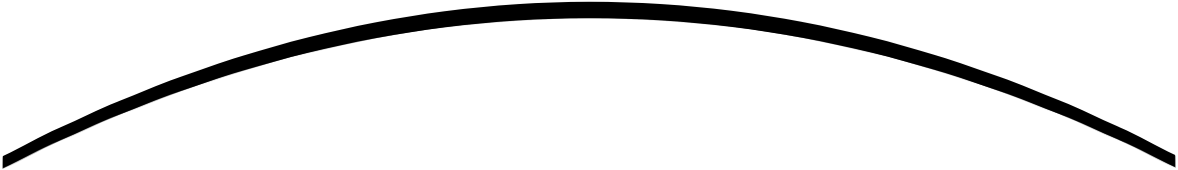


**Linden Public Schools**



**course Description Guide**

**2014-2015**



**High School**

**LINDEN PUBLIC SCHOOLS**  
**Linden, New Jersey**

Danny A. Robertozzi, Ed.D.  
Superintendent

Denise Cleary  
Assistant Superintendent of Curriculum & Instruction

Kathleen A. Gaylord  
Business Administrator/Board Secretary

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# LINDEN PUBLIC SCHOOLS

## HIGH SCHOOL ADMINISTRATION

Principal	Antoinette Modrak	486-5432
Vice Principal Class of 2015	Kevin Thurston	486-2212
Vice Principal Class of 2016	Frank Bandinelli	486-5432
Vice Principal Class of 2017	Steven Viana	486-5432
Vice Principal Class of 2018	Leanora Fleming	486-5432
Vice Principal Alternative Program	Jean Forstenhausler	587-0808

## DISTRICT DIRECTORS

Language Arts/Federal Programs	Carmela Appierto-Hunter	486-2800
Special Education	Marie Stefanick-Mincolla	587-3285
Technology/Vocational Programs	Michael Walters	587-3263
Health & Safety/Physical Education/Athletics	Stephen A. Yesinko	486-7085

## DISTRICT SUPERVISORS

Special Education (Elementary)	Michelle Altobelli	587-3285
Human Resources Manager	Michele Dorney	486-2800
Gifted & Talented / Early Childhood Education	Gail Fazio	486-2800
Science	Rose Goldstein	486-2212
Social Studies / Business	Gregory Grasso	486-2800
Pupil Personnel Services/Guidance/Assessment	Jo Ann Hamilton	486-2800
Special Education (Secondary)	Christopher Kolibas	587-3285
Fine and Performing Arts	Matthew Lorenzetti	486-2800
Maintenance	Lawrence Miranda	862-0950
World Languages/Bilingual/ESL	Alphonsina Paternostro	486-2800
Mathematics	Richard Sullivan	486-2212

# Linden High School

## **Mission Statement**

Linden High School is dedicated to providing a safe and secure learning environment conducive to our uniquely diverse community of learners. All students are encouraged to become lifelong learners, develop a healthy self-image and strive for excellence in academic and vocational skills in order to maximize their potential.

## **Statement of Philosophy**

Linden is an urban community with high educational aspirations for its youth. The student population of our community represents a cross section of socioeconomic, ability, and interest levels. Consequently, we attempt to equip our students to come to terms with a changing environment; and we endeavor to provide them with an opportunity for a comprehensive educational experience tailored to provide for the maximum development of each student's talents. Our vision is to provide a safe and secure environment, which encourages each student to develop an appreciation for learning, a healthy self-image, and a respect for others in our diverse society.

Further, at Linden High School, we, the professional staff, believe that the school has an obligation to work the awareness of, and in cooperation with, all facets of the community to prepare our students to be positive, productive citizens. We accept our responsibility to ensure that our efforts meet the needs of students, their families, and the community; and that these efforts have a positive effect on continuing those values that give dignity and purpose to life and democratic processes.

We believe in teaching the concept of democracy with emphasis on equal opportunity and gender-fairness, and providing opportunities for our students to practice these democratic principles in their school and community life. Students will participate in a comprehensive educational program that is designed to prepare them to achieve their full potential as productive members of society in the 21<sup>st</sup> century. With students and staff working together, meeting new challenges, and adapting to change, Linden High School will be able to successfully develop in its students lasting and desirable skills, competencies, behaviors, and attitudes.

To achieve these ends, the staff and faculty shall strive for a balance between the imperatives of individual freedom and the requirements of a commitment to society, between the need of students to function competently according to their own ability and the need for self-fulfillment and growth toward their own ideals within the parameters of their society. In carrying out this program, we believe that a sense of responsibility should be the keynote of our philosophy. We acknowledge our responsibility to provide these individualized educational opportunities, and we fully commit ourselves to developing in all our students a personal sense of responsibility to self, to others, and to society.

## **Public Notice of Non-Discrimination**

It is the policy of the Linden Public School District not to discriminate on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability.

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact Linden's Affirmative Action Officer, Mrs. Alphonsina Paternostro. Mrs. Paternostro can be contacted via email: [apaternostro@linden.k12.nj.us](mailto:apaternostro@linden.k12.nj.us) or by telephone: 908-486-2800 Ext. 8029

Students, parents, employees and the general public are also advised that all career and technical education opportunities will be offered regardless of race, color, national origin, gender or disability.

For further information, contact Linden's Section 504 Officer and District Anti-Bullying Coordinator, Ms. JoAnn Hamilton via email: [jhamilton@linden.k12.nj.us](mailto:jhamilton@linden.k12.nj.us) or by telephone: 908-486-2800 Ext. 8025 or you may contact Linden's Title IX Coordinator, Mr. Stephen Yesinko via email: [syesinko@linden.k12.nj.us](mailto:syesinko@linden.k12.nj.us) or by telephone: 908-486-7085. For information on issues related to disabilities, please contact the Director of Special Education, Ms. Marie Stefanick-Mincolla via email: [mstefanick@linden.k12.nj.us](mailto:mstefanick@linden.k12.nj.us) or by telephone: 908-587-3285.

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## Introduction

This catalog is a valuable reference manual for students, parents, and school personnel actively involved in curriculum planning at Linden High School. It is a complete guide to the possible course offerings at LHS. Each department has described its specific course offerings, highlighting the chief components of each course. Please understand that final decisions regarding the actual offering of any particular course will be dependent upon enrollment and budget constraints. Therefore, not all classes listed in this catalog are guaranteed to run every school year.

Planning an individual student's high school program of studies demands a cooperative effort between home and school. The program of studies that a student pursues in high school should reflect his or her aspirations, achievements, and aptitudes. The courses at LHS provide students with many opportunities to meet educational needs. Beyond state, district, college and career requirements, students are encouraged to select courses that will be academically stimulating and personally enriching. In selecting particular courses, the following criteria should be considered. Does the course:

- a. Meet the high school graduation requirements?
- b. Provide an outlet for interests in specific subject areas?
- c. Reflect a significant proficiency level?
- d. Provide a background for post high school plans leading to career options?
- e. Meet general college entrance requirements?
- f. Meet college entrance requirements specific to schools in which the student is interested?

Please note the following when planning an academic program:

- a. Make sound initial choices. Initial low enrollment totals may lead to the cancellation of a course, thus decreasing the options for change once the master schedule is complete.
- b. Choose courses, not teachers. Students and parents should not make the mistake of choosing or refusing a course based on perception of a particular instructor. Each choice should be based on the merits of the course content and its value to students' specific needs. Please understand that requests for schedule changes based on the issue of personnel will not be honored.
- c. Discuss specific subject area choices with teachers and/or department chairpersons who can share valuable insight into the nature of specific courses.
- d. When planning course level placement, consider taking the most challenging course load that can be handled without creating an undue burden. It may be better for students to experience success in appropriate placement than to experience extreme difficulty in an inappropriate placement.
- e. Scheduling requirements: Every Linden High School student will be scheduled for 35 credits per year.

## Genesis

Linden High School utilizes a web-based student data system called Genesis that makes student information accessible 24 hours a day, 7 days a week. Genesis can be used by parents to view student attendance, scheduling, conduct, current class grades, assignments and report cards. Parent access to Genesis is private and password protected. It can be obtained by submitting a completed Genesis Access Form with photo ID to the student's school office for approval. This is an excellent way for parents to access important information about a student's academic record and standing which will enable parents/guardians to stay well informed about student progress.

## Counseling Services

Any inquiries regarding scheduling should first be directed to the student's guidance counselor. The programs that students pursue in high school should reflect their interests and future goals. Because students differ, programs must also differ. Since post-high school requirements for employment, college or vocational technical training are constantly changing, students must frequently reevaluate immediate and long-range goals. The courses at LHS provide students with the opportunity to meet educational needs in accordance with individuality and aspirations. Beyond the state or local requirements, students are encouraged to select courses that best match these. The counseling staff is available to discuss a student's program as often as necessary. Parents/guardians are encouraged to call the school for conferences when assistance is needed.

Parents/guardians are expected to assist in the development of a curriculum plan. Students' performance and progress should be positively monitored. School counselors are resources to both students and adults in the development and monitoring of educational programs, and are available for consultation on these matters. Additionally, counselors conduct individual and group sessions to help students with the planning process. Students with severe difficulty in reading, mathematics, and writing may receive services, upon the recommendation and/or the evaluation and approval of Special Services. Parents or students may initiate this service by contacting the appropriate school counselor or Child Study Team case manager.

<b>Guidance Counselors</b>	908-486-5432
Helena Augustyniak	Ext. 8327
Rachelle Crawley	Ext. 8329
Danae Ioannidis	Ext. 8328
Laurie Juliano	Ext. 8330
Samantha Vetter	Ext. 8332
Cheryl Waite	Ext. 8333

<b>Case Managers</b>	
Lauren Bosio	Ext. 8658
Kim Barnes	Ext. 8656
Mary Darcy	Ext. 8662
Mia Gerstel	Ext. 8665
Dave Hancock	Ext. 8667

<b>Social Workers</b>	
Shamona Patterson, Anti-Bullying Specialist	908-486-5432 Ext. 8318
Annabelle Louis	908-486-5432 Ext. 8352
Monty Brooks	908-486-2212 Ext. 8458
Kathy Volker, Student Assistance Counselors (SAC)	908-486-2212 Ext. 8459

## Scheduling Procedures

Eighth grade students and parents will be given the opportunity to attend a large group informational session during the school day and evening. Freshman and sophomore students will attend small group assembly programs designed to outline course selection. Once the group sessions have been conducted, guidance counselors will set up group/individual appointments with students to choose classes for the following year. To ensure sufficient time for the course selection process, it is imperative that students report for the appointment with their counselor at the designated date and time. All students will be issued a copy of their next year course requests for parents to review. Prior to the school year, official copies of student schedules will be mailed home and will also be available for review in the Genesis Parent Module.



