics and academics and focus on regional in-season and conference play.

While Division III schools do not offer athletics scholarships, 75 percent of Division III student-athletes receive some form of merit or need-based financial aid.

If a student is planning to attend a Division III school, he/she does **not** need to register with the NCAA Eligibility Center. Division III schools set their own admissions standards.

## Grade Point Average (GPA)

Students at Livingston High School are eligible to receive the following grades to be calculated in their Grade Point Average (GPA):

A	93-100
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D+	67-69.99
D	63-66.99
D-	60-62.99
F	59 and below

ISLO courses, pass/fail courses and summer school courses are not included in the calculation of a student's grade point average. In addition, the following grades do not figure in the GPA calculation:

I – Incomplete

U - Unsatisfactory

P – Passing

S – Satisfactory

X – Medical Excuse

WF – Withdraw Failing

WP – Withdraw Passing

Z – Exempt

N/C – No Credit (due to attendance)

The grading system includes pluses and minuses to more accurately report a student's achievement (Note: the highest grade attainable is an A).

## Weighted GPA

The Weighted Core Grade Point Average (GPA) is computed from:

**One full-year course per core subject area** (English, Math, Science, Social Studies and World Language) **per year and all Advanced Placement (AP) Courses.**

- If a student takes more than one full-year course in any core subject area in one year, the course with the highest weighted grade equivalent will count towards the Weighted Core GPA.

Course sequences needed for graduation will normally fulfill this allowance. Once graduation course requirements have been met, students may choose to take additional courses in each core subject area.

- The Weighted Core GPA and Weighted All Course GPA are calculated by final course grades in both semester and full-year courses.

Transcripts are updated mid-year only after the completion of the 5<sup>th</sup> and 7<sup>th</sup> semesters:

- During a student's junior year, the 5<sup>th</sup> semester GPA is calculated in order to be used as a reference for post-secondary planning.
- During a student's senior year, the 7<sup>th</sup> semester GPA is calculated for any college/universities or programs that require an updated mid-year transcript.

A [GPA Interval Table](#) derived from the Weighted Core GPA calculation for each senior class is provided to colleges on the [LHS School Profile](#). Colleges report that academic achievement, standardized test scores, and GPA are the best predictors of success in undergraduate study.

- Each senior is provided with a 6<sup>th</sup> semester Weighted Core GPA and Weighted All Course GPA on an unofficial copy of his/her school transcript at the beginning of the school year.
- A 7<sup>th</sup> semester Weighted Core GPA and Weighted All Course GPA is also calculated for seniors in February.
- In order for a student's transcript to include the GPA calculation, he/she must have been enrolled at Livingston High School for a minimum of five semesters, as well as maintain a residency requirement.

See the [GPA Interval Table](#).

### GPA Interval Table

The following is the weighted grade equivalent value for each level and grade attained:

<b>GRADE</b>	<b>CP and General Courses</b>	<b>HONORS</b>	<b>AP</b>
A	4.00	4.50	5.00
A-	3.66	4.16	4.66
B+	3.33	3.83	4.33
B	3.00	3.50	4.00
B-	2.66	3.16	3.66
C+	2.33	2.83	3.33
C	2.00	2.50	3.00
C-	1.66	2.16	2.66
D+	1.33	1.83	2.33
D	1.00	1.50	2.00
D-	.66	1.16	1.66
F	.00	.00	.00

## Calculating Weighted GPA

To calculate the Weighted Core Grade Point Average (GPA), the weighted grade equivalent is multiplied by the number of credits for the course to obtain the total calculated quality points for each course. The total calculated quality points are then added together and divided by the total credits attempted to obtain the Weighted Core GPA.

The following is an example of a sample schedule and the calculation of the Weighted Core GPA:

COURSE	FINAL GRADE	WEIGHTED GRADE EQUIVALENT	COURSE CREDITS	TOTAL CALCULATED QUALITY POINTS
Health/PE	A	-	-	-
English 3 CP	A	4.00	5	20.00
U.S. History I Honors	B	3.50	5	17.50
Geometry CP	B	3.00	5	15.00
Chemistry Honors	A	4.50	6	27.00
Spanish 3 CP	B	-	-	-
Chinese 1 CP	B+	3.33	5	16.65
Ceramics	A	-	-	-
		<b>Totals</b>	<b>26</b>	<b>96.15</b>
		<b>Weighted Core GPA</b>		<b>3.69</b>

The following is an example of a sample schedule and the calculation of the Weighted All Course GPA:

COURSE	FINAL GRADE	WEIGHTED GRADE EQUIVALENT	COURSE CREDITS	TOTAL CALCULATED QUALITY POINTS
Health/PE	A	4.00	5	20.00
English 3 CP	A	4.00	5	20.00
U.S. History I Honors	B	3.50	5	17.50
Geometry CP	B	3.00	5	15.00
Chemistry Honors	A	4.50	6	27.00
Spanish 3 CP	B	3.00	5	15.00
Chinese 1 CP	B+	3.33	5	16.65
Ceramics	A	4.00	5	20.00
		<b>Totals</b>	<b>41</b>	<b>151.15</b>
		<b>Weighted All Course GPA</b>		<b>3.68</b>

The Weighted Core GPA and Weighted All Course GPA are rounded to the 2<sup>nd</sup> decimal place and recorded as such on the student's transcript.

## Scheduling

Many core courses are offered through Livingston High School on different ability levels: General, College Preparatory, Honors, and Advanced Placement. It is important for students to consider their interests, abilities, and time constraints when selecting a course schedule and especially a course level. One Honors or AP course might work with a rigorous sports schedule, but three AP courses might negatively impact a student's life. Remember that courses should be selected based on individual abilities and needs.

**General classes** are based on the recommendation of the Child Study Team for students with an Individualized Education Plan (IEP). These courses are designed to accommodate various learning needs and differences. Specialized instruction is an imperative within these classes, helping students to achieve their individualized goals and objectives while providing instruction that targets the curricular standards for the subject.

**College Preparatory (CP)** classes are the standard college preparatory level courses requiring students to work independently and have strong organizational skills.

**Honors Level (H)** courses require advanced facility with reading, written and spoken language. Strong organizational skills and the ability for a student to work independently are required. Students are challenged to think abstractly and to demonstrate a facility with problem-solving skills in honors level classes. Students are expected to engage in independent study and learning.

**Advanced Placement (AP)** courses follow a national curriculum that presents college-level work to high school students. AP courses require advanced facility with reading, written and spoken language. The pace of these courses requires advanced skills related to work ethic, and thinking and reasoning skills. Students are encouraged and expected to take the AP level exam in the subject studied; however, taking the AP exam is not a requirement. AP courses are demanding and require a high amount of independent study and learning on the part of the student.

### **Open Access**

Livingston High School is committed to providing all students equal access to curriculum and courses. Encouraging students to enroll in challenging courses provides the opportunity for students to raise their achievement levels, ensure postsecondary success, and work readiness.

Classes are offered at various levels of difficulty. Students are supported in taking rigorous courses at the Honors or Advanced Placement (AP) level in areas where they have interest or career aspirations. Past performance and student success in a subject area are key indicators of future success.

LHS offers open access for all students to take Honors and AP courses. These courses follow a rigorous curriculum extension of the college preparatory course and often require higher levels of workload, including extensive independent study by the students. Teachers make recommendations from required applications and qualifying assessments to guide students to select the most appropriate program and course level. In considering these recommendations, students and parents are encouraged to select an appropriate course load that balances curriculum demands with a healthy, well-rounded lifestyle.



School Counselors are available to assist and support students and parents throughout the scheduling process. Students are encouraged to communicate with their teachers about recommendations, as well as with their parent in preparation of selecting their courses with their School Counselor.

### **Honors and AP Courses**

Parents and students should consider every Advanced Placement (AP) and Honors course selection carefully to ensure success and avoid dramatic schedule changes. Students are expected to maintain the pace of an Honors or an AP course throughout the year. Students who earn a grade below a C- during the first marking period in an AP or Honors course will have the option of switching into the lower-level course, but they will not be moved automatically. Communication will be prioritized in making this decision and will include teachers, school counselors, and/or administrators meeting with students and families to assist individuals in making good decisions and determining a plan for moving forward in the school year. In specific cases, administrative discretion will be used as necessary, including decisions regarding future scheduling. Students choosing to drop the course at the end of Marking Period 1, during the last schedule change window, will have a Withdraw, "WP" or "WF," noted on their transcript for the dropped class.

All AP students who have taken the AP exam may be exempt from taking a final exam. Students need to have a B- or better average for the marking periods. If a project is given in lieu of a final exam in an AP course, there will be no exemptions from this project. Conditions for completing a project and criteria for evaluating it are left to the professional discretion of the AP teacher.

### **Course Availability**

It is advisable that students consider additional/alternate course options during their scheduling process in the event that a course may not be offered or fit into their schedule. A course may not be offered during a given school year for many reasons (see below). Conversely, student schedules and/or graduation requirements may also impact whether or not a student can enroll in a given course.

- Class sizes limits. Limits are established in order to provide optimal educational opportunities for students, and the district makes every attempt to adhere to these limits.
- Low enrollment.
- Budgetary constraints.

In order to provide the broadest program possible to meet the individual needs of students, a wide selection of electives is available in all subject areas. Most of these courses are offered on a full-year basis; however, there are also semester course offerings.

For information regarding level changes, please see the [Schedule Change Procedures section](#).

## Program Planning

The information below should be used as a guide for program planning as each student and parent/guardian works to select courses for each year of high school. A [four-year planning worksheet](#) is available as a part of the course guide to assist with this process.

Students and parents should review the course guide and discuss course selections prior to the student-counselor scheduling meeting. Students and parents can contact their school counselor with questions regarding course selection and long-term planning. Teachers should be contacted to best understand a recommendation that has been made or to inquire about future curriculum demands. Students are encouraged to discuss plans with their parents in preparation for their meeting with their school counselor.

### **Important Scheduling Points**

- A thorough review of the course guide should be conducted by students and parents with close attention to course expectations, course levels and prerequisites.
- A student's program should be determined through discussions with his/her teachers, school counselor and parent with a focus on a student's educational and career goals, individual student interests and abilities.
- All students are expected to register for a minimum of 35 credits per academic year.
- Students may only schedule one study hall or school service period per year.
- Scheduling for students with disabilities must follow recommendations of the Child Study Team.
- Course requirements for graduation take priority in the scheduling process over elective courses. Therefore, elective courses chosen during a scheduling conference are tentative.
- A verification of student course requests will be accessible in Genesis after students meet with their school counselor for their scheduling meeting through **April 3<sup>rd</sup>**. Students are responsible for notifying their school counselor to request a course selection change.
- Parents will be notified via email and on the LHS website of the deadlines for course request changes. Students have the following opportunities to make changes to their requests:
  - Throughout the scheduling process (February through the beginning of April).
  - The summer up until the schedule change deadline: **August 13, 2020**.
  - Three schedule change windows in the first marking period (see the chart for [Schedule Changes During the School Year](#)).

# Schedule Change Procedures

## Schedule Changes During the Summer

The deadline for any schedule change in the summer request must be made by:  
**Thursday, August 13, 2020 at 3:00 PM.**

- It is strongly suggested that each student review his/her final grades and overall performance with teachers, parents and school counselor to determine if a level change is appropriate.
- Elective and level changes will be honored during the summer prior to the deadline and based upon availability of the course.

Should a schedule change be necessary, students should contact the school counseling department. School counselors are available throughout the summer, Mondays through Thursdays. Please visit the [LHS School Counseling](http://LHS School Counseling) website for more information or contact Mrs. Terrie Lieberman in the school counseling office for assistance: (973) 535-8000 ext. 8060 or [TLieberman@livingston.org](mailto:TLieberman@livingston.org).

After this date, schedule change requests will not be permitted before the first schedule change window unless it is a:

- Correction of a scheduling error.
- Addition of a required course.
- Addition of credits required by seniors for graduation.
- Adjustment for summer school completion.

Any request for a teacher change will not be honored without the following:

- There should be documented history of conflict. Please contact your school counselor or assistant principal.
- Any requests must be made in writing to LHS Administration.
- Requests for teacher changes based on perceived teacher personality or preferred teaching styles will not be honored. Livingston High School has an obligation to ensure equity in placement for all students based on their course needs.

## Schedule Changes During the School Year

A student may change a level or drop a course during three schedule change windows. Each of these windows carries with it different procedures for calculating the first semester grade.

Change Window	Changes Permitted	Transcript Notation	Grade Calculation for 1 <sup>st</sup> Semester
1	Move Up or Drop in level	None	<p><b>Grade</b> = 100% from new course.</p> <p><b>Moving up a level:</b> Student will make up all missing work including summer assignments by October 1, 2020.</p> <p><b>Dropping down a level:</b> Student will make up all missing work with the exception of summer assignments.</p>
2	Drop in level only	None	<b>Grade</b> = 25% from original course and 75% from new course.
3	Drop in level only	“WP” or “WF”	<b>Grade</b> = 50% from original course and 50% from new course.

The dates for the windows for course changes will be indicated online prior to the start of the school year, in the LHS student handbook and noted on the schedule change form.

- Students must contact their school counselor if they are contemplating changing or dropping a course.
- There will be strict adherence to course change windows.
- During the first window, should a level change result in the loss of an elective course, a student will be permitted to replace his/her original elective selection based upon enrollment. No additional schedule changes will be made to accommodate that elective selection.
- Dropping or changing a course during the first or second schedule change window will result in no notation on the transcript.
- Dropping a course during the third schedule change window will result in a “WP” or “WF” on the transcript.
- A student may drop a full-year course prior to the end of the first marking period.
- A student may drop a second semester course prior to the end of the third marking period.
- Students requesting to make a change to their schedule must submit a [schedule change form](#).
- On this form, the reason for requesting the change must be stated. It is the responsibility of the student to acquire all signatures necessary to process a level change, including parent, teacher and department supervisor. All requests will be reviewed by the classroom teacher, department supervisor, and school counselor.
- When a dropped course is replaced by a study hall or school service, attempts will be made to add a second semester course.

### Grade Calculations When a Student Moves from an Honors or AP Course

During the second and third schedule change window, students who drop in level will have their grades adjusted one weighting equivalent for each level dropped. For example, if a student earns a “C-” in an AP course, the grade will be adjusted to a “C” in the Honors level. A “C-” in an AP course will be adjusted to a “C+” in the CP level. Examples of an averaging grade for a second window level change are as follows:

Grade Earned in AP Level	Adjusted Grade at the Honors Level	Grade Earned in the second half of MP at Honors Level	Grade Averaged to Determine the MP Grade	Final Marking Period Grade
C- (1.66)	C (2.0)	B+ (3.0)	$C (2.0) + B+ (3.33) / 2 = B- (2.67)$	B- (2.67)

Grade Earned in AP Level	Adjusted Grade at the CP Level	Grade Earned in the second half of MP at CP Level	Grade Averaged to Determine the MP Grade	Final Marking Period Grade
C- (1.66)	C+ (2.33)	B+ (3.33)	$C (2.33) + B+ (3.33) / 2 = B (2.83)$	B (2.83)

**Please note:**

Seniors with schedule changes after their transcripts have been sent to colleges are responsible for notifying the colleges of the change and for having an updated transcript mailed to each college.



## LHS Schedule Change Form

### 2020-2021

#### Level Changes:

A change in the level of a specific subject may only be made after thorough discussion is held with the student, parent, school counselor, teacher, and curriculum supervisor. The level change must be approved by a parent and an administrator. There will be three windows during which a student may change a level. Each of these windows carries with it different procedures for calculating the first semester. The three windows and grade calculations are listed below.

Dates	Changes Permitted	Transcript Notation	Grade Calculation for 1 <sup>st</sup> Semester
TBD Summer 2020	Move Up or Drop in level	None	<b>Grade</b> = 100% from new course. <b>Moving up a level:</b> Student will make up all missing work including summer assignments by October 1, 2020. <b>Dropping down a level:</b> Student will make up all missing work with the exception of summer assignments.
TBD Summer 2020	Drop in level only	None	<b>Grade</b> = 25% from original course and 75% from new course.
TBD Summer 2020	Drop in level only	“WP” or “WF”	<b>Grade</b> = 50% from original course and 50% from new course.

During the first schedule change window, should a level change result in the loss of an elective course, a student will be permitted to replace the original elective selection based upon enrollment. No additional schedule changes will be made to accommodate the elective selection.

**Please note: Seniors with schedule changes after their transcripts have been sent to colleges are responsible for notifying the colleges of the change and for having an updated transcript mailed to each college.**

#### Dropping a Course:

The request to drop a course should only occur after much thought and consultation have taken place. Students must make an appointment with their school counselor if they are contemplating dropping a course. Students requesting to drop a course from their schedule must submit a Schedule Change Form to their counselor. On this form, the reason for requesting the change must be stated. It is the responsibility of the student to acquire all signatures necessary to process a change, including a parent, school counselor, teacher, and department supervisor. All requests will be reviewed by the classroom teacher, department supervisor, school counselor, and an assistant principal before rendering a decision. During the first schedule change window, a dropped course can only be replaced with a Study Hall, School Service, or an elective having available seats during the same period. During the second and third schedule change windows, a dropped course can only be replaced with a Study Hall or School Service. Every attempt will be made to add a second semester course in order to maintain no more than one full-year Study Hall in a student's schedule. Students must be registered for a minimum of 35 credits.

A student may drop a full-year course prior to the end of the first marking period, or prior to the end of the third marking period for a second semester course. If a student drops a course during the first or second schedule change windows, no notation will be recorded on the transcript. Dropping a course during the third schedule change window will result in a grade of “WP” or “WF” on the student's transcript.

# LHS SCHOOL COUNSELING DEPARTMENT

## Schedule Change Form

Name \_\_\_\_\_

Grade \_\_\_\_\_

Date \_\_\_\_\_

School Counselor \_\_\_\_\_

Student ID \_\_\_\_\_

Student must complete:				Counselor must complete:	
Current Course		Period/ Teacher		Course & Section Number	
New Course to Add		Period/ Teacher		Course & Section Number	

Reason for Change:

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\_\_\_\_\_

**Student Signature**

\_\_\_\_\_

**Parent Signature**

School counselor will discuss the reason(s) for the student request and the feasibility of making the change prior to issuing form and initiating the schedule change.

Student **MUST** follow the original schedule during the processing of this request. Any student who does not report to his/her regularly scheduled classes will be considered truant.

### Required Signatures for Approval

	Signature	Recommended to Change: Yes/No	Date	WP/WF (Counselor Only)
Teacher				
Supervisor				
School Counselor				
Spreadsheet Entry Date				
Assistant Principal Approval				

## Honors Courses at a Glance

	<b>ENGLISH</b>		<b>SCIENCE</b>
110	English 1 Honors	410	Biology Honors
110H	English 1 Humanities Honors	411	Environmental Science Honors
120	English 2 Honors	421	Chemistry Honors
120H	English 2 Humanities Honors	423	Intro to Research Methods Honors
130	English 3 Honors	434	Intermediate Research Methods Honors
130H	English 3 Humanities Honors		
140	English 4 Honors		<b>WORLD LANGUAGES</b>
		524	French 2 Honors
	<b>SOCIAL STUDIES</b>	525	Spanish 2 Honors
210	Modern World History Honors	530	Chinese 3 Honors
210H	Modern World History Humanities Honors	537	French 3 Honors
220	Modern European History Honors	540	Italian 3 Honors
230	US History 1 Honors	536	Spanish 3 Honors
230H	US History 1 Humanities Honors	545	Chinese 4 Honors
244	US History 2 Honors	547	French 4 Honors
244H	US 2 Humanities Honors	541	Italian 4 Honors
		546	Spanish 4 Honors
	<b>MATHEMATICS</b>		
310	Geometry Honors		
313	Algebra 1 Honors		
320	Algebra 2 Honors		
331	Pre-Calculus Honors		
340	Introduction to Calculus BC Honors		

## AP Courses at a Glance

	<b>ENGLISH</b>		<b>SCIENCE</b>
131	AP English Language and Composition	450	AP Biology
141	AP English Literature and Composition	451	AP Chemistry
234	AP Seminar	454	AP Environmental Science
235	AP Research	455	AP Physics C – Electricity and Magnetism
		456	AP Physics C – Mechanics
	<b>SOCIAL STUDIES</b>	457	AP Physics 1
241	AP US History 2	458	AP Physics 2
249	AP Psychology	443	Advanced Research Methods
250	AP US Government & Politics	234	AP Seminar
251	AP European History	235	AP Research
252	AP Human Geography		
261	AP World History		<b>ART</b>
260	AP Comparative Government & Politics	850	AP Studio Art – Drawing/Design
234	AP Seminar	850A	AP Studio Art – 2D Design - Photography
235	AP Research	850C	AP Studio Art – 3D Design - Ceramics
		850D	AP Studio Art – 2D Design- Digital Imaging
	<b>MATHEMATICS</b>	851	AP Art History
349	Multivariable Calculus		
350	AP Calculus BC		<b>MUSIC</b>
351	AP Calculus AB	950	AP Music Theory
352	AP Statistics		
353	AP Computer Science A		
	<b>BUSINESS</b>		
650	AP Economics		
	<b>TECHNOLOGY</b>		
752	AP Computer Science Principles		



## Four-Year Planning Worksheet

COURSES	Grade 9	Grade 10	Grade 11	Grade 12
<p style="text-align: center;"><b>English</b></p> <p>20 credits, 4 years required</p>				
<p style="text-align: center;"><b>Health/PE</b></p> <p>20 credits, 4 years required</p>				
<p style="text-align: center;"><b>Mathematics</b></p> <p>15 credits, 3 years required</p>				
<p style="text-align: center;"><b>Science</b></p> <p>15 credits, 3 years required</p>				
<p style="text-align: center;"><b>Social Studies</b></p> <p>15 credits, 3 years required</p>				
<p style="text-align: center;"><b>21<sup>st</sup> Cent. Life &amp; Careers (Business or Technology)</b></p> <p>5 credits, 1 year required (one 5 credit course or two 2.5 credit courses)</p>				
<p style="text-align: center;"><b>Visual &amp; Performing Arts (Art or Music)</b></p> <p>5 credits, 1 year required (one 5 credit course or two 2.5 credit courses)</p>				
<p style="text-align: center;"><b>World Language</b></p> <p>5 credits, 1 year required</p>				
<p style="text-align: center;"><b>Financial Literacy</b></p> <p>2.5 credits, ½ year required</p>				
<p style="text-align: center;"><b>Total Credits</b></p> <p>125 credits required</p>				
<p style="text-align: center;"><b>Required Competency Assessment(s)</b></p>				

### Four-Year Schedule Planning Exemplar

Courses should be selected based on an eight-period rotating drop schedule.

Students must register for 35 credits annually.

<b>COURSES</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>English</b> 20 credits, 4 years required	English 1	English 2	English 3	English 4
<b>Health/PE</b> 20 credits, 4 years required	Physical Education/ Health 9	Physical Education/ Driver Ed.	Physical Education/ Health 11	Physical Education/ Health 12
<b>Mathematics</b> 15 credits, 3 years required	Math	Math	Math	Math (optional)
<b>Science</b> 15 credits, 3 years required	Biology	Second Year Lab Science	Third Year Lab Science	Science (optional)
<b>Social Studies</b> 15 credits, 3 years required	Modern World History	US History 1	US History 2	Social Studies (optional)
<b>21<sup>st</sup> Cent. Life &amp; Careers (Business or Technology)</b> 5 credits, 1 year required (one 5 credit course or two 2.5 credit courses)				
<b>Visual &amp; Performing Arts (Art or Music)</b> 5 credits, 1 year required (one 5 credit course or two 2.5 credit courses)				
<b>World Language</b> 5 credits, 1 year required	World Language	World Language (optional)	World Language (optional)	World Language (optional)
<b>Financial Literacy</b> 2.5 credits, ½ year required				
<b>Total Credits</b> 125 credits required				
<b>Required Competency Assessment(s)</b>				

## **Courses of Study**

## Business Department

The following Business Education courses concentrate on providing students with career possibilities, requisite skills for the business world, and subject content for success in a business program at the college level. Some business classes provide the necessary training for successful completion of Advanced Placement (AP) courses or Microsoft Certification Examinations. Many of our business classes also receive through the Middle College Program. Students enrolled in these classes will receive three (3) college credits for each course, in addition to an official college transcript.

The following courses fulfill the Financial, Economic, Business and Entrepreneurial Literacy graduation requirement:

- Personal Financial Literacy (626)
- Introduction to Business (613)
- Career Internship Program (CIP) (772)

There can be courses where students may have proficiency in the content from prior or out-of-school programs or experiences. If a student seeks to enroll in a course and has not taken the required pre-requisite at Livingston High School, the student must demonstrate his/her comparable proficiencies to the department supervisor. Students may not enter into a course without successful completion of a required pre-requisite or department supervisor approval. Upon supervisor approval, students will be notified if they are permitted to enter into the requested course.

Please visit the LHS Business Department website for additional information: [click here.](#)

### **Business Department Full Year Courses**

<b>INTRODUCTION TO BUSINESS (613)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-10</b>
Introduction to Business is designed to provide students with a background in all areas of business including marketing, management, finance, economics, and business ethics. Students will write a business plan to launch a new business idea. Personal financial literacy standards covered include banking, budgeting, saving and investing, careers, and credit. Introduction to Business is a foundation for success in all other business courses and fulfills the Personal Financial Literacy state-mandated graduation requirement.	

<b>COMPUTER APPLICATIONS (623)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>Computer Applications (Microsoft Certification IC3 GS5) is a hands-on computing and technology-driven class designed to deepen students' understanding of the Microsoft Office Suite and Windows Operating System. The focus of the course is to prepare students for the Internet and Computing Core/Global Standards (IC3 GS5) Microsoft Certification exam series.</p> <p>The IC3 GS5 program ensures working knowledge and skill level required for use of computer hardware, software, networks, and the Internet and is an internationally recognized standard for digital literacy and reflects the most relevant skills needed in today's academic and business environments. Students that complete this course obtain skills beyond the average computer user.</p> <p>LHS is a Microsoft Authorized Testing Center for the IC3 GS5 certification program. <b>As a dual enrollment course, students who earn a minimum of "C" in this course are eligible to receive three (3) credits from Fairleigh Dickinson University which is part of the Middle College Program.</b></p>	

<b>CAREER EXPLORATION (771)</b> <b>Prerequisite: This course is assigned at the recommendation of the Child Study Team and is a Resource Center Level course.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-10</b>
<p>This course, a dedicated transition program, prepares students to negotiate between school, post-secondary education, employment, adult living, and living within their community. This course is the first step in formal career exploration within which a special educator provides learning opportunities to expand students' awareness of their strengths, interests, and preferences in relation to post-secondary transition. Students will have opportunities to explore careers through hands on experiences within the classroom and the school community.</p>	

<b>CAREER INTERNSHIP PROGRAM 1 (CIP) (772)</b> <b>Prerequisite: This course is assigned at the recommendation of the Child Study Team and is a Resource Center Level course.</b>	<b>5 or 10 Credits</b> <b>Full Year</b> <b>Grades 10-11</b>
<p>This is a dedicated transition program that prepares students to negotiate between school, post-secondary education, employment, adult living, and living within their community. Students enrolled in this course may do so for one or two periods within the school day. Students continue to evaluate their options for post-secondary transition through structured completion of: career and interest inventories, hands-on work in the CIP lab sites including: catering/cooking, retail sales, office occupations, imprinting, engraving, computer graphics, horticulture; and community experiences to explore college and career options. In addition, students will have opportunities to job sample within the school community in preparation for internships and employment within their local community.</p>	

<b>CAREER INTERNSHIP PROGRAM 2 (CIP) (773)</b> <b>Prerequisite: CIP 1 or assigned at the recommendation of the Child Study Team and is a Resource Center Level course.</b>	<b>5 or 10 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
<p>This is a dedicated program that prepares students to negotiate between school, post-secondary education, employment, adult living, and living within their community. The Career Internship Program 2 is designed to assist students in preparing for the challenges they will face as individuals, consumers, employees and family members. The program includes opportunities to integrate academic skills with problem solving strategies while providing hands-on applications of these. The overall focus of the program is to facilitate transition into adult life. Students enrolled in this course may do so one or more periods within their school day. Teachers utilize a multi-disciplinary approach to prepare students for their post-secondary transition with the seven areas of transition as the structure by which students will achieve success. These include: exploration of college and educational options, adult living, daily living, related services, community experiences, employment, and functional vocational. Opportunities to continue work in the CIP lab, the school community, and the local community are provided to assist students in learning the skills necessary to navigate the work and/or school environment. This course provides daily opportunities for students to develop job appropriate behaviors while interacting with co-workers and supervisors.</p>	

<b>COMMUNITY BASED INSTRUCTION (CBI) (006)</b> <b>Prerequisite: This course is assigned at the recommendation of the Child Study Team and is a Resource Center Level course.</b>	<b>5 or 10 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>This course prepares students for independent living and successful contribution to their home and community. The classroom, designed to teach daily living skills, has an apartment with fully functional kitchen, laundry facility, closets, a living room, in addition to an academic space for learning. The course is linked to functional academics, which are taught through direct instruction, then applied and practiced in the community. Social skills and daily living skills are embedded into all instruction. Experiences include, but are not limited to shopping at local stores, budgeting and banking, working in a real business, as well as leisure and recreational activities. Students first begin practical application by having jobs throughout the school building as an opportunity to learn and master skills. Students then practice acquired skills in the community, including use of public transportation in order to access all that Livingston and the surrounding communities have to offer. Through career exploration and exposure to various employment opportunities, students are encouraged to find their own path.</p>	

<b>ACCOUNTING 1 (621)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p>Accounting 1 is designed to provide students with an in-depth understanding of financial accounting concepts and procedures that will enable them to complete manual and computerized accounting applications. This course uses a college textbook and includes topics such as the accounting cycle, cash transactions, inventory control, depreciable assets, accounting for small businesses and uncollectible accounts. Students also develop an understanding of the financial activities of service and merchandising businesses, as well as competencies in managing personal affairs and participate in a stock market simulation.</p>	

<b>ACCOUNTING 2 (632)</b> <b>Prerequisite: Successful completion of Accounting 1.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
<p>Accounting 2 continues with the study of financial accounting and introduces managerial accounting. This course uses a college textbook and includes topics such as the analysis and interpretation of financial statements, the treatment of tangible and intangible assets, calculation of payroll, an in-depth study of corporate accounting and an overview of cost systems. Analysis of actual corporate records and investigation of stocks and bonds as investments are explored. Students will complete an accounting simulation and create their own merchandising company in Quickbooks Accounting Software. <b>As a dual enrollment course, students who earn a minimum grade of “C” in Accounting 2 are eligible to receive three (3) credits from Fairleigh Dickinson University, which is part of the Middle College Program.</b></p>	

<b>COOPERATIVE WORK EXPERIENCE (CO-OP) (642)</b> <b>Prerequisite: None.</b>	<b>15 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
<p>Cooperative Work Experience (Co-op) is a structured course/program that combines classroom-based learning with practical work experience so students can earn while they learn. The co-op program combines a required minimum of 540 hours of on-the-job, supervised work experience with a related theory class that meets in school for 1 period. Students can schedule up to 2 additional afternoon periods so they can leave the campus and engage in their work/ job. An evaluation is conducted four times during the year, by the training site supervisor and the teacher-coordinator to ensure that the internship is a meaningful learning experience. Students must be able to drive (or arrange transportation) to their worksite.</p>	

<b>BUSINESS LAW 1 (635)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p>Business Law 1 is designed to provide students with a comprehensive approach to the study of law and how it relates to business and legal issues. Topics include the origin and development of our laws; an overview of the structure of various legal systems; laws pertaining to minors, especially legal relationships with the police; and an introduction to civil and criminal procedures. In-depth studies with lawyer discussions involving torts, negligence, criminal justice, contracts, property and negotiable instruments also are included. Two classroom mock trials are held during the year with one mock trial being held in a courtroom. Students are encouraged to participate in the NJ Bar Association Mock Trial competition. This course is of special benefit to those planning to major in business administration or law in college.</p>	

<b>BUSINESS LAW 2 (638)</b> <b>Prerequisite: Successful completion of Business Law 1.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
<p>Business Law 2 focuses on Personal and Contract Law and its effect and relationship to consumers and business. The course will explore the Legislature and Court role in regulating and monitoring businesses engaged in: banking, retail sales, investment, manufacturing, internet sales, and service industries. Students will gain an understanding of why and how contracts are used in business through case study analysis, moot court, student presentations, guest speakers, internet application, film viewing, and debates. This course is of special benefit to those planning to major in business administration or law in college.</p>	

<b>ENTREPRENEURSHIP (636)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
<p>Entrepreneurship is designed to provide students with a solid foundation and understanding of the vital role played by entrepreneurs and entrepreneurship in the 21st century global economy. During this course, students will assess, explore, critique, and celebrate the phenomenon of entrepreneurship. It is designed to help students gain an understanding of the business principles necessary to start and operate a business. Students will identify and assess common traits and skills found in entrepreneurs, explore business opportunities, and compare the risks and rewards of owning a business. The primary focus of the course is to help students develop the skills needed to effectively organize, create, and manage their own business. Each student will develop a written business plan for a business of their choice. <b>As a dual enrollment course, students have the option to earn credit from Syracuse University for successful completion of the class.</b> This course does not fulfill the Personal Financial Literacy graduation requirement.</p>	

<b>MARKETING (634)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p>This course is for those interested in pursuing a career in marketing, advertising, market research, sales or general business management. It is designed to develop an understanding of the concepts and strategies needed to create an effective marketing effort for a product or service. In addition to the development of a marketing plan, students will plan, create and produce advertising campaigns which will include all major media including television, print and digital/social channels. Sports and entertainment marketing will also be examined over the course of the year. <b>As a dual enrollment course, students who earn a minimum grade of "C" in Marketing are eligible to receive three (3) college credits from Fairleigh Dickinson University which is part of the Middle College Program.</b></p>	



<b>MICROSOFT OFFICE SPECIALIST (625)</b> <b>Prerequisite: Successful completion of Computer Applications.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p>Students in this course receive in-depth, advanced training in the Microsoft Office Suite of programs; Access, Excel, PowerPoint, and Word. As a result of this training, students will be prepared to take the Microsoft Office Specialist Certification (MOS) exams in any of the programs. MOS certification is the globally recognized standard for validating expertise with the Microsoft Office Suite of programs. LHS is a Microsoft authorized testing center for the MOS program. <b>As a dual enrollment course, students who earn a minimum grade of “C” in Microsoft Office Specialist are eligible to receive three (3) college credits from Fairleigh Dickinson University, which is part of the Middle College Program.</b></p>	

<b>GLOBAL BUSINESS (640)</b> <b>Prerequisite: Successful completion of Introduction to Business and any one of the following courses: Accounting 1, Business Law 1, Computer Applications, Entrepreneurship, Marketing, or Web Design.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
<p>Global Business is a capstone course designed to provide students with the skills and knowledge required to succeed in the global business world. Students are exposed to the various departments found within corporate culture by participating in a virtual business, the Virtual Enterprises International (VEI) simulation, with other students around the globe. Emphasis is placed on using current business software, communications, and the Internet for business transactions. As a culmination of this year-long course, students will analyze, interpret, and present an annual business report which is a reflection of the year’s activities and used as a tool for future projection and planning. In addition, they will leave the course with an individually created portfolio that has been used to assess their performance and will convey their roles, abilities, and skills they have gained through taking the course.</p> <p><b>As a dual enrollment course, students who earn a minimum grade of “C” in Global Business are eligible to receive three (3) college credits from Fairleigh Dickinson University, which is part of the Middle College Program.</b> Students must complete an application to apply to a specific department where they will focus and specialize. Areas of specialty include: Finance, Human Resources, Information Technology, and Marketing/Sales.</p>	

<b>AP ECONOMICS (650)</b> <b>Prerequisite: AP Economics application is required.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
<p><b>Completion of a summer assignment is required for this course.</b></p> <p>The Advanced Placement Economics program is designed for students who possess special interests in the field of economics and who plan to seek advanced standing upon admission to college. The course covers two distinct sections: microeconomics and macroeconomics. Each section is intended for qualified students who wish to complete a secondary school equivalent to a one-semester college introductory course in micro or macroeconomics. Students will be prepared to take both AP Economic Examinations: Microeconomics and Macroeconomics.</p> <p>It is expected that all students take one, if not both, of the AP Economics exams in May.</p>	

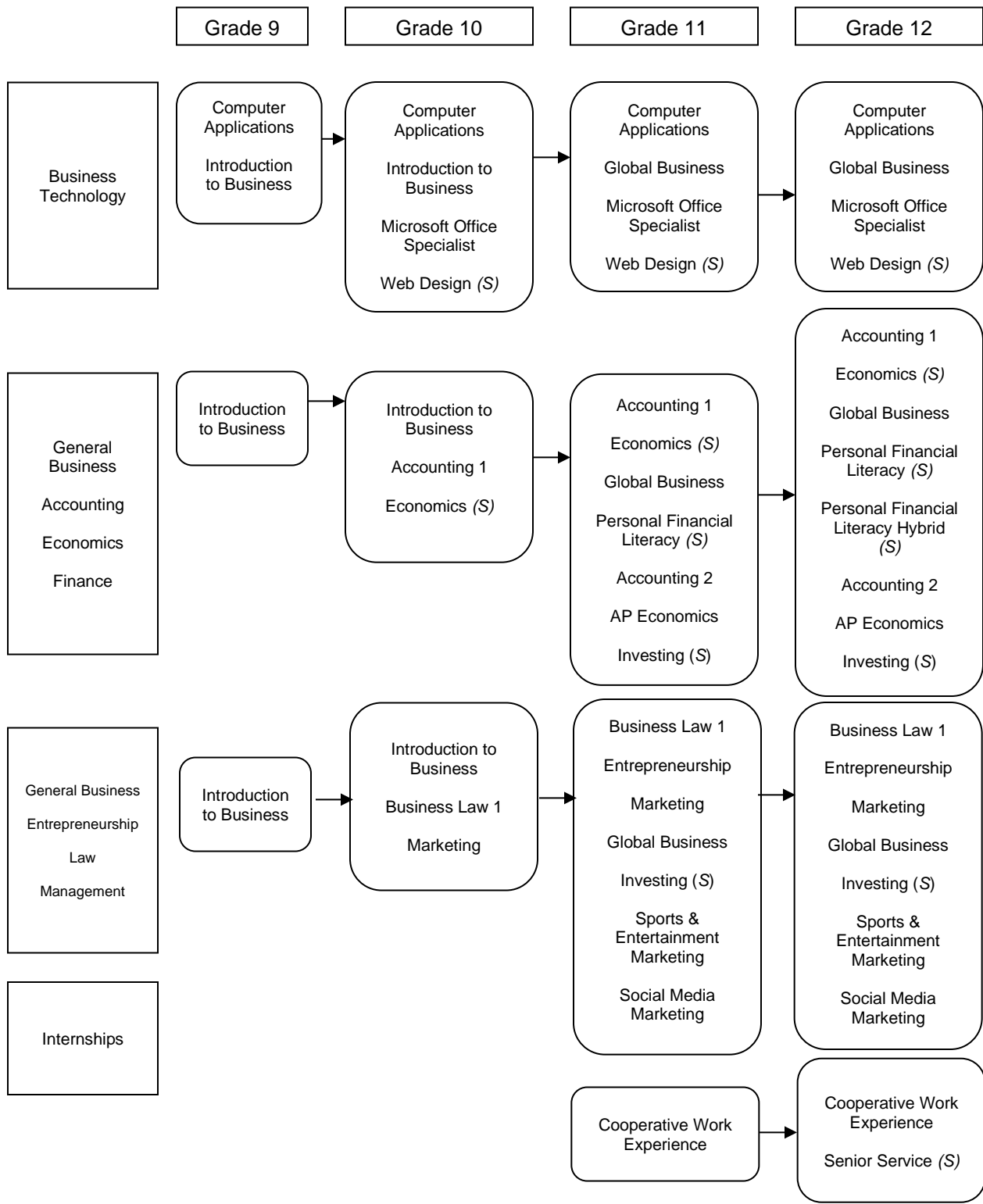
## Business Department Semester Courses

<b>ECONOMICS (633)</b> <b>Prerequisite: None.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 10-12</b>
<p>Economics is a course designed to build economic literacy and to illustrate economic cause and effect. Students will focus on developing knowledge of economic theory and principles, the American economy, the economic influence of government policies and procedures, and the skills needed to apply this knowledge to their own lives. Students will apply this knowledge to specific examples in the form of class activities and simulations. It is strongly recommended that students take this course before enrolling in AP Economics. Presentation skills are promoted through collaborative activities in the form of group work. This course does not fulfill the Personal Financial Literacy graduation requirement.</p>	
<b>INVESTING (614)</b> <b>Prerequisite: None.</b>	<b>2.5 Credits</b> <b>Half year</b> <b>Grades 10-12</b>
<p>Investing is a study of the major types of investment securities and markets in which trades can be made. The course will address the mechanics of making an investment, including basic analytical and valuation techniques for a stock, along with a survey of investing resources, terms, and descriptions. Upon completion of this half year course, students will be able to define the basic principles for creating a portfolio through understanding various types of investment vehicles. Students will apply this understanding to a global stock market competition and conduct deeper analysis of stocks, bonds, cryptocurrencies and real estate.</p>	
<b>PERSONAL FINANCIAL LITERACY (626)</b> <b>Prerequisite: None.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 11-12</b>
<p>Personal Financial Literacy is a state-mandated graduation requirement for all students. This course focuses on the five separate strands of personal finance which include income and careers; money management, credit and debt management, planning, saving, and investing; becoming critical consumers; citizen financial responsibility; and risk management and insurance. This course is designed to assist students in recognizing their financial responsibilities today and those they will encounter in the future. Topics include developing knowledge of banking, credit, stocks, bonds, mutual funds, and real estate. Real-life, real-time assignments and investment challenges are examples of projects designed for this course.</p> <p><b>The following courses fulfill the NJ graduation requirement for Personal Financial Literacy:</b></p> <p>Personal Financial Literacy (626)                      Introduction to Business (613)  Career Internship Program (CIP) (772)</p>	



<b>WEB DESIGN (627)</b> <b>Prerequisite: None.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 10-12</b>
<p>Students in this half-year course will be able to plan and produce websites focused on the marketing and sales of a product or service, or develop an Electronic Career Portfolio. Students will follow the website development process of providing a written website purpose statement, identifying a target audience, selecting the website structure, and finally, determine content and design. Students will learn how to create a website in various platforms such as Google Sites, Wix and WordPress, while learning hypertext markup language and CSS.</p>	

## Course Sequence for Business By Concentration/Areas of Interest\*



(S) denotes semester course

\*Please note: A student may change his/her concentration/area of interest at any time.