## **College and Career Planning Information**

All counselors offer guidance and links to websites to research colleges, scholarship opportunities, financial aid assistance and career planning. Reference booklets are available to assist juniors, seniors and student athletes in planning for the path they choose. Small group sessions are conducted to review materials and stress important deadlines that students must adhere to.

The guidance department is also pleased to introduce Family Connection from Naviance, a web based service designed especially for students and parents. Family Connection is a comprehensive website that one can use to help make decisions about courses, colleges, and careers. Family Connection is linked with Naviance Succeed, a service that the guidance counselors use to track and analyze data about career and college plans. It provides Counselors with the most recent information specific to Linden High School. The career component will direct students towards future careers and the scholarship directory will allow students to find scholarships suited to their needs.

Students planning to attend college should go to general websites such as collegeboard.com, collegenet.com or campustours.com. Each college has its own website to with virtual tours and requirements for admission. Applications may be completed online or mailed by the student. The LHS guidance department will be responsible for mailing or faxing transcripts that are requested with two weeks notification for processing. The media center at LHS also provides students with the opportunity to research career, college choices and scholarships. In addition to providing college information, the media center is a complete technological research facility offering various CD roms, internet access and subscriptions to online research data plans. One such subscription is to Ebsco, a database which contains periodical and journal information for research. This service is available through the New Jersey State Library. Access is available to Facts on File which contains Ferguson's Career Center. In addition, books can be checked out including, Barron's Guide to Colleges, the Grant's Registry and several SAT books.

## **Awarding of Credits**

Credit will only be awarded only for courses that have been completed. Partial credit is not given for partial study whether for in house or transfer students.

To attain the status of Sophomore, a student must earn 25 credits prior to the start of the school year.

To attain the status of Junior, a student must earn a total of 55 credits prior to the start of the school year.

To attain the status of Senior, a student must earn a total of 85 credits prior to the start of the school year.

## Graduation Requirements

- A. In order to be graduated from the Linden District high school, and receive a State-endorsed board of education diploma, a pupil must:
1. Participate in a local program of study of **not fewer than 120 credits** in courses designed to meet all of the Core Curriculum Content Standards, including, but not limited to, the following credits:

STUDENT'S YEAR OF ENTRY: GRADE 9	2008	2009	2010 - Present
LANGUAGE ARTS LITERACY	20 credits	20 credits aligned to grade nine through 12 standards	
MATHEMATICS	15 credits including algebra I or the content equivalent**	15 credits including algebra I and geometry or the content equivalent**	15 credits including algebra I and geometry or the content equivalent* and a third year of math that builds on the concepts and skills of algebra and geometry and prepares students for college and 21st century careers
SCIENCE	15 credits including at least five credits in laboratory biology/life science or the content equivalent**	15 credits including at least five credits in laboratory biology/life science or the content equivalent** and one additional laboratory/inquiry-based science course which shall include chemistry, environmental science, or physics	15 credits including at least five credits in laboratory biology/life science or the content equivalent**; an additional laboratory/inquiry-based science course including chemistry, environmental science, or physics; and a third laboratory/inquiry-based science course
SOCIAL STUDIES	15 credits including satisfaction of N.J.S.A. 18A:35-1 and 2	15 credits including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography and global content in all course offerings	
FINANCIAL, ECONOMIC, BUSINESS, AND ENTREPRENEURIAL LITERACY	No state requirement	2.5 credits	
HEALTH, SAFETY, AND PHYSICAL EDUCATION	3 ¼ 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		
VISUAL AND PERFORMING ARTS	5 credits		
WORLD LANGUAGES	5 credits or student demonstration of proficiency		
TECHNOLOGICAL LITERACY	Consistent with the Core Curriculum Content Standards, integrated throughout the curriculum		
21ST CENTURY LIFE AND CAREERS, OR CAREER-TECHNICAL EDUCATION	5 credits		
TOTAL CREDITS (State Minimum)	110	120***	

- \* School districts may establish course and/or credit requirements which exceed the State minimums.
- \*\* "Content equivalent" means courses or activities that include the same or equivalent knowledge and skills as those found in traditionally titled courses which are required for high school graduation and which are aligned with the Core Curriculum Content Standards. This content must be taught by certified teachers, may be integrated in one or more courses, may be titled differently, or may present material in an interdisciplinary or spiral format.
- \*\*\* The 120 credit total is greater than the sum of the individual requirements above to allow for student electives.

2. The 120 credit requirement set forth above may be met in whole or in part through program completion as outlined in NJAC 6A:8-5.1, paragraph a-1-ii. If you are interested in Option II, see your Guidance Counselor.
- B. Advanced Placement (AP) and International Baccalaureate courses or college credit courses may count as fulfilling credit requirements in (A1 or A2) above.
  - C. The IEP process and pursuant to NJAC 6A:14-4.12, graduation, may, for individual students with disabilities as defined in NJAC 6A:14-1.3, specify alternate requirements for a State-endorsed diploma which may include the Alternate Proficiency Assessment (APA).
    1. Alternate requirements for graduation may be specified in a student's IEP, in accordance with NJAC 6A:14-4.12.
    2. Procedures for assessing whether a student has met any alternate requirements for graduation individually determined in an IEP shall be developed and implemented.
  - D. In accordance with NJS 18A:7C-5, each student entering high school and his or her parents or legal guardians will be presented with a copy of the district board of education's requirements for a State-endorsed diploma, and those programs available to assist students in attaining State-endorsed diploma.
  - E. Students who have not demonstrated proficiency on one or more sections of the HSPA following the 11<sup>th</sup> grade shall be provided with the opportunity to demonstrate such competence through both repeated administrations of the HSPA and the AHSAs process.
    1. All students of Limited English Proficiency shall satisfy the requirements for high school graduation according to A1 through A2 above, except that any students of Limited English Proficiency may demonstrate that they have attained State minimum levels of proficiency through:
      - a. Passage of the AHSAs process in their native language and passage of an English fluency assessment approved by the Department of Education: or
      - b. Passage of the AHSAs process in English with appropriate accommodations.
    2. Students with disabilities as defined in NJAC 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act may demonstrate that they have attained State minimum levels of proficiency through the AHSAs process if specified in the student's Individualized Education Program (IEP) or Section 504 accommodation plan.
  - F. Until superseded by (E) above, district boards of education shall provide students entering grade 12 who have not demonstrated proficiency in one or more sections of the HSPA with the opportunity to become eligible to graduate by demonstrating such competence through repeated administrations of the HSPA and, if necessary, through the AHSAs process as described in NJAC 6A:8-4.1(d)5.
    1. The results of the AHSAs process will be submitted to the appropriate county superintendent of schools according to the timeline set by the State Department of Education each year for approval for graduation in June of the same year.
    2. All students of Limited English Proficiency shall satisfy requirements for high school graduation in accordance with the provisions of (E) above, except that students of Limited English Proficiency who enter in grade nine or later may demonstrate that they have attained or exceeded the proficient level through passage of the AHSAs process in their native language, and/or English and passage of an English fluency assessment by the Department of Education.  
**All LHS students who have achieved the status of Junior during the 2013-2014 school year have the requirement for graduation to have passed HSPA or have achieved passing through the AHSAs process. They will have the opportunity to retake HSPA and AHSAs in the 2014-2015 school year to meet the graduation requirement.**

**LHS underclassmen starting in the 2014-2015 will be subject to PARCC Assessments. The high school ELA/literacy exams will be given at the end of the grade (for grades 9, 10 and 11). The high school math exams will be given at the end of the course. For additional information on PARCC refer to <http://www.parcconline.org>.**

- G. High school diplomas:
1. The board of education shall award a State-endorsed high school diploma to prospective graduates who have met all of the requirements adopted in accordance with NJAC.
  2. The board of education shall not issue a high school diploma to any student not meeting the criteria specified in the rule provisions referenced in (A) above.
    - a. The board of education shall provide students exiting grade 12 without a diploma the opportunity for continued high school enrollment to age 20, or until the requirements for a State-endorsed diploma have been met, whichever comes first.
    - b. The board of education shall allow any out-of-school individual to age 20 who has otherwise met all State and local graduation requirements but has failed to pass the HSPA to return to school at scheduled times for the purpose of taking the necessary test. Upon certification of passing the test applicable to the student's class in accordance with NJAC 6A:8-5.1(a)3, a State-endorsed diploma will be granted if Linden High School is the high school of record.
    - c. The board of education shall award a State-endorsed high school diploma to any individual who:
      - 1) Has performed at a proficient or advanced proficient level of achievement in all sections of the HSPA;
      - 2) Has presented official transcripts showing at least 30 general education credits leading to a degree at an accredited institution of higher education; and
      - 3) Has, if a student currently enrolled in a public school, formally requested such early award of a State-endorsed high school diploma.

The district will hold appropriate graduation exercises to honor those students meeting the state and district's standards and proficiencies.

Recognition of academic achievement and the awards presented by the board of education will be carried out in the exercises or in an appropriate awards assembly.

Students who are being graduated are expected to finalize all their obligations to the district for taking final examinations, paying fines, returning library books, textbooks and equipment. The superintendent may deny participation in the exercises to students who are not satisfactorily fulfilling the district code of conduct.

Only students who have successfully completed all their graduation requirements will be allowed to participate in graduation exercises.

The board of education has the legal responsibility under the provisions of NJAC 6:8-7.1 et seq. for adopting policies and procedures for high school graduation requirements. All employees shall work within the framework of established board policy. Professional staff members are encouraged to advise the board through the superintendent's office of any suggestions for changes or improvements in such requirements.

The board recognizes the importance of assuring full educational opportunities for each student. This goal is to be supported by qualified secondary school programs that promote personal development, academic growth and career preparation. Such programs are to be based on a broad, flexible curriculum, which addresses each student's needs, interest and abilities.

Graduation from our public schools implies that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve and that they have

satisfactorily passed any examinations and other requirements set by the faculty. In addition, students shall have maintained a satisfactory record of citizenship during their progression through the instructional programs of the schools.

The faculty will establish their detailed requirements to agree with the goals for our schools as adopted by the board of education. It is expected that insofar as possible the faculty will apply measures of achievement to provide evidence that each student has progressed far enough toward school goals – especially in the attainment of reasonable levels of proficiency in the core content areas to warrant his/her graduation according to the terms of the paragraph above.

The board, in recognition of its responsibility of all youth in the school system, including those who drop out of school, makes available to all the school system's youth, alternative programs for meeting standards that will enable them to acquire a high school diploma. (18A:4-25; 18A:7A-5; 18A:35-1 thru 4.1; 18A:35-5 et seq.; 6:8-6.1; 6:8-7.1)

### **College Admission Requirements**

Minimum graduation requirements should not be confused with college admission requirements. The general rule of thumb for most four year colleges is that applicants should have completed a minimum of 16 "Academic Units" upon graduation. Normally, "Academic Units" are considered to be 5 credit courses in college preparatory Math, Science, English, Social Studies and World Language. LHS courses which count as academic units depend on the discretion of each individual college admissions department. Good grades in quality courses will enhance admission chances. Admission to colleges and universities varies from easy to extremely competitive. Families should familiarize themselves with the various types of colleges and the degree of difficulty for admission. Students should begin the planning process when selecting courses for the high school years.

### **Athletic and Co-Curricular Eligibility**

The Board of Education recognizes that the primary responsibility of the school system is to educate all students to their fullest potential. Although the academic program has first priority, student activities are an important part of the total learning experience. The Board of Education therefore, has an obligation to provide an opportunity for students to participate in a full range of activities, while ensuring that the student's academic progress is sufficient to support this participation.

Any student who wishes to compete in interscholastic sports must meet the minimum credit requirements established by the New Jersey Interscholastic Athletic Association (NJSIAA) and the Linden Board of Education. Eligibility for activities will be determined each marking period with academic progress checks. All incoming freshman are automatically eligible to participate in athletics. Currently, enrolled students at LHS must have accumulated 30 credits at the end of the previous year to be eligible for fall and winter sports and be passing the equivalent of 15 credits at the end of the 2<sup>nd</sup> marking period to be eligible for spring sports. Students should check with their guidance counselors if they have any questions about eligibility.

### **Participation in College Athletics**

Students who intend to participate in NCAA Division I or II athletics as a college freshman must be certified by the NCAA Clearinghouse. To do so, go to <http://www.ncaa.org/>. Select *register to be a student athlete* to continue the process. High School Freshmen considering a college athletic career are encouraged to register to ensure proper credit and correct courses are part of the student's transcript. Certain academic criteria in high

school must be met in order to participate in college athletics at this level. For more information or questions go to [www.eligibilitycenter.org](http://www.eligibilitycenter.org) or call 877-262-1492. Counselors can help determine whether or not courses meet the initial eligibility standards. Meeting minimum NCAA eligibility requirements will not guarantee admission into the college of choice. It is recommended that coaches and parents work with guidance on strategies for college admissions.

## **Honors Courses**

The content of an Honors course is organized to include more elaborate, complex, in-depth study of major ideas, problems and themes that integrate knowledge within a given academic subject. Emphasis is placed on higher-level thinking skills, creativity and excellence of performance. Students are selected for honors courses by state test data, previous course grades, and teacher recommendation. These students have been identified as being capable of above-average work. Receiving a grade of "C" or lower in an honors course indicates that the student is not meeting the standard appropriate for an honors course and this will initiate a review process on whether the student is correctly placed.

## **Advanced Placement Program**

The Advanced Placement Program, administered by the College Board, allows high school students to undertake college-level academic learning and to show that they have mastered the advanced material by taking Advanced Placement Exams. Students can receive credit, advanced placement, or both from thousands of colleges and universities that participate in the Advanced Placement Program. Students that do not take the AP Examination related to their course will have their grade weight revert to the 1.075 GPA weight of an Honors Course rather than the 1.1 GPA weight of the AP Course.

## **International Baccalaureate Diploma Program**

The International Baccalaureate Diploma Program is a two-year course of study in the 11<sup>th</sup> and 12<sup>th</sup> grade. Affiliated with the International Baccalaureate Organization headquartered in Geneva, Switzerland, Linden High School offers students the opportunity to obtain a world-class education. The IB Diploma program is for college bound students. Additional details are contained in the IB section of this book. Students who do not take the IB Examination related to their course will have their grade weight revert to the 1.075 GPA weight of an Honors Course rather than the 1.1 GPA weight of the IB Course.

## **International Baccalaureate Certificate Program**

The International Baccalaureate Certificate Program is offered as an alternative to the Diploma Program. Students are eligible to enroll in any IB Course as a certificate candidate. Certificate candidates must comply with all the course requirements, which include the internal and external examinations and will receive the same grade weight as outlined in the Diploma Program above.

## **Ranking Procedures**

The ranking procedure is based upon the fact that greater weight is given to honors, advanced placement, and International Baccalaureate courses. These courses differ substantially in their levels of academic challenge and ranking allows for more favorable academic peer comparisons. The result is that students selecting these courses will be helped to a higher rank and their opportunities for college admission are improved. This philosophy further emphasizes that each student should be encouraged to elect those subjects which are best suited to insure maximum utilization of his/her potential for educational development consistent with his/her goals and aspirations.

The board emphasizes that rank in class, although a component in the college admissions process, does not measure such important human traits as character, personality, manual dexterity, social and practical intelligence and maturity.

The essentials of the ranking system are as follows:

- Class rank will be prepared for all seniors.
- Cumulative ranking begins with the ninth grade and an exact ranking is computed at the end of the eleventh grade. Rankings are carried out three places to the right of the decimal point.
- Grades for all classes will be included in computing class rank.
- Rank-in-class is computed based on numerical grades earned, in all subjects attempted. Failing marks, grades for courses repeated and summer school grades are counted.
- All students are included in the class rank except those transfer students with incomplete or inconsistent grading data.
- A final ranking will be computed for the 25 highest students at the end of twelfth grade. In the event a tie for Valedictorian occurs, the students will be declared Co-Valedictorians. In that case, no Salutatorian will be designated.
- A weighted factor of 1.075 will be given to honors courses. A weight of 1.1 will be given for advanced placement courses and International Baccalaureate courses.
- Courses designated remedial or special education will be given a weight of 1.00, except for those designated In Class Support, which will be given a grade of 1.025.
- All remaining courses will be assigned a weight of 1.025.

## **Grade Point Average**

Linden High School students' grade point averages are computed by using a formula that includes the course grade, weight and credit. The GPA is computed based on numerical grades earned, in all subjects attempted. Failing marks, grades for courses repeated and summer school grades are counted. The GPA is a number based on a scale of 0-100. Many colleges and universities request that the GPA be reported on a 4.0 scale. In order to accommodate these institutions and not penalize our students, Linden High School can and will convert the GPA to a 4.0 scale for this purpose.

## **Independent Study Courses**

Independent study courses are offered on a very limited basis as augmentations to a student's course of study but not as a means to make up courses that were failed. Students who are repeating failed courses must take these courses as a part of the regular school day if not made up in summer school. Make up courses have scheduling priority over non-required electives. If a student's entire schedule is filled, an independent study course may be authorized by the principal during the student's senior year.

## **Student Assessments**

All LHS students must take the New Jersey High School Proficiency Assessment (HSPA). The HSPA assesses a student's ability in Math and Language Arts Literacy. Students must pass this test in order to receive a high school diploma. The HSPA will be administered to all 11<sup>th</sup> graders each spring. In addition, the New Jersey Department of Education has announced transitioning from an integrated HSPA to a secondary school competency model using subject specific end of course tests. The New Jersey Biology competency Test (NJBCT) is administered in May to all students enrolled in the course.

Beginning in the spring of 2009, Governors and State Commissioners of Education from 48 states, 2 territories and the District of Columbia committed to developing a Common Core of State K-12 English-Language Arts (ELA) and Mathematics standards. Using the CCCS as a basis for assessment, the PARCC assessment system was born. The PARCC assessment system will be comprised of a coherent set of diagnostic, informative, and summative assessment components in English Language Arts (ELA)/Literacy and Mathematics for Grades 3 through High School.

The College Board national testing program includes the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) and the Scholastic Aptitude Tests (SAT I and SAT II). Students may register for the PSAT/NMSQT through the guidance department. Registration for the SAT may be completed online at [www.collegeboard.com](http://www.collegeboard.com) and for the ACT at [www.ACTstudent.org](http://www.ACTstudent.org)



## BUSINESS EDUCATION PROGRAM

Business Education teaches for and about business. Students learn to make wise personal economic and career choices while developing knowledge, skills and attitudes necessary to succeed in the workforce or to succeed in advanced educational programs at business or technical schools, two-year colleges and four-year colleges and universities.

Business Education means instruction about various roles that all learners will play as economically literate citizens. The Business Education Program offers instruction in the following occupational areas: accounting technician, office systems, marketing, and computer programming (see next section).

The tracks listed below are only a suggestion for a sequence of courses to follow. Any particular business course can be taken to meet individual needs. Adherences to course sequences are important for those students pursuing an occupational area.

### **Business Education Program Suggested Sequences**

Year 1:	Computer Application Skills/Web Based Technology for Business
Year 2:	Introduction to Business or Accounting I, or Business Law/Economics
Year 3:	Accounting II, or Marketing, or Entrepreneurship/Personal Finance or Business Management
Year 4:	Cooperative Business and Marketing Education COOP, or IB Business Management

### **Accounting I...1220**

Credits:	5
Grade Level:	10, 11, 12
Prerequisite:	None
Description:	This course introduces students to basic accounting concepts and principles. The accounting cycle - journalizing, posting, preparing financial statements, and adjusting and closing entries - is presented in a step-by-step progression. Topics covered are presented for a service business organized as a proprietorship and for a merchandising business organized as a partnership and as a corporation. This course is beneficial for the college-bound student majoring in accounting or business, the work-bound student, and for personal use. Hands on computerized accounting applications are integrated into the course content.

### **Accounting II...1320**

Credits:	5
Grade Level:	10, 11, 12
Prerequisite:	Accounting I
Description:	This course introduces students to specialized accounting concepts and principles. Topics covered include departmentalized accounting, a voucher control system, depreciation, uncollectible accounts, accrued expenses and revenues, corporation accounting, management accounting, cost accounting, and not-for-profit organization accounting. This course is beneficial for the college-bound student majoring in accounting, management, or economics and the work-bound student. Hands on computerized accounting applications are integrated into the course content.

### **Business Law ...1201**

Credits: 2.5  
Grade Level: 10, 11, 12  
Prerequisite: Intro to Business or Business Management  
Description: This course will consist of three main units of instruction. The first unit will cover an introduction to legal theory, legal and deductive reasoning, constitutional law, administrative law, the court system, civil and criminal procedures, alternate dispute resolution, criminal laws and the concepts of tort and strict liability. The second unit will consist of the study of common law contract theory and an introduction to the Uniform Commercial Code. The basic elements of contract will be examined, along with remedies, statute of frauds and third party rights. The final unit will consist of the application of the property, bailments, agency, employment laws business structures, intellectual property, E-commerce, international law and other topics. The concept of ethics and proper business conduct will be emphasized throughout the course.