### Programming/Coding Courses

The following courses offer technology integration within the content of the course and provide cross-curricular opportunities to broaden students' understanding and experience of computer and technological literacy.

Course Name	Department	Page #
Computer Programming	Math	93
Electrical/Computer Science Engineering	Technology, Design, & Engineering	152
Robotics	Technology, Design, & Engineering	153
AP Computer Science A	Math	93
AP Computer Science Principles	Technology, Design, & Engineering	155

### Computer/Software Applications Courses

Course Name	Department	Page #
Creative Photography, 1, 2 & AP	Art	162, 166
Digital Imaging 1, 2 & AP	Art	162, 166
TV, Advanced TV & AM Wired	Art	164, 165
Computer Applications	Business	45
Microsoft Office Specialist	Business	49
Web Design	Business	53
Music Technology 1 & 2	Music	102, 103
Visual/Graphic Communications 1 & 2	Technology, Design, & Engineering	149
Architecture CAD 1 & 2	Technology, Design, & Engineering	151, 152
Engineering & Product Design CAD 1 & 2	Technology, Design, & Engineering	153

## English Department

The English Department believes that language is the foundation of all learning and is essential to the acquisition of knowledge in all content areas. Therefore, our mission is to enable students to use language precisely-- reading, writing, listening and speaking—in an integrated way. We aim to instill in our students a lifelong appreciation and love for language as readers, writers, and effective communicators in accordance with NJSL.

The department is committed to providing a rich language curriculum that enables students to explore, take risks, and create. We are responsible for developing varied activities which foster sensitivity and respect for others, celebrate diversity, and encourage pride in accomplishment.

At each level, courses are dedicated to presenting the knowledge necessary to meet the ever-changing needs of our complex world. Our students must become problem solvers and decision makers. Our curriculum emphasizes the many facets of information processing and provides opportunities for students to use and apply these skills. We encourage students to take responsibility for their own learning and self-assessment. The development and refinement of language skills will enable students to become productive thinkers who consider ideas from many perspectives, make connections, and transfer and apply knowledge to new situations.

Since the primary goals of an English Language Arts curriculum are recursive in nature, all four units for each grade level have been vertically articulated. In other words, students in each grade level focus on the same units of study; however, each year highlights a specific set of skills and understandings, which scaffold in sophistication. The four thematic “threaded” strands that course through all four years are: Influences on Perception, The Human Condition, Ideal Relationships, and The Emotional Response.

All four units begin with essential questions that are designed to guide students’ thinking. These questions recur throughout the introductions to each unit, at the end of each unit, and before and after the study of each literary selection. Students will have opportunities to revisit these questions in light of new information about a literary period or a new reading or writing experience. All summative assessments will be designed with student understanding and appreciation for the complexity of each of these essential questions.

It should be noted that while each unit in the curriculum is designed with specific targeted areas of attention and skill sets in mind, this is not to say that teachers and students will be limited to *only* these foci. Since the teaching and learning of English Language Arts is a recursive process, many of these understandings and skills will be revisited, reinforced, and strengthened throughout other times in the school year.

There can be courses where students may have proficiency in the content from prior or out-of-school programs or experiences. If a student seeks to enroll in a course and has not taken the required pre-requisite at Livingston High School, the student must demonstrate his/her comparable proficiencies to the department supervisor. Students may not enter into a course without successful completion of a required pre-requisite or department supervisor approval. Upon supervisor approval, students will be notified if they are permitted to enter into the requested course.

Please visit the LHS English Department website for additional information: [click here.](#)



## English Department Core Courses

<b>ENGLISH FOR SUCCESS 1 (116), 2 (117)</b> <b>Prerequisite: Recommendation by ESL teacher and School Counselor.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>This is a skill-building course for newly exited ESL students and advanced English language learners. The purpose of this course is the (1) to develop skills in communicating and understanding English language; (2) to foster the understanding of American culture through literature and media; and (3) to highlight the importance and contribution of students' diverse backgrounds to the school and American community. This course can be a substitute for a standard English class.</p>	
<b>GENERAL ENGLISH 1 (171)</b> <b>Prerequisite: This course is assigned at the recommendation of the Child Study Team and is a Resource Center Level course.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9</b>
<p>General English 1 is a course is designed to meet the goals and objectives identified in each student's IEP. Instruction is specialized to promote progress toward the acquisition of curricular standards. There are course proficiencies appropriate to each student's performance level. Assignments include reading novels, a short story collection, and an anthology. Skills required for State mandated assessments for graduation and real world application skills are also reinforced throughout this course.</p>	
<b>ENGLISH 1 CP (112)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 9</b>
<p><b>Completion of a summer reading assignment is required for this course.</b>  This required English 1 course for ninth graders is organized around four basic essential questions that serve as an introduction to the thematic sequence of the high school English curriculum. They are as follows: How do our age and experience affect our thinking and decision making? To what extent can you really understand someone? What makes a good friend? What makes something tragic? Additionally, each marking period/unit will spotlight a different writing genre (narrative, expository/research, persuasive, and literary analysis), a different literary element (character, setting, point of view, and theme), as well as a different oral speaking project. Each of these skill sets will serve as the foundation for all subsequent grade levels.</p>	

<b>ENGLISH 1 HUMANITIES CP (112H)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Paired with Modern</b> <b>World History</b> <b>Humanities CP</b> <b>Full Year</b> <b>Grade 9</b>
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\*Must be taken in conjunction with English 1 Humanities.

This interdisciplinary course will link four subjects (History, English, Art and Music) to explore the historical, literary and cultural influences that have shaped the United States. Students will have a dedicated period for both English and History, and will have an Art and Music teacher assigned to both sections for supplemental lessons. Students will be immersed in a variety of texts, including literature, non-fiction, electronic media, film, music, and fine arts in order to create their own original print and non-print works. Students will have opportunities for experiential learning through field trips, projects, and specialized art and music lessons that highlight the humanities curriculum. These courses are designed to synthesize concepts in Modern World History, the acquisition of literacy skills, and an appreciation and application of the Fine and Performing Arts as a way of developing a cohesive understanding of the human experience from the Renaissance to the present. Selection of 9th grade Humanities will require two dedicated class periods and will fulfill the Social Studies and English standards required for graduation by the state of New Jersey.

<b>ENGLISH 1 HONORS (110)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 9</b>
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**Completion of a summer reading assignment is required for this course.**

This required English 1 course for ninth graders is organized around four basic essential questions that serve as an introduction to the thematic sequence of the high school English curriculum. They are as follows: How do our age and experience affect our thinking and decision making? To what extent can you really understand someone? What makes a good friend? What makes something tragic? Additionally, each marking period/unit will spotlight a different writing genre (narrative, expository/research, persuasive, and literary analysis), a different literary element (character, setting, point of view, and theme), as well as a different oral speaking project. Each of these skill sets will serve as the foundation for all subsequent grade levels. At the honors level, greater depth and breadth of content will be covered at an accelerated pace. Students will read more complex texts, assignments are more intensive and complex in that they promote expansion of concepts, creative problem solving, and critical thinking. Interest in literature and learning, analytical insight in class participation, analytical insight in written assignments and disciplined work habits are key criteria for success in the Honors level.

<b>ENGLISH 1 HUMANITIES HONORS (110H)*</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Paired with Modern</b> <b>World History</b> <b>Humanities H</b> <b>Full Year</b> <b>Grade 9</b>
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\*Must be taken in conjunction with Modern World History Humanities.  
This interdisciplinary course will link four subjects (History, English, Art and Music) to explore the historical, literary and cultural influences that have shaped the United States. Students will have a dedicated period for both English and History, and will have an Art and Music teacher assigned to both sections for supplemental lessons. Students will be immersed in a variety of texts, including literature, non-fiction, electronic media, film, music, and fine arts in order to create their own original print and non-print works. Students will have opportunities for experiential learning through field trips, projects, and specialized art and music lessons that highlight the humanities curriculum. These courses are designed to synthesize concepts in Modern World History, the acquisition of literacy skills, and an appreciation and application of the Fine and Performing Arts as a way of developing a cohesive understanding of the human experience from the Renaissance to the present. Selection of 9th grade Humanities will require two dedicated class periods and will fulfill the Social Studies and English standards required for graduation by the state of New Jersey. Honors will be distinguished by a variety of additional independent readings, informative class discussions, and research-based assignments to highlight the relationship between course themes and contemporary issues.

<b>GENERAL ENGLISH 2 (172)</b> <b>Prerequisite: This course is assigned at the recommendation of the</b> <b>Child Study Team and is a Resource Center Level course.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 10</b>
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General English 2 is a course is designed to meet the goals and objectives identified in each student's IEP. Instruction is specialized to promote progress toward the acquisition of curricular standards. There are course proficiencies appropriate to each student's performance level. Assignments include reading novels, a short story collection, and an anthology. Skills required for State mandated assessments for graduation and real world application skills are also reinforced throughout this course.

<b>ENGLISH 2 CP (122)</b> <b>Prerequisite: Successful completion of English 1.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 10</b>
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**Completion of a summer reading assignment is required for this course.**  
English 2 will investigate four new questions that build upon themes introduced in English 9. These questions (How do our Social Class and Family Affect our Thinking? To What Extent do Individuals Control their own Lives? What Makes a Hero? and What Makes Something Frightening?) will be used as a springboard to help strengthen students' reading and writing skills and provide additional preparation for State mandated assessments for graduation as well as the SATs.

<b>ENGLISH 2 HUMANITIES CP (122H)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Paired with US History 1</b> <b>Humanities CP</b> <b>Full Year</b> <b>Grade 10</b>
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\*Must be taken in conjunction with US History 2 Humanities.

This interdisciplinary course will link four subjects (History, English, Art and Music) to explore the historical, literary and cultural influences that have shaped the United States. Students will have a dedicated period for both English and History, and will have an Art and Music teacher assigned to both sections for supplemental lessons. In this humanities course students will examine the economic, literary, political, and intellectual influences that helped develop a unique American identity from Pre-Columbian societies and continuing through the beginning of the 20<sup>th</sup> century. Students will be immersed in a variety of texts, including literature, non-fiction, electronic media, film, music, and fine arts in order to create their own original print and non-print works. Students will have opportunities for experiential learning through field trips, projects, and specialized art and music lessons that highlight the humanities curriculum. These courses are designed to synthesize concepts in Modern American History, the acquisition of literacy skills, and an appreciation and application of the Fine and Performing Arts as a way of developing a cohesive understanding of the human experience from the turn of the 20<sup>th</sup> century to the present. Selection of 10<sup>th</sup> grade Humanities will require two dedicated class periods and will fulfill the English and Social Studies standards required for graduation by the state of New Jersey.

<b>ENGLISH 2 HONORS (120)</b> <b>Prerequisite: Successful completion of English 1.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 10</b>
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**Completion of a summer reading assignment is required for this course.**

English 2 will investigate four new questions that build upon themes introduced in English 9. These questions (How do our Social Class and Family Affect our Thinking? To What Extent do Individuals Control their own Lives? What Makes a Hero? and What Makes Something Frightening?) will be used as a springboard to help strengthen students' reading and writing skills and provide additional preparation for State mandated assessments for graduation as well as the SATs. At the honors level, greater depth and breadth of content will be covered at an accelerated pace. Students will read more complex texts, assignments are more intensive and complex in that they promote expansion of concepts, creative problem solving, and critical thinking. Interest in literature and learning, analytical insight in class participation, analytical insight in written assignments and disciplined work habits are key criteria for success in the Honors level.

<b>ENGLISH 2 HUMANITIES HONORS (120H)*</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Paired with US History 1</b> <b>Humanities H</b> <b>Full Year</b> <b>Grade 10</b>
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\*Must be taken in conjunction with US History 1 Humanities.

This interdisciplinary course will link four subjects (History, English, Art and Music) to explore the historical, literary and cultural influences that have shaped the United States. Students will have a dedicated period for both English and History and will have an Art and Music teacher assigned to both sections for supplemental lessons. In this humanities course students will examine the economic, literary, political, and intellectual influences that helped develop a unique American identity from Pre-Columbian societies and continuing through the beginning of the 20<sup>th</sup> century. Students will be immersed in a variety of texts, including literature, non-fiction, electronic media, film, music, and fine arts in order to create their own original print and non-print works. Students will have opportunities for experiential learning through field trips, projects, and specialized art and music lessons that highlight the humanities curriculum. These courses are designed to synthesize concepts in Modern American History, the acquisition of literacy skills, and an appreciation and application of the Fine and Performing Arts as a way of developing a cohesive understanding of the human experience from the turn of the 20th century to the present. Selection of 10<sup>th</sup> grade Humanities will require two dedicated class periods and will fulfill the English and Social Studies standards required for graduation by the state of New Jersey. Honors will be distinguished by a variety of additional independent readings, informative class discussions, and research-based assignments to highlight the relationship between course themes and contemporary issues.

<b>GENERAL ENGLISH 3 (173)</b> <b>Prerequisite: This course is assigned at the recommendation of the Child Study Team and is a Resource Center Level course.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 11</b>
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General English 3 is a course is designed to meet the goals and objectives identified in each student's IEP. Instruction is specialized to promote progress toward the acquisition of curricular standards. There are course proficiencies appropriate to each student's performance level. Assignments include reading novels, a short story collection, and an anthology. Skills required for State mandated assessments for graduation and real world application skills are also reinforced throughout this course.

<b>ENGLISH 3 CP (132)</b> <b>Prerequisite: Successful completion of English 2.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 11</b>
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**Completion of a summer reading assignment is required for this course.**

While English 3 is designed for students to build upon question strands that emerge from those examined in grades 9 and 10, this junior-year course will also emphasize, but not be limited to, the study of a variety of American literary works. Units are also centered upon questions that represent some of our country’s major concerns over the past two hundred years. These include: How do time and place affect our thinking? Is “liberty and justice” attainable for all? What makes a good citizen? and What makes something beautiful? Each thematic unit will contain literature in each genre – novel, drama, poetry, non-fiction, and short story – spanning the history of our nation. As with the preceding grade levels, each unit will also be accompanied with practice in a particular writing genre, study of a specific literary element, and opportunities to develop and perform various oral speaking tasks.

<b>ENGLISH 3 HUMANITIES CP (132H)</b> <b>Prerequisite: Successful completion of English 2.</b>	<b>5 Credits</b> <b>Paired with US History</b> <b>2 Humanities CP</b> <b>Full Year</b> <b>Grade 11</b>
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\*Must be taken in conjunction with US History 2 Humanities.

This interdisciplinary course will link four subjects (History, English, Art and Music) to explore the historical, literary and cultural influences that have shaped the United States. Students will have a dedicated period for both English and History, and will have an Art and Music teacher assigned to both sections for supplemental lessons. Students will be immersed in a variety of texts, including literature, non-fiction, electronic media, film, music, and fine arts in order to create their own original print and non-print works. Students will have opportunities for experiential learning through field trips, projects, and specialized art and music lessons that highlight the humanities curriculum. These courses are designed to synthesize concepts in Modern American History, the acquisition of literacy skills, and an appreciation and application of the Fine and Performing Arts as a way of developing a cohesive understanding of the human experience from the turn of the 20th century to the present. Art and Music teachers will supplement instruction and enrich content. Selection of 11<sup>th</sup> grade Humanities will require two dedicated class periods and will fulfill the Social Studies and English standards required for graduation by the state of New Jersey.

<b>ENGLISH 3 HONORS (130)</b> <b>Prerequisite: Successful completion of English 2.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 11</b>
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**Completion of a summer reading assignment is required for this course.**

While English 3 is designed for students to build upon question strands that emerge from those examined in grades 9 and 10, this junior-year course will also emphasize, but not be limited to, the study of a variety of American literary works. Units are also centered upon questions that represent some of our country’s major concerns over the past two hundred years. These include: How do time and place affect our thinking? Is “liberty and justice” attainable for all? What makes a good citizen? and What makes something beautiful? Each thematic unit will contain literature in each genre – novel, drama, poetry, non-fiction, and short story – spanning the history of our nation. As with the preceding grade levels, each unit will also be accompanied with practice in a particular writing genre, study of a specific literary element, and opportunities to develop and perform various oral speaking tasks. At the honors level, greater depth and breadth of content will be covered at an accelerated pace. Students will read more complex texts, assignments are more intensive and complex in that they promote expansion of concepts, creative problem solving, and critical thinking. Interest in literature and learning, analytical insight in class participation, analytical insight in written assignments and disciplined work habits are key criteria for success in the Honors level.

<b>ENGLISH 3 HUMANITIES H (130H)</b> <b>Prerequisite: Successful completion of United States History 1.</b>	<b>5 Credits</b> <b>Paired with US History</b> <b>2 Humanities H</b> <b>Full Year</b> <b>Grade 11</b>
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\*Must be taken in conjunction with US History 2 Humanities.

This interdisciplinary course will link four subjects (History, English, Art and Music) to explore the historical, literary and cultural influences that have shaped the United States. Students will have a dedicated period for both English and History, and will have an Art and Music teacher assigned to both sections for supplemental lessons. Students will be immersed in a variety of texts, including literature, non-fiction, electronic media, film, music, and fine arts in order to create their own original print and non-print works. Students will have opportunities for experiential learning through field trips, projects, and specialized art and music lessons that highlight the humanities curriculum. These courses are designed to synthesize concepts in Modern American History, the acquisition of literacy skills, and an appreciation and application of the Fine and Performing Arts as a way of developing a cohesive understanding of the human experience from the turn of the 20th century to the present. Art and Music teachers will supplement instruction and enrich content. Selection of 11<sup>th</sup> grade Humanities will require two dedicated class periods and will fulfill the Social Studies and English standards required for graduation by the state of New Jersey. Honors will be distinguished by a variety of additional independent readings, informative class discussions, and research-based assignments to highlight the relationship between course themes and contemporary issues.

<b>AP ENGLISH LANGUAGE AND COMPOSITION (131)</b> <b>Prerequisite: Successful completion of English 2.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 11</b>
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**Completion of a summer reading and writing assignment is required for this course.**

This rigorous course is open to junior students and is recommended on the basis of ninth and tenth grade work of superior quality, teacher evaluation and performance on an in-school writing task. The main emphasis of the course is written literary analysis, frequent in class discussion, techniques of research, and a focus on the works of American authors. Students will examine a writer's purpose and the use of rhetorical devices, including tone, diction, audience, organization, and style. In response to a variety of fiction and non-fiction texts, they will write a variety of expository, analytical, and argumentative papers. It is expected that all students take the AP English Language and Composition exam in May.

<b>GENERAL ENGLISH 4 (174)</b> <b>Prerequisite: This course is assigned at the recommendation of the Child Study Team and is a Resource Center Level course.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 12</b>
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General English 4 is a course is designed to meet the goals and objectives identified in each student's IEP. Individual remediation is part of each lesson. Instruction is specialized to promote progress toward the acquisition of curricular standards. There are course proficiencies appropriate to each student's performance level. Assignments include reading novels, a short story collection, and an anthology. Skills required for State mandated assessments for graduation and real world application skills are also reinforced throughout this course.

<b>ENGLISH 4 CP (142)</b> <b>Prerequisite: Successful completion of English 3.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 12</b>
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**Completion of a summer reading assignment is required for this course.**

This required senior-year course is comprised of world literature focused on major themes of writers of all periods and cultures. The essential questions in this final year of high school English are designed not only to ramp up in terms of intellectual sophistication, but are also accompanied by a variety of works requiring a degree of emotional maturity. Questions such as: How do Race and Gender affect our thinking and decision making? What are the ingredients of a perfect world? What makes for true love? and What makes something comedic? are used to promote independent thinking, critical analysis, and college readiness skills. The end of the year culminates with an independent study project presented by each student to their peers that explores an area of personal interest and the formulation of an original thesis.



<b>ENGLISH 4 HONORS (140)</b> <b>Prerequisite: Successful completion of English 3.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 12</b>
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**Completion of a summer reading assignment is required for this course.**

This required senior-year course is comprised of world literature focused on major themes of writers of all periods and cultures. The essential questions in this final year of high school English are designed not only to ramp up in terms of intellectual sophistication, but are also accompanied by a variety of works requiring a degree of emotional maturity. Questions such as: How do Race and Gender affect our thinking and decision making? What are the ingredients of a perfect world? What makes for true love? and What makes something comedic? are used to promote independent thinking, critical analysis, and college readiness skills. The end of the year culminates with an independent study project presented by each student to their peers that explores an area of personal interest and the formulation of an original thesis. At the honors level, greater depth and breadth of content will be covered at an accelerated pace. Students will read more complex texts, assignments are more intensive and complex in that they promote expansion of concepts, creative problem solving, and critical thinking. Interest in literature and learning, analytical insight in class participation, analytical insight in written assignments and disciplined work habits are key criteria for success in the Honors level.

<b>AP ENGLISH LITERATURE AND COMPOSITION (141)</b> <b>Prerequisite: Successful completion of English 3.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 12</b>
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**Completion of a summer reading and writing assignment is required for this course.**

Building upon the skills learned in AP English Language and Composition, this senior-year AP course will introduce new skills of oral and written literary analysis, oral argument in class, techniques of research and writing about literature. With an emphasis on full-length works of fiction as well as poetry, this class will emphasize structural analysis and the use of literary devices, including figurative language, diction, symbolism, and tone. While enrollment is open, students are recommended to take AP English Language and Composition or English 3 Honors in their junior year. It is expected that all students take the AP English Literature and Composition exam in May.

## English Department Elective Courses

### Full Year Courses

<b>CREATIVE WRITING I (118)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>Creative Writing is designed to permit students to concentrate on the writing of fiction and poetry. Students focus on structure and procedure and the production of original drafts. Skills in peer and self-evaluation editing, proofreading, and revision are developed throughout the course.</p>	
<b>CREATIVE WRITING 2 (129)</b> <b>Prerequisite: Successful completion of Creative Writing 1 and English 1.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p>With Creative Writing 2, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students who have successfully completed Creative Writing I will be able to continue to explore their talents as a writer. The class is designed as a Workshop course in which students will immerse themselves in the power of the written word.</p>	
<b>CREATIVE WRITING 3 (149)</b> <b>Prerequisite: Successful completion of Creative Writing 1, 2 and English 1, 2.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
<p>In the third year of Creative Writing, 11<sup>th</sup> and 12<sup>th</sup> grade students will now focus their interests on specific genres to develop more independent, full-length and publishable works of poetry, prose, or plays. As they continue to develop their own original writer's voices, they will investigate the writing process and the "writerly life" in a workshop environment by selecting published "mentor" writers to research, allowing those influences to help inspire their own work.</p>	
<b>JOURNALISM (125)</b> <b>Prerequisite: Successful completion of English 1.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p>In this course, students will experience the wide range of journalistic responsibility from determining what is news, generating story ideas, engaging in research, composing, laying out, designing and ultimately publishing. While analyzing the values, laws and philosophical issues inherent in this field, students will learn the practical day-to-day operation of a newspaper. It is expected that much of the editorial and production staff of school publications will be comprised of students who are taking this course or have completed it.</p>	

<b>PUBLIC SPEAKING AND DEBATE (135)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>This course will provide a supportive space for students of all skill levels in developing and refining their public speaking skills for academic and real-world purposes. Students will be engaged in a variety of oral presentations, such as hands-on speech, interpretation of literature, and debate. In doing so, logic, critical analysis, and research techniques will be emphasized. Additionally, students will have the option of competing in forensic tournaments, which may lead to membership in the National Speech and Debate Honor Society.</p>	
<b>READING AND WRITING FOR SUCCESS 1 (180), 2 (181), 3 (182), 4 (183)</b> <b>Prerequisite: This course is assigned at the recommendation of the Child Study Team, is a Resource Center Level course and is an elective class.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 9-12</b>
<p>Reading and Writing for Success is a course designed to provide explicit instruction in reading skills (decoding, comprehension, fluency and vocabulary) and writing skills (encoding, writing fluency, grammar and composition) essential to making progress toward grade level standards and curricula. Individualized programs are created to promote student progress toward acquisition of their specific goals and objectives.</p>	
<b>SPEECH AND DRAMA (136)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>This course provides students the opportunity to examine the process of communication and to increase their comfort in speaking before a group. It is also designed to give students a background in the fundamental elements of drama as literature, acting, and play performance. This is a project-based class that focuses on the composition and delivery of speeches, as well as the production of a variety of scenes, monologues, and one-act plays.</p>	

<b>AP SEMINAR (234)</b> <b>Prerequisite: AP Seminar application and interview is required.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 10-11</b>
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**Completion of a summer assignment may be required for this course. Please check with instructor for further details.**

Students must apply and be selected for this two-year AP Capstone program. Students will develop their analytical skills by exploring appropriate themes and topics selected by the teachers and the students. Students will learn to synthesize information from multiple sources, develop their own perspectives in research-based essays, and design oral and visual representations. Students will be expected to complete an individual paper, presentation, and end-of-course exam as well as a team research project. These benchmark assignments will be submitted to the College Board and contribute to the final AP score. The second course needed to complete the AP Capstone program, *AP Research*, will be offered the following school year.

<b>AP RESEARCH (235)</b> <b>Prerequisite: Successful completion of AP Seminar.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 11-12</b>
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**Completion of a summer assignment required for this course.**

This full-year elective course will be the culminating class needed to complete the two-year AP Capstone program. This course will allow students to deeply explore an academic topic, problem, or issue of their own choice and interest. Through this investigation, students will cultivate the skills and discipline necessary to conduct independent research. Students will learn to design an effective and ethical plan of investigation which utilizes various academic research methods. The students will demonstrate their understanding by constructing a 5,000-word academic thesis paper as well as present and perform an oral defense of their research methodology.

<b>WORLD FILM (138)</b> <b>Prerequisite: Successful completion of English 2.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
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The World Film course is for students who are interested in world film as an art form, not just as a means for entertainment. Students will explore film/cinema from an artistic, technical, social, historical, and analytical point of view. A part of the course includes analytical writing projects that are assigned as homework and independent research.

<b>YEARBOOK (155); NEWSPAPER (157)</b> <b>Prerequisite: Successful completion of English 2.</b>	<b>0 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
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Students must apply to the advisors of these two publications for admission to these work sessions. As staff members, they have opportunities in their areas of interest (art, photography, writing, typing, and business management).

**Please note:** No grades will be given for these courses.

<b>ENGLISH ENRICHMENT 12 (103)</b> <b>Prerequisite: Placement by English Department.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 12</b>
<p>English Enrichment 12 (reading/writing) is a mandated course for those students who fell below the minimum level of proficiency on the Partnership for Assessment of Readiness for College and Careers (PARCC) test in grade 11. The course reviews the concepts needed for students to be successful on the State mandated assessments required for graduation.</p>	

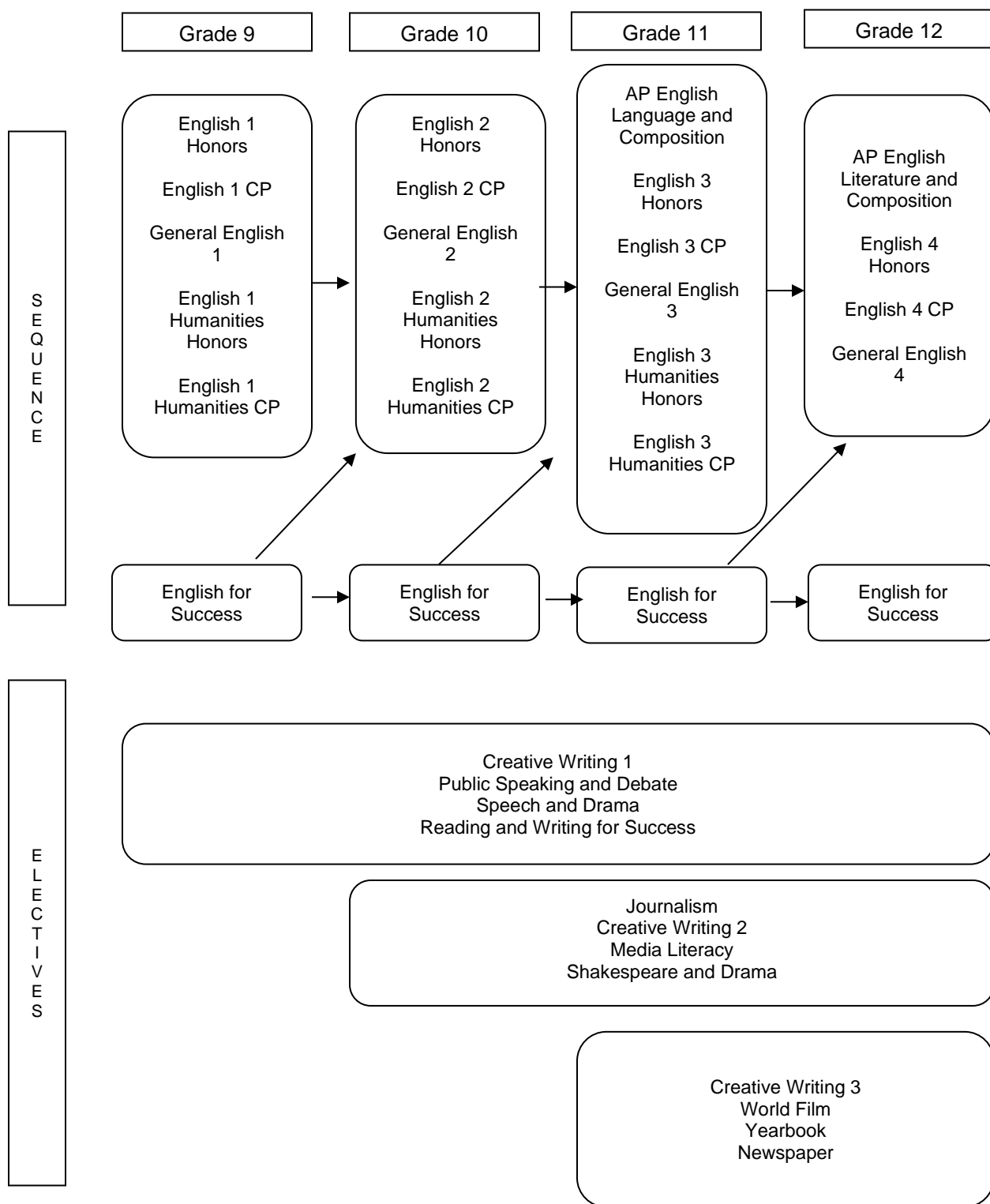
## English Department Elective Courses

### Semester Courses

<b>MEDIA LITERACY (134)</b> <b>Prerequisite: Successful completion of English 1.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 10-12</b>
<p>Media literacy is a class that will teach students to engage actively and critically with various forms of media to evaluate their messages, and learn to become more active consumers and independent thinkers. They will deconstruct a wide range of news articles, photographs, advertisements, websites, television shows and movies. In a world that has become ever more saturated with content derived from digital sources and social media, our definition of literacy continues to evolve, and notions of what is truthful and real and what is misleading and unreliable becomes increasingly complex. Navigating our popular media landscape presents many challenges and opportunities for today's youth as they learn how media can be a powerful tool for shaping our perceptions, and as such, they will learn how to manage and create their own content as informed citizens in a democratic society.</p>	

<b>SHAKESPEARE AND DRAMA (139)</b> <b>Prerequisite: Successful completion of English 1.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 10-12</b>
<p>Shakespeare and Drama, a semester course, is designed to broaden the scope of our Shakespearean study and to give students an understanding and appreciation of the importance of Shakespeare's works and his influence on world drama. Students will explore the Shakespearean comedies and histories, along with other tragedies not studied during our four comprehensive programs. In addition, the course will study the evolution of modern drama, with an emphasis on influence and context.</p>	

## Course Sequence for English



New Jersey State mandates all students must take four years of English.

## **TAP! Theatre Arts Pathway**

### **REQUIREMENT A\***

(All three to be taken over the course of four years)

The following three courses must be successfully completed:

- Speech and Drama
- Theater Arts
- Stagecraft 1

+

### **REQUIREMENT B\***

(Two to be taken over the course of four years)

Choose two additional courses and successfully complete:

- Chorus
- Creative Writing
- Dance (Semester course to replace PE)
- Mural Painting
- Music Theory or AP Music Theory
- Stagecraft 2
- Public Speaking and Debate

+

### **REQUIREMENT C\***

Participation in the LHS Fall Drama and/or the Spring Musical – Minimum of three years in high school

\*All three requirements (A, B, and C) must be fulfilled in order to successfully complete the TAP! Pathway and receive a certificate.



## Interdisciplinary Courses

The following courses offer an opportunity for interdisciplinary experiences that allow students to integrate the knowledge, concepts, and skills of multiple disciplines. This experience will broaden students' understanding of a variety of topics as they explore the natural connections and relationships of the respective subject areas.

<b>Course Title</b>	<b>Page #</b>
Theatre Arts	104
Dance	84
English 1 Humanities CP & Honors	58, 59
English 2 Humanities CP & Honors	60, 61
English 3 Humanities CP & Honors	62, 63
Biotechnology	118
Introduction to Research Methods Honors	126
AP Seminar	68, 127, 141
AP Research	68, 127, 142
Modern World History Humanities CP & Honors	134, 135
US History 1 Humanities CP & Honors	135, 136
US History 2 Humanities CP & Honors	138, 139
World Film	68, 192
World Film II	192

## Family and Consumer Science

Family and Consumer Science areas of study include: Foods & Nutrition, Fashion Design, Interior Design, Hotel/Restaurant Management, and Family/Child Development. Classes range from half-year to full-year and are designed to provide students with an overview of various areas, skills, and careers related to wellness, nutrition, child development, fashion, and foods/hospitality.

All the courses listed below satisfy the 21st Century Life and Careers, or Career-Technical Education graduation requirement (minimum of 5 credits required for graduation).

There can be courses where students may have proficiency in the content from prior or out-of-school programs or experiences. If a student seeks to enroll in a course and has not taken the required pre-requisite at Livingston High School, the student must demonstrate his/her comparable proficiencies to the department supervisor. Students may not enter into a course without successful completion of a required pre-requisite or department supervisor approval. Upon supervisor approval, students will be notified if they are permitted to enter into the requested course.

Please visit the LHS Family and Consumer Science Department website for additional information: [click here](#).

### Family and Consumer Science Full Year Courses

<b>FASHION 1 (711)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>Fashion 1 introduces students to the exciting world of fashion through garment construction, study of consumer influences, trends and career opportunities. Students explore the basics of the fashion industry, fashion design, and textiles. Students have the opportunity to design and construct an outfit of their choice. Other topics included in this course are the global influences on marketing, fashion retailing, and e-commerce.</p>	
<b>FASHION 2 (721)</b> <b>Prerequisite: Successful completion of Fashion 1.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p>Fashion 2 provides students with further exploration into original design, designer fabrics, advanced pattern-making techniques, and current trends in visual merchandising. Students will expand their knowledge of fashion textiles and clothing. Opportunities for fashion retailing, promotion, and planning special events will give the student a better understanding of business ventures.</p>	

<b>FOODS AND NUTRITION (722)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>Foods and Nutrition is designed to inform, challenge, and customize the food selection patterns of students so they may better achieve their performance goals while maintaining nutritional health. Students become familiar with nutrition information, the variables that link eating patterns to good health and vitality, and emerging careers related to this rapidly-developing field. Lab experiences include food safety, sanitation and preparation techniques, modifying recipes for flavor and health, and student selection of recipes to fit a variety of lifestyles.</p>	
<b>SENIOR SERVICE (658)</b> <b>Prerequisite: Successful completion of Family &amp; Child Development 1.</b>	<b>5 Credits</b> <b>Spring Semester Only</b> <b>Grade 12</b>
<p>Senior Service is a half-year course (spring semester only) available to those seniors interested in pursuing a career in teaching. Students enrolled in this program are assigned to work with a specific teacher at the elementary level. During this experience, students keep a journal about their classroom experiences, create a portfolio, and participate in a blog. Students receive a pass/fail grade for the internship.</p>	

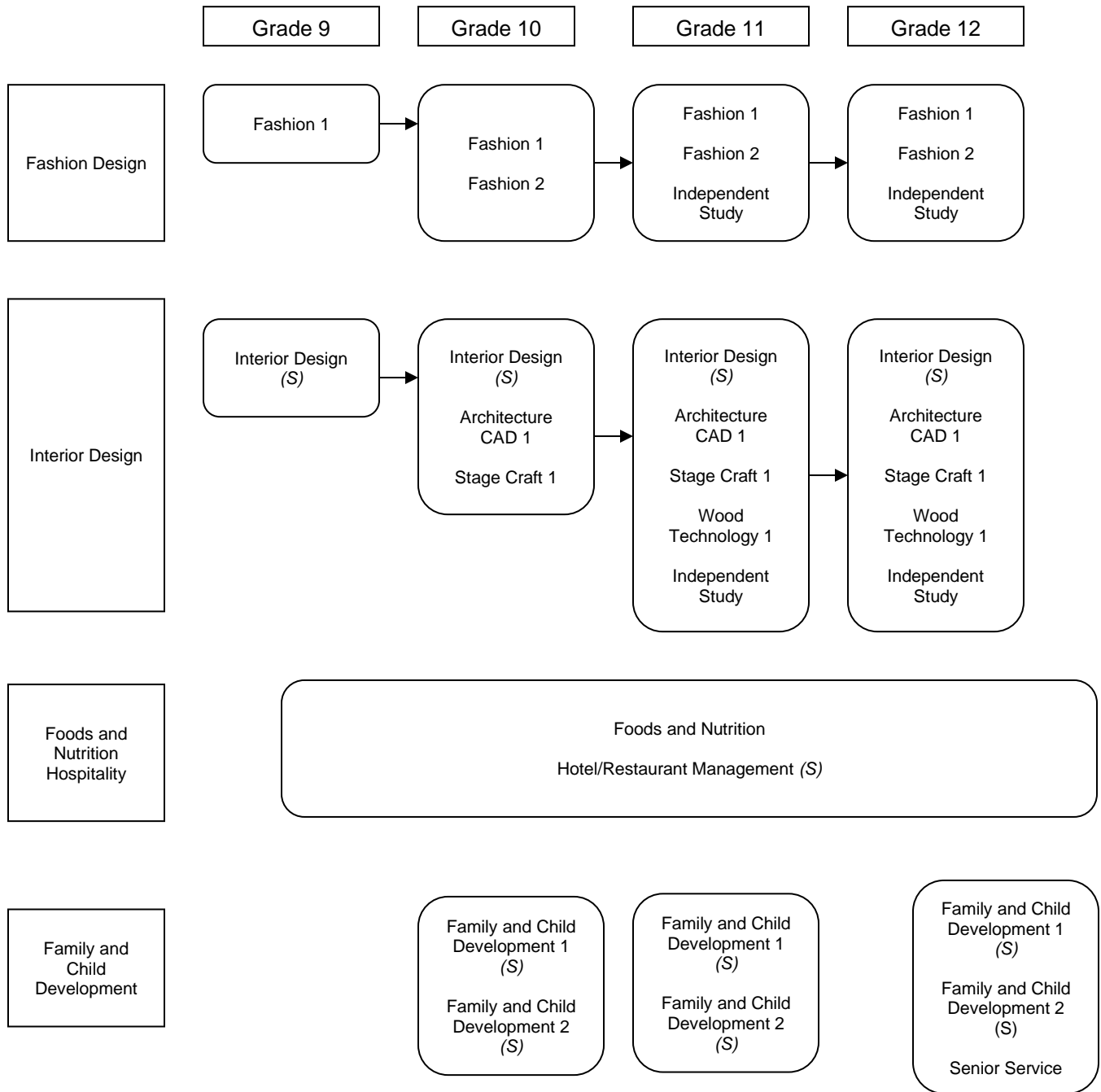
## Family and Consumer Science Semester Courses

<b>INTERIOR DESIGN (712)</b> <b>Prerequisite: None.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 9-12</b>
<p>Interior Design is an entry-level course which involves the study of personal priorities in housing, house styles, basic principles in design, and color and space utilization for in-home business needs. Students use decision-making and creative skills in applying these principles when choosing colors, furniture, fabrics, floor covering, and other materials and when designing floor plans. This course introduces students to the variety of careers related to the field of interior design.</p>	
<b>HOTEL AND RESTAURANT MANAGEMENT (720)</b> <b>Prerequisite: None.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 9-12</b>
<p>Hotel and Restaurant Management introduces students to the hospitality industry. Students gain an insight into the fundamentals, economics, operations, trends and career opportunities of this field. Current trends in the travel and tourism industry are explored. The impact of computers and technology in all aspects of the hospitality industry is studied in conjunction with hands-on experiences in food service.</p>	
<b>FAMILY AND CHILD DEVELOPMENT 1 (730)</b> <b>Prerequisite: None.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 10-12</b>
<p>Family and Child Development 1 provides students with the opportunity to explore and develop an understanding of human growth and development. Students explore the various aspects of personality, communication, relationships, skills associated with independence, and creativity in adolescent and early child development. This course explores methods for fostering creative problem-solving as related to career development, marriage, parenthood, and childcare. Lab experiences include working with pre-school children.</p>	

<b>FAMILY AND CHILD DEVELOPMENT 2 (737)</b> <b>Prerequisite: Successful completion of Family and Child Development 1.</b>	<b>2.5 Credits</b> <b>Semester Grades 10-12</b>
<p>Family and Child Development 2 expands on the content and experiences of Family Child Development 1 by focusing on the learning processes of young children. Students will become familiar with developmental theories and how to apply them via the implementation of meaningful lessons/activities while working with young children. Students will become familiar with the career opportunities available to them as they assume responsibility for meeting the specific needs of a group of children. The lab portion of this course includes hands-on work such as the planning, organizing, and running of activities for 2-5 year old children at a local preschool. This course is highly recommended for students pursuing careers in education, social sciences, nursing/medicine, and/or being a parent.</p>	

<b>INDEPENDENT STUDY IN TECHNOLOGY (746, 747)</b> <b>Prerequisite: A minimum grade of B in one of the specified technology sequences is a good predictor for success in this course or demonstration of comparable proficiencies.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 11-12</b>
<p>This course is offered to students who have successfully completed both Level 1 and Level 2 courses in one of the following areas: Architecture/Engineering CAD, Automotive Mechanics, Technology and Design, Fashion, Visual/Graphic Communication or Woods/Stagecraft. The student must contract with a sponsoring technology teacher in one of the areas specified. The nature and detail of the work to be completed by the student must be mutually agreed upon <u>prior to</u> the beginning of the course. This course is for students who intend to enter design-related competitions and/or develop a college admissions portfolio.</p>	

## Course Sequence for Family and Consumer Sciences By Area of Interest



*(S) denotes semester course*

## Health and Physical Education Department

The goal of the health and physical education program is to teach students health literacy and physical literacy so that they acquire the skills, knowledge, attitudes, confidence and competence to live a healthy, active life. Students are scheduled for one marking period of health education and three marking periods of physical education for each year of attendance in high school. Course offerings vary by marking period and grade level and a list of activities is provided below.

Health and physical education are a mandated graduation requirement, and therefore have specific requirements for content units and time allocation. The curriculum is compliant with the NJ Student Learning Standards in Comprehensive Health and Physical Education and with all corresponding Legislative Statutes. Parents with questions or concerns about topics in the health education program are encouraged to seek out the teacher of record and school administrative team. Any child whose parent or guardian presents to the school principal a signed statement that any part of the instruction in health, family life education or disease prevention (HIV) education is in conflict with his/her conscience, or sincerely held moral or religious beliefs, shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result therefrom. The request for exemption may be found on the department webpage (NJSA 18A:35-4.7).

<b>PHYSICAL EDUCATION 9/HEALTH 9 (015-1)</b> <b>Prerequisite: None.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grade 9</b>
<p>This is the first course in the sequence of four required courses, which comprise the comprehensive health and wellness education program. This course provides students with the knowledge and skills to critically analyze the effects of personal decisions on growth and development and to engage in positive behaviors, which maintain a healthy lifestyle. The curriculum includes topics such as healthy relationships, drugs and medicine, nutrition and mental/emotional health; which is inclusive of depression and suicide. Through participation in a variety of instructional activities, students enhance communication, problem-solving and refusal skills.</p>	

<b>PHYSICAL EDUCATION 9 (015-2)</b> <b>Prerequisite: None.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 9</b>
<p><u>Fitness:</u> This course examines the 5 components of health related physical fitness: cardiorespiratory endurance, body mass index, muscular strength, muscular endurance and flexibility. Using a variety of equipment and technology, students will develop a personal fitness plan and work toward their fitness goals through the duration of the course. Students will know what exercises contribute to improvement of the components and be tested for each. Polar Bluetooth Heart Rate Monitors enable students to individualize their experience and track their level of effort based on time spent in target heart rate.</p> <p><u>Adventure I:</u> This course of study introduces students to the opportunity to engage in physical, emotional and social challenges in a safe environment. The atmosphere, facilitated by a certificated adventure instructor, is both emotionally and physically designed for safety. As a result of their participation in Project Adventure, students will learn teamwork, communication, conflict resolution, cooperation and how to face risk. Prior to participation in the course, parents/guardians will be asked to sign a liability waiver in order for students to participate in elements that are off the ground.</p> <p><u>Team Games:</u> Students will participate in a variety of games and team activities that foster cooperation, communication and teamwork. Strategies such as offense, defense and invasion will be explored. Depending on the time of year, activities may include, but are not limited to: hockey, team handball, tchoukball, ultimate Frisbee, softball, volleyball, basketball, football and soccer.</p> <p><u>Dance:</u> Students will learn and participate in a variety of dances for the opportunity to explore rhythm and lifetime physical activity through this movement form.</p>	

<b>PHYSICAL EDUCATION 10/DRIVER EDUCATION (025-1)</b> <b>Prerequisite: None.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grade 10</b>
<p>This course provides instruction in the mechanical operation of the automobile, basic driving techniques, defensive driving strategies, and the handling of driving emergencies. A major portion of the course is devoted to learning the New Jersey motor vehicle laws and regulations for the State driver's examination, which is administered in class. Alcohol and Drug prevention education, refusal skills, as well as decision-making skills, are critical components of this course. The topic of organ and tissue donation is addressed and students are made aware of the registration process via NJ MVC licensure. All students take the NJ Motor Vehicle Commission driver's/permit exam as one of the culminating activities for this course.</p>	



<b>PHYSICAL EDUCATION 10 (025-2)</b> <b>Prerequisite: Successful completion of Physical Education 9.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 10</b>
<p><u>Adventure II:</u> This course of study continues to afford students to the opportunity to engage in physical, emotional and social challenges in a safe environment. The atmosphere, facilitated by a certificated adventure instructor, is both emotionally and physically designed for safety. As a result of their participation in Project Adventure, students will learn teamwork, communication, conflict resolution, cooperation and how to face risk. Prior to participation in the course, parents/guardians will be asked to sign a liability waiver in order for students to participate in elements that are off the ground.</p> <p><u>Tennis:</u> This course of study allows for participation in tennis as a lifetime physical activity pursuit. Various strokes, scoring, etiquette and technique will be taught.</p> <p><u>Softball:</u> This course introduces the sport of softball and the knowledge and skills associated with successful participation. Skills include throwing, catching, scoring, base running and hitting.</p> <p><u>Fitness II:</u> This course reinforces the 5 components of health related physical fitness: cardiorespiratory endurance, body mass index, muscular strength, muscular endurance and flexibility. Using a variety of equipment and technology, students will develop a personal fitness plan and work toward their fitness goals through the duration of the course. Students will know what exercises contribute to improvement of the components and be tested for each. Polar Bluetooth Heart Rate Monitors enable students to individualize their experience and track their level of effort based on time spent in target heart rate.</p>	

<b>PHYSICAL EDUCATION 11 (035-1)</b> <b>Prerequisite: Successful completion of Physical Education 10.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 11</b>
<p><u>Golf:</u> This course offers students the opportunity to engage in a variety of skill development drills which are meant to improve: Holding the Club, Body Position, Driving, Putting, Golf Etiquette and Rules, Chipping and Scoring. Using a variety of equipment and technology, students will develop skill improvement and be able to navigate the game of golf. The course uses video-analysis to capture student performance, slow it down and analyze skill cues to help students improve</p> <p><u>Adventure III:</u> This course of study continues to give students the opportunity to engage in physical, emotional and social challenges in a safe environment. The atmosphere, facilitated by a certificated adventure instructor, is both emotionally and physically designed for safety. As a result of their participation in the Adventure course, students will learn and reinforce teamwork, communication, conflict resolution, cooperation and how to face risk. Prior to participation in the course, parents/guardians will be asked to sign a liability waiver in order for students to participate in elements that are off the ground.</p> <p><u>Archery I:</u> Students will be introduced to Archery as an individual physical activity pursuit. Trained instructors will guide students through the cues for shooting to a target. Safety is the foundation of this course and students are taught strict protocols for participation. Students have opportunities to peer and self assess, as well as building upper body muscular strength.</p>	

<b>PHYSICAL EDUCATION/HEALTH 11 (035-2)</b> <b>Prerequisite: None.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grade 11</b>
<p>This course encompasses several components of the comprehensive health education model, including injury prevention and safety, drugs and medicine, human sexuality, health promotion and disease prevention. The major portion of this course is devoted to the attainment of the skills and knowledge for responding in emergencies; the American Red Cross Course First Aid/CPR/AED for Community and Schools resources serves as the basis for the curriculum. At the end of the unit, all students who have shown mastery are given the opportunity to apply for ARC certification (for a nominal fee). Students will research and analyze current drug trends and the process of addiction. Through participation in group presentations students enhance communication, problem-solving and refusal skills.</p>	

<b>PHYSICAL EDUCATION 12 (045-1)</b> <b>Prerequisite: Successful completion of Physical Education 11.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 12</b>
<p><u>Badminton:</u> The course examines the rules of Badminton scoring, boundaries, technique, and etiquette. Proper technique will be examined including hand grip for serving, backhand, forehand, overhead slam and underhand. The course uses a variety of equipment and technology, including videos of proper technique. Students will know how to hold and grip the racquet, keep score, and how to self and peer assess.</p> <p><u>Archery II:</u> Students will continue Archery as an individual physical activity pursuit. Trained instructors will reinforce the cues for shooting to a target. Safety continues as the foundation of this course and students are familiar with the strict protocols for participation. Students have opportunities to peer and self-assess, as well as building upper body muscular strength.</p> <p><u>Team Games:</u> Students will participate in a variety of games and team activities that foster cooperation, communication and teamwork. Strategies such as offense, defense and invasion will be explored. Depending on the time of year, activities may include, but are not limited to: pillow polo hockey (soft stick hockey), team handball, tchoukball, softball, volleyball, basketball, football, ultimate frisbee and soccer.</p>	

<b>PHYSICAL EDUCATION/HEALTH 12 (045-2)</b> <b>Prerequisite: None.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grade 12</b>
<p>This course continues to build on the comprehensive health education model by further addressing relationships and marriage, pregnancy, childbirth and family, drugs and medicine, disease and wellness. Students analyze the components needed to build a foundation for stable, healthy relationships and marriages. Students will be able to identify the aspects of unhealthy relationships. Students examine the roles and responsibilities of parenting and environmental aspects of pregnancy and childbirth in order to prepare for a future possible role as parents of healthy offspring. Current and topical health issues such as Cancer prevention education including breast and testicular exam receive special emphasis during this course.</p>	

<b>ADAPTED PHYSICAL EDUCATION &amp; GENERAL HEALTH (055)</b> <b>Prerequisite: Recommendation by the Child Study Team or a physician and parental approval.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>This course is designed for students who require a modified program to meet the physical education and health requirements. The course integrates health and physical education concepts to allow maximum participation in a supportive and safe environment. The program activities include fitness activities, lifetime sports and inclusion in regular physical education activities within the capability of the student. At times, a more individualized program may be developed and prescribed. Parents are advised to consult with the Child Study Team and/or the School Nurse for any potential program modifications as early as possible in the scheduling process.</p>	

## Physical Education Department Elective Courses

### Semester Course

<b>DANCE (065)</b> <b>Prerequisite: None.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 9-12</b>
<p>This course is an introductory for all students who wish to study dance as an art form and express themselves through movement. Coursework will be both participatory and theoretical, including but not limited to experiences in various cultural styles, contemporary techniques such as ballet, modern and jazz dance, improvisation and choreography. Experiences primarily reflect a studio dance technique where topics and concepts are interlaced and an ongoing part of the daily technique class work in all units. Instructors will vary the coursework sequence to reflect student needs and serve skill development.</p>	

## **TAP! Theatre Arts Pathway**

### **REQUIREMENT A\***

(All three to be taken over the course of four years)

The following three courses must be successfully completed:

- Speech and Drama
- Theater Arts
- Stagecraft 1

+

### **REQUIREMENT B\***

(Two to be taken over the course of four years)

Choose two additional courses and successfully complete:

- Chorus
- Creative Writing
- Dance (Semester course to replace PE)
- Mural Painting
- Music Theory or AP Music Theory
- Stagecraft 2
- Public Speaking and Debate

+

### **REQUIREMENT C\***

Participation in the LHS Fall Drama and/or the Spring Musical – Minimum of three years in high school

\*All three requirements (A, B, and C) must be fulfilled in order to successfully complete the TAP! Pathway and receive a certificate.

## **Mathematics Department**

The vision of the mathematics standards is focused on achieving one crucial goal:

**To enable ALL of New Jersey's children to acquire the mathematical skills, understandings, and attitudes that they will need to be successful in their careers and daily lives.**

Perhaps the most compelling reason for this vision is that all of our children, as well as our state and our nation, will be better served by higher expectations, by curricula that go far beyond basic skills and include a variety of mathematical models, and by programs which devote a greater percentage of instructional time to problem-solving and active learning.

The sequential nature of mathematics requires attention to proper placement. Decisions will be based on student aptitude and demonstrated performance. A detailed analysis of the department's procedures for placement is available from the department supervisor or the school counselor. All courses are closely aligned with the New Jersey Student Learning Standards for Mathematics.

The Mathematics Department offers the opportunity for a student to learn different programming languages while at Livingston High School. The Computer Programming course introduces students to Python and other elements of Computer Science and Computer Programming in the 21<sup>st</sup> Century. The AP Computer Science course explores JAVA.

The department offers several electives for students. There are two semester course electives: Data Analysis & Probability and Statistics. These courses can be taken in the same year, or students can choose to pair them up with courses in other subjects. Other elective college preparatory courses include College Math Seminar CP and College Algebra and Trigonometry CP. Students who would like to pursue advanced studies in mathematics can also take AP Statistics, AP Calculus AB or BC, and/or Multivariable Calculus.

The department encourages parents to discuss with their child the detailed course sequences provided, to help determine a math course sequence of study that allows for growth over time as his or her skills and interests in mathematics develop.

There can be courses where students may have proficiency in the content from prior or out-of-school programs or experiences. If a student seeks to enroll in a course and has not taken the required pre-requisite at Livingston High School, the student must demonstrate his/her comparable proficiencies to the department supervisor. Students may not enter into a course without successful completion of a required pre-requisite or department supervisor approval. Upon supervisor approval, students will be notified if they are permitted to enter into the requested course.

Please visit the LHS Math Department website for additional information: [click here](#).

## Math Department Core Courses

<b>GENERAL PRE-ALGEBRA (377)</b> <b>Prerequisite: This course is assigned at the recommendation of the Child Study Team and is a Resource Center Level course.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 9</b>
<p>This Course is designed for ninth grade students who require skill development in preparation for either General Algebra or Algebra 1 Lab. Students review foundational topics essential for successful algebraic thinking. Topics include the Real Number System, simplifying and evaluating variable expressions, linear equations and inequalities in one variable, percent's and proportional reasoning, the coordinate plane, and problem solving.</p>	
<b>GENERAL ALGEBRA (376)</b> <b>Prerequisite: This course is assigned at the recommendation of the Child Study Team and is a Resource Center Level course.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>This course is designed for students in resource center math who are approaching readiness for algebraic thinking. The intention of this course is to prepare students for Algebra 1 Lab. Students review the Real Number System, multi-step equations and inequalities, linear functions, systems of equations and inequalities, simplifying exponents and radicals, operations with polynomial expressions, and factoring. Problem solving and reasoning skills will be emphasized in every unit to prepare students for the rigor of CP level math courses.</p>	
<b>ALGEBRA 1 LAB CP (316)</b> <b>Prerequisite: None.</b>	<b>10 Credits</b> <b>Full Year</b> <b>Grades 9-10</b>
<p><b>Completion of a summer assignment is required for this course.</b>  This college prep course is designed for students who wish to meet the Algebra 1 requirement for college entrance, however, may require additional support in both mathematics content and test-taking strategies. Topics include: solving linear equations and inequalities, systems of equations and inequalities, fundamental operations with monomial and polynomial expressions, factoring, solving quadratic equations, graphing different types of functions, radical expressions, and practical word problems. The foundation for this study is the structure of the real number system. This course will be taught in a double period which will include a lab component.</p>	
<b>ALGEBRA 1 CP (312)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p><b>Completion of a summer assignment is required for this course.</b>  This college preparatory course includes a study of the language of algebra, solving linear equations and inequalities, systems of equations and inequalities, quadratic equations, fundamental operations with monomials, polynomial and radicals, factoring, graphing different types of functions, and practical word problems. The foundation for this study is the structure of the real number system.</p>	

<b>ALGEBRA 1 NJSLA LAB (317)</b> <b>Prerequisite: Placement by Math Department.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 9-11</b>
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This course is required for those students who did not meet the proficiency level on the Algebra 1 NJSLS (formerly PARCC) test needed to satisfy the state testing graduation requirement for mathematics. The course reviews the Algebra 1 concepts needed for students to be successful on the test. Students will also learn test-taking strategies and complete sample practice problems to prepare them for the test.

<b>ALGEBRA 1 HONORS (313)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 9</b>
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**Completion of a summer assignment is required for this course.**  
Algebra 1 Honors is a course designed for the well-motivated student who is capable of moving at an above average pace in mathematics. Students in this class often are in transition from a standard math program to an accelerated program. A minimum grade of B or higher in 8<sup>th</sup> grade math is a good predictor for success in this course. The student's performance in this ninth grade course will be one of the factors in determining placement in tenth grade. Topics, concepts, and skills will be presented in greater depth than in Algebra 1 CP. This course is not for students who completed Algebra 1 in the 8<sup>th</sup> grade.

<b>GENERAL GEOMETRY (378)</b> <b>Prerequisite: This course is assigned at the recommendation of the Child Study Team and is a Resource Center Level course.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 10-12</b>
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This course is designed for students in resource center math who are approaching readiness for geometric and spatial thinking. This course provides students with a modified Geometry curriculum in which emphasis is placed on developing students' spatial and reasoning skills. Students will learn about geometric notation, definitions, postulates, and theorems. Rather than proving theorems, students will focus on applying geometric concepts related to points, lines, planes, polygons, circles, and three-dimensional shapes. Review of algebraic skills will be infused in lessons throughout the year to ensure students' retention of concepts learned in General Algebra.

<b>GEOMETRY LAB CP (321)</b> <b>Prerequisite: Successful completion of Algebra 1.</b>	<b>10 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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**Completion of a summer assignment is required for this course.**  
This college prep course includes the study of plane and solid figures, critical deductive and inductive reasoning and the axiomatic method of proof. Numeric and algebraic applications are linked to the geometric concepts. This course will be taught in a double period which includes a lab component.



<b>GEOMETRY CP (322)</b> <b>Prerequisite: Successful completion of Algebra 1.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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**Completion of a summer assignment is required for this course.**  
This college prep course includes the study of plane and solid figures, critical deductive and inductive reasoning and the axiomatic method of proof. Numeric and algebraic applications are linked to the geometric concepts.

<b>GEOMETRY HONORS (310)</b> <b>Prerequisite: Successful completion of Algebra 1.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 9 -12</b>
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**Completion of a summer assignment is required for this course.**  
Topics studied in this challenging course include the study of plane and solid figures, critical deductive and inductive reasoning, and the axiomatic method of proof. Students are expected to function at an abstract analytical level and be capable of independent thought. It is assumed students in this course are moving in the accelerated track for their mathematics studies. Students should possess a strong spatial aptitude. A minimum grade of B+ or higher in 8<sup>th</sup> grade Algebra 1 or Algebra I Honors is a good predictor for success in this course.

<b>GENERAL INTERMEDIATE ALGEBRA (379)</b> <b>Prerequisite: This course is assigned at the recommendation of the Child Study Team and is a Resource Center Level course.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
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This course is designed for students in resource center math who require instruction to further develop Algebra and Geometry skills. General Intermediate Algebra expands upon the concepts learned in General Algebra and General Geometry to promote a deeper understanding of more complex algebraic topics. Topics include solving linear equations and inequalities, systems of equations and inequalities, operations with polynomial expressions, simplifying radicals and solving quadratic equations. The course also reviews the concepts needed for students to be successful on college placement exams.

<b>INTERMEDIATE ALGEBRA (329)</b> <b>Prerequisite: Successful completion of Geometry.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
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Intermediate Algebra expands upon the concepts learned in Algebra I and Geometry to promote a deeper understanding of more complex algebraic topics. Topics include solving linear and quadratic equations and inequalities, quadratic functions, polynomial functions, rational functions, radical functions, rational exponents, the complex number system, and applications.

<b>ALGEBRA 2 LAB CP (318)</b> <b>Prerequisite: Successful completion of Geometry.</b>	<b>10 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
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**Completion of a summer assignment is required for this course.**  
 After a brief review of Algebra 1, instruction in this course focuses on the study of nonlinear functions: polynomial, exponential, logarithmic, radical, and rational. The course also extends the study of algebra from real numbers to the complex number system. Emphasis is placed on understanding the behavior and characteristics of functions numerically, analytically, and graphically. Applications are made through word problems and will integrate algebra skills and geometric concepts. This course will be taught in a double period which includes a lab component.

<b>ALGEBRA 2 CP (332)</b> <b>Prerequisite: Successful completion of Geometry.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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**Completion of a summer assignment is required for this course.**  
 After a brief review of Algebra 1, instruction in this course focuses on the study of nonlinear functions: polynomial, exponential, logarithmic, radical, and rational. The course also extends the study of algebra from real numbers to the complex number system. Emphasis is placed on understanding the behavior and characteristics of functions numerically, analytically, and graphically. Applications are made through word problems and will integrate algebra skills and geometric concepts.

<b>ALGEBRA 2 HONORS (320)</b> <b>Prerequisite: Successful completion of Geometry.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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**Completion of a summer assignment is required for this course.**  
 This course will provide a rigorous and comprehensive background for students of high mathematical ability. A high placement test score and/or teacher recommendation can be a good predictor for success in this course. The curriculum includes the study of linear and nonlinear functions (polynomial, exponential, logarithmic, and rational). The course also extends the study of algebra from real numbers to the complex number system. Students must demonstrate their grasp of essential concepts through their interactions with each other. Challenge problems, projects, calculator labs and group work extend and expand text material and provide the opportunity for students to communicate mathematical understanding.

<b>APPLICATIONS OF MATHEMATICS (374)</b> <b>Prerequisite: This course is assigned at the recommendation of the Child Study Team and is a Resource Center Level course.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 12</b>
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This course is designed for seniors in the resource center math program. Individualized reinforcement of State-mandated topics, real-life uses of problem solving and computational skills are stressed in this course. The course also reviews the concepts needed for students to be successful on college placement exams.

<b>PRECALCULUS CP (342)</b> <b>Prerequisite: Successful completion of Algebra 2.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10 - 12</b>
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**Completion of a summer assignment is required for this course.**  
This course provides necessary mathematics knowledge for students interested in continuing mathematical studies in college. The curriculum extends the study of linear and nonlinear functions. Other topics include trigonometry, sequences and series and conic sections. Real life applications are integrated throughout the year.

<b>COLLEGE ALGEBRA AND TRIGONOMETRY (345)</b> <b>Prerequisite: Successful completion of Algebra 2 CP or Intermediate Algebra CP.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
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This course is for students not taking Pre-Calculus, but who are interested in obtaining additional knowledge of mathematics. College Algebra and Trigonometry expands on the topics of functions and their graphs introduced in Algebra 2. The course investigates the trigonometric functions and their applications.

<b>COLLEGE MATH SEMINAR (348)</b> <b>Prerequisite: Successful completion of Algebra 2 CP or Intermediate Algebra.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 12</b>
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This is a survey course intended for seniors who wish to obtain additional mathematics knowledge. The course provides an introduction of discrete math topics encountered in Liberal Arts college curriculum, such as probability, informal statistics, graph theory, election theory, logic, fair division, and cryptology.

<b>PRECALCULUS HONORS (331)</b> <b>Prerequisite: Successful completion of Algebra 2.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
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**Completion of a summer assignment is required for this course.**  
This is a rigorous course which includes instruction in trigonometry, analytic geometry, matrices, theory of equations, linear and nonlinear functions, sequences, series, and an introduction to limits. Students must demonstrate their grasp of essential concepts through their interaction with each other. Challenge problems, calculator labs, video presentations, and group work extend and expand text material and provide opportunities for students to communicate mathematical understanding. A minimum grade of B or higher in Algebra 2 Honors is a good predictor for success in this course. This course is a suggested prerequisite for the AB level of Advanced Placement Calculus.

<b>CALCULUS CP (347)</b> <b>Prerequisite: Successful completion of Pre-Calculus.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 11 - 12</b>
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**Completion of a summer assignment is required for this course.**

This course is designed for students who have completed the traditional four-year college prep sequence in mathematics before their senior year in high school. The course incorporates topics from Pre-Calculus and enables the student to hone his/her algebra skills and techniques and to extend his/her knowledge of analytic geometry. The course also focuses on helping students to develop an understanding of the derivative and its applications and introduces students to some of the techniques and applications of integration. Students will work with real-life applications and data to model the use of calculus to solve problems in areas such as business, economics, management, and/or the social and life sciences.

<b>AP CALCULUS AB (351)</b> <b>Prerequisite: Successful completion of Pre-Calculus.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
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**Completion of a summer assignment is required for this course.**

This course is recommended to students with a strong four-year background in college prep mathematics. The curriculum includes theory of limits, continuity, mean value theorem, properties and applications of differentiation and integration. This Advanced Placement course is taught at a college level. Students must possess a strong interest in mathematics and be willing to devote extra time to this course. A minimum grade of B or higher in Pre-Calculus Honors or a B+ or higher in Precalculus CP and teacher recommendation can be a good predictor for success in this course. It is expected that all students take the AP Calculus AB exam in May.

<b>INTRODUCTION TO CALCULUS BC HONORS (340)</b> <b>Prerequisite: Successful completion of Algebra 2 Honors.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-11</b>
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**Completion of a summer assignment is required for this course.**

This course incorporates an abstract, formal approach to mathematics and is intellectually rigorous. The topics covered include function theory, analytic geometry, trigonometry, discrete mathematics and an introduction to limit theory with application to derivatives. Students must demonstrate their grasp of essential concepts through their interactions with each other. Challenge problems, calculator labs and group work extend and expand text material and provide opportunities for students to communicate mathematical understanding. This course is recommended for those planning careers in fields related to mathematics or science and who enjoy and have a strong interest in the study of mathematics. A minimum grade of B+ or higher in Algebra 2 Honors is a good predictor for success in this course.

<b>AP CALCULUS BC (350)</b> <b>Prerequisite: Successful completion of Introduction to Calculus BC Honors.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
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**Completion of a summer assignment is required for this course.**  
This course covers the same material as the AP Calculus AB, as well as units on differential equations, integration techniques, polar area, vectors, parametric equations, and infinite series. A minimum grade of B or higher in Introduction to Calculus BC Honors is a good predictor for success in this course. It is expected that all students take the AP Calculus BC exam in May.

<b>MULTIVARIABLE CALCULUS (349)</b> <b>Prerequisite: Successful completion of AP Calculus BC.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
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Multivariable calculus is the study of differential, integral, and vector calculus for functions of more than one variable. Multivariable Calculus is used in the physical sciences, economics, engineering, and computer graphics. Upon completion of this full year course, students will be able to extend differentiation and integration to vector-valued functions, apply vector tools to study curvature, study the motion of a particle along a path, extend the concepts and techniques of differential calculus to functions of several variables, compute partial derivatives, evaluate double and triple integrals, explore vector fields, explore integration over curves, paths, and surfaces, and solve applied problems. Multivariable Calculus is a rigorous course that builds on the skills and concepts students learned in AP Calculus BC. It is equivalent to a third semester of college level calculus. Therefore, this course will receive AP weighting when grades are calculated.

## Mathematics Elective Courses

### Full Year Courses

<b>COMPUTER PROGRAMMING (315)</b> <b>Prerequisite: Algebra 1.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>The Computer Programming course is a survey course designed to provide highly motivated students with enhanced problem solving skills through the study of structured programming. It is recommended that students have knowledge of basic computer operations. The course will concentrate on various methods of problem solving and the conversion of algorithmic methods of problem solving into computer programs. Python will be the predominant programming language used to develop computer programs. Students will explore programming methodologies using case studies, projects, models, individual application and cooperative learning techniques.</p>	
<b>AP STATISTICS (352)</b> <b>Prerequisite: Successful completion of Algebra 2.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p><b>Completion of a summer assignment is required for this course.</b></p> <p>This course is designed to meet the growing need for knowledge of the statistical procedures necessary to analyze data from all disciplines. Students are introduced to the major concepts and tools for collecting, analyzing, and inferring from data. The four broad conceptual themes include: exploratory data, planning a study, anticipating patterns and statistical inference. This course is designed for students who intend to study business, economics, social sciences and many other disciplines where data analysis is required. It may be taken concurrently with Pre-Calculus or Calculus. A minimum grade of “A-” in college prep (CP) level classes or “B” in honors level classes is a good predictor for success in this course.</p> <p>It is expected that all students take the AP Statistics exam in May.</p>	
<b>AP COMPUTER SCIENCE A (353)</b> <b>Prerequisite: Algebra 2 and/or Computer Programming.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p>The curriculum reviews, develops and expands topics studied in prior programming courses. This course enables the student to develop skills in writing logically-structured, well-documented programs using object-oriented programming in the JAVA programming language. APCS is recommended for students who have a strong interest in computer science and engineering and are willing to spend the extra time beyond the classroom this course requires. While it is not required, students are encouraged to take Computer Programming prior to taking AP Computer Science A to gain exposure in programming. A minimum grade of “B” or higher in Computer Programming or Algebra 2 is a good predictor for success in this course.</p> <p>It is expected that all students take the AP Computer Science A exam in May.</p>	

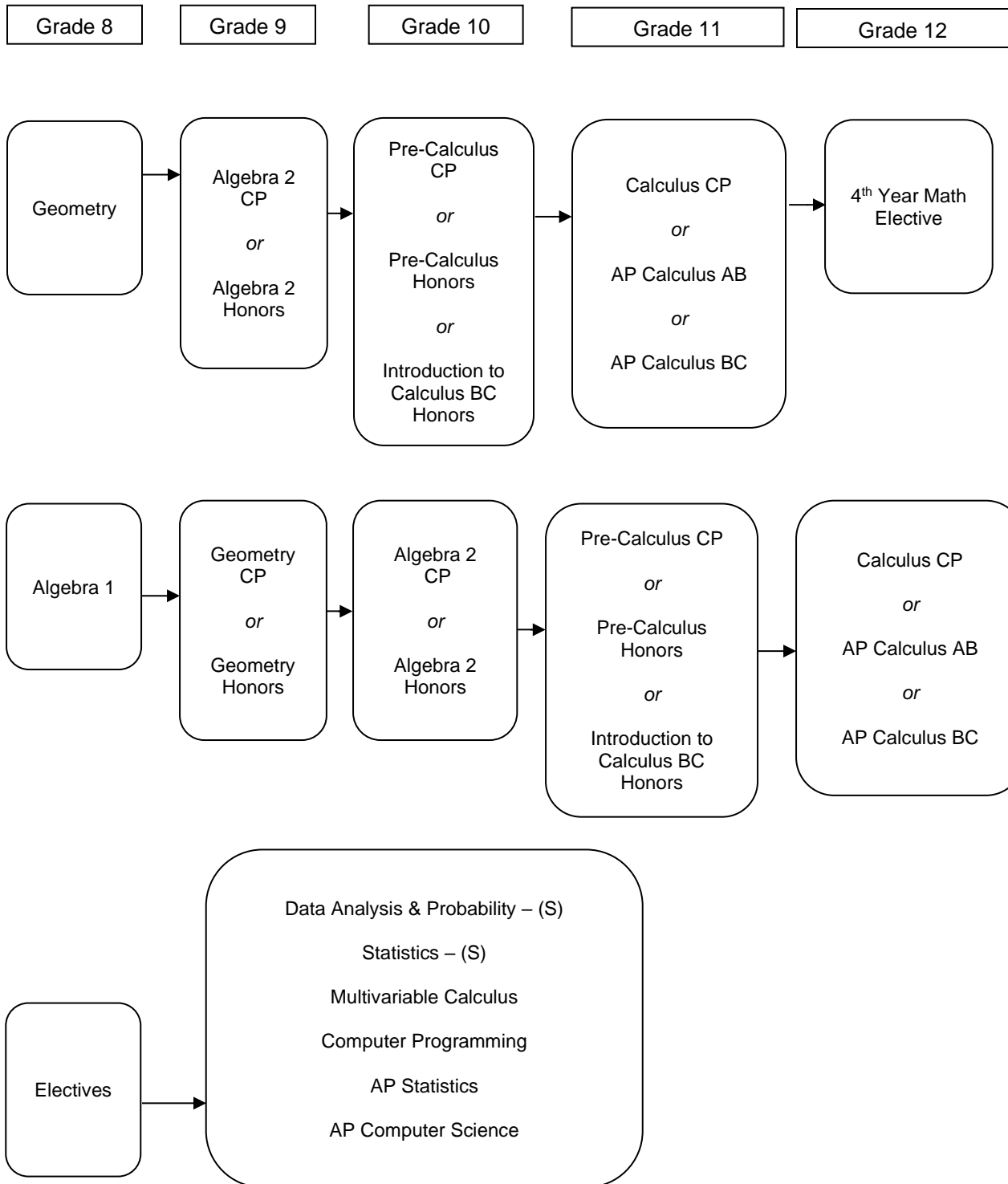
## Mathematics Elective Courses

### Semester Courses

<b>MATH ENRICHMENT 12 (303)</b> <b>Prerequisite: Placement by Math Department.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grade 12</b>
Math Enrichment 12 is a mandated course for those students who have not met the mathematics testing requirements for graduation set by the New Jersey Department of Education. The course reviews the concepts needed for students to be successful on the New Jersey Department of Education mandated assessments required for graduation.	
<b>DATA ANALYSIS &amp; PROBABILITY (360)</b> <b>Prerequisite: Algebra 1.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 9-12</b>
Statistics is the branch of mathematics that is concerned with data analysis or the collection and interpretation of data. The ability of computers to store, manipulate, and retrieve information at high speeds has changed the pattern of our society. The dominant force in our economy is no longer industry; it is information. Probability theory is the branch of mathematics that is concerned with modeling uncertainty. It forms the fundamental basis for many areas of science. This course offers the student the opportunity to learn the fundamentals of data analysis, experimental design, and probability theory, frequently obtained in class through numerous data collection activities and labs. According to the College Board website, problem solving and probability account for 29% of the SAT. A minimum grade of B or higher in Algebra 1 is a good predictor of success in this course. After this course, student may wish to sign up for Statistics to continue their studies in data analysis. Successful students may wish to sign up for AP Statistics in the following year.	
<b>STATISTICS (361)</b> <b>Prerequisite: Algebra 1 or Data Analysis &amp; Probability.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 9-12</b>
This course will focus on inference procedures: creation of confidence intervals and hypothesis testing. These methods are key to decision-making and change in today's society. The course will focus on a comprehensive project utilizing all the skills learned from Statistics. Students will utilize the graphing calculator extensively. A minimum grade of B or higher in Algebra 1 is a good predictor of success in this course.	