### **Business Management...1210**

Credits: 5  
Grade Level: 10, 11, 12  
Prerequisite: Intro to Business, Intro to Marketing or Accounting  
Description: This course provides students with a background in basic recordkeeping skills used in today's business world. Some of the topics covered are duties of an order entry clerk, a sales clerk, an accounts receivable or payable bookkeeper and a file clerk. Records management using the ARMA alphabetic filing rules, as well as, numeric filing will be covered. Students will be able to apply basic recordkeeping knowledge on the computer using data entry activities. Emphasis will be on accounting.

### **Career Opportunities - CST Recommendation...1519**

Credits: 5  
Grade Level: 9, 10  
Prerequisite: None  
Description: Introduction to Careers and Vocational Life Skills is a starting point for the introduction of different career areas as researched and recently identified by the New Jersey Office of School-to-Work Initiatives. These include career planning by matching personal traits to job requirements, using labor market information and job application skills. Students will learn the importance of demonstrating positive work behavior and exhibiting appropriate interpersonal skills, safety, communication and adaptation to change by transferring knowledge and skills to new jobs and situations. A part of this class will also include hands-on experience with computers. Completion of this class will lead to placement in a Vocation Class, or placement in county Vocational-Technical program. This course requires recommendation and approval by the supervisor.

### **Computer Application Skills...1101**

Credits: 2.5  
Grade Level: 9, 10, 11, 12  
Prerequisite: None  
Description: This course introduces students to the touch method of keyboarding. Topics covered include keyboarding technique and skill development, personal letters, tables, and reports. Editing and formatting techniques are covered using computer word processing software.

### **Marketing Education CO-OP...1400**

Credits: 15  
Grade level: 12  
Prerequisite: Intro to Cooperative Business and Marketing Education, Accounting I, Business Management or Entrepreneurship  
Description: This course provides an opportunity for students to apply knowledge and skills while working in a paid position in a local company in business or marketing. In many cases, students may attend school in the morning and then go to work in the afternoon. Assisted activities include completion of common employee forms and income tax preparation. Co-op students are supervised by a teacher who is involved with job placement, visitations to the job site, employer evaluations and coordination of the work experience with related classroom instructions. For the college bound student, it provides valuable experience and skills necessary to pursue their own personal and career goals.

### **Economics...1202**

Credits: 2.5  
Grade Level: 10, 11, 12  
Prerequisite: None  
Description: Economics is a one-semester elective that concentrates on vital areas of today's economy and emphasizes the facts and concepts which will give the students a sound understanding of the economic system. Personal financial literacy skills and strategies promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. The course reflects the growing need for 21st-century citizens to be financially literate, particularly in light of the increasing number of financial choices they face due to the global economy and meets the state requirement for graduation. Financial literacy includes the application of knowledge, skills, and ethical values when making consumer and financial decisions that impact the self, the family, and the local and global communities.

### **Entrepreneurship...1301**

Credits: 2.5  
Grade Level: 10, 11, 12  
Prerequisite: None  
Description: This course introduces students to the vital role that small business plays in our national, state, and local economy. Topics covered include the role of small business in the American economy; the characteristics of an entrepreneur; and creating, managing, and expanding a small business. Simulated business situations representing realistic entrepreneurial applications are integrated into the course. The Internet will be used for research to enhance various topics.

### **Financial Management Skills...1619 - CST Recommendation**

Credits: 5  
Grade Level: 11, 12  
Prerequisite: None  
Description: This new resource room model will address personal financial needs for adult life within the framework of mathematics. Topics will include personal banking, budgeting, investments, effective shopping techniques, and managing a home financially. The skills taught will support successful HSPA achievement strategies and methods.

### **Introduction to Business...1110**

Credits: 5

Grade Level: 9, 10, 11, 12

Prerequisite: None

Description: This course introduces students to the business world as workers, consumers, and citizens. Topics covered include the economic system, business, labor, government, careers, consumers in our economy, living and working with technology, financial institutions and banking services, credit, and planning savings and investments. Simulated business situations representing realistic business activities are integrated into the course. Participation in the student activities of DECA (Distributive Education Clubs of America) or FBLA (Future Business Leaders of America) as competency-based competition is recommended.

### **Introduction to Marketing...1310**

Credits: 5

Grade Level: 10, 11, 12

Prerequisite: None

Description: This course introduces students to the retail world. Marketing is divided into three major areas: economic foundations, marketing and business foundations, and human resource foundations. Product development, promotion, pricing, and possession are covered. Special emphasis is placed on selling, target markets, and applying for a position in today's employment environment as well as college. Participation in the student activities of DECA (Distributive Education Clubs of America) or FBLA (Future Business Leaders of America) as competency-based competition is recommended.

### **Personal Finance...1302**

Credits: 2.5

Grade Level: 10, 11, 12

Prerequisite: None

Description: This course introduces students to the role of a citizen, family member, consumer, and active participant in the business world. Emphasis is placed on how an individual's wants, needs, and values affect personal financial decisions and financial future. Topics covered include career decisions, money management, financial security, credit management, resource management, risk management, and consumer rights and responsibilities. Simulated situations representing realistic personal financial activities are integrated into the course. The Internet will be used for research to enhance various topics.

### **Service Occupations – CST Recommendation...1629**

Credits: 5

Grade Level: 11, 12

Prerequisite: None

Description: Service Occupations is for students interested in marketing-related occupations, usually in stores, restaurants, hotels, day care centers, hospitals and other related businesses. Instruction is individualized depending on the needs of each student. Students who are ready to work may be placed in a cooperative work study program and receive credits for working in addition to this related class. This class can be taken a second year in order to do work study. Completion of one or two years of this course can lead to post-secondary job placement or education in marketing-service occupations. Through enrollment in this class, students can also participate in the competitions sponsored by DECA (Marketing and Distributive Education Clubs of America). This is a vocational student organization that helps to prepare them for competitive careers and community experiences.

## **Web Based Technology for Business ....1102**

Credits: 2.5

Grade Level: 9, 10, 11, 12

Prerequisite: None

Description: A hands-on course designed to guide and motivate students to find, analyze and interpret information. The first part of the course will focus on how and where to find valid and reliable information and evaluate the accuracy of the internet information. The course covers a broad spectrum of computer technology concepts which includes networking theory and financial skills obtained from the internet. Web based projects focusing on business areas are included throughout the course to reinforce concepts covered. Microsoft Word, Excel and Power point are software packages used in this course.

## **IB BUSINESS EDUCATION**

May be taken as part of the full IB Diploma Program or as an Individual Certificate Course. Refer to the International Baccalaureate Program section for a full description of the Diploma Program and its courses.

## COMPUTER SCIENCE PROGRAM

The *2000-2001 Occupational Outlook Handbook* published by the Bureau of Labor Statistics of the United States projects “computer-related jobs are expected to grow the fastest over the projection period. In fact, these jobs make up the four fastest growing occupations in the economy. Computer engineers, computer support specialists, computer systems analysts, and database administrators are expected to increase by 108, 102, 94, and 77 percent, respectively. Employment of programmers is expected to grow faster than the average for all occupations through 2008.”

Computer Science is the study of computer hardware and computer software design. The *Occupational Outlook Handbook* describes the above-mentioned occupations as follows:

**Computer engineers:** “work with the hardware and software aspects of systems design and development. They usually apply the theories and principles of science and mathematics to design hardware, software, networks, and processes and to solve technical problems. Whereas their work emphasizes the application of theory, computer engineers are also involved in building prototypes.”

**Computer support specialists:** “provide technical assistance, support, and advice to customers and users. This group includes technical support specialists, help-desk technicians, and customer service representatives. These troubleshooters interpret problems and provide technical support for hardware, software, and systems.”

**Computer systems analysts:** “solve computer problems and enable computer technology to meet individual needs of an organization. They help an organization realize the maximum benefit from its investment in equipment, personnel, and business processes.”

**Database administrators:** “work with database management systems software and determine ways to organize and store data. They set up computer databases and test and coordinate changes to them. Since they also may design implementation and system security, database administrators often plan and coordinate security measures.”

**Computer programmers:** “write, test, and maintain the detailed instructions, called programs or software that computers must follow to perform their functions. They also conceive, design, and test logical structures for solving problems by computer.”

The computer science program at Linden High School provides a strong foundation for study at the college and university level. Students interested in advanced and higher level knowledge in computers can achieve their goals through the International Baccalaureate program.

Suggested course sequences are as follows:

### C++ Language Sequence

9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> Grade:	Introduction to Computer Science Using C++
10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup> Grade:	Introduction to Video Game Design
10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup> Grade:	Object-Oriented Programming Using C++

### Java Language Sequence

9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> Grade:	Introduction to Computer Science Using C++
10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup> Grade:	Computer Science Using Java

### **Computer Science Using C++...1810**

Credits: 5

Grade Level: 9, 10, 11, 12

Prerequisite: None

Description: Introduction to Computer Science Using C++ introduces students to the fundamental concepts of computer science and structured programming using the C++ programming language. Topics covered include computer basics; how computers are programmed; entering, compiling, and running programs; variables and constants; math operations; strings and screen input and output; decision-making in programs; loops; functions; pointers; creating data types; structures; and data file basics. Hands-on activities representing realistic programs, problems, interdisciplinary projects, and case studies are integrated into the course content.

### **Object-Oriented Programming Using C++...1821**

Credits: 5

Grade Level: 11, 12

Prerequisite: Intro to Computer Science Using C++

Description: Object-Oriented Programming Using C++ introduces students to object-oriented programming methodology using the C++ programming language. Topics covered include object-oriented programming, string functions, using string classes, arrays, templates, vectors, multi-dimensional arrays, matrices, linked lists, stacks, queues, trees, recursion, searching, and sorting. Hands-on activities representing realistic programs, problems, interdisciplinary projects, and case studies are integrated into the course content.

### **Computer Science Using JAVA...1822**

Credits: 5

Grade Level: 10, 11, 12

Prerequisite: Intro to Computer Science Using C++

Description: Computer Science Using JAVA introduces students to object-oriented programming methodology and design using the JAVA programming language. Topics covered include using methods, classes, and objects; input, selection, and repetition; arrays and strings; applets; graphics; inheritance; Abstract Windows ToolKit; exception handling; file input and output; and multithreading and animation. Hands-on activities representing realistic programs, problems, interdisciplinary projects, and case studies are integrated into the course content.