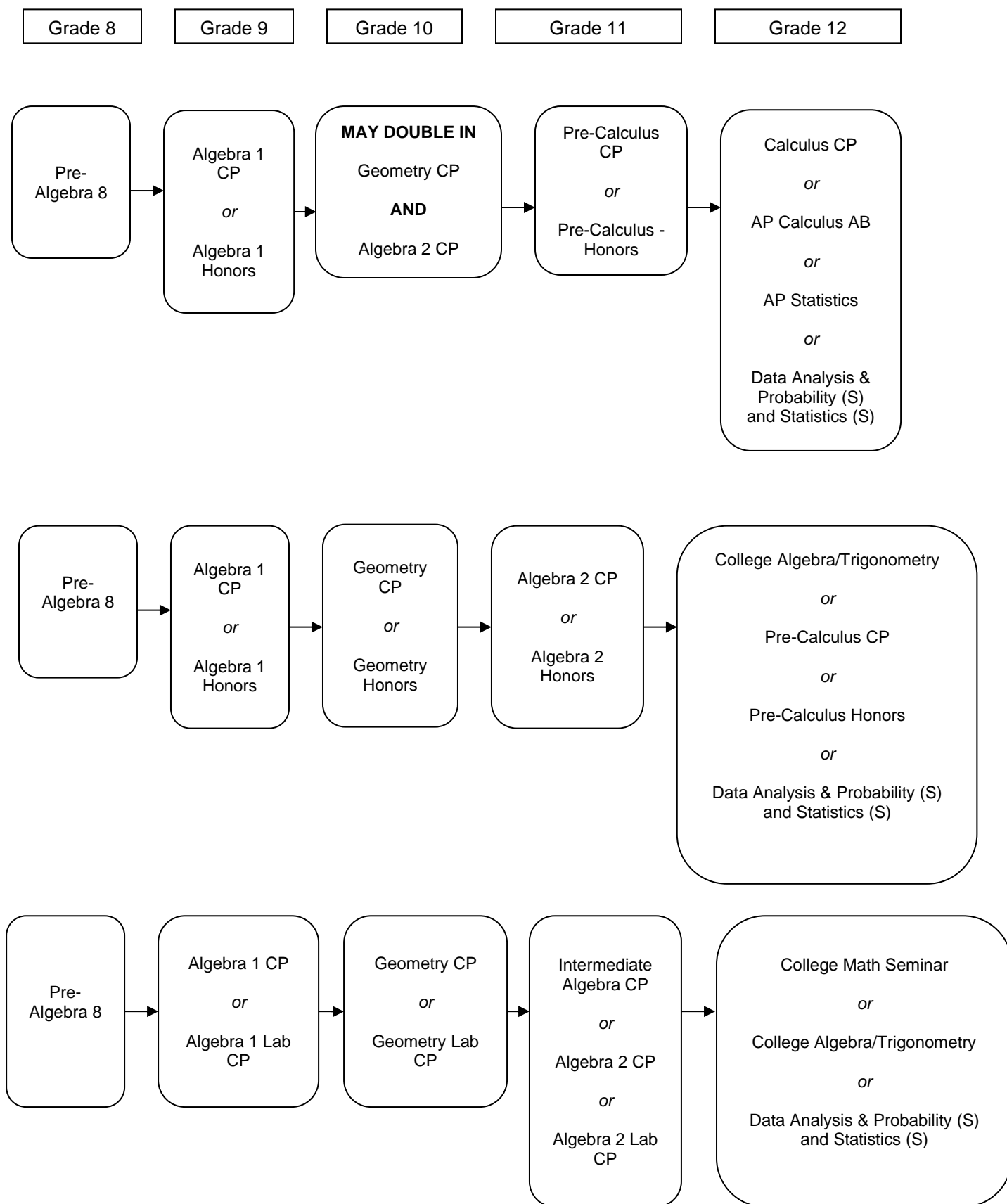
Placement in mathematics courses in ninth grade is dependent upon the level of mathematics students completed in 8<sup>th</sup> grade. The mathematics course students take in 8<sup>th</sup> grade will determine the course sequence they are expected to follow in grades 9 through 12. Students who wish to enroll in honors courses will be expected to take placement tests each year.

### Course Sequence for Math

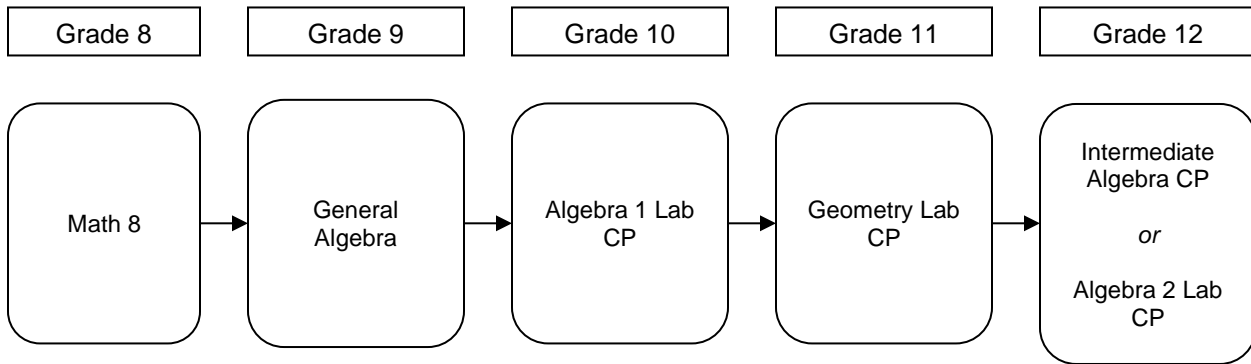




## Course Sequence for Math

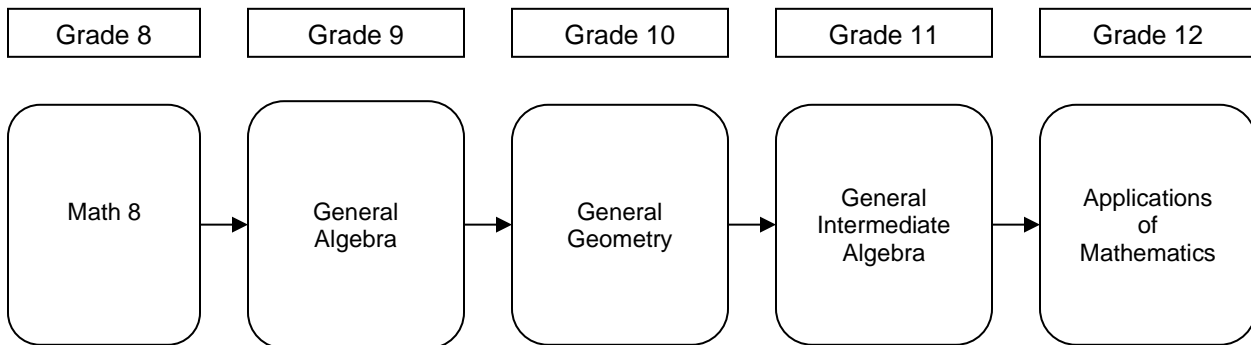


### Course Sequence for Math



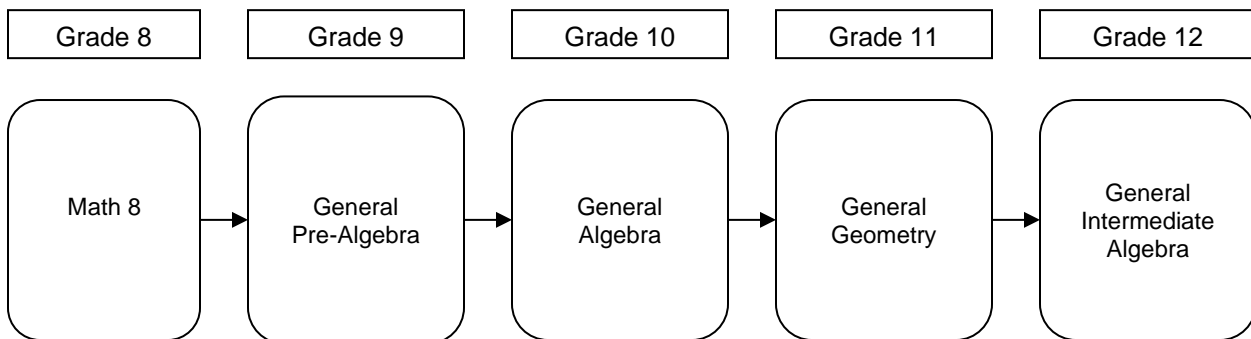
Note: A special education student may start in General Algebra in 9<sup>th</sup> grade, but be recommended by the teacher and the Child Study Team to enter Algebra 1 Lab – CP in 10<sup>th</sup> grade.

### Course Sequence for Math



Note: Placement into these courses must be recommended by the Child Study Team.

### Course Sequence for Math



Note: Placement into these courses must be recommended by the Child Study Team.

### Programming/Coding Courses

The following courses offer technology integration within the content of the course and provide cross-curricular opportunities to broaden students' understanding and experience of computer and technological literacy.

Course Name	Department	Page #
Computer Programming	Math	93
Electrical/Computer Science Engineering	Technology, Design, & Engineering	152
Robotics	Technology, Design, & Engineering	153
AP Computer Science A	Math	93
AP Computer Science Principles	Technology, Design, & Engineering	155

### Computer/Software Applications Courses

Course Name	Department	Page #
Creative Photography, 1, 2 & AP	Art	162, 166
Digital Imaging 1, 2 & AP	Art	162, 166
TV, Advanced TV & AM Wired	Art	164, 165
Computer Applications	Business	45
Microsoft Office Specialist	Business	49
Web Design	Business	53
Music Technology 1 & 2	Music	102, 103
Visual/Graphic Communications 1 & 2	Technology, Design, & Engineering	149
Architecture CAD 1 & 2	Technology, Design, & Engineering	151, 152
Engineering & Product Design CAD 1 & 2	Technology, Design, & Engineering	153

## Performing Arts Department

The Performing Arts Department offers a full-range of courses to suit every student's interest and abilities in the study of this art form.

Courses provide opportunities for the study of Music in the areas of musical performance, music theory, music technology, and music appreciation. Ensemble courses such as Band, Orchestra and Chorus are suitable for students at all levels of proficiency. Music students may study music in greater depth through the Music Theory and AP Music Theory programs. The New Jersey Core Curriculum Content Standards in the Visual and Performing Arts are an integral part of all courses offered in the Music Department.

There can be courses where students may have proficiency in the content from prior or out-of-school programs or experiences. If a student seeks to enroll in a course and has not taken the required pre-requisite at Livingston High School, the student must demonstrate his/her comparable proficiencies to the department supervisor. Students may not enter into a course without successful completion of a required pre-requisite or department supervisor approval. Upon supervisor approval, students will be notified if they are permitted to enter into the requested course.

Please visit the LHS Music Department website for additional information: [click here](#).

### Performing Arts Department Full Year Courses

<b>CONCERT BAND (909)</b> <b>Prerequisite: Previous experience in playing a wind or percussion instrument. No audition is required for membership.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 9</b>
This course is designed for the study and performance of music composed for wind and percussion instruments. A variety of band repertoire is performed stressing the basic knowledge and development of the rudiments of music and of ensemble performance skills with an emphasis on proper ensemble rehearsal technique. Students will develop the knowledge and skills that enable them to evaluate and demonstrate an appreciation of music as an art form. They also will develop the knowledge and skills that strengthen their aesthetic musical awareness that relate the study of music to the other arts and disciplines outside the arts. Students are required to attend small group lessons during non-instructional time. Students participating in this ensemble perform at scheduled concerts, festivals, and occasionally, at school or community functions. Due to the performance nature of the course, some activities occur outside the usual classroom time allowances.	

<b>CONCERT BAND/CHORUS (909C)</b> <b>Prerequisite: Previous experience in playing a wind or percussion instrument. No audition is required for membership.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 9</b>
<p>Students who demonstrate proficiency in both instrumental and vocal performance may elect this option. An audition may be required in September for placement into this program. If accepted, students will attend Band and Chorus rehearsals on an alternating schedule and will be responsible for all course requirements in both areas, such as instrumental/vocal lessons, performance assessments, and concerts. If during the course of the year a student is not successfully performing at a high level in both ensembles, the student may be placed in one of the ensembles full time at the Directors' discretion. This option is not available to students chosen for Wind Symphony.</p>	

<b>CONCERT CHORUS (912)</b> <b>Prerequisite: None. No audition is required for membership.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>This course is designed for the study and performance of music composed for voices. A variety of vocal repertoire is examined, stressing the knowledge and development of the rudiments of music and ensemble performance skills. Students develop skills that enable them to evaluate and demonstrate an appreciation for music as an art form. Participation in this course will strengthen aesthetic musical awareness and relate the study of music to other disciplines. Students are required to attend small group lessons during non-instructional time. Students participating in this ensemble perform at scheduled concerts, festivals, and occasionally, at school or community functions. Due to the performance nature of the course, some activities occur outside the regularly scheduled classroom time.</p>	

<b>MUSIC TECHNOLOGY 1 (916)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>This course is designed to provide students with hands-on experiences in the production and recording of music and other audio sources. In the classroom and the recording studio, students will develop a working knowledge of Pro Tools and other computer software and applications used in the industry. MIDI (Musical Instrument Digital Interface) is taught for use with electronic instruments and synthesizers. The principles of audio recording and multi-track production are also taught through a sequence of projects and other hands-on activities. Students will be expected to demonstrate the ability to master and utilize technology used in the recording studio and throughout the industry.</p>	

<b>MUSIC TECHNOLOGY 2 (917)</b> <b>Prerequisite: Successful completion of Music Technology 1 or demonstration of comparable proficiencies and a departmental interview.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
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This course is designed for advanced students in the field of Music Technology. The course provides the opportunity for experienced students of Music Technology to broaden their knowledge and skills in music and audio production. Students will have the opportunity in the recording studio to produce musical recordings and sound for television and film using software and hardware representative of the industry.

<b>MUSIC THEORY (915)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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Music Theory is designed for the study of principles used in the creation and performance of music. Students will acquire knowledge of the rudiments of music, particularly in the study of melody and harmony. The development of aural skills, such as solfege (sight singing), aural identification of scales, intervals and chords, and melodic and rhythmic dictation, is stressed in this course. This course begins with an examination of the rudiments of music and, in a sequential manner, investigates melody and harmony from intervals to four-part writing. Ear training is developed and mastered through exercises in solfege and in melodic and rhythmic dictation. The course culminates with projects in musical composition utilizing these elements. This course is also highly recommended for students who aspire to go on to the Advanced Placement (AP) Music Theory course.

<b>AP MUSIC THEORY (950)</b> <b>Prerequisite: AP Music Theory application is required.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
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**Completion of a summer assignment is required for this course.**  
Successful completion of Music Theory is recommended prior to enrolling in AP Music Theory. This course is designed for the preparation of students who are potential college music majors/minors and for the Advanced Placement examination in Music Theory. The AP Music Theory course corresponds to a typical introductory college Music Theory course that covers topics such as musicianship, theory, musical materials, and procedures. Students will be engaged in the advanced study of harmony, composition, musical form and analysis, solfege, dictation (rhythmic, melodic and harmonic), and other aural skills. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. *It is expected that all students take the AP Music Theory exam in May.*

<b>ORCHESTRA/CHORUS (914 C)</b> <b>Prerequisite: Previous experience in playing a string instrument.</b> <b>No audition is required for membership.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>Students who demonstrate proficiency in both instrumental and vocal performance may elect this option. An audition may be required in September for placement into this program. If accepted, students will attend Orchestra and Chorus rehearsals on an alternating schedule and will be responsible for all course requirements in both areas, such as instrumental/vocal lessons, performance assessments, and concerts. If during the course of the year a student is not successfully performing at a high level in both ensembles, the student may be placed in one of the ensembles full time at the Directors' discretion.</p>	

<b>STRING ORCHESTRA (914)</b> <b>Prerequisite: Previous experience in playing a string instrument.</b> <b>No audition is required for membership.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>This course is designed for the study and performance of music composed for string instruments. A variety of string repertoire is performed stressing the knowledge and development of the rudiments of music and ensemble performance skills. Students will develop the knowledge and skills that enable them to evaluate and demonstrate an appreciation for music as an art form. They also will develop the knowledge and skills that strengthen their aesthetic musical awareness and that relate the study of music to the other arts and disciplines outside the arts. Students are required to attend small group lessons during non-instructional time. Seating in the Orchestra is determined by audition. Students participating in this ensemble perform at scheduled concerts, festivals, and occasionally, at school or community functions. Due to the performance nature of the course, some activities occur outside the usual classroom time allowances.</p>	

<b>SYMPHONIC BAND (911)</b> <b>Prerequisite: Previous experience in playing a wind or percussion instrument. No audition is required for membership.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p>This course is designed for the study and performance of music composed for wind and percussion instruments. A variety of band repertoire is performed stressing the knowledge and development of the rudiments of music and of ensemble performance skills. Students will develop the knowledge and skills that enable them to evaluate and demonstrate an appreciation of music as an art form. They also will develop the knowledge and skills that strengthen their aesthetic musical awareness that relate the study of music to the other arts and disciplines outside the arts. Students are required to attend small group lessons during non-instructional time. Students participating in this ensemble perform at scheduled concerts, festivals, and occasionally, at school or community functions. Due to the performance nature of the course, some activities occur outside the usual classroom time allowances.</p>	

<b>SYMPHONIC BAND/CHORUS (911C)</b> <b>Prerequisite: Previous experience in playing a wind or percussion instrument. No audition is required for membership.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p>Students who demonstrate proficiency in both instrumental and vocal performance may elect this option. An audition may be required in September for placement into this program. If accepted, students will attend Band and Chorus rehearsals on an alternating schedule and will be responsible for all course requirements in both areas, such as instrumental/vocal lessons, performance assessments, and concerts. If during the course of the year a student is not successfully performing at a high level in both ensembles, the student may be placed in one of the ensembles full time at the Directors' discretion. This option is not available to students chosen for Wind Symphony.</p>	

<b>THEATRE ARTS (930)</b> <b>Prerequisite: None</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>This full-year class is a survey course that exposes students to various elements of theatrical productions. Students will have the opportunity to explore on and off-stage components of theatre, including acting, directing, set and costume design, and the ways in which these pieces compliment one another to make a cohesive performance.</p>	

<b>WIND SYMPHONY (910)</b> <b>Prerequisite: Previous experience in playing a wind or percussion instrument. Students are selected for this class by audition.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>This course is designed for the study and performance of advanced music composed and scored for the Wind Ensemble. The instrumentation of the ensemble is identical to that of a symphonic band, but with fewer players, frequently only one or two per part. Students will develop the knowledge and skills that enable them to evaluate and demonstrate an appreciation of music as an art form. They also will develop the knowledge and skills that strengthen their aesthetic musical awareness and knowledge that relates the study of music to the other arts and disciplines outside the arts. Students are required to attend small group lessons during non-instructional time. Seating in the ensemble is determined by the initial audition. Students participating in this ensemble perform at scheduled concerts, festivals, and occasionally, at school or community functions. Due to the performance nature of the course, some activities occur outside the usual classroom time allowance.</p>	



## Performing Arts Department Semester Courses

<b>AMERICAN POPULAR MUSIC (913)</b> <b>Prerequisite: None.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 9-12</b>
<p>This course is designed to provide students with knowledge and perspective of the development of American Music from the early 20<sup>th</sup> Century to the present. Students will develop an awareness of various musical styles and an ability to appreciate music as an art form. Students also will develop an understanding of the influence social and political issues have had and continue to have on American composers and performers. The curriculum traces the development of popular music through the study of the various styles that contributed to the creation and growth of rock and roll and other musical genres.</p>	
<b>BEGINNER GUITAR (918)</b> <b>Prerequisite: None.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 9-12</b>
<p>Beginner Guitar is for students with little to no previous experience playing guitar. This course is designed to provide students the opportunity to broaden and enrich their musical studies through guitar performance. Students will explore strumming and finger picking patterns, as well as other playing techniques, chords, songs and improvisation. Through a variety of musical experiences, students will be equipped with a strong guitar foundation, enabling them to continue their studies if so desired. Guitars are provided for in-class use.</p>	
<b>BEGINNER PIANO (919)</b> <b>Prerequisite: None.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 9-12</b>
<p>Beginner Piano is designed to provide students with the opportunity to learn how to play piano individually, as well as accompanying as ensemble or soloist. Playing the piano stimulates both sides of the brain, improves hand/eye coordination and listening skills. While learning to play the piano, students will explore the basics of music theory and learn to read music notation. The curriculum will explore piano performance, theory, and technique.</p>	

## **Music Department Co-Curricular Activities**

Jazz Ensembles, Notations, Chamber Singers, and Chamber Orchestra are offered to qualified students who are enrolled in corresponding courses (Wind Symphony, Symphonic Band, Chorus, and Orchestra) or any other music course.

When the co-curricular ensemble has a fixed number or limited/balanced seating, priority will be given to qualified students enrolled in the corresponding class ensemble. Please note: Jazz Ensemble seating for piano, bass, and guitar will be open to all students. In all cases, an audition may be required for participation and seating in co-curricular activities.

## **TAP! Theatre Arts Pathway**

### **REQUIREMENT A\***

(All three to be taken over the course of four years)

The following three courses must be successfully completed:

- Speech and Drama
- Theater Arts
- Stagecraft 1

+

### **REQUIREMENT B\***

(Two to be taken over the course of four years)

Choose two additional courses and successfully complete:

- Chorus
- Creative Writing
- Dance (Semester course to replace PE)
- Mural Painting
- Music Theory or AP Music Theory
- Stagecraft 2
- Public Speaking and Debate

+

### **REQUIREMENT C\***

Participation in the LHS Fall Drama and/or the Spring Musical – Minimum of three years in high school

\*All three requirements (A, B, and C) must be fulfilled in order to successfully complete the TAP! Pathway and receive a certificate.

### Computer/Software Applications Courses

<b>Course Name</b>	<b>Department</b>	<b>Page #</b>
Creative Photography, 1, 2 & AP	Art	162, 166
Digital Imaging 1, 2 & AP	Art	162, 166
TV, Advanced TV & AM Wired	Art	164, 165
Computer Applications	Business	45
Microsoft Office Specialist	Business	49
Web Design	Business	53
Music Technology 1 & 2	Music	102, 103
Visual/Graphic Communications 1 & 2	Technology, Design, & Engineering	149
Architecture CAD 1 & 2	Technology, Design, & Engineering	151, 152
Engineering & Product Design CAD 1 & 2	Technology, Design, & Engineering	153

## Interdisciplinary Courses

The following courses offer an opportunity for interdisciplinary experiences that allow students to integrate the knowledge, concepts, and skills of multiple disciplines. This experience will broaden students' understanding of a variety of topics as they explore the natural connections and relationships of the respective subject areas.

<b>Course Title</b>	<b>Page #</b>
Theatre Arts	104
Dance	84
English 1 Humanities CP & Honors	58, 59
English 2 Humanities CP & Honors	60, 61
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US History 2 Humanities CP & Honors	138, 139
World Film	68, 192
World Film II	192

## Science Department

The need for scientific literacy in today's increasingly technological world has impacted fundamental reforms in how science is taught, placing a sincere focus on the inquiry and design process. Presidential appeals for excellence in Science, combined with expressions of concern from science educators, have led to national, state, and local initiatives. In 2014, New Jersey adopted the *Next Generation Science Standards* with an implementation deadline of September 2016 for the secondary level. Based on the *Framework for K-12 Science Education*, the New Jersey Student Learning Standards - Science (i.e., *Next Generation Science Standards*) specify that each performance expectation must combine a relevant practice of science or engineering, with a core disciplinary idea and crosscutting concept, appropriate for students of the designated grade level. That guideline is perhaps the most significant way in which the NJSL - Science differs from prior standards documents.

Disciplinary Core Ideas provide a scope and sequence for learning about the most important scientific concepts in one of four domains: the physical sciences; the life sciences; the earth and space sciences; and engineering, technology and applications of science. The Framework identifies seven crosscutting concepts that bridge disciplinary boundaries, uniting core ideas throughout the fields of science and engineering. The Framework uses the term "practices," rather than "science processes" or "inquiry" skills for a specific reason: We use the term "practices" instead of a term such as "skills" to emphasize that engaging in scientific investigation requires not only skill, but also knowledge that is specific to each practice. (NRC Framework, 2012, p. 30)

Engaging in the practices of science helps students understand how scientific knowledge develops; such direct involvement gives them an appreciation of the wide range of approaches that are used to investigate, model, and explain the world. Engaging in the practices of engineering, likewise, helps students understand the work of engineers, as well as the links between engineering and science. The actual doing of science or engineering can also pique students' curiosity, capture their interest, and motivate their continued study; the insights thus gained help them recognize that the work of scientists and engineers is a creative endeavor—one that has deeply affected the world in which they live. Students may then recognize that science and engineering can contribute to meeting many of the major challenges that confront society today, such as generating sufficient energy, preventing and treating disease, maintaining supplies of fresh water and food, and addressing climate change.

The study of science has many components which shape how instruction is provided. Students must know and be able to work with key scientific concepts. They must also be able to apply their knowledge to novel scenarios which ask students to address certain real-world issues by hypothesizing possible solutions, researching and collecting data, evaluating this data and drawing conclusions. Students must now be able to express their knowledge in both written and oral forms. Finally, students must be capable of finding information using various technological resources.

The New Jersey Department of Education has implemented a comprehensive science assessment given in the 11<sup>th</sup> grade, which will assess students' knowledge and skills as addressed in the NJSL-Science. The graduation requirements for science include one year of laboratory Biology, one year of laboratory Chemistry/Physics/Environmental Science, and a third year of laboratory science. To meet these requirements, students will select an appropriate level of Biology in 9<sup>th</sup> grade followed by their choice of two of the following – Chemistry, Physics, Environmental Science or Introduction to Chemistry and

Physics. The NJ Student Learning Assessment for Science will be administered in 11<sup>th</sup> grade in order to monitor students' progress in meeting these standards.

Advanced Placement classes, as well as other science electives, can be taken starting in Grade 10. Students interested in careers in Biotechnology, Health Sciences, or Environmental Sustainability can also select courses in one of the new Career Pathways. Finally, students in 9<sup>th</sup> grade who are interested in conducting authentic research can apply for the three-year Science Research Program, which includes AP Seminar and AP Research. Science course offerings aim to provide students with an impressive record of lab sciences for college admissions officers to consider, while, at the same time, affording students the flexibility to choose a course of study that meets their own interests and fits with their career plans.

There can be courses where students may have proficiency in the content from prior or out-of-school programs or experiences. If a student seeks to enroll in a course and has not taken the required pre-requisite at Livingston High School, the student must demonstrate his/her comparable proficiencies to the department supervisor. Students may not enter into a course without successful completion of a required pre-requisite or department supervisor approval. Upon supervisor approval, students will be notified if they are permitted to enter into the requested course.

Please visit the LHS Science Department website for additional information: [click here](#).

#### Science Department Core Courses

<b>GENERAL BIOLOGY (474)</b> <b>Prerequisite: This course is assigned at the recommendation of the Child Study Team and is a Resource Center Level course.</b>	<b>6 Credits</b> <b>Full Year</b> <b>Grade 9</b>
<p>This course is designed to fulfill the New Jersey State Graduation requirement for science. The curriculum includes topics such as: skills and tools of the biological scientist, basic chemistry and biochemistry, cellular organization and processes, molecular processes, genetics and genetic technology, evolution, ecology, classification and the physiology of the human body. The goals and objectives identified in each student's IEP will be addressed throughout this course.</p>	
<b>BIOLOGY CP (422)</b> <b>Prerequisite: None.</b>	<b>6 Credits</b> <b>Full Year</b> <b>Grade 9</b>
<p>Biology CP is designed to provide students with the scientific principles, concepts and methodologies required to understand the relationships between the structure and function of living things. The curriculum includes topics such as: origins of life, molecular processes, genetics and genetic technology, evolution, ecology, human impact, and the study of select human body systems. The curriculum will address the needs of all learners through an interesting, problem-based approach to learning about living things and is designed to prepare students for the NJ Biology Competency Test. This course is <u>not</u> designed to cover all the material assessed on the Biology SAT II.</p>	

<b>BIOLOGY HONORS (410)</b> <b>Prerequisite: None.</b>	<b>6 Credits</b> <b>Full Year</b> <b>Grade 9</b>
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**Completion of a summer assignment is required for this course.**

Biology – Honors is designed to provide the highly motivated student with the scientific principles, concepts, and methodologies required to understand the relationships between the structure and function of living things. This curriculum includes topics such origins of life, molecular processes, genetics and genetic technology, evolution, ecology, human impact, and the study of select human body systems. This course moves at a faster pace than Biology College Prep (422) and covers a greater depth of information requiring students to have excellent work habits and independent study skills. This course is designed to prepare students for the NJ Biology Competency Test and most of the material needed for the SAT II-Biology tests. This course is highly recommended for those wishing to take AP Biology.

<b>GENERAL PHYSICAL SCIENCE (475)</b> <b>Prerequisite: This course is assigned at the recommendation of the Child Study Team and is a Resource Center Level course.</b>	<b>6 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
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The General Physical Science course has been designed to develop an understanding of the relationship between matter and energy. This course is not intended to include all of the concepts taught in physics and chemistry, but provides a solid foundation in the major topics taught in both courses. Goals of this course include assisting students to become better problem solvers while they learn relationships and patterns among events and processes in the physical world. Chemistry topics include: techniques of measurement, the structure of the atom, isotopes, ions, bonding, classification of matter, the periodic table, properties of metals and nonmetals, and formula writing. The physics topics include: speed, velocity, acceleration, force and Newton's Laws of Motion, work and power, energy and electricity.

<b>INTRODUCTION TO CHEMISTRY AND PHYSICS CP (441)</b> <b>Prerequisite: Successful completion of Biology and Environmental Science.</b>	<b>6 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
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The Introduction to Chemistry and Physics course has been designed to develop an understanding of the relationship between matter and energy. This course is not intended to include all of the concepts taught in full-year chemistry and physics courses, but provides a solid foundation in the major topic standards taught in both. Goals of this course include assisting students to investigate the relationships and patterns among events and processes in the physical world. Chemistry topics include: techniques of measurement, the structure of the atom, isotopes, ions, bonding, classification of matter, the periodic table, properties of metals and nonmetals, and formula writing. The physics topics include: speed, velocity, acceleration, force and Newton's Laws of Motion, work and power, energy and electricity. Students having taken a full-year course in either Chemistry or Physics *are not eligible* to register for this course.



<b>CHEMISTRY CP (432)</b> <b>Prerequisite: Successful completion of Biology, Algebra 1.</b>	<b>6 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p>Chemistry CP is a science course designed to provide motivated students with an understanding of the important role chemistry plays in their lives. It will prepare them to enter a first-year college chemistry course with confidence. This course challenges students to apply their understanding of chemistry to everyday situations. The curriculum includes topics such as energy, structure and interactions of matter, nuclear processes, chemical reactions, stoichiometry, thermochemistry, states of matter, solutions, and acids and bases. It will address the needs of all learners through an interesting, problem-based approach to learning about the substances that make up our world. The laboratory portion of Chemistry CP is designed to give students hands-on experiences to reinforce concepts introduced in class. Mathematical skills required for this class include an understanding of ratios, percent and solving problems by substitution. This course is <u>not</u> designed to cover all the material assessed on the Chemistry SAT II.</p>	

<b>CHEMISTRY HONORS (421)</b> <b>Prerequisite: Successful completion of Biology, Algebra 1.</b>	<b>6 Credits</b> <b>Full Year</b> <b>Grade 10-12</b>
<p><b>Completion of a summer assignment is required for this course.</b></p> <p>Chemistry Honors is designed to provide the highly motivated, college-bound student with an understanding of inorganic chemistry. Topics include: properties of matter and change; atomic theory, electron structure and periodicity; chemical bonding and reactions; stoichiometry; states of matter; solutions; thermochemistry; rates and equilibrium; acids, bases and salts; and redox reactions. This course moves at a faster pace than Chemistry CP (432) and covers a greater depth of information, requiring students to have excellent work habits and independent study skills. While a minimum grade of "B" or higher in 8<sup>th</sup> grade Algebra 1 or Algebra 1 Honors is a good predictor for success in this course, it is strongly recommended that students are taking Algebra 2 as a co-requisite. This challenging course covers most of the material needed for the Chemistry SAT II exam and will better prepare interested students for Advanced Placement Chemistry.</p>	

<b>GENERAL ENVIRONMENTAL SCIENCE (471)</b> <b>Prerequisite: This course is assigned at the recommendation of the Child Study Team and is a Resource Center Level course.</b>	<b>6 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
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General Environmental Science is a resource center replacement course. This course fulfills one year of the science requirement for high school graduation. General Environmental Science parallels the regular education Environmental Science course as students study 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. The curriculum includes topics such as: the scientific method, introduction to earth processes, ecology, populations, land, air and water quality and pollution, climate change, biodiversity and endangered species, mineral and energy resources, our health and our future, and legal aspects of conservation. The goals and objectives identified in each student's IEP will be addressed throughout this course.

<b>ENVIRONMENTAL SCIENCE CP (412)</b> <b>Prerequisite: Successful completion of Biology.</b>	<b>6 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
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Environmental Science CP is designed 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. The curriculum includes topics such as an introduction to earth processes, ecology, populations, land, air and water quality and pollution, climate change, biodiversity and endangered species, mineral and energy resources, our health and our future, and the legal aspects of conservation. This curriculum will address the needs of all learners through an interesting, problem-based approach to learning about human impact on the environment.

<b>ENVIRONMENTAL SCIENCE HONORS (411)</b> <b>Prerequisite: Successful completion of Biology.</b>	<b>6 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
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**Completion of a summer assignment is required for this course.**

Environmental Science Honors is designed to provide the highly motivated student with a thorough knowledge of 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. The curriculum includes topics such as: an introduction to earth processes, ecology, populations, land, air and water quality and pollution, climate change, biodiversity and endangered species, mineral and energy resources, our health and our future, and the legal aspects of conservation. This course moves at a faster pace than Environmental Science CP (412) and covers greater depth of information, requiring students to have excellent work habits and independent study skills. A minimum grade of "B" or higher in Biology CP and Chemistry CP or a grade of "C" in Biology Honors and Chemistry Honors are good predictors for success in this course as students will be expected to incorporate their knowledge of both disciplines with the analysis of various environmental issues.

<b>AP ENVIRONMENTAL SCIENCE (454)</b> <b>Prerequisite: Successful completion of Biology, Algebra 1 and an AP Science application is required.</b>	<b>6 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
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**Completion of a summer assignment is required for this course.**

Advanced Placement Environmental Science embraces a wide variety of topics from a variety of disciplines, including geology, biology, environmental studies, environmental science, chemistry, and geography. There are several major unifying constructs that provide the basic required foundation for the structure of the course: earth systems and resources, the living world, population, land and water use, energy resources and consumption, pollution, and global change. The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. It is a rigorous science course that emphasizes scientific principles and analysis, as well as the study of environmental issues from a sociological or political perspective. A minimum grade of "B" or higher in Biology CP or Biology Honors and Algebra 1 are good predictors for success in this course. It is expected that all students take the AP Environmental Science exam in May.

**PHYSICS CP (442)****Prerequisite: Successful completion of Biology, Algebra 1, Geometry.****6 Credits  
Full Year  
Grades 10-12**

This course has been structured to provide students with the opportunity to explore phenomena of the world around them from the perspective of motion and energy. Students explore topics such as motion, forces, momentum, work & energy, electricity, magnetism, mechanical waves, and optics by participating in observational experiments, designing testing experiments, and developing skills in data analysis and representing situations with mathematical models. A comfortable understanding of Algebra I is strongly recommended for this course. Modeling and inquiry strategies aid students in developing strong conceptual understanding, a basis for mathematical models and application of concepts. Throughout the year, students partake in engineering design projects to showcase their understanding of concepts.

**PLEASE NOTE:** Students taking Physics over the summer for advancement must declare which future Physics elective(s) they are interested in taking. For students interested in either of the AP Physics 1 or AP Physics 2 electives, the CP Physics midterm and final exam would be given. For students pursuing either of the AP Physics C options, the AP Physics 1 midterm and final exams would be given. Students interested in this option should obtain an AP Physics 1 prep book and use it to guide their study.

<b>AP PHYSICS 1 (457)</b> <b>Prerequisite: Successful completion of Biology, Algebra 1 and Geometry and an AP Science application is required.</b> <b>Prerequisite/Co-requisite: Algebra 2.</b>	<b>6 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
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**Completion of a summer assignment is required for this course.**

This course follows the curriculum set forth by the College Board and is equivalent to a first semester algebra-based Physics course. Students will require a strong algebra background and knowledge of right triangle sine, cosine, and tangent ratios to be successful in this course. While minimum grades of “B” or higher in either 8<sup>th</sup> grade Algebra 1 or Algebra 1 Honors and Geometry Honors are good predictors for success in this course, it is recommended that students concurrently take AP Physics 1 with Precalculus. Topics include kinematics, Newton’s Laws of motion, torque, rotational motion and angular momentum, gravitation and circular motion, work, energy, power, linear momentum, oscillations, mechanical waves, sound, and an introduction to electric circuits. There will be a focus on inquiry-based laboratory activities which challenge students to design and carry out experiments targeting certain learning objectives. After the AP exam in May, an additional survey of the following topics would be conducted as time permits to help prepare students for coursework in AP Physics 2, AP Physics C: Mechanics, or AP Physics C: Electricity and Magnetism – light and optics, magnetism, thermal physics, fluids, and electrical fields. Students intending to take any of these three advanced AP Physics courses must have first taken AP Physics 1. It is expected that all students take the AP Physics 1 exam in May.

Please note that students who choose or are forced to drop AP Physics 1 will be moved into CP Physics (unless the student chooses to drop Physics entirely). It is important to note that AP Physics 1 and CP Physics do not follow the same scope and sequence. CP Physics provides a survey of Physics concepts while AP Physics 1 focuses on fewer concepts but in more detail. Students who drop into CP Physics will be required to complete an abbreviated make-up assignment in order to attain the necessary concepts students will need for success in future units.

**PLEASE NOTE:** Students taking Physics over the summer for advancement must declare which future Physics elective(s) they are interested in taking. For students interested in either of the AP Physics 1 or AP Physics 2 electives, the CP Physics midterm and final exam would be given. For students pursuing either of the AP Physics C options, the AP Physics 1 midterm and final exams would be given. Students interested in this option should obtain an AP Physics 1 prep book and use it to guide their study.

## Science Elective Courses

### Full Year Courses

<b>AP BIOLOGY (450)</b> <b>Prerequisite: Successful completion of Biology and an AP Science application is required.</b> <b>Prerequisite/Co-requisite: Chemistry or Chemistry Honors.</b>	<b>6 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<b>Completion of a summer assignment is required for this course.</b> Advanced Placement Biology is designed to be the equivalent of a college introductory biology course, usually taken by biology majors during their first year. This course is designed to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The College Board based curriculum includes topics such as general chemistry, biochemistry, molecular genetics, origin of life, evolution, animal behavior, cellular biology, cell transport, microbiology, nervous, immune and endocrine systems, cell energetics and cellular respiration, photosynthesis, cellular reproduction, Mendelian genetics, population genetics, ecology, and genetic engineering. A minimum grade of "B" or higher in Biology Honors is a good predictor for success in this course. Though a student could be successful in AP Biology while concurrently taking Chemistry, it is <b>highly recommended</b> that students have a first-year Chemistry course <b>prior</b> to registering for AP Biology. It is expected that all AP Biology students take the AP Biology Exam in May.	
<b>BIOTECHNOLOGY 1 (447)</b> <b>Prerequisite: Successful completion of Biology, Chemistry.</b>	<b>6 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
Biotechnology is one of the fastest growing industries in the nation, and it affects nearly every aspect of our daily lives. Although the name might imply a single field, biotechnology actually includes a broad array of related technologies, unified in that they all use organisms or their products to benefit society. The applications of biotechnology can be seen in various industries, from agriculture and environmental protection, to forensics, engineering, medicine, and business lifecycle management. This lab-based course offers students an introduction to many of the techniques which would be used in biotechnology research and is highly encouraged for any student who foresees a college program related to the sciences.  This course is required for all students participating in the Biotechnology Pathway at Livingston High School; however, all students can take this introductory course as an elective. A minimum grade of "C" in Biology and Chemistry, as well as a strong work ethic are good predictors for success in this course. Students can elect to take the NOCTI (National Occupational Competency Testing Institute) examination for this course. If they pass the NOCTI exam, they will then receive industry accreditation and documentation that will benefit them when they try to secure positions in laboratory or pharmacological related careers.	