### **Video Game Design...1823**

Credits: 5

Grade Level: 10, 11, 12

Prerequisite: Intro to Computer Science Using C++

Description: This course is designed for any student to take the role as a programmer in developing games, what games look like from a programmer's viewpoint, and how programmers translate game designs, artistic specifications and production requirements into code. It will include hands-on programming using C++ and Java. Issues of management are addressed in this course to begin to understand video game product development. Five phases of product development are covered: requirements to technical definition, development plan construction, plan management, problem management, process assessment and improvement. Cross-discipline collaboration, communication, and compromise are key concepts in game development. Emphasis will be put on why you need to and how to get approval from a hardware manufacturer, the steps to manufacture, and the importance of a bug-free release.

## FINE AND PERFORMING ARTS PROGRAM

The Fine and Performing Arts are a critical component of the overall educational process. The Arts provide unique and vitally important ways of understanding and communicating in the world. Skills acquired through arts education have unlimited applications in other fields of study and include the areas of critical thinking and workplace readiness. Intelligences necessary for high achievement in a multitude of academic disciplines are developed through arts learning.

Linden High School offers a wide and diverse range of courses in art, music, musical theater, drama and dance to achieve three purposes:

- 1) To encourage skill development, technical mastery and performance excellence in specific arts areas
- 2) To provide cultural enrichment, aesthetic awareness and the ability to critically evaluate works of art as producers and consumers
- 3) To fully develop intelligences that are valuable and necessary to success in post-secondary education and individual vocational choices.

## ART COURSES

### **Introduction to Art...2110**

Credits: 2.5  
Grade Level: 9, 10, 11, 12  
Prerequisite: None  
Description: This course introduces the technical skills needed for personal expression in drawing, painting and illustration using various 2-D and 3-D applications. Students will explore the elements and various techniques of art as well as general art history.

### **Painting, Drawing & Sculpting...2120**

Credits: 5  
Grade Level: 10, 11, 12  
Prerequisite: Introduction to Art  
Description: This course is a continuation of Introduction to Art. Students will explore advanced practices and techniques using acrylic, water color, pastels and other mediums. Artwork from this class will be selected for exhibits in our community, in the All City Festival as well as at the Union County Teen Arts Festival.

### **Digital/Traditional Illustration & Animation...2130**

Credits: 5  
Grade Level: 10, 11, 12  
Prerequisite: Introduction to Art  
Description: This course is a continuation of Introduction to Art. Students will utilize traditional mediums and programs such as Adobe Photoshop and Corel Painter to create commercial art work. The class will also focus on 2-D animation. Artwork from this class will be selected for exhibits in our community, in the All City Festival as well as the Union County Teen Arts Festival.



### **Advanced Art/Portfolio ...2140**

Credits: 5  
Grade Level: 11, 12  
Prerequisite: Introduction to Art and an additional art class  
Description: This is an advanced program for students looking to pursue a career in fine arts. Students will learn advanced techniques and build a career or school based portfolio that will show their work, skills and ability. The primary objective of this course is to understand career options and prepare for college acceptance as an art major.

## **BAND COURSES**

### **Concert Band...2210**

Credits: 5  
Grade Level: 9, 10, 11, 12  
Prerequisite: Previous Band Experience or Teacher Recommendation  
Description: Band is a one-year elective that is a planned progression from the elementary and middle school bands. The course includes the study and performance of varied repertoire of standard concert band literature. Sound rehearsal techniques and procedures are continually stressed and individual improvement of each student's performance is encouraged. Emphasis is placed on good tone production, balance, intonation, technical flexibility and musicianship. Participation in the winter and spring concert programs is part of the required curriculum. All band members are scheduled once a week for small group lessons on a rotating basis during the school day.

### **Concert Band/Marching Band...2211**

Credits: 6  
Grade Level: 9, 10, 11, 12  
Prerequisite: Previous Band Experience or Teacher Recommendation  
Description: This course is designed for students who, in addition to completing the Band curriculum, participate in the marching band program which involves the mastery of additional music literature and performance routines. The marching band performs at varsity football games, band competitions and various parades and civic events that may occur during the year. All band members are scheduled once a week for small group lessons on a rotating basis during the school day.

### **Band Lessons...2212**

Credits: 1  
Grade Level: 9, 10, 11, 12  
Prerequisite: Teacher Recommendation  
Description: The lesson program is designed for students who are interested in participating in a performance ensemble (*Band, Choir, and Orchestra*) but are not able to enroll due to scheduling conflicts. Preparation of music for and participation in the winter and spring concert programs is a requirement of the lesson program. Students signed up for Band Lessons should not be signed up for Concert Band or Concert Marching Band. Lessons for students in Concert Band or Concert Marching Band are an integral part of the course. Students are scheduled once a week for class lessons on a rotating basis during the school day.

## DANCE COURSES

### **Introduction to Dance...2310**

Credits: 2.5  
Grade Level: 9, 10, 11, 12  
Prerequisite: None  
Description: This course is designed as an introductory workshop in movement and dance including styles of tap, lyrical, jazz, ballet, ethnic and hip hop. Students will learn dance history and vocabulary that coincide with each style of dance learned.

### **Dance Ensemble...2320**

Credits: 5  
Grade Level: 9, 10, 11, 12  
Prerequisite: Introduction to Dance or Teacher Recommendation  
Description: This class is an extension of the Introduction to Dance curriculum. Students with previous dance training will develop a more advanced knowledge of dance technique, dance history and vocabulary. Opportunities to work with guest choreographers, student choreographers and career awareness are also features of this course. Students will be required to participate in the Spring Concert.

### **Dance Major...2330**

Credits: 5  
Grade Level: 10, 11, 12  
Prerequisite: Introduction to Dance and Teacher Recommendation required  
Description: This course includes an in depth study of various forms of dance, dance history and vocabulary. Students will also learn the art of choreography, costume making and maintenance. Opportunities to work with guest choreographers, student choreographers, and career awareness are also features of this course. Dance Major students will be enrolled in Dance PE/Health as well as being required to participate in the Spring Concert.

### **Dance Company...2340**

Credits: 5  
Grade Level: 9, 10, 11, 12  
Prerequisite: AUDITION ONLY Dance teacher recommendation required  
Description: This class is an audition only course. Students in the dance program will be accepted through an audition for this class. The course follows the same criteria as Dance Major but has higher criteria for performance. Students in this class will be featured in the Spring Concert as well as various outside of school performances. These students will also be enrolled in Dance PE/Health.

## DRAMA COURSES

### **Introduction to Drama...2470**

Credits: 2.5  
Grade Level: 9, 10, 11, 12  
Prerequisite: None  
Description: This course is designed to introduce basic acting and theater techniques. Through skill development in movement, use of voice and character portrayal, students will explore the performance medium of the actor. Major works of noted playwrights from various periods will be studied. Aspects of technical theater including sound and lighting, as well as stage direction will also be introduced.

### **Advanced Drama...2471**

Credits: 5  
Grade Level: 9, 10, 11, 12  
Prerequisite: Introduction to Drama or Teacher Recommendation  
Description: This course is designed as a progression of the Introduction to Drama curriculum. Through advanced skill development in movement, use of voice and character portrayal students will explore the performance medium of the actor. Major works of noted playwrights from various periods will be studied. Aspects of theater "tech" including sound and lighting, as well as, directing, make up, costuming and set design will be included in the course. Students will have the opportunity to attend live performances.

## MUSICAL THEATRE

### **Introduction to Musical Theatre...2411**

Credits: 2.5  
Grade Level: 9, 10, 11, 12  
Prerequisite: None  
Description: This course is designed to provide students with an introductory experience to all aspects of a musical theater production. Students will study acting, singing, dancing, musical theater history, direction and technical theater including costuming, set design, lighting and sound. In addition, classes work with the dance and choir teacher weekly for group lessons. Students are encouraged to participate in the annual school musical and to perform in the end of the year Broadway Lights Concert.

### **Musical Theatre...2421**

Credits: 5  
Grade Level: 9, 10, 11, 12  
Prerequisite: Introduction to Musical Theatre or Teacher Recommendation  
Description: This course is designed as a continuation of Introduction to Musical Theatre for students who are interested in pursuing training in acting, singing, dancing, directing or theater "tech" as these relate to the world of musical theater. Students will work weekly with a professional choreographer and vocal coach. Participation in the school musical and other performance presentations is part of the required curriculum. Students are eligible for individual and small group voice lessons.

### **Musical Theatre Major...2431**

Credits: 5  
Grade Level: 9, 10, 11, 12  
Prerequisite: Introduction to Musical Theatre or Musical Teacher Recommendation  
Description: This course is designed to provide students with an in-depth experience to all aspects of a musical theatre production. Students will study acting, singing, dancing, musical theatre history, direction and technical theatre including costuming, set design lighting and sound. In addition, classes work with the dance and choir teacher weekly for group lessons. Students are required to participate in the annual school musical and are required to perform in the end of the year Broadway Lights Concert. Musical Theatre Major students will be enrolled in Dance PE/ Health.

## **GENERAL MUSIC**

### **Introduction to Music...2510**

Credits: 2.5  
Grade Level: 9, 10, 11, 12  
Prerequisite: None  
Description: This course is designed to teach a basic understanding of the history of music. The class will explore music history as the students will learn to distinguish the different characteristics of musical eras. Students will listen to and gain an appreciation for various styles of music from the last 300 years including the earliest of the "classical periods" through jazz, world music and modern music.

### **Music Technology...2520**

Credits: 2.5  
Grade Level: 9, 10, 11, 12  
Prerequisite: None  
Description: This course is designed for students who have an interest in writing and recording music. Students will have the opportunity to work at their own ability level through hands on application using electric keyboards and computers. Basic music theory will also be introduced to help students have a better understanding of composition.

### **Intro Music Keyboard...2530**

Credits: 2.5  
Grade Level: 9, 10, 11, 12  
Prerequisite: None  
Description: This course is designed for students who are interested in a beginning level experience on the music keyboard and music theory. In this class students will learn about music notation, reading and writing music as well as develop a basic knowledge of rhythms. They will then apply this knowledge to learn simple keyboarding techniques such as playing scales and chords as well as some simple songs. Students work at their own pace on individual keyboards with headphone sets. The course offers music related computer software applications as well as an introduction to a wide variety of musical styles including popular, traditional and rock music.

### **Introduction to Guitar...2511**

Credits: 2.5  
Grade Level: 9, 10, 11, 12  
Prerequisite: None  
Description: This course is designed to provide a “hands on” experience with various musical elements including rhythm, melody and harmony. Students will explore styles from early guitar music through Rhythm and Blues, Jazz and Contemporary Rock. A wide range of activities will encourage musical skill development and creativity.

### **Advanced Guitar Workshop...2521**

Credits: 5  
Grade Level: 9, 10, 11, 12  
Prerequisite: Guitar Workshop I or Teacher Recommendation  
Description: The Advanced Guitar Workshop course is designed to be a sequential extension of the Guitar Workshop I program. Students will have the opportunity to further develop skills in the areas of reading music notation, lead and rhythm guitar techniques, improvisation and composition in a variety of styles from the classics to rock.

## **ORCHESTRA**

### **Orchestra...2620**

Credits: 5  
Grade Level: 9, 10, 11, 12  
Prerequisite: Previous Orchestra Experience or Teacher Recommendation  
Description: Orchestra is a one-year elective that is a planned progression from the elementary and middle school orchestras. A varied repertoire of standard and new orchestral literature is studied and performed. Sound rehearsal techniques and procedures are continually stressed and individual improvements of each student’s performance are encouraged. Emphasis is placed on good tone production, balance, intonation, technical flexibility, correct style and musicianship. Participation in the winter and spring concert programs is part of the required curriculum. All orchestra members are scheduled once a week for small group lessons on a rotating basis during the school day.

### **Orchestra Lessons...2621**

Credits: 1  
Grade Level: 9, 10, 11, 12  
Prerequisite: Teacher Recommendation  
Description: The lesson program is designed for students who are interested in participating in a performance ensemble (Band, Choir, and Orchestra) but are not able to enroll due to scheduling conflicts. Preparation of music for and participation in the winter and spring concert programs is a requirement of the lesson program. Students signed up for Orchestra Lessons should not be signed up for Orchestra. Lessons for students in Orchestra are an integral part of the course. Students are scheduled once a week for small group lessons on a rotating basis during the school day.

## VOCAL MUSIC

### **Choir...2710**

Credits: 5  
Grade Level: 9, 10, 11, 12  
Prerequisite: None  
Description: The study and performance of standard and popular choral literature in SATB voicing is undertaken by this ensemble. Participation in the winter, spring and graduation programs is part of the required curriculum. An audition is required for the purpose of voice placement.

### **Madrigals...2721**

Credits: 5  
Grade Level: 9, 10, 11, 12  
Prerequisite: Concert Choir or Teacher Recommendation  
Description: This is an advanced, select choral ensemble opened by audition to students desiring greater public exposure and performance experience. The finest ensemble literature is studied and performed at various functions and competitions. Participation in the winter, spring and graduation programs is part of the required curriculum. All madrigal singers are expected to be available for afterschool and weekend performances.

### **Vocal Lessons...2711**

Credits: 1  
Grade Level: 9, 10, 11, 12  
Prerequisite: Teacher Recommendation  
Description: The lesson program is designed for students who are interested in participating in a performance ensemble (Band, Choir, and Orchestra) but are not able to enroll due to scheduling conflicts. Preparation of music for and participation in the winter, spring and graduation programs is a requirement of the lesson program. Students signed up for Choir, Concert Choir, and Chamber Choir should not be signed up for Vocal Lessons. Vocal Lessons for students in Choir, Concert Choir, and Chamber Choir are an integral part of the course. Students are scheduled once a week for small group lessons on a rotating basis during the school day.

## **IB FINE & PERFORMING ARTS**

May be taken as part of the full IB Diploma Program or as an Individual Certificate Course. Refer to the International Baccalaureate Program section for a full description of the Diploma Program and its courses.

## INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

### **What is the Diploma Program?**

The IB Diploma Program (DP) is an academically challenging and balanced program of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The program has gained recognition and respect from the world's leading universities.

Diploma Program prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- develop physically, intellectually, emotionally and ethically
- acquire breadth and depth of knowledge and understanding, studying courses from 6 subject groups
- develop the skills and a positive attitude toward learning that will prepare them for higher education
- study at least two languages and increase understanding of cultures, including their own
- make connections across traditional academic disciplines and explore the nature of knowledge through the program's unique theory of knowledge course
- undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay
- enhance their personal and interpersonal development through creativity, action and service

**Students also have the option to take an IB class as a Course class, and receive university recognition for specific courses only.**

### **IB learners strive to be:**

- inquirers
- knowledgeable
- thinkers
- communicators
- principled
- open-minded
- caring
- risk-takers
- balanced
- reflective

## Group One - Language A: Literature

### **IB English HL...3134 (11<sup>th</sup> grade)**

### **...3144 (12<sup>th</sup> grade)**

Credits: 5 each year

Grade Level: 11, 12

Prerequisite: None

Description: IB English HL is an intensive two-year program designed to encourage an appreciation of literary works of different periods, genres, styles, subjects and meanings. Students should be highly motivated, and able to engage in close, detailed analysis of course content. IB students will be assessed in a variety of ways, such as oral and written assignments, internal and external assessments, research projects, and visual presentations. Students are also required to take the IB Higher Level English exam in May of their senior year. Students who do not take the IB Examination related to this course, will have their course grade weight revert back to Honors rather than IB.

## Group Two - World Acquisition

### **IB World Language, SL...9X64**

**French...9164   German...9264   Italian...9364   Spanish...9564   Chinese...9764**

Credits: 6

Grade Level: 11

Prerequisite: Level III Honors, Level IV, or Level IV Honors

Description: May be taken as part of the full IB Diploma Program or as an Individual Certificate Course. Refer to the International Baccalaureate Program section for a full description of the Diploma Program. IB World Language SL (French, German, Italian, Spanish or Mandarin Chinese) is designed for those students with previous experience in the language. Students entering the class should be at the intermediate-low approaching intermediate-mid level of proficiency. The primary objective is to acquire and to perfect the language on a higher level through the study of literary texts and other authentic materials. The course curriculum will be based on three basic themes: exploring change, exploring groups, and exploring leisure. Some of the assignments are prepared for both internal and external assessments and are completed for a portion of the IB score. This is a challenging course requiring self-discipline, self-determination and motivation. Students are required to take the IB external assessment at the end of the year. Students who do not take the IB Examination related to this course, will have their course grade weight revert back to Honors rather than IB. The ACTFL Proficiency target for students completing this class is within the intermediate-mid to intermediate-high range.

### **IB World Language ab initio- Year One...9X74**

**Spanish...9574**

**Chinese (Mandarin)...9774**

Credits: 5

Grade Level: 11

Prerequisite: None

Description: The ab initio IB World Language program is offered in Chinese and Spanish. This course is designed for students with no previous experience of learning the language. In fact, little or no previous experience of the language is permitted. The focus will be on the following topics: The Individual, Education, Transport and Communication, Shopping, Food and Drink, Leisure, Environment, and Emergencies. Some of the assignments are prepared for both internal and external assessment and are completed for a portion of the IB score. Students who do not take the IB Examination related to this course will have their course grade



weight revert back to Honors rather than IB. Students taking IB World Language ab initio – Year One are expected to take IB World Language ab initio – Year Two. The ACTFL Proficiency target for students completing this class is at or approaching novice-mid range.

### **IB World Language ab initio- Year Two...9X84**

#### **Spanish...9584**

Credits: 5  
Grade Level: 12  
Prerequisite: None  
Description:

The ab initio IB World Language program is offered in Chinese and Spanish. Year Two continues the development of proficiency in the target language. Students entering the class should be at or approaching the novice-mid range of proficiency. The focus will be on the following topics: The Individual, Education, Transport and Communication, Shopping, Food and Drink, Leisure, Environment, and Emergencies. Some of the assignments are prepared for both internal and external assessment and are completed for a portion of the IB score. Students who do not take the IB Examination related to this course will have their course grade weight revert back to Honors rather than IB. The ACTFL Proficiency target for students completing this class is at or approaching novice-high range.

#### **Chinese (Mandarin)...9784**

### **Group Three - Individuals and Societies**

#### **IB Business Management, SL...1414**

Credits: 5  
Grade Level: 12  
Prerequisite: None  
Description:

This course is designed to give students an understanding of business principles, practices and skills. Emphasis will also be placed on understanding technical innovation and day-to-day business functions of marketing, human resource management, accounting and finance. One of the fundamental features of this course is the concept of synergy. In its technical sense, it is a concept that means an organization should seek an overall return greater than the sum of its parts. Students should appreciate the ethical concerns and issues of social responsibility in the business environment. Students should be able to make sense of the forces and circumstances that drive change in an interdependent and multicultural world. This should enable students to assimilate the principles of business and management, and to become critical and effective participants in local and world affairs. Students who do not take the IB Examination related to this course, will have their course grade weight revert back to Honors rather than IB.

#### **IB History of the Americas, HL...8814**

Credits: 5  
Grade Level: 11  
Prerequisite: None  
Description:

The History of the Americas course will cover selected topics that concern North, Middle and South America. The time span will cover events for the Colonial Period through the conclusion of World War II. By studying the human conditions within the context of the Americas, students will gain an understanding of their own country's history, environment and institutions, and of the forces that have shaped world culture, economy, government and society. The course has, by design, an international focus and will provide a balance to view the world. There is a strong writing component in the course. Some assignments are prepared for both internal and external assessment and are completed for a portion of the

IB score. Students are required to take the IB History of the Americas HL exam. Students who do not take the IB Examination related to this course, will have their course grade weight revert back to Honors rather than IB.

### **IB 20<sup>th</sup> Century Topics, HL...8824**

Credits: 5  
Grade Level: 12  
Prerequisite: History of the Americas, HL  
Description: This course allows students to examine historical events of the Twentieth Century in depth and evaluate their meaning. Specifically, students will concentrate on the 100-year period from 1890-1990. The topics will include causes, practices and effects of war, the rise and role of single-party states and the Cold War. Students will also gain the knowledge that history does not occur in a vacuum, and that events can have several interpretations depending on one's world perspective. There is a strong writing component in this course. Some assignments are prepared for both internal and external assessment and are completed for a portion of the IB score. Students are required to take the IB Twentieth Century Topics HL exam. Students who do not take the IB Examination related to this course, will have their course grade weight revert back to Honors rather than IB.

## **Group Four - Experimental Sciences**

### **IB Biology, SL...7114**

#### **IB Biology, HL...7124 (11<sup>th</sup> grade)**

#### **...7134 (12<sup>th</sup> grade)**

Credits: SL: 5 / HL: 5 each year  
Grade Level: 11, 12  
Prerequisite: None  
Description: IB Biology HL is a college level study of biology that explores four themes: structure and function; universality versus diversity; equilibrium within systems; and evolution. Students are expected to integrate new details into their existing content knowledge by studying functioning within living systems through experimentation and evaluation of scientific explanations. This course is intended for self-motivated students, for it requires lengthy daily assignments and independent study. Some assignments are prepared for both internal and external assessment and are completed for a portion of the IB score. All students are required to participate in the Group Four project and to take the IB Biology HL exam in May of their senior year. IB Biology SL covers these same areas but in a less intense and comprehensive manner. Students who do not take the IB Examination related to this course, will have their course grade weight revert back to Honors rather than IB.