<b>BIOTECHNOLOGY 2 (449)</b> <b>Prerequisite: Successful completion of Biotechnology 1.</b>	<b>6 Credits</b> <b>Full Year</b> <b>Grade 12</b>
<p>This course is designed to build upon the strong laboratory foundation fostered in Biotechnology 1 and provide insight to the diversified applications of the biotechnology industry. Students will complete upper level labs associated with agriculture and pharmacological development, as well as complete independent research on a topic of their choice. Students will foster collaboration with industry and academia. Students will also develop their ability to communicate their findings through science research paper development, presentations, and poster development sessions. Challenges for science fair and modeling competitions will also be explored.</p> <p>This course is designed to be the capstone experience within the Biotechnology Pathway. A minimum grade of “C” in Biotechnology 1 and a passing score on the NOCTI Biotechnology assessment are good predictors for success in this course.</p>	

<b>AP CHEMISTRY (451)</b> <b>Prerequisite: Successful completion of Biology, Chemistry, Algebra 1 and an AP Science application is required.</b> <b>Prerequisite/Co-requisite: Algebra 2.</b>	<b>6 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
<p><b>Completion of a summer assignment is required for this course.</b></p> <p>Advanced Placement Chemistry is designed to be the equivalent of a college introductory chemistry course. Students in this course attain a depth of understanding of fundamentals and competence in dealing with chemical problems; chemical periodicity viewed by quantum mechanics; stoichiometric calculations involved with chemical reactions; energy involved in chemical reactions; behavior of ideal and real gases based on the Kinetic Molecular Theory; physical and chemical properties of liquids and solids determined by molecular motion and intermolecular bonding; chemical kinetics; equilibrium; thermodynamics; acids, bases, and salts, including buffer solutions; and electrochemistry. A minimum grade of “B” or higher in Chemistry Honors is a good predictor for success in this course. It is expected that all students take the AP Chemistry exam in May.</p>	

<b>DYNAMICS OF HEALTHCARE IN SOCIETY (448)</b> <b>Prerequisite: Successful completion of Biology.</b> <b>Pre/Co-requisite: Chemistry Honors or Chemistry CP</b>	<b>6 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p>Dynamics of the Healthcare System provides an orientation to health care services and their delivery. It presents an interdisciplinary perspective, focusing on process skills such as critical thinking, ethical reasoning, effective communication and ways to continue independent learning throughout life. Students will learn how all health care providers acquire professional competency in dealing with the issues and problems they face as well as the role they play as informed consumers. Students will also familiarize themselves with the multitude of careers in the health care system. Ethics and professionalism will be stressed through case studies of patient privacy and various other ethical dilemmas faced by medical professionals.</p> <p><b>This course is required for all students participating in the dual enrollment Rutgers School of Health Professions Health Science Careers program (RHSP) pathway at Livingston High School.</b> Students can elect to take the Rutgers examination for this course provided that they maintain a 'C' or better average. If they pass the Rutgers exam with a 'C' (73%) or better, they are eligible to receive three Rutgers credits. This is contingent on them taking and passing one additional Rutgers Health Science Professions course, which would be Anatomy and Physiology 1. The Rutgers School of Health and Professions exams grade will be the grade listed on the Rutgers SHP transcript.</p> <p>Note: This course is available to all students as an elective; however, it is a requirement for those students looking to complete the Heath Sciences Pathway.</p>	

<b>FORENSIC SCIENCE (446)</b> <b>Prerequisite: Successful completion of Biology, Algebra 1.</b>	<b>6 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p>Forensic Science is designed for the well-motivated student with an interest in science as it applies to the legal system. Students will integrate knowledge from the fields of physical science, biology and mathematics to analyze crime scene evidence. Topics include analysis of DNA, fingerprints, hairs, fibers, entomology, and blood spatter. Class time will be devoted to mastering techniques in evidence evaluation. Students will be required to identify and document evidence in mock crime scenes, analyze evidence and communicate analysis in a written format. The culminating project involves students working with peers to design a scene. In addition, they will process, analyze, and communicate findings of evidence from mock scenes built by peer groups. A minimum grade of "C" in Biology CP and a strong work ethic are good predictors for success in this course.</p>	



<b>THE HUMAN BODY (435)</b> <b>Prerequisite: Successful completion of Biology.</b>	<b>6 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
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The Human Body has been designed to present an anatomical and physiological survey of the human systems with an emphasis on human disease. The curriculum includes topics such as: basic cell and tissue types, homeostatic mechanisms, cardiovascular system, musculoskeletal system, digestive system, reproductive system, respiratory system, excretory system and nervous system. Field trips are scheduled to supplement instruction. Lab work includes cell microscopy, extensive dissection of the cat as a human analogy, and non-invasive respiratory and cardiovascular studies. A minimum grade of "C" in Biology CP as well as a strong work ethic, are good predictors for success in this course. This course is not connected to the Health Science Pathway or to Rutgers dual enrollment credit.

<b>ANATOMY AND PHYSIOLOGY 1 (426)</b> <b>Prerequisite: Successful completion of Biology, Chemistry and Dynamics of Health Care in Society (including RHSP examination of 'C' or better).</b> <b>Pre/Co-requisite: Chemistry Honors or Chemistry CP</b>	<b>6 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
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The Anatomy and Physiology I course is the first course in a two-year sequence of the study of the structure and function of the human body. This course follows a sequential development of the major body systems in an organized and structured curriculum. The course is designed to give the students a selective overview of human anatomical structure and an analysis of human physiological principles. Labs will include slide work, dissection of various animals and studies of the human skeleton. The course will also use computer simulated dissection. In this course, the following topics will be discussed: characteristics of life and levels of organization, biochemistry, cell structure and function, the integumentary system, the skeletal system, the muscular system, the nervous system, and special senses.

**This course is offered as a dual enrollment option through the Rutgers School of Health Science Professionals (4 credits).** The minimum level of satisfactory performance in this course is a 'C' or better. To receive a 'C' (73 average) or better, students must first complete ALL course requirements specified above, including meeting the minimum attendance expectation. Students who have a 'C' (73 average) cumulative average or better at the end of marking period three will be eligible to take the Rutgers School of Health Professions, Health Science Careers standardized exam to determine college credit. For Anatomy and Physiology 1, the Rutgers School of Health Professions exam grade will be the grade listed on Rutgers SHUP transcript. All students must attain a 'C' (73 average) or better to earn college credits. Minimum passing standardized exam grade must be at least 70% before calculations of college transcript grade can be determined.

In addition, the first half of Medical Terminology will be infused into this course. Students taking Anatomy and Physiology 2 (RHSP) the following year will have the opportunity to sit for both the Anatomy and Physiology 2 (RHSP) and the Medical Terminology (RHSP) exams.

<b>ANATOMY AND PHYSIOLOGY 2 (427)</b> <b>Prerequisite: Successful completion of Biology, Chemistry, Dynamics of the Health Care in Society and Anatomy &amp; Physiology 1 (including RHSP examinations of 'C' or better for both).</b>	<b>6 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
<p>The Anatomy and Physiology 2 course is the second course in a two-year sequence of the study of the structure and function of the human body. This course follows a sequential development of the major body systems in an organized and structured curriculum. The course is designed to give the students a selective overview of human anatomical structure and an analysis of human physiological principles. Labs will include slide work, dissection of various animals and studies of the human skeleton. The course will also use computer simulated dissection. In this course, the following topics will be discussed: the respiratory system, the cardiovascular system, the excretory system, the endocrine system, the male and female reproductive systems and the lymphatic system.</p> <p><b>This course is offered as a dual enrollment option through the Rutgers School of Health Science Professionals (4 credits).</b> The minimum level of satisfactory performance in this course is a 'C' or better. To receive a 'C' (73 average) or better, students must first complete ALL course requirements specified above, including meeting the minimum attendance expectation. Students who have a 'C' (73 average) cumulative average or better at the end of marking period three will be eligible to take the Rutgers School of Health Professions, Health Science Careers standardized exam to determine college credit. For Anatomy and Physiology 2, the Rutgers School of Health Professions exam grade will be the grade listed on Rutgers SHP transcript. All students must attain a 'C' (73 average) or better to earn college credits. Minimum passing standardized exam grade must be at least 70% before calculations of college transcript grade can be determined.</p> <p>In addition, the second half of Medical Terminology will be infused into this course. Students taking Anatomy and Physiology 2 will have the opportunity to sit for both the Anatomy and Physiology 2 and the Medical Terminology exams.</p>	

<b>MEDICAL TERMINOLOGY</b> <b>Prerequisite: Successful completion of Anatomy &amp; Physiology 1 (including RHSP examination of ‘C’ or better).</b> <b>Pre/Co-requisite: Anatomy and Physiology 2 - RHSP</b>	<b>0 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
<p>Medical Terminology is the study of words that pertain to body systems, anatomy, physiology, medical processes and procedures and a variety of diseases. It provides specialized language for the health care team, enabling health care workers to communicate in an accurate, articulate and concise manner. This course is designed to give the students a comprehensive knowledge of word construction, definition and use of terms related to all areas of medical science. The course includes but is not limited to terms related to anatomy of the human body, functions of health and disease, and the use of language in processing medical/dental records and claim forms.</p> <p><b>This course is part of the dual enrollment option through the Rutgers School of Health Science Professionals.</b> This course is split between Anatomy and Physiology 1 CP and Anatomy and Physiology 2 CP. This will better help students contextualize the terminology they are learning by relating it to the study of the human body. While there is no separate grade for medical terminology recorded on the LHS transcript, students will be taking terminology assessments throughout both years. These grades will be logged into a separate spreadsheet to help generate a summative grade. As a 3-credit, dual enrollment option through the Rutgers School of Health Science Professionals, the minimum level of satisfactory performance in this course is a ‘C’ or better. To receive a ‘C’ (73 average) or better, students must first complete ALL course requirements specified above, including meeting the minimum attendance expectation. Students who have a ‘C’ (73 average) cumulative average or better at the end of marking period three will be eligible to take the Rutgers School of Health Professions, Health Science Careers standardized exam to determine college credit. For Medical Terminology, the Rutgers School of Health Professions exam grade will be the grade listed on Rutgers SHP transcript. All students must attain a ‘C’ (73 average) or better to earn college credits. Minimum passing standardized exam grade must be at least 70% before calculations of college transcript grade can be determined.</p>	

<b>AP PHYSICS 2 (458)</b> <b>Prerequisite: Successful completion of AP Physics 1, Algebra 2 and an AP Science application is required.</b> <b>Co-requisite: Pre-Calculus.</b>	<b>6 Credits</b> <b>Full Year</b> <b>Grade 11-12</b>
<p><b>Completion of a summer assignment may be required for this course.</b></p> <p>This course follows the curriculum set forth by the College Board and is equivalent to a second semester algebra-based Physics course. Students must have taken AP Physics 1 as a prerequisite course. Minimum grades of “B” or higher in AP Physics 1 and Algebra 2 Honors are good predictors for success in this course. Topics include fluid statics and dynamics, thermodynamics, electrostatics, electrical circuits, magnetic fields, electromagnetism, physical and geometric optics, and topics in modern physics. There will be a focus on inquiry-based laboratory activities which challenge students to design and carry out experiments targeting certain learning objectives. After the AP exam in May, students will utilize their conceptual and mathematical understanding to successfully complete engineering design challenges. It is expected that all students take the AP Physics 2 exam in May.</p>	

<p><b>AP PHYSICS C Mechanics (456)</b>  <b>Prerequisite: Successful completion of AP Physics 1, Algebra 1, 2, Geometry and Pre-Calculus and an AP Science application is required.</b>  <b>Prerequisite/Co-requisite: Calculus.</b></p>	<p><b>6 Credits</b>  <b>Full Year</b>  <b>Grade 11-12</b></p>
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**Completion of a summer assignment may be required for this course.**

Advanced Placement Physics C: Mechanics is designed to be the equivalent of a college level course in calculus-based physics. This course provides the same foundation available in college for students majoring in the physical sciences or engineering and is an intensive and analytical course with calculus applied whenever appropriate. AP Physics C: Mechanics provides instruction in each of the following content areas: kinematics; Newton’s laws of motion; work, energy, and power, systems of particles and linear momentum; circular motion and rotation; and oscillation and gravitation. Minimum grades of “B” or higher in Pre-Calculus Honors and AP Physics 1 are good predictors for success in this course. It is expected that all students take the AP Physics C - Mechanics exam in May.

<p><b>AP PHYSICS C Electricity and Magnetism (455)</b>  <b>Prerequisite: Successful completion of AP Physics 1, Algebra 1, 2, Geometry and Pre-Calculus and an AP Science application is required.</b>  <b>Prerequisite/Co-requisite: Calculus.</b></p>	<p><b>6 Credits</b>  <b>Full Year</b>  <b>Grade 11-12</b></p>
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**Completion of a summer assignment may be required for this course.**

Advanced Placement Physics C: Electricity and Magnetism is designed to be the equivalent of a college level course in calculus-based physics. This course provides the same foundation available in college for students majoring in the physical sciences or engineering and is an intensive and analytical course with calculus applied whenever appropriate. AP Physics C: Electricity and Magnetism provides instruction in each of the following content areas: electrostatics, conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Minimum grades of “B” or higher in Pre-Calculus Honors and AP Physics 1 are good predictors for success in this course. It is expected that all students take the AP Physics C – Electricity and Magnetism exam in May.

<b>SUSTAINABILITY SCIENCE 1 (428)</b> <b>Prerequisite: Successful completion of Biology and Environmental Science</b>	<b>6 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
<p>The expansion of the human population on a planet with finite resources presents many challenges. Industrial countries of the world enjoy a multitude of daily conveniences and luxuries, while developing countries are moving furiously to emulate the modern world. To prevent societal and ecological collapse, humanity needs to begin to utilize natural resources through sustainable practices. Sustainability Science is a full year lab course devoted to applying science and engineering practices to confronting sustainability issues within our community, at the local, national, and global scale. Major units of study are aligned with the four basic needs of our species: water, food, shelter, and energy. Since sustainability is such a moral and ethical imperative, students in the course will investigate and engage in case studies in order to propose practical solutions to complex issues. This project-based course will combine research, experimentation, engineering design, and community outreach opportunities with the LHS community, local businesses, and universities.</p>	

<b>SUSTAINABILITY SCIENCE 2 (429)</b> <b>Prerequisite: Successful completion of Biology, Environmental Science and Sustainability Science 1</b>	<b>6 Credits</b> <b>Full Year</b> <b>Grade 12</b>
<p>In this is the culminating course for the LHS Sustainability Pathways, students will assume the role of researcher and steward to their communities, both local and global. Designed for a student interested in pursuing a career in environmental engineering or sustainable business, this course is a hand-on, independent study with the teacher assuming the role as coach to assist in student-drive projects. Sustainability Science 2 is the second full year lab course devoted to applying science and engineering practices to confronting sustainability issues within our community, at the local, national, and global scale. Major units of study are tailored to students' individual interests. This project-based course will combine independent research, experimentation, engineering designed, and community outreach opportunities with the LHS community, local businesses, and universities.</p>	

## Science Elective Courses

### Full Year Courses

#### Science Research Program

<b>INTRODUCTION TO RESEARCH METHODS HONORS (423)</b> <b>Prerequisite: Successful completion of Biology.</b> <b>Entry into this sequence of courses is by application only.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 10</b>
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**Completion of a summer assignment is required for this course.**

The Science Research program at Livingston High School is a **three-year** sequence of courses that begins with the 10<sup>th</sup> Grade student. Students have the opportunity to perform research projects and participate in the scientific research community as part of their high school experience. They will learn time management, sophistication in dealing with professionals, and bibliographic research using online services. Students choose a topic from mathematics, physical sciences, life sciences, social sciences, or psychology and pursue this research for three years. The first year is dedicated to searching for and defining a topic of interest, learning the process of primary article dissection, basic statistics, presentation of knowledge in written and oral forms, finding a mentor, and collaborating to host the Annual Science Research Symposium.

<b>INTERMEDIATE RESEARCH METHODS HONORS (434)</b> <b>Prerequisite: Minimum grade of B in Introduction to Research Methods Honors.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 11</b>
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**Completion of a summer assignment is required for this course.**

This is the second course in the three-year Science Research Program. After completing a summer research experience, students will continue obtaining, evaluating, and synthesizing primary sources on their topic of interest. They will engage in activities that help them to strengthen their ability to pose research questions, designed experimental procedures, analyze and interpret data, construct explanations, and communicate their findings. Students will solidify a summer experience in which they will conduct authentic research on their topic, which allow them to write their culminating research paper during their senior year. Students in Intermediate Research Methods Honors will take a leadership role in developing and executing the Science Research Program's Annual Science Symposium.

<b>ADVANCED RESEARCH METHODS (443)</b> <b>Prerequisite: Minimum grade of B in Intermediate to Research Methods Honors.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 12</b>
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**Completion of a summer assignment is required for this course.**

After conducting their authentic research projects during the summer, students in Advanced Research Methods will write their culminating research paper. This paper will include an abstract, introduction, methods section, data and analysis section, discussion section, acknowledgements, and literature cited. These research papers will be submitted to various Science Research competitions throughout the year. Students will also develop presentations on their research, which will include elevator speeches and a 10-12 minute PowerPoint presentation. As seniors, these students will be the keynote speakers at the Science Research Annual Science Symposium. Because of the level of advanced research conducted, this course will receive AP weighting when grades are calculated.

<b>AP SEMINAR - STEM (424)</b> <b>Prerequisite: Minimum grade of B in Introduction to Research Methods Honors.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 11</b>
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**Completion of a summer assignment is required for this course.**

This full year elective course is the foundational class needed for the two-year AP Capstone diploma. This course will engage students in cross-curricular conversations that explore the complexities of real-world issues and academic topics. Students will learn to analyze and incorporate diverse perspectives to craft credible evidence-based arguments. Using the College Board's QUEST inquiry framework, students will read and evaluate articles, research foundational, literary, and philosophical texts; listen and view speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students will 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. These benchmark assignments will be submitted to the College Board and contribute to the final AP score. In addition, students will continue to research their topic of interest they selected during Introduction to Research Methods and work to attain a mentor who will help them conduct their own research project in order to report their findings as part of next year's AP Research course.

<b>AP SEMINAR (234)</b> <b>Prerequisite: AP Seminar application is required.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 11</b>
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**Completion of a summer assignment may be required for this course. Please check with instructor for further details.**

Students must apply and be selected for this two-year AP Capstone program. Students will develop their analytical skills by exploring appropriate themes and topics selected by the teachers and the students. Students will learn to synthesize information from multiple sources, develop their own perspectives in research-based essays, and design oral and visual representations. Students will be expected to complete an individual paper, presentation, and end-of-course exam as well as a team research project. These benchmark assignments will be submitted to the College Board and contribute to the final AP score. The second course needed to complete the AP Capstone program, *AP Research*, will be offered the following school year.

<b>AP RESEARCH - STEM (425)</b> <b>Prerequisite: Minimum grade of B in AP Seminar.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 12</b>
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This course is the culmination of the two-year AP Capstone in Science Research and Laboratory-Based Inquiry. Students will utilize the research methodologies, ethical practices and synthesis strategies acquired in the AP Seminar course to complete an individual research project. Students will also be expected to utilize data collected through laboratory experiments to support their conclusions. The students will demonstrate their proficiency in meeting the objectives of this two-year sequence by constructing a 5,000-word academic thesis paper as well as present and perform an oral defense of their research methodology. Additionally, students will have the opportunity to submit their research to various competitions and present their findings at the annual Science Research Symposium.

<b>AP RESEARCH (235)</b> <b>Prerequisite: Successful completion of AP Seminar – STEM.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 12</b>
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**Completion of a summer assignment required for this course.**

This full-year elective course will be the culminating class needed to complete the two-year AP Capstone program. This course will allow students to deeply explore an academic topic, problem, or issue of their own choice and interest. Through this investigation, students will cultivate the skills and discipline necessary to conduct independent research. Students will learn to design an effective and ethical plan of investigation which utilizes various academic research methods. The students will demonstrate their understanding by constructing a 5,000-word academic thesis paper as well as present and perform an oral defense of their research methodology.



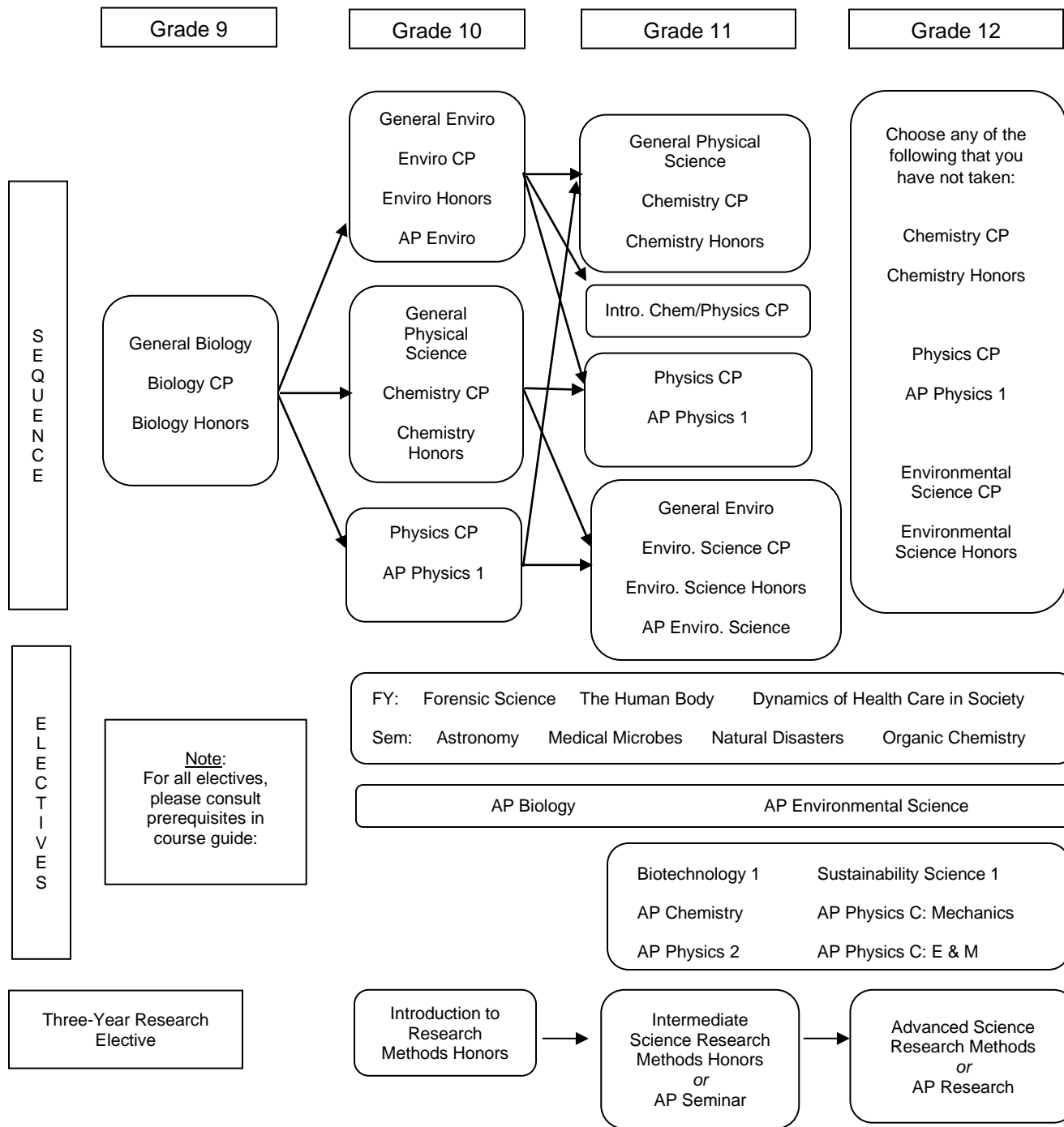
## Science Elective Courses

### Semester Courses

<b>ASTRONOMY (433)</b> <b>Prerequisite: Successful completion of Biology.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 10-12</b>
<p>Science begins with observation. Ancient societies used the motions of the Sun, Moon, and stars establish their cultures and sustain their people. The field of astronomy has changed dramatically over the last millennia, and with every new discovery, our understanding of the Universe changes as well. This semester course is designed to provide students with an exploratory experience in astronomy topics including: gravity, orbital motion, constellations, moon phases, telescopes, the solar system, stellar evolution, galaxies, the big bang, and the possibility of life outside our solar system. Hands-on lab activities as well as use of the STARLAB simulator are methods to explore these topics in greater depth.</p>	
<b>MEDICAL MICROBES (437)</b> <b>Prerequisite: Successful completion of Biology.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 10-12</b>
<p>Despite enormous advances in treatment and prevention made during the 20<sup>th</sup> Century, infectious diseases remain a leading cause of death worldwide. Today, diseases once thought eradicated are re-emerging, others historically responsive to treatment are becoming increasingly drug-resistant, and emerging pathogens are posing new threats to human health. The goal of this semester course is to give students a basic understanding of the causes, pathology, and treatments of human infectious diseases, if they are known. Students will also explore how socioeconomic conditions and human decisions affect the spread of disease.</p>	
<b>NATURAL DISASTERS (438)</b> <b>Prerequisite: Successful completion of Biology.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 10-12</b>
<p>This semester course will use historical case studies to examine the causes and impacts of natural disasters such as tsunamis, earthquakes, volcanoes, and hurricanes. To accomplish this, students will learn how Earth systems and processes work, how humans interact with them, with sometimes disastrous results, and how disasters can be mitigated. Socioeconomic issues such as economic costs, costs to human and ecosystem health, and aid relief and recovery in developed versus undeveloped nations will be incorporated into class discussions.</p>	

<b>ORGANIC CHEMISTRY (436)</b> <b>Prerequisite: Successful completion of Biology and Chemistry.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 10-12</b>
<p>Organic Chemistry is a semester course designed to provide a general background in organic chemistry for students interested in any medical field or a specific career in science. Organic Chemistry deals specifically with the structures, synthesis, and reactions of carbon-containing compounds. This organic chemistry course will help students to understand the reactions, industrial uses, biological significance, and environmental concerns associated with alkanes, alkenes, alkynes, alcohols, ethers, aldehydes, ketones, organic acids, and amines as well as provide students with an introduction to polymer chemistry. Topics have been chosen by carefully examining prerequisite knowledge from biology and chemistry classes, looking at background information needed for college, medical school and other professional fields, and by examining the relevancy of the material in terms of students' lives. Labs are scheduled within regular class periods and are all safe "hands-on" activities. A minimum grade of "B" in Chemistry CP or a grade of "C" in Chemistry Honors would be a good predictor for success in this course.</p>	

## Course Sequence for Science



NJ State mandates all students must take three (3) laboratory courses:  
Biology plus 2 of the following: Chemistry, Physics, Environmental Science or Introduction to Chemistry/Physics

## Career Pathways

Biotechnology

Health Sciences

Environmental  
Sustainability

9<sup>th</sup> Grade

Biology CP/H

Biology CP/H

Biology CP/H

10<sup>th</sup>  
And  
11<sup>th</sup>  
Grades

Required  
Chemistry CP/H (10<sup>th</sup>)  
Biotechnology 1 (11<sup>th</sup>)  
  
Choose One  
Physics CP/AP 1  
Environmental Science  
CP/H/AP

Required  
Chemistry CP/H (10<sup>th</sup>)  
Dynamics of Health Care in Society  
(10<sup>th</sup>)  
Anatomy & Physiology 1 (11<sup>th</sup>)  
  
Choose One  
Physics CP/AP 1  
Environmental Science CP/H/AP

Required  
Environmental Science CP/H/AP  
(10<sup>th</sup>)  
Sustainability Science 1 (11<sup>th</sup>)  
  
Choose One  
Chemistry CP/H  
Physics CP/AP

12<sup>th</sup> Grade

Required  
Biotechnology 2

Required  
Anatomy & Physiology 2  
  
Optional:  
Medical Terminology (11<sup>th</sup>/12<sup>th</sup>  
grade split course – material  
covered between Anatomy &  
Physiology 1 and 2)

Required  
Sustainability Science 2

Any Time  
Between  
10<sup>th</sup>-12<sup>th</sup>  
grades

Choose One  
AP Biology  
Forensic Science

Choose One  
AP Biology  
AP Environmental Science  
(if not taken)  
Biotechnology  
Technology & Design  
Astronomy/Natural Disasters  
(both)

## Interdisciplinary Courses

The following courses offer an opportunity for interdisciplinary experiences that allow students to integrate the knowledge, concepts, and skills of multiple disciplines. This experience will broaden students' understanding of a variety of topics as they explore the natural connections and relationships of the respective subject areas.

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## Social Studies Department

The goal of the Social Studies Department at Livingston High School is to study the decisions of the past in order for our students to become responsible citizens and participate in the formation of a better future. Through the study of history, our students will gain insight into the complexities of national and world issues and understand potential consequences of actions. Each phase of our program offers students an extensive knowledge base, critical thinking skills, progressive mastery of oral and written communication, comprehensive geography skills, appreciation of artistic and cultural pursuits, and numerous opportunities to examine and discuss values and ethics of the global community and the American society. In order for our democracy to continue to grow and become more inclusive, we need a participatory, educated, and responsible populace.

The New Jersey Department of Education mandates students receive three core courses in the area of Social Studies. These three courses include one course (5 credits) of World History and two courses (10 credits) of United States History. The department offers these core courses at the CP and Honors level with an Advanced Placement opportunity in US History II. A humanities option is also available for students interested in exploring the interaction between History, Literature and the Arts.

Beyond the mandatory courses, the department also offers 18 different elective options. These courses explore a variety of topics of interest. Students who are interested in a future involving social studies can investigate a number of career pathways. These courses include both semester and full year terms as well as CP and Advanced Placement levels. The Holocaust and Genocide course provides an opportunity to receive college-credit through a dual enrollment arrangement with Kean University.

There can be courses where students may have proficiency in the content from prior or out-of-school programs or experiences. If a student seeks to enroll in a course and has not taken the required pre-requisite at Livingston High School, the student must demonstrate his/her comparable proficiencies to the department supervisor. Students may not enter into a course without successful completion of a required pre-requisite or department supervisor approval. Upon supervisory approval, students will be notified if they are permitted to enter the requested course.

Please visit the LHS Social Studies Department website for additional information: [click here](#).

### Social Studies Core Courses

<b>GENERAL MODERN WORLD HISTORY (271)</b> <b>Prerequisite: This course is assigned at the recommendation of the Child Study Team and is a Resource Center Level course.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 9</b>
This required course is the foundation of the Social Studies program and is designed to give students an international perspective on the historical forces that shape the global community. Students will develop social studies skills, and consider the impact of current issues in Europe, Asia, the Middle East, Latin America, and Africa. This course is designed for students with emergent critical thinking, reading, writing, and oral communication skills. The goals and objectives identified in each student's IEP will be addressed throughout this course.	

<b>MODERN WORLD HISTORY CP (212)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 9</b>
<p>This required course represents the foundation of the Social Studies program at the High School. The course is designed to give students an international perspective on the historical forces that have shaped the global community. Students will analyze the complex and interdependent roots of the political, social, cultural, and economic structures in Europe, Asia, the Middle East, Latin America, and Africa. A primary question is how historical decisions and forces shaped current issues and cultural intersections in all continents. Students will consider the patterns of individuals and societies interactions with their environment and surrounding, both past and present. Through a thematic organization, this course enables students to examine human development and interactions across time periods. This approach allows students to assess the historical impact of each of these themes on our modern world.</p>	

<b>MODERN WORLD HISTORY HUMANITIES CP (212H)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Paired with English 1</b> <b>Humanities CP</b> <b>Full Year</b> <b>Grade 9</b>
<p>*Must be taken in conjunction with English 1 Humanities.</p> <p>This interdisciplinary course will link four subjects (History, English, Art and Music) to explore the historical, literary and cultural influences that have shaped the United States. Students will have a dedicated period for both English and History, and will have an Art and Music teacher assigned to both sections for supplemental lessons. Students will be immersed in a variety of texts, including literature, non-fiction, electronic media, film, music, and fine arts in order to create their own original print and non-print works. Students will have opportunities for experiential learning through field trips, projects, and specialized art and music lessons that highlight the humanities curriculum. These courses are designed to synthesize concepts in Modern World History, the acquisition of literacy skills, and an appreciation and application of the Fine and Performing Arts as a way of developing a cohesive understanding of the human experience from the Renaissance to the present. Selection of 9th grade Humanities will require two dedicated class periods and will fulfill the Social Studies and English standards required for graduation by the state of New Jersey.</p>	

<b>MODERN WORLD HISTORY HONORS (210)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 9</b>
<p>This required course represents the foundation of the Social Studies program at the High School. The design of the course will encourage students to examine topics in greater depth with an emphasis on the evaluation of how historical events shaped the global community. Students will apply their understanding to assess political, social, cultural, and economic development within an international framework. Independent reading, informative class discussion, and research-based assignments facilitate student interaction with course themes and contemporary issues. Through a thematic organization, this course enables students to trace important developments that influence human interaction across time periods. This approach allows students to assess the historical impact of each of these themes on our modern world and develop global citizenship competencies, including cultural competence, empathy, interdisciplinary problem solving.</p>	
<b>MODERN WORLD HISTORY HUMANITIES HONORS (210H)*</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Paired with English 1</b> <b>Humanities H</b> <b>Full Year</b> <b>Grade 9</b>
<p>*Must be taken in conjunction with English 1 Humanities Honors  This interdisciplinary course will link four subjects (History, English, Art and Music) to explore the historical, literary and cultural influences that have shaped the United States. Students will have a dedicated period for both English and History, and will have an Art and Music teacher assigned to both sections for supplemental lessons. Students will be immersed in a variety of texts, including literature, non-fiction, electronic media, film, music, and fine arts in order to create their own original print and non-print works. Students will have opportunities for experiential learning through field trips, projects, and specialized art and music lessons that highlight the humanities curriculum. These courses are designed to synthesize concepts in Modern World History, the acquisition of literacy skills, and an appreciation and application of the Fine and Performing Arts as a way of developing a cohesive understanding of the human experience from the Renaissance to the present. Selection of 9th grade Humanities will require two dedicated class periods and will fulfill the Social Studies and English standards required for graduation by the state of New Jersey. Honors will be distinguished by a variety of additional independent readings, informative class discussions, and research-based assignments to highlight the relationship between course themes and contemporary issues.</p>	
<b>GENERAL US HISTORY 1 (272)</b> <b>Prerequisite: This course is assigned at the recommendation of the Child Study Team and is a Resource Center Level course.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 10</b>
<p>This required course is designed to give students insight into the historical forces that shaped and continue to shape New Jersey and the United States. Students will consider the importance of the basic foundations of the United States from the pre-colonial period to the end of the 19<sup>th</sup> century, and make connections to current local and national events. This course is designed for students with emergent critical thinking, reading, writing, and oral communication skills. The goals and objectives identified in each student's IEP will be addressed throughout this course.</p>	



<b>US HISTORY 1 CP (232)</b> <b>Prerequisite: Successful completion of Modern World History.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 10</b>
<p>This course examines the history of the United States from the geo-political context in which the colonies were founded to the United States as an emerging power during the early 20<sup>th</sup> century. This required course is designed to give students insight into the historical forces that shaped and continue to shape New Jersey and the United States. Students will analyze the complex political, social, cultural, and economic foundations of the United States, and make connections to current local and national events. Students will explore the Constitution as a founding document of the United States and examine the forces of change that tested the Constitution.</p>	

<b>US HISTORY 1 HUMANITIES CP (232H)</b> <b>Prerequisite: Successful completion of Modern World History.</b>	<b>5 Credits</b> <b>Paired with English 2</b> <b>Humanities CP</b> <b>Full Year</b> <b>Grade 10</b>
<p>*Students must take this course with English 2 Humanities  This interdisciplinary course will link four subjects (History, English, Art and Music) to explore the historical, literary and cultural influences that have shaped the United States. Students will have a dedicated period for both English and History, and will have an Art and Music teacher assigned to both sections for supplemental lessons. In this humanities course students will examine the economic, literary, political ,and intellectual influences that helped develop a unique American identity from Pre-Columbian societies and continuing through the beginning of the 20<sup>th</sup> century. Students will be immersed in a variety of texts, including literature, non-fiction, electronic media, film, music, and fine arts in order to create their own original print and non-print works. Students will have opportunities for experiential learning through field trips, projects, and specialized art and music lessons that highlight the humanities curriculum. These courses are designed to synthesize concepts in Modern American History, the acquisition of literacy skills, and an appreciation and application of the Fine and Performing Arts as a way of developing a cohesive understanding of the human experience from the turn of the 20<sup>th</sup> century to the present. Selection of 10<sup>th</sup> grade Humanities will require two dedicated class periods and will fulfill the Social Studies and English standards required for graduation by the state of New Jersey.</p>	

<b>US HISTORY 1 HONORS (230)</b> <b>Prerequisite: Successful completion of Modern World History.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 10</b>
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**Completion of a summer assignment is required for this course.**

This course is designed to prepare students for the United States History II Advanced Placement course. Students will be introduced to a rigorous academic curriculum and AP-caliber assignments and assessments that will include multiple choice and open-ended questions. Students are expected to independently read and take notes on the same textbook that is used in AP USII. Students selecting this course should also demonstrate a strong aptitude for writing. This course will provide students with a strong factual and analytical experience with selected themes in early American history. Students will not only evaluate the historic forces that shaped the development of the United States from pre-Columbian societies continuing through the end of the 19th century, but also will analyze various interpretations of the past and develop new interpretations that address current trends in historiography.

<b>US HISTORY 1 HUMANITIES HONORS (230H)*</b> <b>Prerequisite: Successful completion of Modern World History.</b>	<b>5 Credits</b> <b>Paired with English 2</b> <b>Humanities H</b> <b>Full Year</b> <b>Grade 10</b>
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\*This course must be taken with English 2 Humanities Honors

This interdisciplinary course will link four subjects (History, English, Art and Music) to explore the historical, literary and cultural influences that have shaped the United States. Students will have a dedicated period for both English and History, and will have an Art and Music teacher assigned to both sections for supplemental lessons. In this humanities course students will examine the economic, literary, political, and intellectual influences that helped develop a unique American identity from Pre-Columbian societies and continuing through the beginning of the 20<sup>th</sup> century. Students will be immersed in a variety of texts, including literature, non-fiction, electronic media, film, music, and fine arts in order to create their own original print and non-print works. Students will have opportunities for experiential learning through field trips, projects, and specialized art and music lessons that highlight the humanities curriculum. These courses are designed to synthesize concepts in Modern American History, the acquisition of literacy skills, and an appreciation and application of the Fine and Performing Arts as a way of developing a cohesive understanding of the human experience from the turn of the 20th century to the present. Selection of 10<sup>th</sup> grade Humanities will require two dedicated class periods and will fulfill the Social Studies and English standards required for graduation by the state of New Jersey. Honors will be distinguished by a variety of additional independent readings, informative class discussions, and research-based assignments to highlight the relationship between course themes and contemporary issues.

<b>GENERAL US HISTORY 2 (273)</b> <b>Prerequisite: This course is assigned at the recommendation of the Child Study Team and is a Resource Center Level course.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 11</b>
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This course is designed to give students insight into the historical forces that shaped and continue to shape New Jersey and the United States. Students will develop social studies skills, and consider the importance of the basic foundations of the United States from the end of the 19<sup>th</sup> century to the present, and make connections to current local and national events. This course is designed for students with emergent critical thinking, reading, writing, and oral communication skills. The goals and objectives identified in each student's IEP will be addressed throughout this course.

<b>US HISTORY 2 CP (242)</b> <b>Prerequisite: Successful completion of US History 1.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 11</b>
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This course is designed to give students insight into the historical forces that shaped—and continue to shape—New Jersey and the United States. Students will analyze the complex political, social, cultural, and economic foundations of the United States from the Progressive Era to the present, and make connections to current local and national events. The design of the course will encourage students to examine topics in greater depth with an emphasis on the evaluation of how events shaped modern American culture.