### **IB Chemistry, SL...7214**

#### **IB Chemistry, HL...7224 (11<sup>th</sup> grade)**

#### **...7234 (12<sup>th</sup> grade)**

Credits: SL: 5 / HL: 5 each year  
Grade Level: 11, 12  
Prerequisite: None  
Description: IB Chemistry HL is a rigorous two year course whose content is equivalent to a high-level college course in both general chemistry and first semester organic chemistry. The course provides depth in both physical chemistry and organic chemistry through a program that combines academic study with the acquisition of practical and investigative skills. The purpose of the course is to prepare the student for the cumulative two year Chemistry HL examinations and/or satisfy the IB Group 4 diploma requirement. IB Chemistry SL covers these same areas but in a less intense and comprehensive manner. Students who do not

take the IB Examination related to this course, will have their course grade weight revert back to Honors rather than IB.

### **IB Design Technology, SL...6814**

#### **IB Design Technology, HL...6824 (11<sup>th</sup> grade)**

#### **...6834 (12<sup>th</sup> grade)**

Credits: SL: 5 / HL: 5 each year

Grade Level: 11, 12

Prerequisite: None

Description: Design Technology is based on a model of learning which incorporates knowledge, skills and design principles in problem solving contexts, while at the same time maximizing the use of local and readily available resources. The design cycle is at the core of the course and it is expected that students will use this process in the practical investigative work as well as in the theory. Emphasis is on using the design cycle to solve a problem using scientific information and production techniques. Where students may be considering a university or college course in science, applied science, technology or engineering, the higher or standard level courses may be taken in conjunction with any other course in group 4. Diploma Programme design technology then provides such students with the opportunity to deal with realistic problems and to synthesize appropriate solutions using the processes practiced during the course, in particular through the project. Students who do not take the IB Examination related to this course, will have their course grade weight revert back to Honors rather than IB.

### **IB Environmental Systems and Societies, SL...7044**

Credits: 5

Grade Level: 11, 12

Prerequisite: None

Description: This course provides students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention can be constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. The teaching approach therefore needs to be conducive to students evaluating the scientific, ethical and socio-political aspects of issues.

### **IB Physics, SL...7314**

Credits: 5

Grade Level: 12

Prerequisite: None

Description: IB Physics SL, in combination with the laboratory experience, is designed to develop the students' understanding of the concepts and theories of physics. The students will develop critical thinking skills, become aware of the interactions within the environment, gain valuable knowledge on international science and the use of the scientific method for self-discovery. In physics, there are three connected domains of knowledge and skills: 1) Laws of physics, 2) Experimental skills, 3) Social and historical. Students should be highly motivated since the course demands both independent work and group work. Some assignments are prepare for both internal and external assessment and are completed for a portion of the IB score. Students are required to participate in the Group Four project and are required to take the IB Physics SL exam in May of their junior year. Students who do not take the IB Examination related to this course, will have their course grade weight revert back to Honors rather than IB.

## Group Five - Mathematics

### **IB Mathematics, SL...4914 (11<sup>th</sup> grade)**

### **...4924 (12<sup>th</sup> grade)**

Credits: 5 each year

Grade Level: 11, 12

Prerequisite: None

Description: IB Mathematical Methods SL is a two year sequence that provides an intensive comprehensive study of Pre-Calculus blending with basic Calculus and Statistics topics. Mathematical Methods at the standard level is intended for students who anticipate a need for a sound mathematical background in preparation for their future studies. The majority of the concepts are included because they are the foundations for important mathematical processes and in some cases are essential to future study of mathematics. Among the topics included are matrices, probability and statistics, vectors, polynomial functions and an introduction to techniques used in differential and integral calculus. Forms of evaluations will include unit tests, homework assignments, portfolio projects and a final examination. Some assignments are prepared for both internal and external assessment and are completed for a portion of the IB score. Students are required to take the IB Mathematical Methods SL exam in their senior year. Mathematical Methods SL is designed to be complete by the 1<sup>st</sup> semester so that students can continue work in AP Calculus AB, should they desire to do so. Students who do not take the IB Examination related to this course, will have their course grade weight revert back to Honors rather than IB.

### **IB Mathematical Studies, SL...4954 (11<sup>th</sup> grade)**

### **...4964 (12<sup>th</sup> grade)**

Credits: 5 each year

Grade Level: 11, 12

Prerequisite: None

Description: IB Mathematical Studies SL is a two year sequence that is primarily designed for students who do not anticipate a need for mathematics in their future studies. Mathematical Studies SL will enable the students to undertake investigations in mathematics individually and as a member of a team in order to apply mathematical skills and knowledge to everyday situations. Students need to have an understanding of fundamental skills and a rudimentary knowledge of basic mathematical processes. The students enrolled in this course most likely have interests that lie outside the field of mathematics. The content of this course centers on statistics and probability and applications that are relevant to the social sciences, humanities and to common general world occurrences. Forms of evaluations will include unit tests, homework assignments, portfolio projects and a final examination. Some assignments are prepared for both internal and external assessment and are completed for a portion of the IB score. Students are required to take the IB Mathematical Methods SL exam in their senior year. Students who do not take the IB Examination related to this course, will have their course grade weight revert back to Honors rather than IB.

## Group Six - The Arts and Electives

### **IB Theatre Arts, HL...2424 (11<sup>th</sup> grade)**

**...2434 (12<sup>th</sup> grade)**

Credits: 5 each year

Grade Level: 11, 12

Prerequisite: None

Description: The IB Theatre Arts HL demands both an in-depth and exploratory program designed to have students gain an understanding of theatre through both study and a series of practical experiences. Studies would be creatively interpreted according to local circumstances and the student's own interests. These studies will be related to current and historical cultural and world influences. The program offers special features in addition to the traditional strengths of a liberal arts curriculum. Students who do not take the IB Examination related to this course, will have their course grade weight revert back to Honors rather than IB.

### **IB Art Design, SL...2154**

Credits: 5

Grade Level: 11

Prerequisite: None

Description: IB Art Design SL presents students with an opportunity to study and produce art that reflects a multi-cultural perspective. The course will develop students' understanding of a multinational concept of the visual art, the influence of indigenous cultures, and the cultural background and personal needs of the students. Initial interdisciplinary studies and related arts production will serve to identify the roles the visual arts play in regard to commentary, literature, history, and the cultures of people around the world. Students are required to prepare a portfolio. Some assignments will be prepared for both internal and external assessment and are completed for a portion of the IB score. Students are required to take the IB Art/Design exam. Students must choose to do their work as either Part A or Part B

Part A: Studio Work: The studio work is constructed to include both studying of elements and principals of Art, as well as wide ranging personal research of an experimental nature. The student may experiment with one or more different media, e.g. drawing, collage, painting, graphics, block-printing etc.

Part B: Research Workbooks: The research workbooks will contain both visual and verbal information, and should have the appearance of working journals. At Standard Level, the research workbook should include records of experimental studio research which relate to the techniques, traditions or Art/Design forms selected for study. These workbooks should include the student's own original work in the form of sketches, diagrams, etc. Students who do not take the IB Examination related to this course, will have their course grade weight revert back to Honors rather than IB.

### **IB Theory of Knowledge...8834**

Credits: 4

Grade Level: 11

Prerequisite: Enrollment in the IB Diploma Programme

Description: IB Theory of Knowledge (TOK) is a required interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. TOK challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought based on analysis of evidence expressed in rational argument. As the key element in the IB educational philosophy, Theory of Knowledge seeks to develop a coherent approach to learning that transcends and unifies the academic subjects and encourages appreciation of

other cultural perspectives. IB TOK is a seminar course organized around concepts of knowledge taught in the six IB areas. Oral discussion, defense of ideas, and critical thinking are key components of the course. The TOK course explores questions of philosophy and the origins of knowledge. Students also gain a clear appreciation of how knowledge and the perception of reality vary from one region of the world to another. Completion of Theory of Knowledge is required for the IB Diploma. The internal assessments are based on two 1,500 word essays. The standards applied in these assessments are moderated externally by the International Baccalaureate Organization. Students who do not take the IB Examination related to this course, will have their course grade weight revert back to Honors rather than IB.

### **Creativity Action Service**

One of the fundamental components of the IB program is CAS. CAS time encompasses a wide range of activities to get the IB students involved in projects outside of the general IB curriculum. Projects can include anything from team sports to volunteer service in the community. IB Diploma students must complete 150 CAS hours. The CAS requirement is met by participating in planned and supervised extracurricular activities related to the local community. Such participation is meant to encourage the appreciation of attitudes and values other than one's own, and to enable the student to communicate readily on both a philosophical and practical level. CAS may be done in any area of student interest as long as it does not reap personal monetary gain or pander only to the interest of the student's immediate family.

### **Extended Essay**

The Extended Essay is a 3,500 to 4,000 word essay on a topic of the student's choice. This essay gives the students the opportunity to research, in depth, a subject of their interest. The essay should be a well-developed piece of writing that reflects the student's best ability and interest in the subject. It is generally completed during the year before the student plans to graduate, and reflects many hours of work over a long period of time. This essay is written in one of the prescribed IB subject areas and should reflect in depth research as well as critical thought. Students work hand in hand with a faculty mentor to make sure it reflects the very best the student can do.

## LANGUAGE ARTS PROGRAM

The study of English as a course is a four-year requirement for every high school student in the State of New Jersey. The English courses at Linden High School are designed and aligned with the Common Core State Standards for Language Arts Literacy. They are intended to capture language experiences all students need in order to grow intellectually, socially and emotionally and to promote students' capacities to construct meaning in any arena, with others as well as on their own. The standards also advocate students to learn to read, write, speak, listen and view critically, strategically and creatively in order to use these arts individually and in groups throughout their lives.

### **English I CP...311X**

Credits: 5  
Grade Level: 9  
Prerequisite: None  
Description: Designed for students who wish to pursue a college education, other training, or careers, this course fulfills the freshman English requirement. It provides an introduction to basic literary forms – the short story, the novel, poetry, and drama. Specific attention is given to the improvement of reading, thinking, and discussion skills in connection with required reading. The writing process is reviewed as it applies to argument, analysis, description, and explanation. The student will also be required to complete outside reading and research as well as participate in the summer reading program.