<b>US HISTORY 2 HUMANITIES CP (242H)</b> <b>Prerequisite: Successful completion of United States History 1.</b>	<b>5 Credits</b> <b>Paired with English 3</b> <b>Humanities CP</b> <b>Full Year</b> <b>Grade 11</b>
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\*Must be taken in conjunction with English 3 Humanities.  
This interdisciplinary course will link four subjects (History, English, Art and Music) to explore the historical, literary and cultural influences that have shaped the United States. Students will have a dedicated period for both English and History, and will have an Art and Music teacher assigned to both sections for supplemental lessons. Students will be immersed in a variety of texts, including literature, non-fiction, electronic media, film, music, and fine arts in order to create their own original print and non-print works. Students will have opportunities for experiential learning through field trips, projects, and specialized art and music lessons that highlight the humanities curriculum. These courses are designed to synthesize concepts in Modern American History, the acquisition of literacy skills, and an appreciation and application of the Fine and Performing Arts as a way of developing a cohesive understanding of the human experience from the turn of the 20<sup>th</sup> century to the present. Art and Music teachers will supplement instruction and enrich content. Selection of 11<sup>th</sup> grade Humanities will require two dedicated class periods and will fulfill the Social Studies and English standards required for graduation by the state of New Jersey.

<b>US HISTORY 2 HONORS (244)</b> <b>Prerequisite: Successful completion of US History 1.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 11</b>
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This course is designed to give students insight into the historical forces that shaped—and continue to shape—New Jersey and the United States. Students will analyze the complex political, social, cultural, and economic foundations of the United States from the Progressive Era to the present, and make connections to current local and national events. The design of the course will encourage students to examine topics in greater depth with an emphasis on the evaluation of how events shaped modern American culture. Frequent and lengthy assignments will be used to analyze the impact of historical themes on contemporary issues. These assignments will include the independent reading of a historical novel and completion of an analytical research paper.

<b>US HISTORY 2 HUMANITIES H (244H)</b> <b>Prerequisite: Successful completion of United States History 1.</b>	<b>5 Credits</b> <b>Paired with English 3</b> <b>Humanities H</b> <b>Full Year</b> <b>Grade 11</b>
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\*Must be taken in conjunction with English 3 Humanities.

This interdisciplinary course will link four subjects (History, English, Art and Music) to explore the historical, literary and cultural influences that have shaped the United States. Students will have a dedicated period for both English and History, and will have an Art and Music teacher assigned to both sections for supplemental lessons. Students will be immersed in a variety of texts, including literature, non-fiction, electronic media, film, music, and fine arts in order to create their own original print and non-print works. Students will have opportunities for experiential learning through field trips, projects, and specialized art and music lessons that highlight the humanities curriculum. These courses are designed to synthesize concepts in Modern American History, the acquisition of literacy skills, and an appreciation and application of the Fine and Performing Arts as a way of developing a cohesive understanding of the human experience from the turn of the 20th century to the present. Art and Music teachers will supplement instruction and enrich content. Selection of 11<sup>th</sup> grade Humanities will require two dedicated class periods and will fulfill the Social Studies and English standards required for graduation by the state of New Jersey. Honors will be distinguished by a variety of additional independent readings, informative class discussions, and research-based assignments to highlight the relationship between course themes and contemporary issues.

<b>AP US HISTORY 2 (241)</b> <b>Prerequisite: Successful completion of US History 1 and AP US History 2 application is required.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 11</b>
<p><b>Completion of a summer assignment is required for this course.</b></p> <p>This course is a continuation of the two-year sequence in United States History and is one of the most challenging courses offered by the Social Studies Department. Following the national College Board Advanced Placement United States History curriculum, this course is designed to give students a strong analytical experience with selected themes and historical thinking skills. Students will not only evaluate the historic forces that shaped the development of the United States from the end of the 19<sup>th</sup> century to the modern world, but also will analyze multiple interpretations of the past and develop new interpretations that address current trends in historiography. <i>It is expected that all students take the AP United States History exam in May.</i></p>	

## Social Studies Elective Courses

### Full Year Courses

<b>AP COMPARATIVE GOVERNMENT AND POLITICS (260)</b> <b>Prerequisite: Successful completion of Modern World History and AP Comparative Government and Politics application is required.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p><b>Completion of a summer assignment is required for this course.</b></p> <p>This course is among the most challenging courses offered by the Social Studies Department. Following the national College Board Advanced Placement curricula, AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. This course is designed to introduce students to fundamental concepts used by political scientists to study the governments and politics.</p> <p><i>It is expected that all students take AP Comparative Politics exam in May.</i></p>	
<b>AP HUMAN GEOGRAPHY (252)</b> <b>Prerequisite: Successful completion of Modern World History and AP Human Geography application is required.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p><b>Completion of a summer assignment is required for this course.</b></p> <p>AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes. This course follows the curriculum from the most recent course and exam description by the College Board. <i>There is an opportunity for students to earn college credit by taking the AP Human Geography exam in May.</i></p>	
<b>AP SEMINAR (234)</b> <b>Prerequisite: AP Seminar application.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10 - 11</b>
<p><b>Completion of a summer assignment may be required for this course. Please check with instructor further details.</b></p> <p>Students must apply and be selected for this two-year AP Capstone program. Students will develop their analytical skills by exploring appropriate themes and topics selected by the teachers and the students. Students will learn to synthesize information from multiple sources, develop their own perspectives in research-based essays, and design oral and visual representations. Students will be expected to complete an individual paper, presentation, and end-of-course exam as well as a team research project. These benchmark assignments will be submitted to the College Board and contribute to the final AP score. The second course needed to complete the AP Capstone program, <i>AP Research</i>, will be offered the following school year.</p>	

<b>AP RESEARCH (235)</b> <b>Prerequisite: Successful completion of AP Seminar.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 11-12</b>
<p><b>Completion of a summer assignment may be required for this course. Please check with instructor further details.</b></p> <p>This full-year elective course will be the second class needed to complete the two-year AP Capstone program. This course will allow students to deeply explore an academic topic, problem, or issue of their own choice and interest. Through this investigation, students will cultivate the skills and discipline necessary to conduct independent research. Students will learn to design an effective and ethical plan of investigation, which utilizes various academic research methods. The students will demonstrate their understanding by constructing a 5,000-word academic thesis paper as well as present and perform an oral defense of their research methodology.</p>	

<b>AP WORLD HISTORY: MODERN (261)</b> <b>Prerequisite: Successful completion of Modern World History and AP World History application is required.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p>AP World History: Modern is among the most challenging offered by the Social Studies Department. Following the National College Board Advanced Placement curricula, this course is designed to develop students' abilities to think conceptually about world history from 1200CE to the present. Students will apply historical thinking &amp; writing skills as they explore five themes of human development. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions. <i>It is expected that all students take the AP World History exam in May.</i></p>	

<b>AP US GOVERNMENT AND POLITICS (250)</b> <b>Prerequisite: Successful completion of US History 1 and AP US Government and Politics application is required.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
<p>This course is among the most challenging courses offered by the Social Studies Department. Following the national College Board Advanced Placement curricula, AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning to assess the causes and consequences of political events, and interpret data to develop evidence-based arguments</p> <p><i>It is expected that all students take the AP US Government and Politics exam in May.</i></p>	

<b>MODERN EUROPEAN HISTORY CP (222)</b> <b>Prerequisite: Successful completion of US History 2.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 12</b>
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This full-year course is designed to give students insight into the historical forces that continue to define Europe. Students will analyze the complex political, social, cultural, and economic foundations of Europe from the 14<sup>th</sup> century to the present, with particular emphasis on events in the 20<sup>th</sup> century. This course is designed for students with above-average critical thinking, reading, writing, and oral communication skills.

<b>MODERN EUROPEAN HISTORY HONORS (220)</b> <b>Prerequisite: Successful completion of US History 2.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 12</b>
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**Completion of a summer assignment is required for this course.**

This full-year course is designed to give students insight into the historical forces that continue to define Europe. Students will analyze the complex political, social, cultural, and economic foundations of Europe from the 14<sup>th</sup> century to the present, with particular emphasis on events in the 20<sup>th</sup> century. Frequent and lengthy assignments will be used to analyze the impact of historical themes on contemporary issues. This course is designed for students with above-average critical thinking, reading, writing, and oral communication skills.

<b>AP EUROPEAN HISTORY (251)</b> <b>Prerequisite: Successful completion of US History 2 and AP European History application is required.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 12</b>
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**Completion of a summer assignment is required for this course.**

This course is one of the most challenging courses offered by the Social Studies Department. Following the national College Board Advanced Placement curriculum, this course is designed to give students a strong analytical experience with selected themes in European history. Students will not only evaluate the historic forces that shaped the development of Europe from 1350 to the present, but also will analyze multiple interpretations of the past and develop new interpretations that address current trends in historiography.

*It is expected that all students take the AP European History exam in May.*

<b>HOLOCAUST AND GENOCIDE STUDIES (245)</b> <b>Prerequisite: Successful completion of US History 2.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 12</b>
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This course is designed to give students the opportunity to consider the origins, conduct, and legacy of genocide from the early 20<sup>th</sup> century to the present. Students will analyze the Armenian Genocide, the Holocaust, the Cambodian "Killing Fields," the Bosnian Crisis, the Rwandan Massacre, and the controversial genocide in the Sudan. This course complies with the New Jersey State Mandate for Holocaust and Genocide Education. **As a dual enrollment course, students who successfully complete this course will be eligible to receive three (3) college credits and an official college transcript from Kean University.**



<b>AP PSYCHOLOGY (249)</b> <b>Prerequisite: AP Psychology application is required.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grade 12</b>
<p><b>Completion of a summer assignment is required for this course.</b></p> <p>This course follows the National College Board Advanced Placement and is designed to provide a rigorous university-level survey of psychology. Students will examine the systematic and scientific study of the behavior and mental processes of human beings. Students will be exposed to the psychological facts, principles, and phenomena associated with each of the major perspectives within psychology. Students will also learn and apply the methodology psychologists employ in their practice. This AP Psychology program offers a course and exam in psychology to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in psychology.</p> <p><i>All students are expected to take the AP Psychology exam in May.</i></p>	

## Social Studies Elective Courses

### Semester Courses

<b>AFRICAN AMERICAN STUDIES (237)</b> <b>Prerequisite: Successful completion of Modern World History.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 10-12</b>
<p>This course combines history and literature to survey African American history and culture from the emergence of slavery in the American colonies to the present. It intends to focus on forced and voluntary migrations such as: the slave trade and the Great Migration, cultural movements such as the Harlem Renaissance, and political movements such as the struggle for Civil Rights. This course complies with the Amistad New Jersey State Mandate. This course will also place the experiences of ordinary African Americans in the context of these movements, as well as in the larger templates of national and international histories.</p>	
<b>CLASSICAL FOUNDATIONS OF WESTERN CIVILIZATION (224)</b> <b>Prerequisite: Successful completion of Modern World History.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 10-12</b>
<p>This semester course will give students an intensive examination of Ancient Greece and Rome. Students will connect these ancient models with its continuing influence on Western culture, traditions and institutions. Students will begin by investigating Greece during its Bronze Age in the second millennium B.C.E. and conclude with the fall of Rome in the fifth century C.E.</p>	
<b>COMMUNITY LEADERSHIP (247)</b> <b>Prerequisite: None.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 10-12</b>
<p>This semester elective is designed to empower students to take a more active role in their community through hands-on experiences in service-learning. This course will begin with an exploration of the historic origins of active citizenship and community involvement in America. Students will learn how to identify, create, and implement a service learning project using a six step framework of effective community engagement. Various case studies depicting effective community leadership will be studied and used as guides for student projects.</p>	
<b>GENDER STUDIES (227)</b> <b>Prerequisite: Successful completion of Modern World History.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 10-12</b>
<p>This course is designed to give students insight into the experiences, historical conditions, and concerns of women both in the present and the past. Students will identify and think critically about issues of gender, and develop an awareness of women's status, rights, and opportunities in societies around the world.</p>	

<b>MIDDLE EASTERN STUDIES (223)</b> <b>Prerequisite: Successful completion of Modern World History.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 10-12</b>
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This course is designed to encourage a sophisticated understanding of the conflicts and challenges that have defined the Middle East for the last fifty years. Students will analyze the region's history, geography, politics, economy, religions, and many cultures. Ultimately, the purpose of this course is to provide an introductory approach to better understand the dynamics in this volatile region and to cultivate a more sophisticated understanding of the integral relationship between a region's geography, society, and economy. By the end of this course, students will be able to identify and critically evaluate the challenges facing the nations of the Middle East and assess the local and international strategies employed to address these challenges.

<b>PSYCHOLOGY (239)</b> <b>Prerequisite: Successful completion of US History 1.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 11-12</b>
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This course is designed to promote a better understanding of the study of behavior and mental functioning. Students will consider theories of cognition, human development, personality, consciousness, and mental illness. This course includes simulations, role playing, a variety of projects, oral and written assignments and performance assessments.

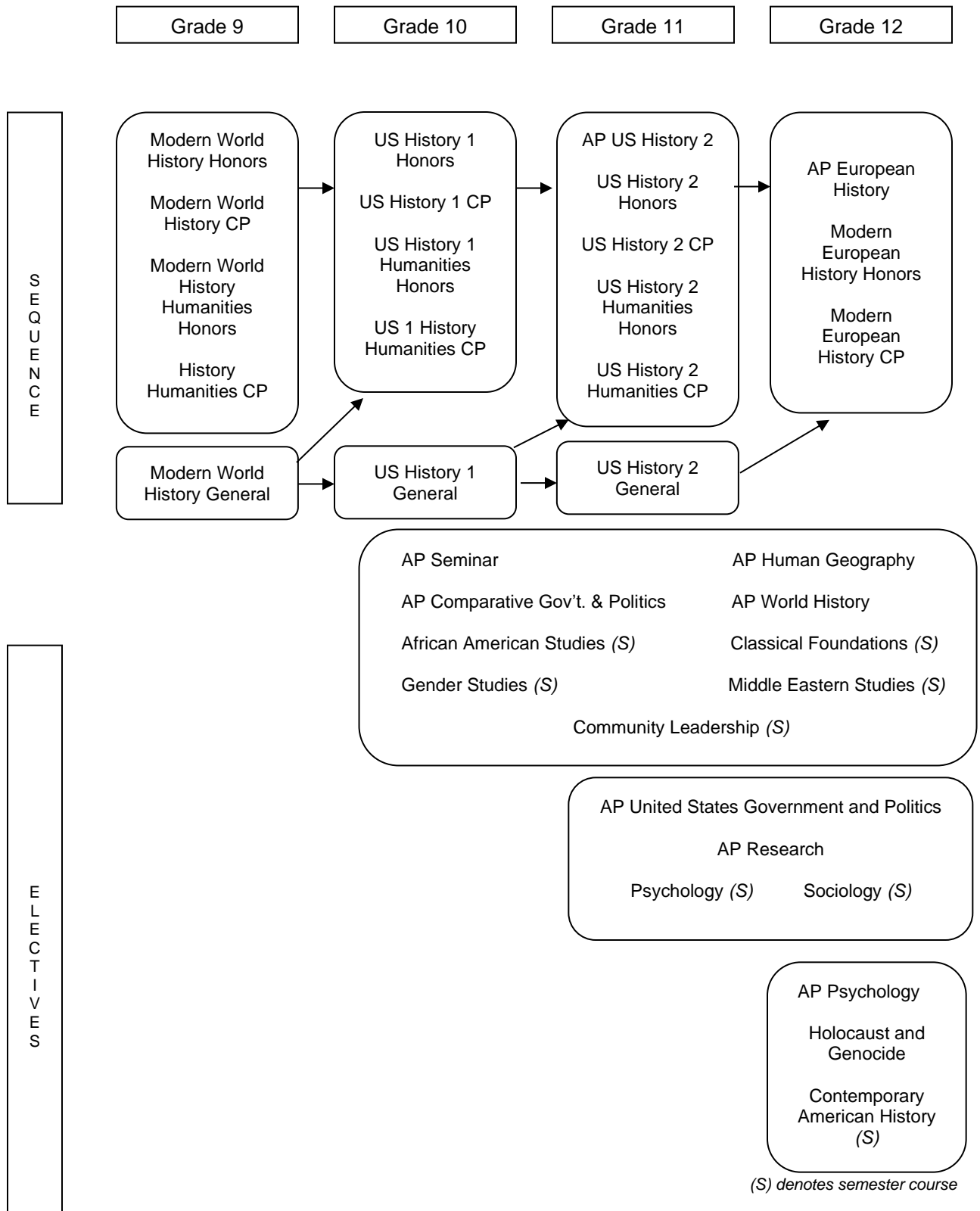
<b>SOCIOLOGY (238)</b> <b>Prerequisite: Successful completion of Grade 10.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 11-12</b>
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The primary goal of this course is to develop a greater understanding of social relations, group interactions, the impact of social environment on each of us, and the social issues facing us today. This will be accomplished through sociological research, oral presentations, group discussions, and other projects related to topics including culture, socialization, gender roles, stratification, and deviant behavior.

<b>CONTEMPORARY AMERICAN HISTORY (225)</b> <b>Prerequisite: Successful completion of US History 2.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 12</b>
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This course is designed to more deeply investigate historical events of the recent past. Starting with the election of Ronald Reagan and the re-emergence of a conservative political movement, students will utilize a thematic approach to understand historical trends through the 21<sup>st</sup> century. These themes will include economic developments, domestic and foreign policy influences, social pressures and political divisions. By the end of this course, students will have a stronger contextual understanding of the history of their own lifetimes.

# Course Sequence for Social Studies



NJ State mandates all students must take one (1) year of world history and two (2) years of US history.  
 \*Offered in the 2018-2019 School Year

## Interdisciplinary Courses

The following courses offer an opportunity for interdisciplinary experiences that allow students to integrate the knowledge, concepts, and skills of multiple disciplines. This experience will broaden students' understanding of a variety of topics as they explore the natural connections and relationships of the respective subject areas.

<b>Course Title</b>	<b>Page #</b>
Theatre Arts	104
Dance	84
English 1 Humanities CP & Honors	58, 59
English 2 Humanities CP & Honors	60, 61
English 3 Humanities CP & Honors	62, 63
Biotechnology	118
Introduction to Research Methods Honors	126
AP Seminar	68, 127, 141
AP Research	68, 127, 142
Modern World History Humanities CP & Honors	134, 135
US History 1 Humanities CP & Honors	135, 136
US History 2 Humanities CP & Honors	138, 139
World Film	68, 192
World Film II	192

## Technology, Design and Engineering Department

Technology, Design, and Engineering (TDE) Department courses provide students with an opportunity to develop an understanding of technology, engineering, design, and innovation. In these courses, students are actively involved in hands-on problem-based situations where they need to design, build, test, and document solutions. Students in all courses are exposed to related careers and the requirements for seeking further study. The department offers courses in the following areas: Engineering and Architecture CAD and Design, Visual/Graphic Communication, Electronics/Robotics, Transportation/Automotive Technology, and Theatre/Woods/Construction Technology.

All the courses listed below satisfy the 21st Century Life & Careers and Career Technical Education graduation requirement (minimum of 5 credits required for graduation).

There can be courses where students may have proficiency in the content from prior or out-of-school programs or experiences. If a student seeks to enroll in a course and has not taken the required prerequisite at Livingston High School, the student must demonstrate his/her comparable proficiencies to the department supervisor. Students may not enter into a course without successful completion of a required pre-requisite or department supervisor approval. Upon supervisor approval, students will be notified if they are permitted to enter into the requested course.

Please visit the LHS Technology Department website for additional information: [click here](#).

### Technology Department Full Year Courses

<b>TECHNOLOGY &amp; DESIGN 1 (728)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
Through a series of “real-world” contextualized design problems, student will develop the knowledge and skills that will enable them to better understand the connection between science, technology, engineering, and design. Students will develop and apply knowledge and hard/soft skills that will enable them to design, develop, build, test, and present solutions to technological issues in science and technology. This course is highly recommended for students interested in STEM careers, especially mechanical engineering and physical science.	

<b>TECHNOLOGY &amp; DESIGN 2 (729)</b> <b>Prerequisite: Successful completion of Technology and Design 1 or demonstration of comparable proficiencies.</b>	<b>5 Credits</b> <b>Full Year Grades 10-12</b>
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Technology and Design 2 provides students with a more in-depth understanding of how engineering/design ideas are generated, proposals developed, models/prototypes/products fabricated, and ideas presented. Students will become familiar with metallic and composite materials, CAD fundamentals, CNC/CAM makerspace tools and machines, control technologies, and the patent process. An emphasis in the class will be on inventions/innovations, and the development of solutions to “real-world” problems and issues. **As a dual enrollment course, students who earn a minimum grade of “C” in this course are eligible to receive dual enrollment credit for Fundamentals of Engineering Design 101 at NJIT.**

<b>VISUAL/GRAPHIC COMMUNICATIONS 1 (718)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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Visual/Graphic Communications provides students with a comprehensive understanding of the tools, techniques, and processes that allow one to effectively communicate ideas in a variety of visual and graphic modes. Using a “graphic design” approach, students work with a variety of tools including cameras, film scanners, computer software, (Photoshop, Illustrator, InDesign) and printers/presses to produce photographs, page layouts, web page layouts, silkscreen prints, and other printed media.

<b>VISUAL/GRAPHIC COMMUNICATIONS 2 (738)</b> <b>Prerequisite: Successful completion of Visual/Graphic Communications 1.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
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Through a series of hands-on, design-oriented projects, students will become familiar with the Graphic Design process, design-oriented software, and the connection between photography, text layout, advertising, and print media. Students will develop advanced levels of knowledge and proficiency with Adobe Photoshop, Illustrator, and InDesign and use a variety of printing techniques (screen printing, dye-sublimation, etc.) to produce products/design solutions to personal, school, and community problems and situations.

<b>PRODUCTION GRAPHICS (734)</b> <b>Prerequisite: Successful completion of Visual/Graphic Communications 2.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
<p>Production Graphics focuses on the techniques and processes necessary to design, layout, prepare, and produce print media. Students utilize software (Illustrator, Photoshop, In Design, etc.) to create posters, logos, newsletters, and a variety of other graphic designs. Students will learn about type styles, the process for preparing photographs for publication, and the various ways products are printed (screen printing, offset lithography, etc.). Students are expected to prepare a portfolio of work from the class.</p>	

<b>TRANSPORTATION AND AUTOMOTIVE SYSTEMS (714)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>Transportation and Automotive Systems provides students with an overview of transportation-related technologies and systems. Through hands-on projects and assignments, students will become familiar with the design processes related to various types of vehicles and their impact on the consumer and society. In addition, the course provides students with the basic knowledge needed to maintain automobiles in the 21<sup>st</sup> century, including the use of contemporary computer-assisted diagnostic equipment. Alternative fueled vehicles and power sources will be covered in the course. Students perform lab assignments on their own vehicle or school-provided cars. Career awareness and consumer knowledge are integrated throughout the course.</p>	

<b>AUTO MECHANICS (724)</b> <b>Prerequisite: Successful completion of Transportation and Automotive Systems or demonstration of comparable proficiencies.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p>Auto Mechanics takes students deeper into the workings of today's automotive vehicles. Classroom and lab experiences integrate technical and academic coursework with hands-on lab/shop experiences throughout the year. Students rebuild engines and learn about diagnosing on-board vehicle computer systems. Additional areas of study include: servicing and operation of brakes, electrical/electronic systems, steering/suspension, automatic and manual transmission/transaxles, climate control, and basic body repair/maintenance. Students are encouraged to service their own vehicles or may service school cars.</p>	



<b>AUTOMOTIVE &amp; POWER SYSTEMS TECHNOLOGY 1 (731); Prerequisite: Successful completion of Transportation and Automotive Systems or demonstration of comparable proficiencies.</b>	<b>5 Credits Full Year Grades 10-12</b>
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This course provides students with the opportunity to delve into current and future automotive and power system technologies that improve or increase performance and/or efficiency. Through classroom and lab experiences that integrate technical and academic coursework with hands-on lab/shop experiences, students will become familiar with electronic/computer control, electric/hybrid drive systems, chassis/suspension design and related “green energy and power” technologies. In addition to basic maintenance and troubleshooting, students will have the opportunity to design, build, test, and evaluate alternative designs and concepts in the energy, power, and transportation/automotive fields.

<b>AUTOMOTIVE &amp; POWER SYSTEMS TECHNOLOGY 2 (741); Prerequisite: Successful completion of Automotive &amp; Power Systems Technology 1 or demonstration of comparable proficiencies.</b>	<b>5 Credits Full Year Grades 11-12</b>
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This capstone course will provide students with the opportunity to apply the technical and academic content and lab/work skills related to automotive and power system technologies developed in lower level classes. Students will be challenged to design, develop, fabricate, and maintain automotive and power systems that address a wide range of situations and scenarios, including, but not limited to the Shell Ecomarathon, Solar Decathlon, electric vehicle design, and national competitions related to energy, power, and transportation. Students will also have the opportunity to work on automotive and green energy projects of interest to them.

<b>ARCHITECTURE CAD 1 (713) Prerequisite: None.</b>	<b>5 Credits Full Year Grades 9-12</b>
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This course provides students with an understanding of the fundamental concepts related to communicating architecture-related technical information and design ideas. Through a series of hands-on experiences, students will become familiar with the sketching, lettering, scale drawing, print reading, visualizations, and problem solving techniques used by architects, interior designers, and the building trades. Students will become familiar with the process used to design and develop homes and will develop their own floor plan, cross section, elevation, and perspective drawings. CAD software will be used throughout the course.

<b>ARCHITECTURE CAD 2 (735)</b> <b>Prerequisite: Successful completion of Architecture CAD 1 or demonstration of comparable proficiencies.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
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Architecture CAD 2 provides students interested in architecture with knowledge and experience related to broad and open-ended design scenarios. The course combines CAD skills learned in Architecture CAD 1 with a series of visualization activities and an overview of the “real world” design process. Students will develop materials that can be used in their college application portfolio. The course will also appeal to students interested in the building trades and interior design.

<b>ELECTRICAL/COMPUTER SCIENCE ENGINEERING (709)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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Students will become familiar with the soft and hard skills that will lead to success in the electrical/computer science/engineering areas. Through a series of design-related problems focusing on electricity/electronic fundamentals, materials and properties, basic coding, robotics, and radio control, students will become familiar with the engineering design process, documentation techniques, team skills, sketching/rendering, time-management skills, tool and machine safety and use, algorithmic thinking, and fabrication/troubleshooting skills. This course provides a solid foundation for AP Computer Science Principles and AP Computer Science A.

<b>ELECTRONICS FABRICATION (719)</b> <b>Prerequisite: Electrical/Computer Science/Engineering.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
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Electronics Fabrication is a hands-on course that is designed for students interested in understanding, building, testing and repairing of basic electronic components and circuits. The first half of the year focuses on electronics fundamentals, math principles, numbering systems, components, schematics, and using test equipment. Student will gain practical experience in soldering, digital multi-meter usage, and Ohm’s Law applications for testing and troubleshooting electric circuits. The second half of the course focuses on the design and fabrication of electrical circuits and their applications. This course will also provide information about careers and the work place.

<b>ELECTRONIC SYSTEMS (725)</b> <b>Prerequisite: A minimum grade of C in Electrical/Computer Science/Engineering or demonstration of comparable proficiencies.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
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Electronics Systems provides students with a comprehensive overview of DC electricity fundamentals and an introduction to digital electronics. Students, through a series of lab experiences and design projects, will become familiar with voltage, current, and power, as well as digital circuit, analysis, design, and application. This course is recommended for students interested in engineering, computers, and/or physics-related careers.

<b>ENGINEERING &amp; PRODUCT DESIGN CAD 1 (710)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>Engineering and Product Design CAD 1 provides students with an understanding of the fundamental concepts related to communicating engineering-related technical information/design ideas. Through a series of hands-on experiences, students will become familiar with the sketching, lettering scale drawing, print reading, visualization dimensioning and problem solving techniques used by engineers and designers. They will use CAD and rendering software throughout the course to produce 2 and 3 dimensional drawings of solutions to engineering-related problems and 3-D printing technology to generate effective prototypes and models.</p>	

<b>ENGINEERING &amp; PRODUCT DESIGN CAD 2 (745)</b> <b>Prerequisite: Successful completion of ENGINEERING &amp; PRODUCT DESIGN CAD 1 or demonstration of comparable proficiencies.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p>Engineering and Product Design CAD 2 provides students interested in engineering and computer modeling careers with the knowledge and skills to develop intricate computer models/animations of solutions to technological problems. The course combines prerequisite CAD skills with open-ended design scenarios. Included in the course will be the use of CIM and CAM techniques to produce additive and subtractive models. At the conclusion of this course, students will be eligible to sit for the Autodesk Inventor/Fusion badging certificate. <b>As a dual enrollment course, students who earn a minimum grade of “C” in this course are eligible to receive dual enrollment credit for MET 103 Engineering Graphics &amp; Intro to CAD from NJIT.</b></p>	

<b>ROBOTICS (750)</b> <b>Prerequisite: Successful completion of Technology &amp; Design 1, Electrical/Computer Science/Engineering or demonstration of comparable proficiencies.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p>This course presents an overview of robotics in practice and includes the following topics: motion planning, mobile mechanisms, sensors, control mechanisms and programming. Students in this course will become familiar with electronic, mechanical and pneumatic systems common to robots and the techniques used to program controllers and robots. This class will focus on the application of course topics through the planning, development, programming, and testing of solutions to a series of design problems. Students are expected to participate in a state/national robotics competition as part of the course.</p>	

<b>WOOD TECHNOLOGY 1 (717)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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Wood Technology 1 is an introductory course that provides students with the opportunity to learn the skills and processes associated with various types of woodworking. Through hands-on projects that use woodworking tools and techniques, students develop competence with woodworking safety, project planning and layout, basic project construction, joinery, manufacturing production, and construction systems. Students plan and construct projects aligned with their interests and abilities.

<b>WOOD TECHNOLOGY 2 (727)</b> <b>Prerequisite: Successful completion of Wood Technology 1.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
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Wood Technology 2 is an advanced-level course that provides students with the opportunity to expand their woodworking skills through hands-on design and guided instruction. In addition to developing more advanced woodworking techniques, students enhance initial skills acquired in Wood Technology 1. Students develop advanced techniques for laying out and planning projects, constructing projects, performing joinery techniques, and mass-producing products. Students also have the opportunity to be involved in a local construction service project.

<b>STAGE CRAFT 1 (723)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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Stage Craft 1 is intended for students who have an interest in stage/set design and construction and/or lighting/sound management. Students will learn the fundamentals of set/scenery design and theater layout. Students learn how to safely construct scenery and sets and to operate the various types of lighting and sound equipment associated with theatrical productions. After-school participation with school productions is not required for the class.

<b>STAGE CRAFT 2 (733)</b> <b>Prerequisite: Successful completion of Stage Craft 1 or demonstration of comparable proficiencies.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
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Stage Craft 2 provides students interested in theater set design and construction and/or theater lighting an opportunity to expand the skills learned in Stage Craft 1. Through a series of hands-on design projects, students will acquire the knowledge and skills necessary to manage and organize a production. This course is for the student who has a serious interest in theater arts. After-school participation with school productions is not required for this class.

<b>AP COMPUTER SCIENCE PRINCIPLES (752)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p>AP Computer Science Principles introduces students to the central ideas of computer science and instills the central ideas and practices of computational thinking. The course is designed to be an equivalent of a first semester introductory college computing course and will provide students with an overview of knowledge and practices that will enable students to develop creative computational artifacts and analyze computational data, information or knowledge.</p> <p>Rather than focus on a specific programming language, this course focuses on using technology and programming in an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life. Through class instruction and individual, as well as collaborative application of concepts, principles, and understandings to a series of design scenarios/problems, students will develop the language, knowledge, skills, and aptitudes to address computational-related issues.</p> <p>Major areas of study include: creativity and computing, abstraction, data and information, algorithms, programming, the internet, and the global impact of computing.</p>	

## Technology Department Semester Courses

<b>TECHNOLOGY &amp; DESIGN 3 (748)</b> <b>Prerequisite: Successful completion of Technology and Design 2 or demonstration of comparable proficiencies.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 11-12</b>
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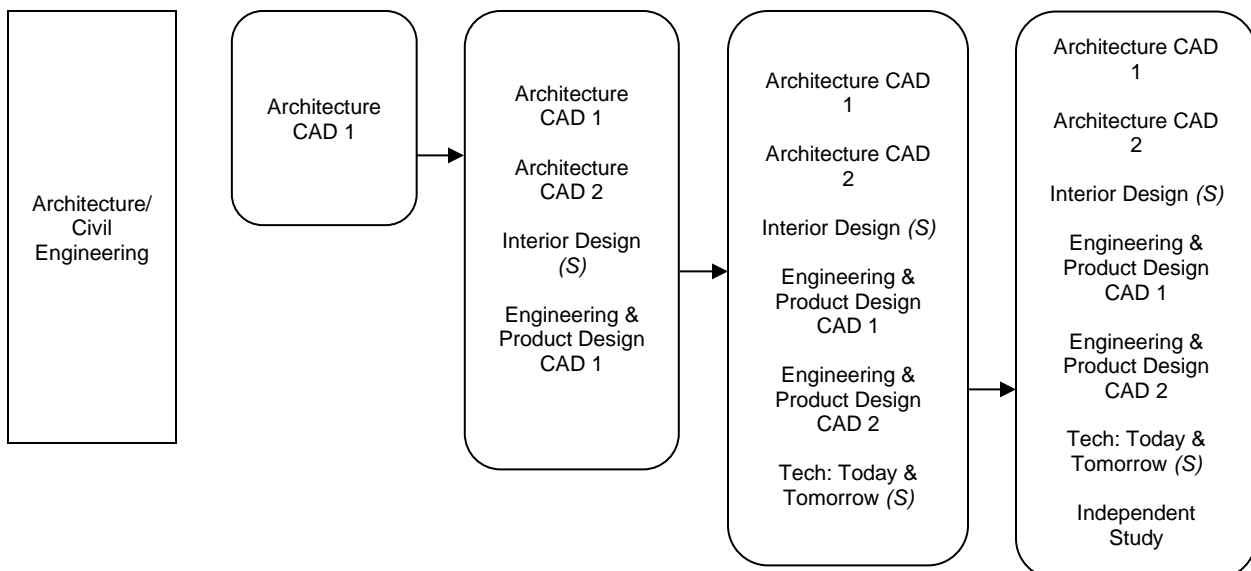
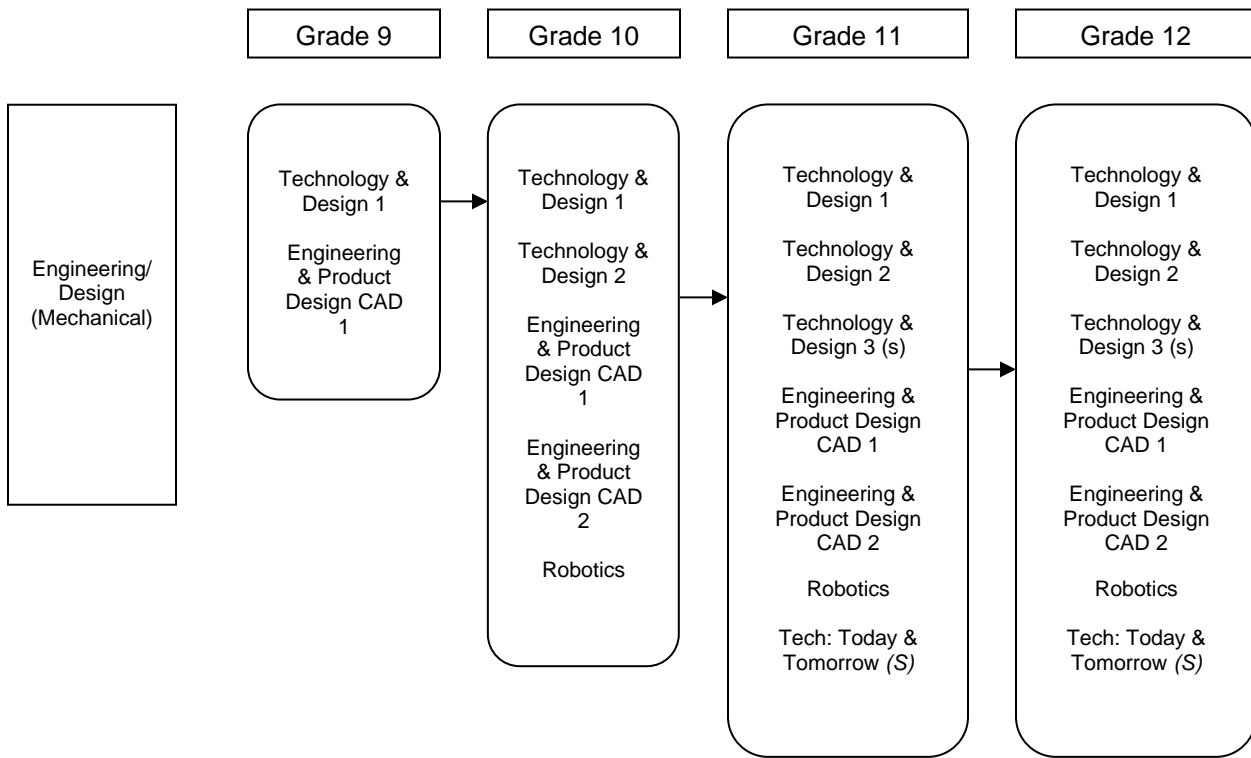
Technology and Design 3 provides students with an opportunity to expand on the concepts and skills developed in Technology and Design 2. The student must contract with a sponsoring technology teacher in Tech and Design. Students will develop and refine technology, design, and engineering skills through the leading/directing of collaborative teams that focus on a local, state, and/or national design scenario, project, and competition. Students in Technology & Design 3 are expected to be deeply committed to a specific project/competition (must be approved by the teacher) and utilize the class to independently research, design, develop, build, test, evaluate, and present their design ideas.

<b>TECHNOLOGY: TODAY AND TOMORROW (751)</b> <b>Prerequisite: None.</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 11-12</b>
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Technology: Today and Tomorrow is a semester elective for juniors and seniors who want to expand their understanding of how technology shapes and is shaped by culture and society. In an interesting, multi-media manner, with extensive hands-on projects/assignments, this course will provide students with an interactive opportunity to explore the major modern areas of technology, engineering, and design that impact the daily lives of most people and/or promise to do so in the future. Topics in the course include: 1) Tools, Machines, and Materials that Changed the World: From Monster Machines to Nanotechnology, 2) The Evolution of Energy, Power, and Transportation Technologies: Getting Lean and Green, 3) The Evolution of Buildings and Structures: How Tall and Far Can They Go?, 4) The Evolution of Communications: How Computers, Cell Phones, and 3-D Imagery are Changing the World, 5) Space – The Final Frontier: Are You Ready to Go?, 6) Biotechnology and its Impact on Society, 7) The Military and its Role in Technology Transfer, 8) All This Stuff – Where Does It All Go? 9) Big Disasters: Learning from Colossal Engineering Failures, and 10) Amazing Inventions and Inventors.

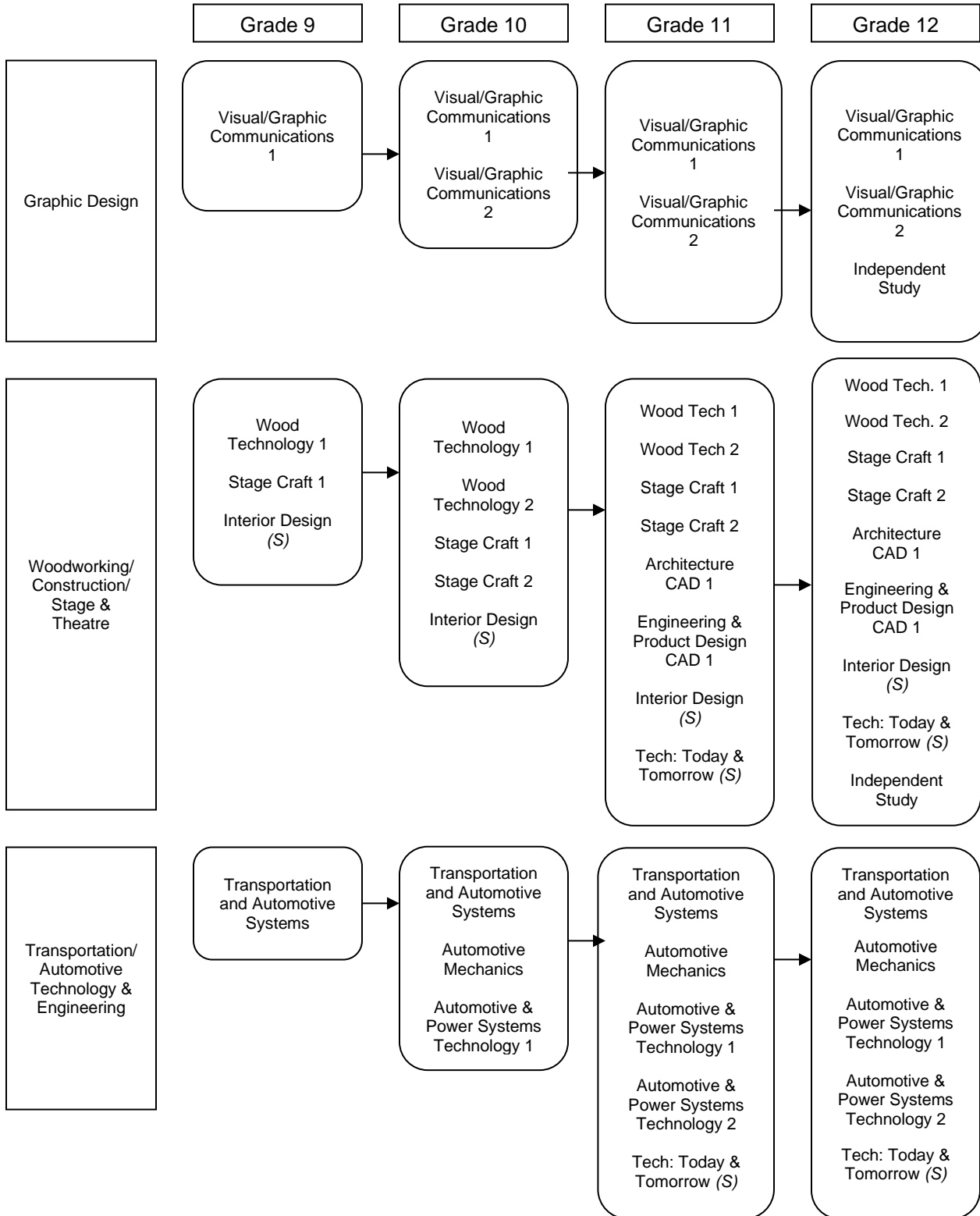
# Course Sequence for Technology Education

(Page 1 of 3)



(S) denotes semester course

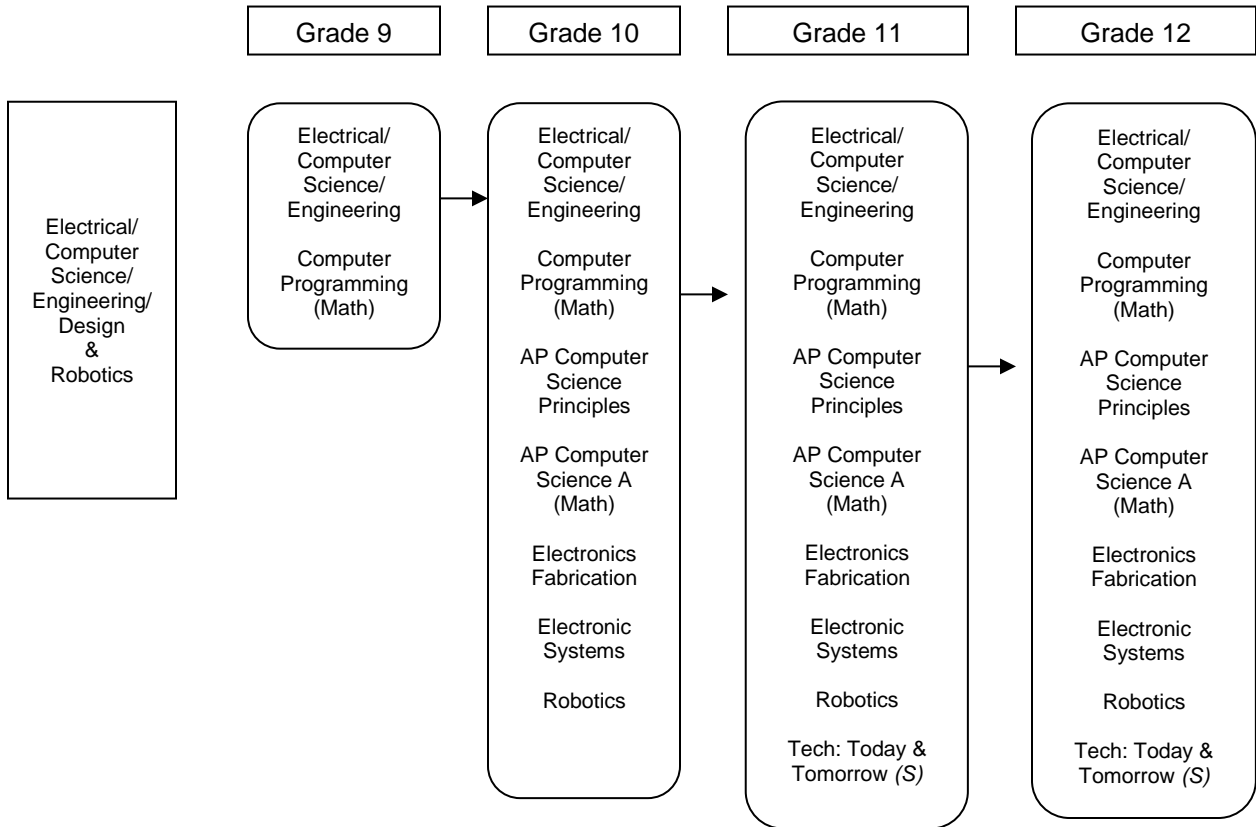
## Course Sequence for Technology Education (Page 2 of 3)



*(S) denotes semester course*



## Course Sequence for Technology Education (Page 3 of 3)



*(S) denotes semester course*

### Programming/Coding Courses

The following courses offer technology integration within the content of the course and provide cross-curricular opportunities to broaden students' understanding and experience of computer and technological literacy.

Course Name	Department	Page #
Computer Programming	Math	93
Electrical/Computer Science Engineering	Technology, Design, & Engineering	152
Robotics	Technology, Design, & Engineering	153
AP Computer Science A	Math	93
AP Computer Science Principles	Technology, Design, & Engineering	155

### Computer/Software Applications Courses

Course Name	Department	Page #
Creative Photography, 1, 2 & AP	Art	162, 166
Digital Imaging 1, 2 & AP	Art	162, 166
TV, Advanced TV & AM Wired	Art	164, 165
Computer Applications	Business	45
Microsoft Office Specialist	Business	49
Web Design	Business	53
Music Technology 1 & 2	Music	102, 103
Visual/Graphic Communications 1 & 2	Technology, Design, & Engineering	149
Architecture CAD 1 & 2	Technology, Design, & Engineering	151, 152
Engineering & Product Design CAD 1 & 2	Technology, Design, & Engineering	153

## Visual Arts Department

The Art Department offers a full range of exciting courses to suit every student's interests and abilities. The program offers opportunities for students to explore a variety of media and to learn about art history and master artists. With the exception of the Printmaking course and the Mural Painting & Design course, all courses in this department are full-year offerings and range from the introductory level to the Advanced Placement courses.

Prior experience in Art is not a prerequisite for enrollment in many courses offered. Advanced Art students have the opportunity for the exploration of Art in greater depth through advanced course offerings, as well as Advanced Placement for possible college credit. The New Jersey Core Curriculum Content Standards in the Visual and Performing Arts are an integral part of all courses in the Art Department.

There can be courses where students may have proficiency in the content from prior or out-of-school programs or experiences. If a student seeks to enroll in a course and has not taken the required pre-requisite at Livingston High School, the student must demonstrate his/her comparable proficiencies to the department supervisor. Students may not enter into a course without successful completion of a required pre-requisite or department supervisor approval. Upon supervisor approval, students will be notified if they are permitted to enter into the requested course.

Please visit the LHS Art Department website for additional information: [click here](#).

### Visual Arts Department Full Year Courses

<b>CERAMICS 1 (811)</b> <b>Prerequisite: None</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
This full-year course is an introductory level pottery course. The hand-building methods of pinch, coil, and slab methods of Ceramic construction techniques will be presented. Students will learn additive and subtractive sculptural techniques. Basic wheel throwing techniques are introduced, as well as surface decoration and glazing techniques. Ceramic sculpture is explored with inspiration from the great master artists. Students in this course will develop a comprehensive knowledge of aesthetics and art criticism.	
<b>CERAMICS 2 (842)</b> <b>Prerequisite: Successful completion of Ceramics 1 or demonstration of comparable proficiencies and a departmental interview.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
This Ceramics 2 course continues the study of various Ceramic hand building, sculptural processes. The course will integrate the design and construction of Ceramic ware using the full spectrum of artistic tools, techniques and materials. The students will also learn advanced surface decoration and glazing techniques/methods. Art history, criticism, aesthetics and careers will be studied, with a focus on Ceramics. This course is highly recommended for, but not exclusive to, students interested in art and art related careers. This class will serve as a <u>recommended prerequisite</u> for students preparing for Advanced Placement Studio Art in Ceramics.	

<b>CREATIVE PHOTOGRAPHY 1 (827)</b> <b>Prerequisite: None</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>Creative Photography is a full year course in which students will explore the creative and technical skills required to produce an artistic photographic image. This course provides units of study that include a thorough knowledge of the SLR 35 mm camera, digital photography, and Adobe Photoshop. Students will have the opportunity to build a strong photographic foundation to develop an individual approach to seeing, thinking and creating. Students will recognize the works and contributions of master photographers and will evaluate their work and the work of others through the critique process. This course is highly recommended for students interested in taking Creative Photography 2.</p>	

<b>CREATIVE PHOTOGRAPHY 2 (829)</b> <b>Prerequisite: Successful completion of Creative Photography 1 or demonstration of comparable proficiencies and a departmental interview.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p>In this course, experienced photography students apply the skills learned in their first year of photography to create advanced imagery. In Creative Photography 2, students will encounter a wide range of digital photographic processes, including: color printing, Photoshop, photographic manipulation, multiple images, photographic sculptures, solarization and others. This course will elaborate upon the traditional photographic techniques and processes covered in the entry-level photo class in a digital format and explore careers in the photographic industry. Students will be inspired by the work of both modern and traditional photography masters. The New Jersey Core Curriculum Content Standards in the Visual and Performing Arts are an integral part of this curriculum. This class will serve as a <u>recommended prerequisite</u> for students preparing for Advanced Placement Studio Art in Photography.</p>	

<b>DIGITAL IMAGING 1 (812)</b> <b>Prerequisite: None</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>This full-year introductory level course explores the creative and technical skills required to build a strong foundation in a variety of digital media. This course provides a multifaceted artistic experience, which includes digital photography, video and animation. Students have the opportunity to develop and produce images utilizing various software programs. This is an exciting and comprehensive course of study for any student interested in the digital art world. In the Mac lab, students learn to use Adobe Photoshop, Maya, Garage Band, Adobe After Effects, and iMovie software. Students will study the masters of digital art, participate in self/class critique and understand aesthetics.</p>	

<b>DIGITAL IMAGING 2 (813)</b> <b>Prerequisite: Successful completion of Digital Imaging 1 or demonstration of comparable proficiencies and a departmental interview.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p>This full-year advanced level course will challenge students to create advanced digital images, videos, 2-D interactive games, and 2-D and 3-D animations. Students will explore the advanced creative and technical skills to master the media of digital imaging. In the Mac lab, students learn and utilize Flash, Photoshop, Illustrator, Painter, Maya and iMovie software. This is an exciting and comprehensive class for any student with an interest in the digital art world. As with all the art classes, students will learn the masters of the digital art world and participate in self/class critique. This class will serve as a <u>recommended prerequisite</u> for students preparing for Advanced Placement Studio Art in Digital Arts.</p>	

<b>DRAWING (814)</b> <b>Prerequisite: None</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>In this full-year course, students develop the ability to observe, record, perceive, explore, imagine, and create through the process of drawing. Students will learn drawing processes and explore various forms of media such as: graphite, colored pencils, charcoal, watercolor, and pen and ink. Emphasis is placed on experimental drawing techniques, mixed media and print-making techniques. The drawing styles of the great master artists will be explored, as well as self/class critiques. This class will serve as a suggested preparation for students interested in Advanced Placement Studio Art in Painting/Drawing.</p>	

<b>METAL ARTS (818)</b> <b>Prerequisite: None</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>This full-year course offers students an opportunity to explore the multifaceted world of metal sculpture and jewelry design. Students are provided with the opportunity to learn basic metal sculptural processes and will develop skills in design using various metals and wire. The techniques used to create unique, one of a kind sculptural and jewelry constructions include sawing, piercing, wire forming and soldering.</p>	

<b>PAINTING (833)</b> <b>Prerequisite: None</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>This full-year introductory course is designed for all students seeking a strong foundation in the medium of painting. Various painting styles and media will be explored as the class progresses, and students will be inspired by the work of both modern and traditional artists. Different painting media are taught including oil, acrylic, and watercolor. Students learn to use various techniques to create works of art in realistic, abstract, and non-objective styles. This class will serve as a suggested preparation for students interested in Advanced Placement Studio Art in Painting/Drawing.</p>	

<b>PORTFOLIO DEVELOPMENT STUDIO ART (837)</b> <b>Prerequisite: Successful completion of Visual Arts or any Level 1 Art course or demonstration of comparable proficiencies and a departmental interview.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p>In this course, a variety of media are explored on a comprehensive level. Emphasis will be placed on improving skills and techniques in project preparation and execution with exposure to an extensive background in art history, criticism and aesthetics. A portfolio of work that will demonstrate the range of each student's skills and abilities will be developed. This course serves as a prerequisite for students preparing for Advanced Placement Studio Art in painting, drawing or 2-dimensional design. Students will also become familiar with career opportunities in the arts.</p>	

<b>SCULPTURE (821)</b> <b>Prerequisite: None</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>This full-year course is designed to introduce students to the two basic sculptural processes, additive and subtractive, which will be used in the creation of three-dimensional forms. This course integrates the four basic methods of producing sculpture in a series of studio experiences, which include skill development in modeling, carving, constructing, and assembling. Studio work will include relief sculpture, sculpture in the round, assemblage, construction, and kinetic sculpture. The full spectrum of artistic tools, techniques and materials will be utilized. Students will have the opportunity to work with a variety of media including clay, wood, wire, plaster, metal, fiber, plastic, cardboard, paper, and found objects. Art history, criticism, aesthetics, and careers will be studied. This course is highly recommended for students with an interest in art or art-related careers.</p>	

<b>TELEVISION PRODUCTION (820)</b> <b>Prerequisite: None</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>This full-year class is an introductory course for all students seeking a strong foundation in all aspects of TV production. Basic training on TV studio and portable video equipment is provided, and students gain an understanding of the production and postproduction processes. Hands-on training is obtained by producing studio projects in digital video media and in a state-of-the-art television studio.</p>	

<b>ADVANCED TELEVISION PRODUCTION (830)</b> <b>Prerequisite: Successful completion of Television Production or demonstration of comparable proficiencies and a departmental interview.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p>In this course, experienced television students apply the skills learned in <i>Television Production</i> to produce programs used throughout the school and district, thereby furthering their skills in television production. Students learn more advanced theories in television, in addition to the history of television. Students are introduced to digital video technology through the use of digital video (DV) cameras and computer editing and to multiple camera electronic field production through the use of a sophisticated remote production vehicle. While participating in a more in-depth study of the medium of television, students produce programs of many formats including information, entertainment, community service, and public relations. Many of the activities are related to the production of programs for broadcast over cable TV. Students will be inspired by the work of both modern and traditional television masters. The New Jersey Core Curriculum Content Standards in the Visual and Performing Arts are an integral part of this curriculum.</p>	

<b>TV NEWS/AM WIRED (840)</b> <b>Prerequisite: Successful completion of Television Production or demonstration of comparable performance proficiencies and written entrance test.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p>In this course, experienced television students apply the skills learned in <i>Television Production</i> to produce a morning announcement/news program for Livingston High School, thereby furthering their skills in TV journalism. While participating in a more in-depth study of electronic newsgathering and studio production, students will create a daily program that is both informative and entertaining to viewers. While examining numerous news shows and exploring various journalistic approaches, students use advanced skills to produce a daily five-minute program. Through experimentation, the limits of the five-minute time slot will be stretched and the full potential of this format will be realized. Students will develop methods of monitoring the show's effectiveness at informing, educating, and entertaining its audience, as well as assessing its impact upon public relations and community service. A grade of "B" or higher in Television Production is a good predictor of success in this course.</p>	

<b>VISUAL ARTS (810)</b> <b>Prerequisite: None</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>This full-year course is an introductory level class for all students seeking a strong foundation in the Visual Arts and who seek an outlet for creative expression. Students will be exposed to a full spectrum of artistic tools, techniques and materials, as well as art history, criticism and aesthetics. The elements of art and principles of design are the focus of this course, giving the students a vehicle for their creativity. This course may serve as a prerequisite for students preparing for Advanced Placement Studio Art and is recommended for students with an interest in art or an art-related career.</p>	

<p><b>AP STUDIO ART (850, 850A, 850C, 850D)</b>  <b>Prerequisite: Portfolio review and successful completion of two sequential full year courses in the area of concentration, when applicable, or demonstration of comparable proficiencies and a departmental interview.</b></p>	<p><b>5 Credits</b>  <b>Full Year</b>  <b>Grades 11-12</b></p>
<p><b>Completion of a summer assignment is required for this course.</b></p> <p>This full-year Advanced Placement Studio Art course provides high school students with college-level studio art experiences leading to a portfolio of work for evaluation by the College Board. The portfolio is the vehicle through which students can demonstrate their ability to deal with the fundamental concerns of the Visual Arts and earn credit and/or advanced placement at the college level. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. The AP Program offers three studio art courses and portfolios: Two-Dimensional Design, Three-Dimensional Design, and Drawing — corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional Design portfolios. Students may apply to study in the following media: drawing, painting, photography, 2-dimensional design, sculpture, ceramics, and digital imaging. It is expected that all students take the AP Studio Art exam in May.</p> <ul style="list-style-type: none"> <li>• <b>AP STUDIO ART - DRAWING PORTFOLIO (850):</b> The <b><u>Drawing Portfolio</u></b> shows aptitude and study of realistic/observational skills. The medium need not be limited to drawing only; it may also encompass painting and or anything else that is 2-dimensional in nature.</li> <li>• <b>AP STUDIO ART - DESIGN PORTFOLIO (850):</b> The <b><u>Design Portfolio</u></b> shows aptitude and study of the basic “Principles of Design”, such as rhythm, movement, balance, proportion, variety, emphasis, harmony and unity. The subject matter is generally not completely realistic and can be abstract in nature.</li> <li>• <b>AP STUDIO ART – 2D DESIGN - PHOTOGRAPHY PORTFOLIO (850A):</b> The <b><u>Photography Portfolio</u></b> shows students’ exploration into various techniques and media. Students will further develop their personal voice in the Visual Arts as they work in photography. They are expected to become independent thinkers and to apply their knowledge of the Elements of Art and Principles of Design to their photographs in order to demonstrate mastery of two-dimensional design skills and concepts.</li> <li>• <b>AP STUDIO ART – 3D DESIGN – CERAMICS (850C):</b> The <b><u>AP 3D Studio Art Portfolio</u></b> consists of Ceramics, Metal Arts, Sculpture or Digital 3D Design. Students are expected to become independent thinkers and to apply their knowledge of the Elements of Art and Principles of Design to their work in a variety of media in order to demonstrate mastery of three-dimensional design skills and concepts.</li> <li>• <b>AP STUDIO ART – 2D DESIGN - DIGITAL IMAGING (850D):</b> The <b><u>Digital Imaging Portfolio</u></b> shows students’ advanced digital images, videos, 2-D interactive games, and 2-D and 3-D animations. Students will continue to explore the advanced creative and technical skills to master the media of digital imaging. In the Mac lab, students will utilize Flash, Photoshop, Illustrator, Painter, Maya and iMovie software to create a portfolio of work.</li> </ul>	



<b>AP ART HISTORY (851)</b> <b>Prerequisite: None</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
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**Completion of a summer assignment is required for this course.**

This full-year Advanced Placement Art History course provides students with a college level course that explores the nature of art, art making, and responses to art. The focus of the course is to develop an understanding of studies in architecture, sculpture, painting, and other art forms within historical and cultural contexts. In this course, students examine major forms of artistic expressions and art movements, from ancient times to the present and include a variety of non-western works of art. Students become active participants in the global art world, engaging with its form and content. They experience, research, discuss, read, and write about art, artists, art making, responses to, and interpretations of art. Students learn to examine and critically analyze works of art with intelligence and sensitivity. No prior experience in the history of art is assumed; indeed, students who have done well in other humanities courses, such as History and Literature, or in any of the Studio Arts are especially encouraged to enroll. While the course does not assume prior training or seek primarily to identify students who will major in art history in college, it does require a high degree of commitment to academic work and to the purpose of a program designed to meet college standards. It is expected that all students take the AP Art History exam in May.

<b>INDEPENDENT STUDY IN ART (831, 832)</b> <b>Prerequisite: Completion of AP Studio Art or demonstration of comparable proficiencies. Candidates must complete an application and obtain approval by the Supervisor of Visual and Performing Arts.</b>	<b>2.5 or 5 Credits</b> <b>Semester or Full Year</b> <b>Grades 11-12</b>
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This course is offered to students who have successfully completed an Advanced Placement Studio Art course with a minimum of a "B" average in the selected area of study. Independent study must correspond with the selected area of study of the completed AP Studio Art course. The student must contact a sponsoring art teacher in the specific art discipline requested. Prior to the approval of this study, the student, with the input from the sponsoring teacher, must also complete an application. The application outlines the scope and sequence, benchmarks, specific artworks to be completed, as well as assessments. Admission to the program must be approved by the Supervisor of Visual and Performing Arts, a high school administrator, and the Assistant Superintendent of Curriculum and Instruction.

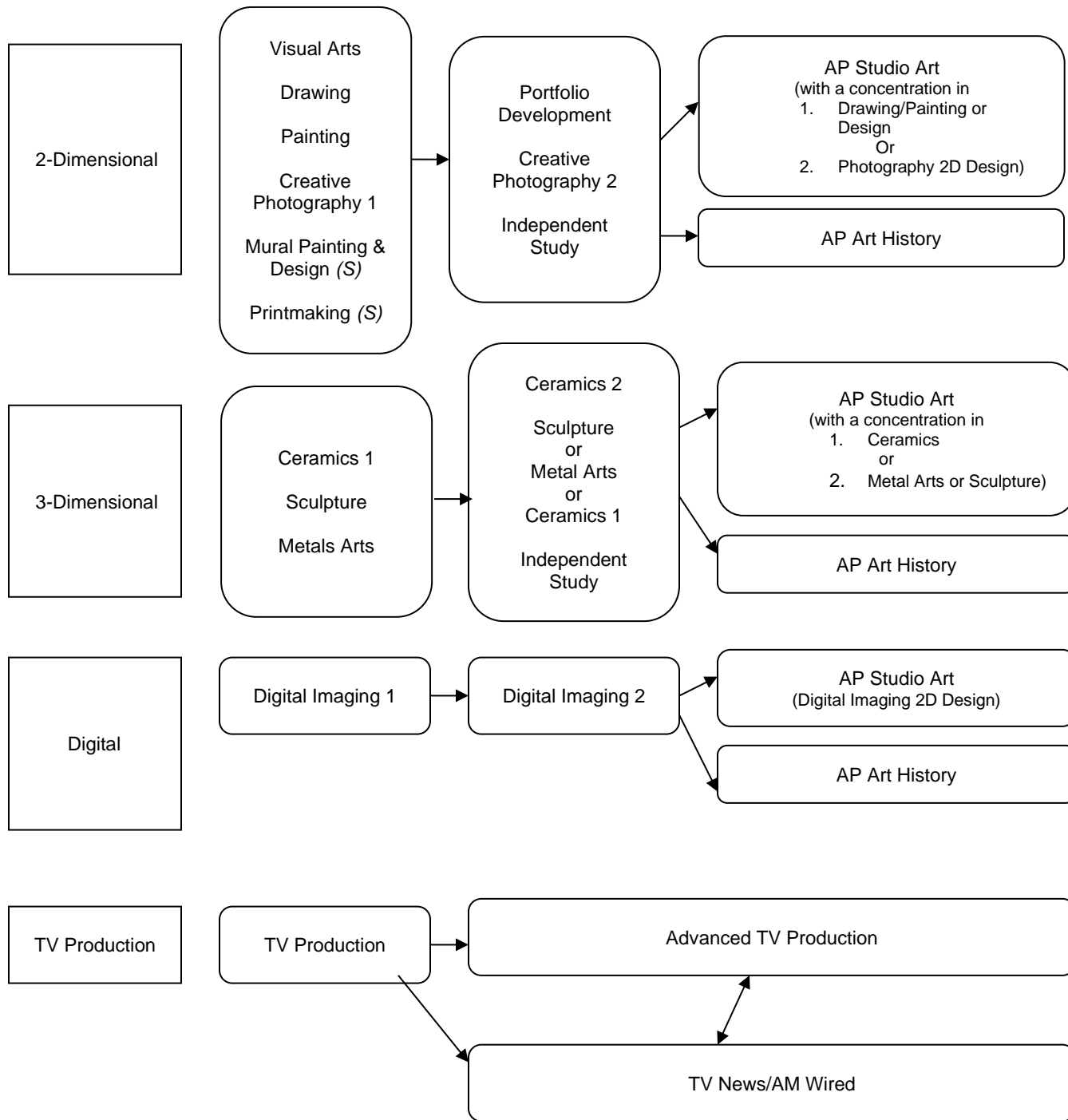
## Visual Art Department Semester Courses

<b>MURAL PAINTING AND DESIGN (834)</b> <b>Prerequisite: None</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 9-12</b>
<p>This semester course is a collaborative art course which emphasizes student group participation in mural painting and design. Students will learn about the history of mural painting, learn how to propose a design/plan, as well as how to execute a mural within a group. Students will learn about visual symbols, composition, proportion/scale drawings, drawing and digital design, color theory, and group cooperation. Students will learn how to take a concept from an idea to a visual representation, as well as how to create large scale site-specific paintings.</p>	

<b>PRINTMAKING (844)</b> <b>Prerequisite: None</b>	<b>2.5 Credits</b> <b>Semester</b> <b>Grades 9-12</b>
<p>This semester course explores the medium of printmaking in both relief and intaglio format. Students will learn the technical aspect of creating prints using a printing press as they incorporate the elements of art, aesthetic standards, and principles of design into their work. A portfolio of prints will be developed as students learn to create their own work. Types of prints to be created include: collagraph, dry point, wood block, linoleum; including single and multiple color plates, reductive printmaking, as well as monoprinting.</p>	

<b>INDEPENDENT STUDY IN ART (831, 832)</b> <b>Prerequisite: Completion of AP Studio Art or demonstration of comparable proficiencies. Candidates must complete an application and obtain approval by the Supervisor of Visual and Performing Arts.</b>	<b>2.5 or 5 Credits</b> <b>Semester or Full Year</b> <b>Grades 11-12</b>
<p>This course is offered to students who have successfully completed an Advanced Placement Studio Art course with a minimum of a "B" average in the selected area of study. Independent study must correspond with the selected area of study of the completed AP Studio Art course. The student must contact a sponsoring art teacher in the specific art discipline requested. Prior to the approval of this study, the student, with the input from the sponsoring teacher, must also complete an application. The application outlines the scope and sequence, benchmarks, specific artworks to be completed, as well as assessments. Admission to the program must be approved by the Supervisor of Visual and Performing Arts, a high school administrator, and the Assistant Superintendent of Curriculum and Instruction.</p>	

### Course Sequence for Art



(S) denotes semester course

Note: A student may change his/her concentration/areas of interest at any time.

## **TAP! Theatre Arts Pathway**

### REQUIREMENT A\*

(All three to be taken over the course of four years)

The following three courses must be successfully completed:

- Speech and Drama
- Theater Arts
- Stagecraft 1

+

### REQUIREMENT B\*

(Two to be taken over the course of four years)

Choose two additional courses and successfully complete:

- Chorus
- Creative Writing
- Dance (Semester course to replace PE)
- Mural Painting
- Music Theory or AP Music Theory
- Stagecraft 2
- Public Speaking and Debate

+

### REQUIREMENT C\*

Participation in the LHS Fall Drama and/or the Spring Musical – Minimum of three years in high school

\*All three requirements (A, B, and C) must be fulfilled in order to successfully complete the TAP! Pathway and receive a certificate.

### Computer/Software Applications Courses

<b>Course Name</b>	<b>Department</b>	<b>Page #</b>
Creative Photography, 1, 2 & AP	Art	162, 166
Digital Imaging 1, 2 & AP	Art	162, 166
TV, Advanced TV & AM Wired	Art	164, 165
Computer Applications	Business	45
Microsoft Office Specialist	Business	49
Web Design	Business	53
Music Technology 1 & 2	Music	102, 103
Visual/Graphic Communications 1 & 2	Technology, Design, & Engineering	149
Architecture CAD 1 & 2	Technology, Design, & Engineering	151, 152
Engineering & Product Design CAD 1 & 2	Technology, Design, & Engineering	153

## Interdisciplinary Courses

The following courses offer an opportunity for interdisciplinary experiences that allow students to integrate the knowledge, concepts, and skills of multiple disciplines. This experience will broaden students' understanding of a variety of topics as they explore the natural connections and relationships of the respective subject areas.

<b>Course Title</b>	<b>Page #</b>
Theatre Arts	104
Dance	84
English 1 Humanities CP & Honors	58, 59
English 2 Humanities CP & Honors	60, 61
English 3 Humanities CP & Honors	62, 63
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AP Seminar	68, 127, 141
AP Research	68, 127, 142
Modern World History Humanities CP & Honors	134, 135
US History 1 Humanities CP & Honors	135, 136
US History 2 Humanities CP & Honors	138, 139
World Film	68, 192
World Film II	192

## **World Languages Department**

All four World Language programs in Chinese, French, Italian and Spanish at Livingston High School are aligned with the World-Readiness Standards for Learning Languages formulated by ACTFL, the American Council for the Teaching of Foreign Languages. Courses encompass the New Jersey Student Learning Standards, which address the need to prepare students for an interdependent global environment with a focus on the acquisition of communication skills and cultural competency. Our programs address standard number seven (7). Students are taught and assessed in the three modes of communication: the interpretive, interpersonal and presentational modes. These indicate progress in a student's ability to understand, interact and produce the target language.

The World Languages Department courses offers a range of exciting topics to suit every student's interests and abilities. The program offers opportunities for students to explore communication, cultures, connections, comparisons and communities in different modes and media in the target language. The world languages courses are designed for students who are able to develop language skills at different paces and different ranges of language proficiency levels. The goal of the World Languages programs is to provide different communicative competence level courses to make second language acquisition available for all students.

At times, there can be courses where students may have a language proficiency in the World Language from prior or out-of-school programs or experiences. If a student seeks to enroll in a course, and has not taken the required pre-requisite language course at Livingston High School, the student must demonstrate the language proficiency to the department supervisor. Students may not enter into a course without successful completion of a required pre-requisite assessment for department supervisor approval. Upon supervisor approval, students will be notified if they are permitted to enter into the requested course.

Also offered is a sequence of ESL (English as a Second Language) courses for students whose native language is not English. Limited English Proficient (LEP) students are administered an English language proficiency exam to determine their eligibility to enroll in ESL courses.

Please visit the LHS Science Department website for additional information: [click here](#).

## Chinese Language Courses

<b>CHINESE 1 CP (510)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>The goal of Level 1 courses is for students to be able to communicate in the target language using words, lists, memorized phrases and simple sentences. Level 1 courses are the foundation courses in which basic communication skills pertaining to everyday topics are learned. Students are introduced to the four basic language areas of listening, speaking, reading and writing through the use of active learning strategies, media and technology. Basic language usage and cultural awareness are developed through the sequential building of vocabulary and basic grammatical concepts. At the completion of a Level 1 course, the majority of students are expected to perform in the Novice-Mid to Novice-High range of language proficiency. Students enrolled in these courses are expected to participate in the target language activities in class.</p> <p>*In the Level 1 Chinese course, simple writing in simplified or traditional characters will be introduced. Reading text is mostly based on Pinyin Romanization.</p>	
<b>CHINESE 2 CP (520)</b> <b>Prerequisite: Successful completion of Chinese 1.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>The goals of Level 2 courses are to be able to communicate in the target language in simple sentences and to handle simple transactions related to everyday life. The four language areas of listening, speaking, reading and writing continue to be developed with an emphasis on expanding vocabulary and improving the student's ability to understand and use important grammatical concepts. Language usage and cultural knowledge continue to be developed through the sequential building of the interpretive, interpersonal and presentational modes of communication. At the completion of a Level 2 course, the majority of students are expected to perform in the Novice-High range of language proficiency. Students enrolled in these courses are expected to communicate primarily in the target language in class.</p> <p>*In Level 2 Chinese, writing in simplified or traditional characters will be further developed. Reading text is based on Chinese characters with some Pinyin Romanization.</p>	



<b>CHINESE 3 CP (535)</b> <b>Prerequisite: Successful completion of Chinese 2.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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The goals of Level 3 courses are to be able to communicate in the target language using strings of sentences and to ask and answer questions to handle transactions of everyday life. The four language areas of listening, speaking, reading and writing continue to be developed with an emphasis on the development of extensive vocabulary and complex grammatical forms. Cultural competencies are developed through readings, presentations and discussions. At the completion of a Level 3 course, the majority of students are expected to perform in the Novice-High to Intermediate-Low range of language proficiency. Students enrolled in these courses are expected to communicate primarily in the target language in class.

\*In Level 3 Chinese, exposure of adapted authentic text will complement the interpretive skill of the spoken and written Chinese language. Writing in either traditional or simplified characters will be further developed through increased regular practice. This course engages students in an exploration of both contemporary and historical Chinese culture.

<b>CHINESE 3 HONORS (530)</b> <b>Prerequisite: Successful completion of Chinese 2.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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**Completion of a summer assignment is required for this course.**

The goals of Level 3 Honors courses are to be able to spontaneously produce the target language using strings of sentences and to be able to ask and answer questions to handle transactions of everyday life. Emphasis is placed on understanding and using complex grammatical forms and on the acquisition of extensive vocabulary. Students continue to develop proficiency in the four language skills: listening, speaking, reading and writing and to develop linguistic and cultural competence through the sequential building of interpretive, interpersonal and presentational skills. At this level, students are challenged with more intensive and extensive communicative experiences. At the completion of a Level 3 Honors course, the majority of students are expected to perform in the Intermediate-Low to Intermediate-Mid range of language proficiency. Students enrolled in these courses are expected to communicate in the target language in class.

\*Chinese 3 Honors: Reading of advanced texts written in colloquial Chinese will enhance the student's mastery of both written Chinese and the grammar and syntax of the spoken language. Character writing will be further developed through increased practice and training. The course engages students in an exploration of both contemporary and historical Chinese culture.

<b>CHINESE 4 CP (544)</b> <b>Prerequisite: Successful completion of Chinese 3.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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The goals of Level 4 courses are for students to be able to communicate and produce the target language by using strings of sentences and simple paragraphs, to ask and answer questions, offer opinions, summarize, compare and contrast and perform oral or written simple analysis on a given topic. The fourth level of language study is based on activities that develop proficiency in the four communicative skills: listening, speaking, reading and writing. There is extensive study of culture and the development of literacy skills (reading and writing) at this level. Communicative competence and extensive cultural knowledge are developed through the sequential building of the interpretive, interpersonal and presentational modes of communication. At the completion of a Level 4 course, the majority of students are expected to perform in the Intermediate-Low to Intermediate-Mid range of language proficiency. Students enrolled in these courses are expected to communicate primarily in the target language in class.

\*In Level 4 Chinese, exposure of adapted authentic text will complement the interpretive skill of the spoken and written Chinese language. Writing and typing in either traditional or simplified characters will be further developed through increased regular practice. Language proficiency will be further developed to enable students to successfully speak about a variety of uncomplicated, basic, and communicative topics and social situations. This course engages students in an exploration of both contemporary and historical Chinese culture.

<b>CHINESE 4 HONORS (545)</b> <b>Prerequisite: Successful completion of Chinese 3.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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**Completion of a summer assignment is required for this course.**

The goals of the Level 4 Honors courses are to be able to use complex grammatical forms to discuss cultural concepts and to be able to spontaneously discuss opinions and other abstract ideas, This course focuses on the acquisition of extensive vocabulary, the in-depth study of culture, the development of literacy skills (listening, speaking, reading and writing), and preliminary preparation for the Advanced Placement course. All learning activities are designed to further develop communicative competence in the three modes of communication: the interpretive, interpersonal and presentational modes and to strengthen listening, speaking, reading and writing skills. At the completion of a Level 4 Honors course, the majority of students are expected to perform in the Intermediate-Mid to Intermediate-High range of language proficiency. Students enrolled in these courses are expected to communicate in the target language in class.

\*Chinese 4 Honors: Reading of advanced texts written in colloquial Chinese will enhance the student's mastery of both written Chinese and the grammar and syntax of the spoken language. Character writing will be further developed through extensive training and practice. The course engages students in an exploration of both contemporary and historical Chinese culture.

<b>AP CHINESE (550)</b> <b>Prerequisite: Successful completion of Chinese 4.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p><b>Completion of a summer assignment is required for this course.</b></p> <p>Advanced Placement Language and Culture course is designed for the students who wish to receive credit or advanced standing in college. The course prepares students to take the Advanced Placement exam in Chinese. Students who enroll should possess a solid command of grammar and competence in listening, speaking, reading and writing the target language. AP courses reflect interest in the arts, current events, literature and sports shared by the students and teacher. Extensive training in the organization and writing of compositions is included. At the completion of an Advanced Placement course, the majority of students are expected to perform in the Intermediate-High to Advanced-Low range of language proficiency. Students enrolled in these courses are expected to communicate in the target language in class.</p> <p>It is expected that all students take the AP exam in May.</p>	

## French Language Courses

<b>FRENCH 1 CP (513)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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The goal of Level 1 courses is for students to be able to communicate in the target language using words, lists, memorized phrases and simple sentences. Level 1 courses are the foundation courses in which basic communication skills pertaining to everyday topics are learned. Students are introduced to the four basic language areas of listening, speaking, reading and writing through the use of active learning strategies, media and technology. Basic language usage and cultural awareness are developed through the sequential building of vocabulary and basic grammatical concepts. At the completion of a Level 1 course, the majority of students are expected to perform in the Novice-Mid to Novice-High range of language proficiency. Students enrolled in these courses are expected to participate in the target language activities in class.

<b>FRENCH 2 CP (523)</b> <b>Prerequisite: Successful completion of French 1.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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The goals of Level 2 courses are to be able to communicate in the target language in simple sentences and to handle simple transactions related to everyday life. The four language areas of listening, speaking, reading and writing continue to be developed with an emphasis on expanding vocabulary and improving the student's ability to understand and use important grammatical concepts. Language usage and cultural knowledge continue to be developed through the sequential building of the interpretive, interpersonal and presentational modes of communication. At the completion of a Level 2 course, the majority of students are expected to perform in the Novice-High range of language proficiency. Students enrolled in these courses are expected to communicate primarily in the target language in class.

<b>FRENCH 2 HONORS (524)</b> <b>Prerequisite: Successful completion of French 1.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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**Completion of a summer assignment is required for this course.**

The goal of the Level 2 Honors courses in French and Spanish is to achieve extensive language development in the areas of vocabulary usage, complex grammatical application and cultural knowledge. Honors courses are recommended for students who want to be challenged in a more competitive environment. At this level, there is an emphasis on building communicative competence in the four language areas: listening, speaking, reading and writing, and developing emergent linguistic and cultural literacy in the target language. At the completion of a Level 2 Honors course, the majority of students are expected to perform in the Novice-High to Intermediate-Low range of language proficiency. Students enrolled in these courses are expected to communicate in the target language in class.

<b>FRENCH 3 CP (533)</b> <b>Prerequisite: Successful completion of French 2.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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The goals of Level 3 courses are to be able to communicate in the target language using strings of sentences and to ask and answer questions to handle transactions of everyday life. The four language areas of listening, speaking, reading and writing continue to be developed with an emphasis on the development of extensive vocabulary and complex grammatical forms. Cultural competencies are developed through readings, presentations and discussions. At the completion of a Level 3 course, the majority of students are expected to perform in the Novice-High to Intermediate-Low range of language proficiency. Students enrolled in these courses are expected to communicate primarily in the target language in class.

<b>FRENCH 3 HONORS (537)</b> <b>Prerequisite: Successful completion of French 2.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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**Completion of a summer assignment is required for this course.**

The goals of Level 3 Honors courses are to be able to spontaneously produce the target language using strings of sentences and to be able to ask and answer questions to handle transactions of everyday life. Emphasis is placed on understanding and using complex grammatical forms and on the acquisition of extensive vocabulary. Students continue to develop proficiency in the four language skills: listening, speaking, reading and writing and to develop linguistic and cultural competence through the sequential building of interpretive, interpersonal and presentational skills. At this level, students are challenged with more intensive and extensive communicative experiences. At the completion of a Level 3 Honors course, the majority of students are expected to perform in the Intermediate-Low to Intermediate-Mid range of language proficiency. Students enrolled in these courses are expected to communicate in the target language in class.

<b>FRENCH 4 CP (543)</b> <b>Prerequisite: Successful completion of French 3.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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The goals of Level 4 courses are for students to be able to communicate and produce the target language by using strings of sentences and simple paragraphs, to ask and answer questions, offer opinions, summarize, compare and contrast and perform oral or written simple analysis on a given topic. The fourth level of language study is based on activities that develop proficiency in the four communicative skills: listening, speaking, reading and writing. There is extensive study of culture and the development of literacy skills (listening, speaking, reading and writing) at this level. Communicative competence and extensive cultural knowledge are developed through the sequential building of the interpretive, interpersonal and presentational modes of communication. At the completion of a Level 4 course, the majority of students are expected to perform in the Intermediate-Low to Intermediate-Mid range of language proficiency. Students enrolled in these courses are expected to communicate primarily in the target language in class.

<b>FRENCH 4 HONORS (547)</b> <b>Prerequisite: Successful completion of French 3.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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**Completion of a summer assignment is required for this course.**

The goals of the Level 4 Honors course is to be able to use complex grammatical forms to discuss cultural concepts and to be able to spontaneously discuss opinions and other abstract ideas, This course focuses on the acquisition of extensive vocabulary, the in-depth study of culture, the development of literacy skills (listening, speaking, reading and writing), and preliminary preparation for the Advanced Placement course. All learning activities are designed to further develop communicative competence in the three modes of communication: the interpretive, interpersonal and presentational modes and to strengthen listening, speaking, reading and writing skills. At the completion of a Level 4 Honors course, the majority of students are expected to perform in the Intermediate-Mid to Intermediate-High range of language proficiency. Students enrolled in these courses are expected to communicate in the target language in class.

<b>FRENCH 5 CP (555)</b> <b>Prerequisite: Successful completion of French 4.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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The goals of the fifth level of language and culture study are for students to be able to further develop proficiency in the interpersonal and presentational modes of communication at a pre-advanced level. Students research and present projects on topics of current interest to sharpen and build their communicative skills in the language areas of listening, speaking, reading and writing. Current topics of interest are researched and discussed through various media that include technology, websites, books, videos, and other authentic print and non-print materials. At the completion of a Level 5 course, the majority of students are expected to perform in the Intermediate-Mid to Intermediate-High range of language proficiency. Students enrolled in these courses are expected to communicate in the target language in class.

<b>AP FRENCH (553)</b> <b>Prerequisite: Successful completion of the French 4.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
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**Completion of a summer assignment is required for this course.**

Advanced Placement Language and Culture courses is designed for the students who wish to receive credit or advanced standing in college. This course prepares students to take the Advanced Placement exam in French. Students who enroll should possess a solid command of grammar and competence in listening, speaking, reading and writing the target language. AP courses reflect interest in the arts, current events, literature and sports shared by the students and teacher. Extensive training in the organization and writing of compositions is included. At the completion of an Advanced Placement course, the majority of students are expected to perform in the Intermediate-High to Advanced-Low range of language proficiency. Students enrolled in these courses are expected to communicate in the target language in class. It is expected that all students take the AP exam in May.

## Italian Language Courses

<b>ITALIAN 1 CP (511)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>The goal of Level 1 courses is for students to be able to communicate in the target language using words, lists, memorized phrases and simple sentences. Level 1 courses are the foundation courses in which basic communication skills pertaining to everyday topics are learned. Students are introduced to the four basic language areas of listening, speaking, reading and writing through the use of active learning strategies, media and technology. Basic language usage and cultural awareness are developed through the sequential building of vocabulary and basic grammatical concepts. At the completion of a Level 1 course, the majority of students are expected to perform in the Novice-Mid to Novice-High range of language proficiency. Students enrolled in these courses are expected to participate in the target language activities in class.</p>	
<b>ITALIAN 2 CP (521)</b> <b>Prerequisite: Successful completion of a Italian 1.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>The goals of Level 2 courses are to be able to communicate in the target language in simple sentences and to handle simple transactions related to everyday life. The four language areas of listening, speaking, reading and writing continue to be developed with an emphasis on expanding vocabulary and improving the student's ability to understand and use important grammatical concepts. Language usage and cultural knowledge continue to be developed through the sequential building of the interpretive, interpersonal and presentational modes of communication. At the completion of a Level 2 course, the majority of students are expected to perform in the Novice-High range of language proficiency. Students enrolled in these courses are expected to communicate primarily in the target language in class.</p>	
<b>ITALIAN 3 CP (531)</b> <b>Prerequisite: Successful completion of Italian 2.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>The goals of Level 3 courses are to be able to communicate in the target language using strings of sentences and to ask and answer questions to handle transactions of everyday life. The four language areas of listening, speaking, reading and writing continue to be developed with an emphasis on the development of extensive vocabulary and complex grammatical forms. Cultural competencies are developed through readings, presentations and discussions. At the completion of a Level 3 course, the majority of students are expected to perform in the Novice-High to Intermediate-Low range of language proficiency. Students enrolled in these courses are expected to communicate primarily in the target language in class.</p>	



<b>ITALIAN 3 HONORS (540)</b> <b>Prerequisite: Successful completion of Italian 2.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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**Completion of a summer assignment is required for this course.**

The goals of Level 3 Honors courses are to be able to spontaneously produce the target language using strings of sentences and to be able to ask and answer questions to handle transactions of everyday life. Emphasis is placed on understanding and using complex grammatical forms and on the acquisition of extensive vocabulary. Students continue to develop proficiency in the four language skills: listening, speaking, reading and writing and to develop linguistic and cultural competence through the sequential building of interpretive, interpersonal and presentational skills. At this level, students are challenged with more intensive and extensive communicative experiences. At the completion of a Level 3 Honors course, the majority of students are expected to perform in the Intermediate-Low to Intermediate-Mid range of language proficiency. Students enrolled in these courses are expected to communicate in the target language in class.

<b>ITALIAN 4 CP (548)</b> <b>Prerequisite: Successful completion of Italian 3.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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The goals of Level 4 courses are for students to be able to communicate and produce the target language by using strings of sentences and simple paragraphs, to ask and answer questions, offer opinions, summarize, compare, contrast, and perform oral or written simple analysis on a given topic. The fourth level of language study is based on activities that develop proficiency in the four communicative skills: listening, speaking, reading and writing. There is extensive study of culture and the development of literacy skills (listening, speaking, reading and writing) at this level. Communicative competence and extensive cultural knowledge are developed through the sequential building of the interpretive, interpersonal and presentational modes of communication. At the completion of a Level 4 course, the majority of students are expected to perform in the Intermediate-Low to Intermediate-Mid range of language proficiency. Students enrolled in these courses are expected to communicate primarily in the target language in class.

<b>ITALIAN 4 HONORS (541)</b> <b>Prerequisite: Successful completion of Italian 3.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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**Completion of a summer assignment is required for this course.**

The goals of the Level 4 Honors course is to be able to use complex grammatical forms to discuss cultural concepts and to be able to spontaneously discuss opinions and other abstract ideas, This course focuses on the acquisition of extensive vocabulary, the in-depth study of culture, the development of literacy skills (listening, speaking, reading and writing), and preliminary preparation for the Advanced Placement course. All learning activities are designed to further develop communicative competence in the three modes of communication: the interpretive, interpersonal and presentational modes and to strengthen listening, speaking, reading and writing skills. At the completion of a Level 4 Honors course, the majority of students are expected to perform in the Intermediate-Mid to Intermediate-High range of language proficiency. Students enrolled in these courses are expected to communicate in the target language in class.

<b>ITALIAN 5 CP (558)</b> <b>Prerequisite: Successful completion of the Italian 4.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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The goals of the fifth level of language and culture study are for students to be able to further develop proficiency in the interpersonal and presentational modes of communication at a pre-advanced level. Students research and present projects on topics of current interest to sharpen and build their communicative skills in the language areas of listening, speaking, reading and writing. Current topics of interest are researched and discussed through various media that include technology, websites, books, videos, and other authentic print and non-print materials. At the completion of a Level 5 course, the majority of students are expected to perform in the Intermediate-Mid to Intermediate-High range of language proficiency. Students enrolled in these courses are expected to communicate in the target language in class.

<b>AP ITALIAN AP (551)</b> <b>Prerequisite: Successful completion of the Italian 4.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
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**Completion of a summer assignment is required for this course.**

Advanced Placement Language and Culture courses is designed for the students who wish to receive credit or advanced standing in college. This course prepares students to take the Advanced Placement exam in Italian. Students who enroll should possess a solid command of grammar and competence in listening, speaking, reading and writing the target language. AP courses reflect interest in the arts, current events, literature and sports shared by the students and teacher. Extensive training in the organization and writing of compositions is included. At the completion of an Advanced Placement course, the majority of students are expected to perform in the Intermediate-High to Advanced-Low range of language proficiency. Students enrolled in these courses are expected to communicate in the target language in class. It is expected that all students take the AP exam in May.

## Spanish Language Courses

<b>INTRODUCTION TO SPANISH (519)</b> <b>Prerequisite: This course is assigned at the recommendation of the Child Study Team.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>Introduction to Spanish is a full-year course designed to meet the World Languages graduation requirement. Emphasis will be placed on the communicative introductory skills of listening and speaking. Cultural awareness will be an important element of this course. Interdisciplinary strands will be included in order to expand and enhance the student's knowledge base in both the English and Spanish languages. Students enrolled in this course are expected to participate in communicative activities in class.</p>	
<b>SPANISH 1 CP (512)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>The goal of Level 1 courses is for students to be able to communicate in the target language using words, lists, memorized phrases and simple sentences. Level 1 courses are the foundation courses in which basic communication skills pertaining to everyday topics are learned. Students are introduced to the four basic language areas of listening, speaking, reading and writing through the use of active learning strategies, media and technology. Basic language usage and cultural awareness are developed through the sequential building of vocabulary and basic grammatical concepts. At the completion of a Level 1 course, the majority of students are expected to perform in the Novice-Mid to Novice-High range of language proficiency. Students enrolled in these courses are expected to participate in the target language activities in class.</p>	
<b>SPANISH COMMUNICATION &amp; CULTURES CP (526)</b> <b>Prerequisite: Successful completion of Spanish 1.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p>Spanish Communication and Cultures course reviews and expands upon the concepts learned in Spanish 1 to solidify and promote a deeper understanding of the basic language usage, cultural awareness and more complex grammar components. Students continue to work on the four basic language areas of listening, speaking, reading and writing through the use of active learning strategies, language supports, media and technology. At the completion of this course, the majority of students are expected to perform in the Novice-Mid to Novice-High range of language proficiency.</p>	

<b>SPANISH 2 CP (522)</b> <b>Prerequisite: Successful completion of a Spanish 1.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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The goals of Level 2 courses are to be able to communicate in the target language in simple sentences and to handle simple transactions related to everyday life. The four language areas of listening, speaking, reading and writing continue to be developed with an emphasis on expanding vocabulary and improving the student's ability to understand and use important grammatical concepts. Language usage and cultural knowledge continue to be developed through the sequential building of the interpretive, interpersonal and presentational modes of communication. At the completion of a Level 2 course, the majority of students are expected to perform in the Novice-High range of language proficiency. Students enrolled in these courses are expected to communicate primarily in the target language in class.

<b>SPANISH 2 HONORS (525)</b> <b>Prerequisite: Successful completion of Spanish 1 course.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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**Completion of a summer assignment is required for this course.**

The goal of the Level 2 Honors courses in French and Spanish is to achieve extensive language development in the areas of vocabulary usage, complex grammatical application and cultural knowledge. Honors courses are recommended for students who want to be challenged in a more competitive environment. At this level, there is an emphasis on building communicative competence in the four language areas: listening, speaking, reading and writing, and developing emergent linguistic and cultural literacy in the target language. At the completion of a Level 2 Honors course, the majority of students are expected to perform in the Novice-High to Intermediate-Low range of language proficiency. Students enrolled in these courses are expected to communicate in the target language in class.

<b>SPANISH 3 CP (532)</b> <b>Prerequisite: Successful completion of a Spanish 2.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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The goals of Level 3 courses are to be able to communicate in the target language using strings of sentences and to ask and answer questions to handle transactions of everyday life. The four language areas of listening, speaking, reading and writing continue to be developed with an emphasis on the development of extensive vocabulary and complex grammatical forms. Cultural competencies are developed through readings, presentations and discussions. At the completion of a Level 3 course, the majority of students are expected to perform in the Novice-High to Intermediate-Low range of language proficiency. Students enrolled in these courses are expected to communicate primarily in the target language in class.

<b>SPANISH 3 HONORS (536)</b> <b>Prerequisite: Successful completion of Spanish 2.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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**Completion of a summer assignment is required for this course.**

The goals of Level 3 Honors courses are to be able to spontaneously produce the target language using strings of sentences and to be able to ask and answer questions to handle transactions of everyday life. Emphasis is placed on understanding and using complex grammatical forms and on the acquisition of extensive vocabulary. Students continue to develop proficiency in the four language skills: listening, speaking, reading and writing and to develop linguistic and cultural competence through the sequential building of interpretive, interpersonal and presentational skills. At this level, students are challenged with more intensive and extensive communicative experiences. At the completion of a Level 3 Honors course, the majority of students are expected to perform in the Intermediate-Low to Intermediate-Mid range of language proficiency. Students enrolled in these courses are expected to communicate in the target language in class.

<b>SPANISH 4 CP (542)</b> <b>Prerequisite: Successful completion of Spanish 3.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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The goals of Level 4 courses are for students to be able to communicate and produce the target language by using strings of sentences and simple paragraphs, to ask and answer questions, offer opinions, summarize, compare, contrast, and perform oral or written simple analysis on a given topic. The fourth level of language study is based on activities that develop proficiency in the four communicative skills: listening, speaking, reading and writing. There is extensive study of culture and the development of literacy skills (listening, speaking, reading and writing) at this level. Communicative competence and extensive cultural knowledge are developed through the sequential building of the interpretive, interpersonal and presentational modes of communication. At the completion of a Level 4 course, the majority of students are expected to perform in the Intermediate-Low to Intermediate-Mid range of language proficiency. Students enrolled in these courses are expected to communicate primarily in the target language in class.

<b>SPANISH 4 HONORS (546)</b> <b>Prerequisite: Successful completion of Spanish 3.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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**Completion of a summer assignment is required for this course.**

The goals of the Level 4 Honors course is to be able to use complex grammatical forms to discuss cultural concepts and to be able to spontaneously discuss opinions and other abstract ideas, This course focuses on the acquisition of extensive vocabulary, the in-depth study of culture, the development of literacy skills (listening, speaking, reading and writing), and preliminary preparation for the Advanced Placement course. All learning activities are designed to further develop communicative competence in the three modes of communication: the interpretive, interpersonal and presentational modes and to strengthen listening, speaking, reading and writing skills. At the completion of a Level 4 Honors course, the majority of students are expected to perform in the Intermediate-Mid to Intermediate-High range of language proficiency. Students enrolled in these courses are expected to communicate in the target language in class.

<b>SPANISH 5 CP (554)</b> <b>Prerequisite: Successful completion of Spanish 4.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
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The goals of the fifth level of language and culture study are for students to be able to further develop proficiency in the interpersonal and presentational modes of communication at a pre-advanced level. Students research and present projects on topics of current interest to sharpen and build their communicative skills in the language areas of listening, speaking, reading and writing. Current topics of interest are researched and discussed through various media that include technology, websites, books, videos, and other authentic print and non-print materials. At the completion of a Level 5 course, the majority of students are expected to perform in the Intermediate-Mid to Intermediate-High range of language proficiency. Students enrolled in these courses are expected to communicate in the target language in class.

<b>AP SPANISH (552)</b> <b>Prerequisite: Successful completion of Spanish 4.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
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**Completion of a summer assignment is required for this course.**

Advanced Placement Language and Culture courses is designed for the students who wish to receive credit or advanced standing in college. This course prepares students to take the Advanced Placement exam in Spanish. Students who enroll should possess a solid command of grammar and competence in listening, speaking, reading and writing the target language. AP courses reflect interest in the arts, current events, literature and sports shared by the students and teacher. Extensive training in the organization and writing of compositions is included. At the completion of an Advanced Placement course, the majority of students are expected to perform in the Intermediate-High to Advanced-Low range of language proficiency. Students enrolled in these courses are expected to communicate in the target language in class.

It is expected that all students take the AP exam in May.

## English as a Second Language Courses

<b>ENGLISH AS A SECOND LANGUAGE 1 (501)</b> <b>Prerequisite: Placement test and ESL teacher recommendation.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>This course is offered in place of the English course sequence for students whose native language is not English and whose English language proficiency level ranges from beginner (entering) through emerging as determined by a State approved placement test. Advanced students of ESL may also follow the English course sequence as an elective. A modified program consisting of two periods of ESL each day is offered to students requiring intensive ESL.</p>	
<b>ENGLISH AS A SECOND LANGUAGE 2 (502)</b> <b>Prerequisite: Placement test and ESL teacher recommendation.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>This course is offered in place of the English course sequence for students whose native language is not English and whose English language proficiency level ranges from beginner (emerging) through intermediate (developing) as determined by a State approved placement test. Advanced students of ESL may also follow the English course sequence as an elective. A modified program consisting of two periods of ESL each day is offered to students requiring intensive ESL.</p>	
<b>ENGLISH AS A SECOND LANGUAGE 3 (503)</b> <b>Prerequisite: Placement test and ESL teacher recommendation.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>This course is offered in place of the English course sequence for students whose native language is not English and whose English language proficiency level ranges from advanced (developing) through expanding as determined by a State approved placement test. Advanced students of ESL may also follow the English course sequence as an elective. A modified program consisting of two periods of ESL each day is offered to students requiring intensive ESL.</p>	
<b>ENGLISH AS A SECOND LANGUAGE 4 (504)</b> <b>Prerequisite: Placement test and ESL teacher recommendation.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>This course is offered in place of the English course sequence for students whose native language is not English and whose English language proficiency level ranges from advanced (expanding) through bridging as determined by a State approved placement test. Advanced students of ESL may also follow the English course sequence as an elective. A modified program consisting of two periods of ESL each day is offered to students requiring intensive ESL.</p>	

<b>ENGLISH AS A SECOND LANGUAGE LAB (505)</b> <b>Prerequisite: Placement test and ESL teacher recommendation.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>This course is offered as a second period ESL reading or tutorial class in place of the English course sequence for students whose native language is not English and whose English language proficiency level ranges from beginner (entering) through advanced (bridging) as determined by a State approved placement test. Students requiring a second period of ESL are recommended to take ESL Lab. Advanced students of ESL may also follow the English course sequence as an elective.</p>	

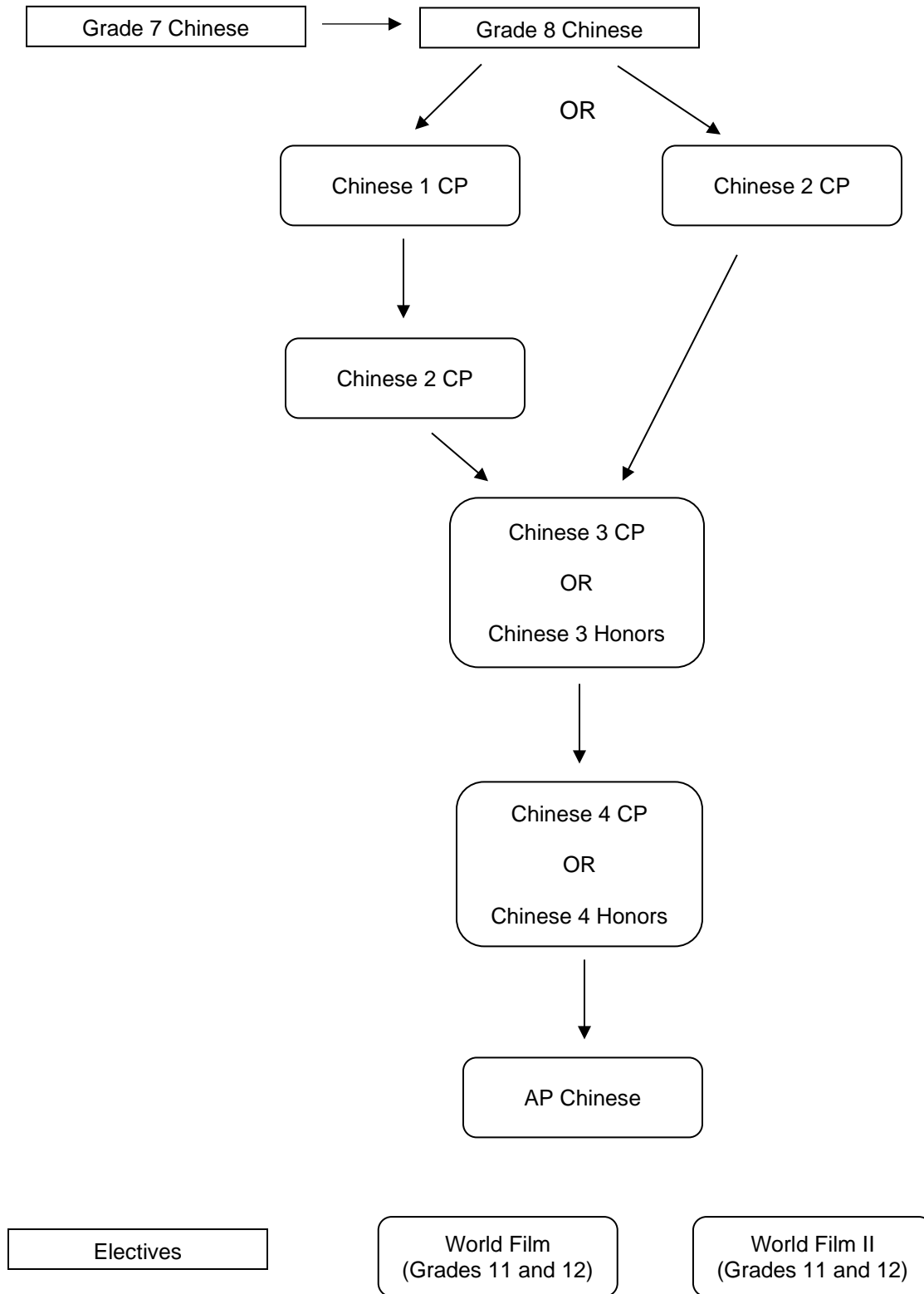


## World Language Elective Courses

<b>WORLD FILM (138)</b> <b>Prerequisite: Successful completion of English 2.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
<p>The World Film course is for students who are interested in world film as an art form, not just as a means for entertainment. Students will explore film/cinema from an artistic, technical, social, historical, and analytical point of view. A part of the course includes analytical writing projects that are assigned as homework and independent research.</p>	
<b>WORLD FILM II (148)</b> <b>Prerequisite: Successful completion of World Film, or TV Production 1 and Advanced TV Production.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
<p>World film II will be a full year class for juniors and seniors that will teach students to apply the research to create a short documentary. Students will analyze and apply higher thinking skills to produce the short documentary using their research and appropriate equipment. Students will use research generated through scheduled social studies classes or their prerequisite or film making techniques.</p>	

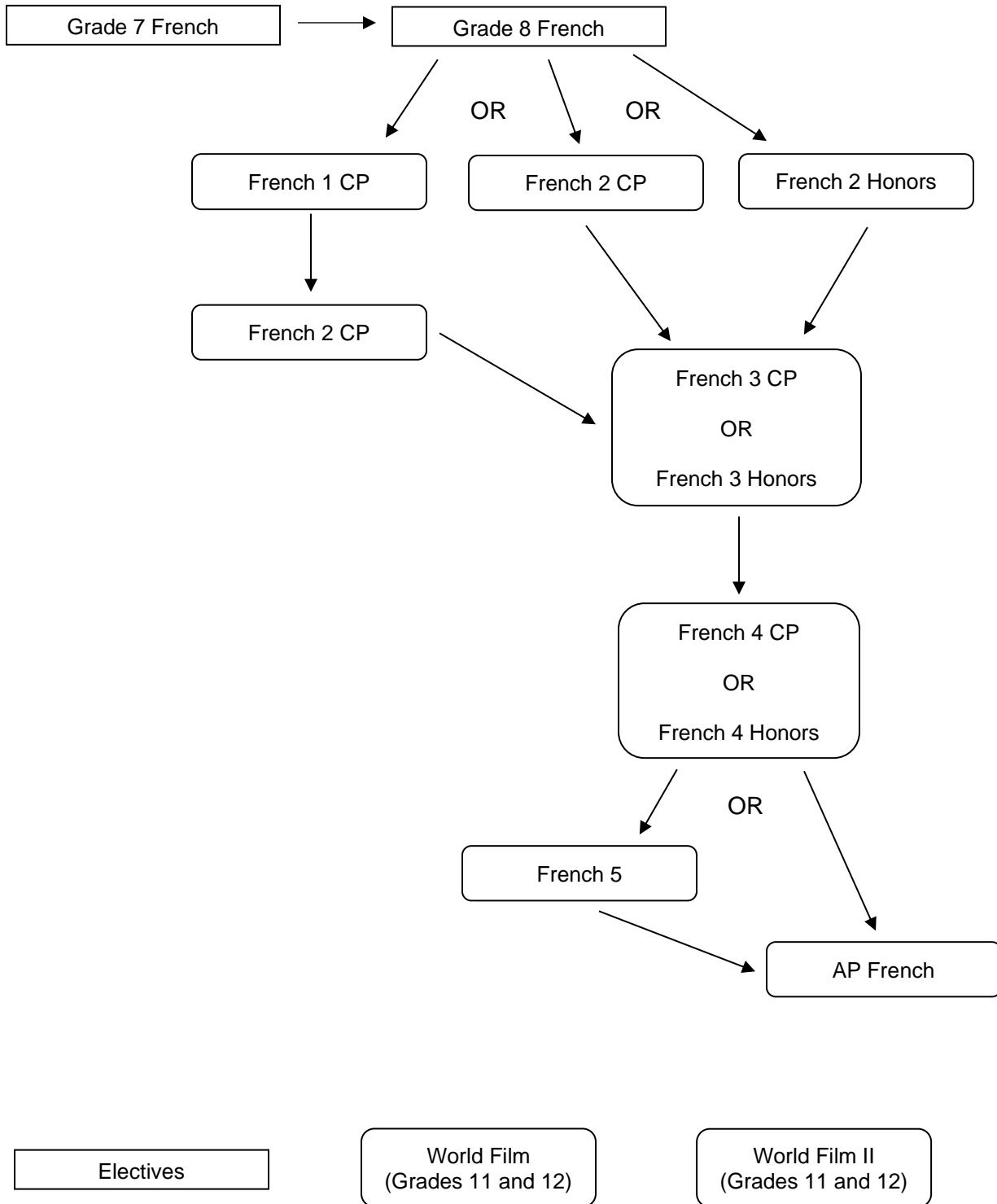
## Course Sequence for Chinese Language Courses

Note: A student's move from the CP to Honors level requires the student to have additional independent preparation.



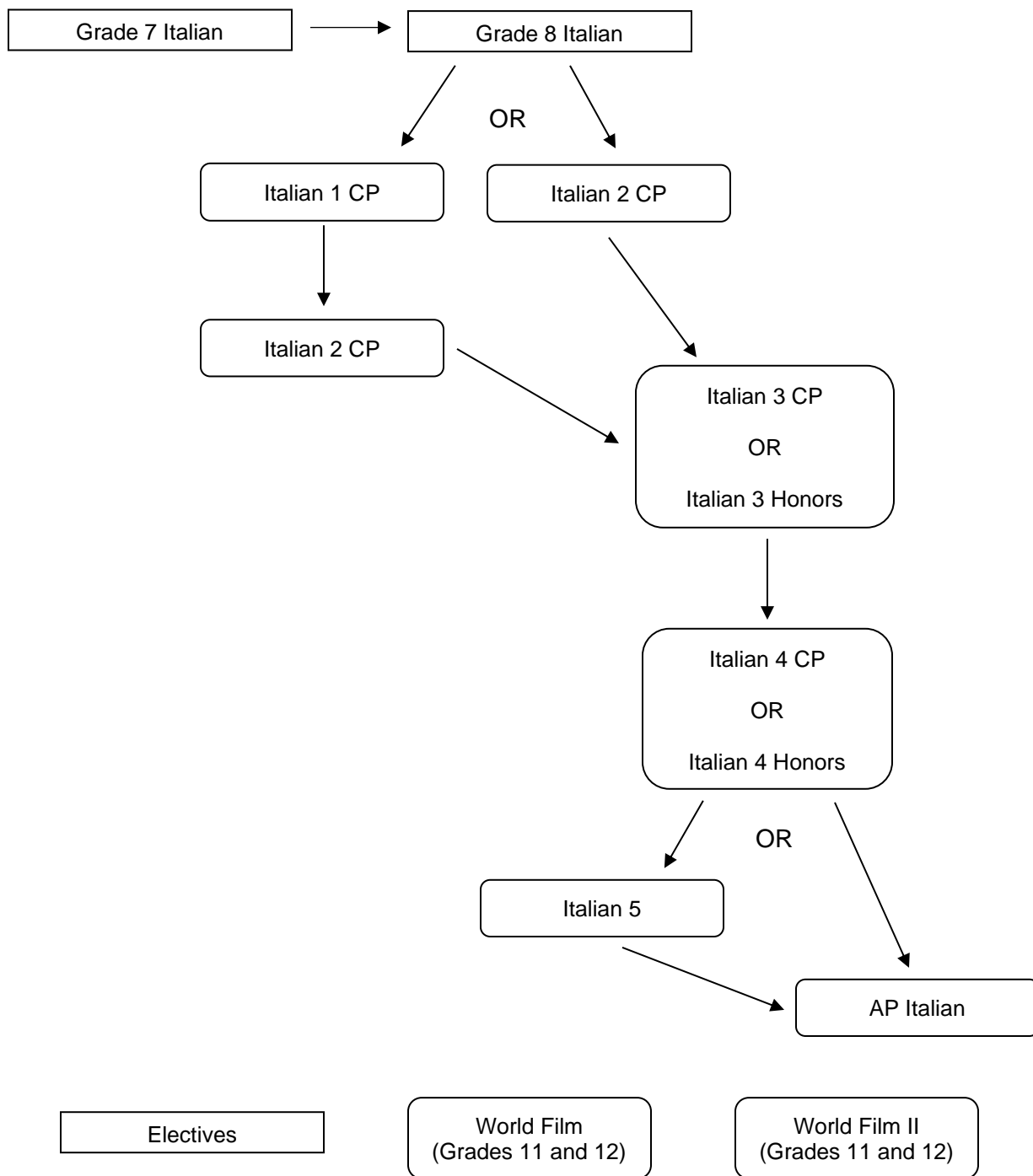
## Course Sequence for French Language Courses

Note: A student's move from the CP to Honors level requires the student to have additional independent preparation.



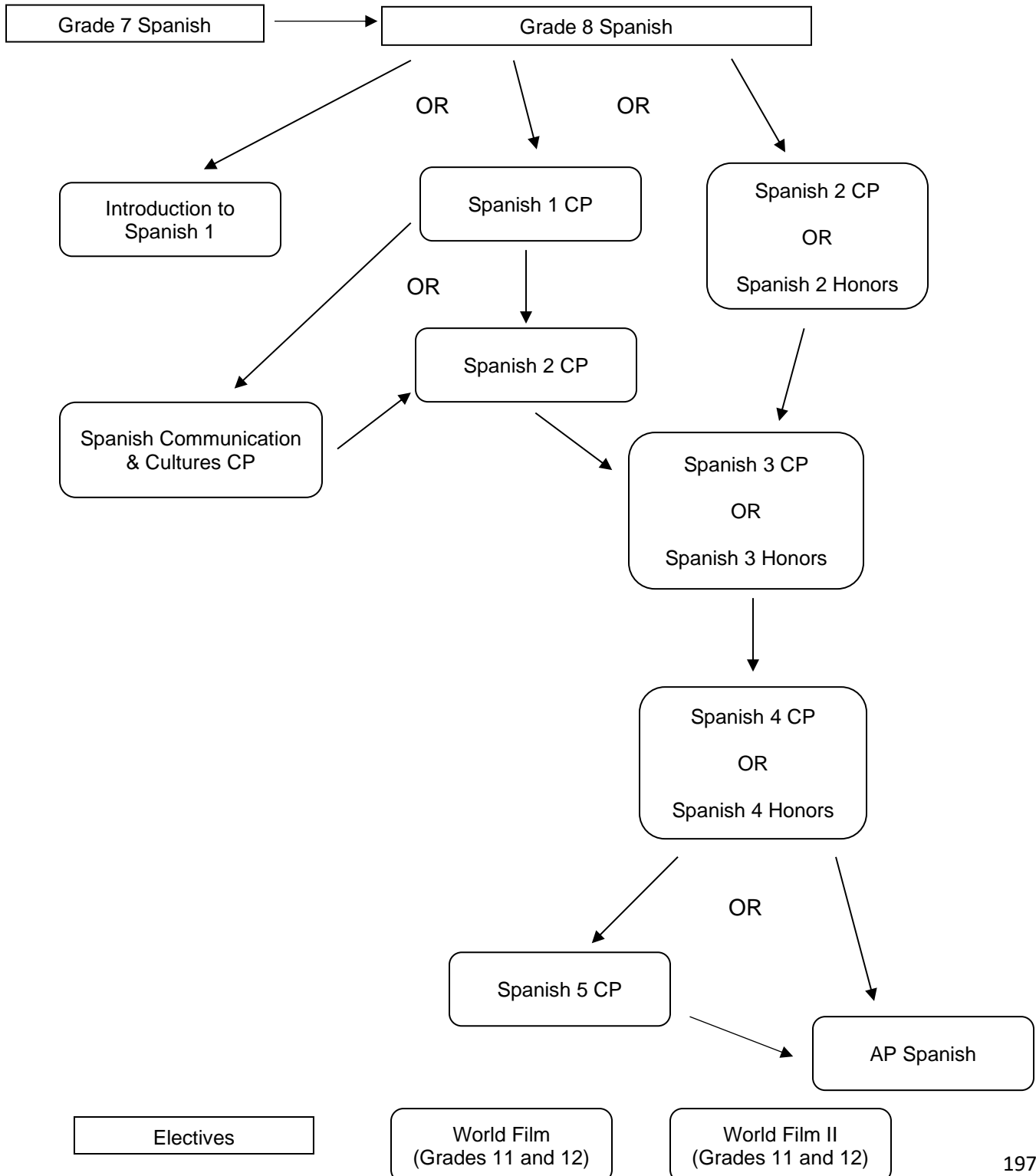
### Course Sequence for Italian Language Courses

Note: A student's move from the CP to Honors level requires the student to have additional independent preparation.

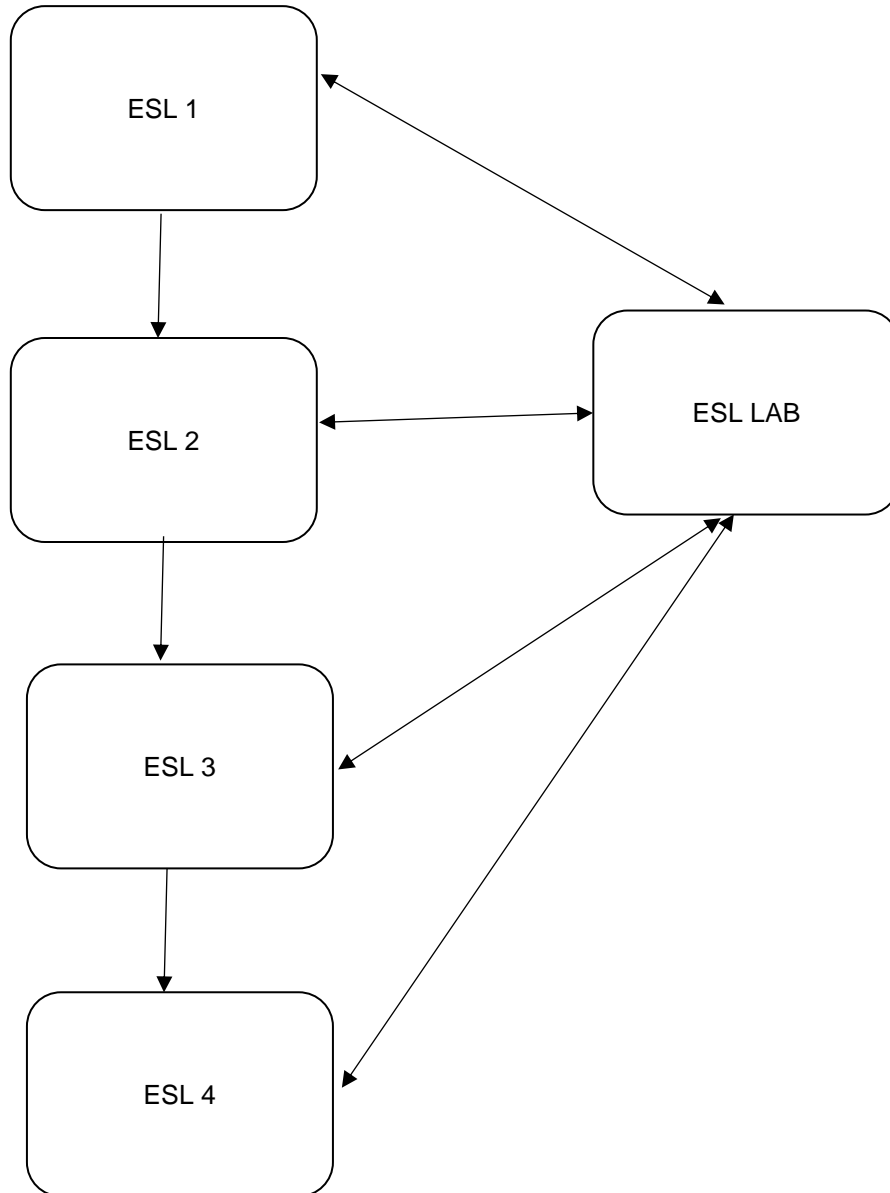


## Course Sequence for Spanish Language Courses

Note: A student's move from the CP to Honors level requires the student to have additional independent preparation.



## Course Sequence for English as a Second Language Courses



## Interdisciplinary Courses

The following courses offer an opportunity for interdisciplinary experiences that allow students to integrate the knowledge, concepts, and skills of multiple disciplines. This experience will broaden students' understanding of a variety of topics as they explore the natural connections and relationships of the respective subject areas.

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