### **English I Honors...3112**

Credits: 5  
Grade Level: 9  
Prerequisite: Grade of "A" in Language Arts 8 or Grade of "A or B" in Language Arts 8 Accelerated or Score of 225 or higher on the Language Arts section of NJ ASK8  
Description: Designed for highly capable, motivated students this course fulfills the freshman English requirement. It provides an introduction to basic literary forms – the short story, the novel, poetry, and drama. Specific attention is given to the improvement of reading, thinking, and discussion skills in connection with required reading. The writing process is reviewed as it applies to argument, analysis, description, and explanation. The student will also be required to complete outside reading and research as well as participate in the summer reading program. The honors level offers greater number and difficulty of the readings and frequency and length of the writing assignments.

### **English II CP...312X**

Credits: 5  
Grade Level: 10  
Prerequisite: English I CP  
Description: Designed for students who wish to pursue a college education, other training, or careers, this course emphasizes the further study of literary forms and techniques and fulfills the sophomore English requirement. The writing process as it applies to opinion papers, personal essays, position papers, and reviews is stressed. Intensive instruction in the process of writing and producing a research paper is provided. The student will also be required to complete outside reading and research and participate in the summer reading program.

### **English II Honors...3122**

Credits: 5  
Grade Level: 10  
Prerequisite: Grade of "A" in English I CP or Grade of "A or B" in English I Honors  
Description: Designed for highly capable, motivated students this course emphasizes the further study of literary forms and techniques and fulfills the sophomore English requirement. The writing process as it applies to opinion papers, personal essays, position papers, and reviews is stressed. Intensive instruction in the process of writing and producing a research paper is provided. The student will also be required to complete outside reading and research and participate in the summer reading program. The honors level offers greater number and difficulty of the readings and frequency and length of the writing assignments.

### **English III CP...313X**

Credits: 5  
Grade Level: 11  
Prerequisite: English II CP  
Description: Designed for students who wish to pursue a college education, other training, or careers, this course fulfills the junior English requirement. It provides a chronological survey of American Literature from Colonial times through the Twentieth Century as it reflects historical, literary, and philosophical trends. Writing emphasis is placed on the production of the formal essay. The student will also be required to complete outside reading and research as well as participate in the summer reading program.

### **English III Honors...3132**

Credits: 5  
Grade Level: 11  
Prerequisite: Grade of "A" in English II CP or Grade of "A or B" in English II Honors  
Description: Designed for highly capable, motivated students this course fulfills the junior English requirement. It provides a chronological survey of American Literature from Colonial times through the Twentieth Century as it reflects historical, literary, and philosophical trends. Writing emphasis is placed on the production of the formal essay. The student will also be required to complete outside reading and research as well as the summer reading program. The honors level offers greater number and difficulty of the readings and frequency and length of the writing assignments.

### **English IV CP...314X**

Credits: 5  
Grade Level: 12  
Prerequisite: English III CP  
Description: Designed for students who wish to pursue a college education, other training, or careers this course fulfills the senior English requirement. It focuses on the development of the English language and British literature shaped by historical events and philosophical movements. Students will read, discuss, and view material that will heighten their understanding and appreciation of English literary works. Emphasis on improving writing and comprehension skills are also part of the focus.



### **English IV Honors...3142**

Credits: 5  
Grade Level: 12  
Prerequisite: Grade of "A" in English III CP or Grade of "A or B" in English III Honors or Score of 225 or higher on the HSPA  
Description: Designed for highly capable, motivated students this course fulfills the senior English requirement. It focuses on the development of the English language and British literature shaped by historical events and philosophical movements. Students will read, discuss, and view material that will heighten their understanding and appreciation of English literary works. The course begins with the Anglo-Saxon period and continues to the present. The honors level offers greater number and difficulty of the readings and frequency and length of the writing assignments.

### **Communications IV...3240**

Credits: 5  
Grade Level: 12  
Prerequisite: Score below minimum level of proficiency on the HSPA  
Description: Communications IV is a full year program designed to upgrade and strengthen Language Arts skills for those students who do not meet the state and district minimum level of proficiency in this area. A diagnostic prescriptive approach is used with an individual prescription developed for each student and an Individualized Student Improvement Program (ISIP) documenting all relevant data. The reading and writing skills taught in this course represent the kinds of textual reading and functional writing/editing tasks needed in the academic and social world in which we live. Students are assigned to this program based on the results of our assessment program. The course also includes the Alternative High School Assessment (AHSA) process which assists in partially satisfying the State requirement for graduation.

### **Reading CST RECOMMENDATION...3249**

Credits: 5  
Grade Level: 9, 10, 11, 12  
Prerequisite: None  
Description: This course introduces the student to a cumulative skill developmental approach to reading. Skills and strategies are taught with an extensive amount of examples through a direct instructional approach. An effective management system detailing individual performance data will also be taught. Each individual lesson emphasizes basic reading skills, oral language skills, and critical thinking. Placement tests are individually administered and designed to measure relevant skills.

### **Journalism I...3310**

Credits: 5  
Grade Level: 10, 11, 12  
Prerequisite: None  
Description: Journalism I is an elective. The course provides an overview of the field of journalism. Included in the course of study is an analysis and appraisal of the press as an institution, the historical development of the newspaper, the gathering and the writing of stories for the press, journalistic presentation, headlining, news placement and policy and law limitations. Also included are journalistic commercial aspects, such as business organization and income, advertising, distribution procedures, production methods and generation of articles for publication in the school newspaper.

**Journalism II...3320**

Credits: 5

Grade Level: 11, 12

Prerequisite: Journalism I

Description: This elective course is a continuation of Journalism I. Journalism II is an analysis and appraisal of the press as an institution, the historical development of the newspaper, the gathering and the writing of stories for the press, journalistic presentation, headlining, news placement and policy and law limitations. Also included are journalistic commercial aspects, such as business organization and income, advertising, distribution procedures, production methods and generation of articles for publication in the school newspaper. Emphasis is placed on writing of news articles for and production of the school newspaper, The Chronicle.

**Cynosure...3510**

Credits: 0

Grade Level: 12

Prerequisite: None

Description: A workshop approach to the development of journalistic skills will give the student a hands-on approach to publishing. Through practical exercises, you will be part of the team that produces the LHS yearbook. Students are scheduled for one period a day at no credit.

**IB LANGUAGE ARTS**

May be taken as part of the full IB Diploma Program or as an Individual Certificate Course. Refer to the International Baccalaureate Program section for a full description of the Diploma Program.

## MATHEMATICS PROGRAM

Three years of mathematics are required for graduation from Linden High School. This requirement is usually met by taking mathematics in grades nine, ten and eleven. Mathematics courses are available for special needs students and are identified by a course number ending with a nine. The Mathematics Department screens students for honors course placement annually; and the program allows the flexibility of changing from honors or regular classes on a yearly basis. Under certain circumstances, two math courses may be taken at the same time, with administrative approval. Math Strategies IV will be assigned for those students scoring below the Minimum Level Proficiency on the HSPA.

The Mathematics Department strives to provide a program where students:

- are excited by and interested in their activities,
- are learning important mathematical concepts rather than simply memorizing and practicing procedures,
- are posing and solving meaningful problems,
- working together to learn mathematics,
- are writing and talking about math topics every day and
- are using calculators and computers as important tools of learning.

Suggested mathematics sequences would be as follows:

	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Sequence 1	Algebra I	Geometry CP OR Geometry H	Algebra II CP OR Algebra II /Trigonometry	Pre-Calculus, Pre-Calculus H, IB Math Studies 11 OR IB Math SL 11 Discrete Math*	Calculus, IB Math Studies 12, OR IB Math SL 12
Sequence 2		Algebra I CP	Geometry CP OR Geometry H	Algebra II CP OR Algebra II /Trigonometry IB Math Studies 11 OR IB Math SL 11 Discrete Math*	Pre-Calculus, Pre-Calculus H, IB Math Studies 12, OR IB Math SL 12

\*Mandatory for 11<sup>th</sup> grade students who score below proficiency on a 10<sup>th</sup> grade district assessment.

**Algebra II is the minimum course level mandatory for all college bound students**

### **Algebra I CP...411X**

Credits: 5  
Grade Level: 9, 10, 11, 12  
Prerequisite: None  
Description: This is a one year course designed to develop an understanding of the structure of the real number system. The students will be able to solve equations and inequalities that lead to the solution of a quadratic equation in one variable and use this knowledge for practical applications. Solving systems of linear equations will also be covered. A summer math project is required for all students entering this course.

### **Algebra II CP...442X**

Credits: 5  
Grade Level: 9, 10, 11  
Prerequisite: Algebra I and Geometry  
Description: This is a one year course that reviews the skills from first-year Algebra and covers all the essential topics for a second-year course. Real numbers are examined with a focus on rational and irrational numbers. Applications involving logarithms and exponential equations are studied. Special emphasis is given to equation solving and its application to word problems. A summer math project is required for all students entering this course.

### **Algebra II and Trigonometry Honors...4422**

Credits: 5  
Grade Level: 10, 11, 12  
Prerequisite: Grade of "A" in Geometry CP or Grade of "A or B" in Geometry Honors  
Description: Algebra II and Trigonometry is a one-year course designed for the highly motivated college preparatory mathematics student with above average problem solving skills. In addition to all the essential topics of second-year algebra, this course covers the elements of trigonometry. A summer math project is required for all students entering this course.

### **Calculus CP...4621**

Credits: 5  
Grade Level: 12  
Prerequisite: Grade of "A" Pre-Calculus CP or "A or B" in Pre-Calculus  
Description: Calculus Honors is a one-year course designed for excellent college preparatory mathematics students who have completed all necessary prerequisites before grade 12. The course covers topics in both integral and differential calculus, providing a strong foundation for any college level Calculus I course. A summer math project is required for all students entering this course.

### **Discrete Mathematics...481X**

Credits: 5  
Grade Level: 10, 11, 12  
Prerequisite: Algebra I  
Description: Discrete mathematics is the mathematics used by decision makers in our society. This course is designed to introduce students to selected topics in Discrete Mathematics in order to help students experience the relevance of mathematics in the real world. Some of the topics covered are number theory, geometric spatial concepts, finance, elementary statistics, logic, probability, map coloring, vertex edge graphing and the use of mathematics to make choices. Students will rely on current technology to do much of the work dealing with real life applications in business, psychology, health sciences, sports and many other fields. Discrete Mathematics satisfies the third year mathematics requirement for graduation. A summer math project is required for all students entering this course.

### **ELL...4813**

### **Geometry CP...431X**

Credits: 5  
Grade Level: 9, 10, 11, 12  
Prerequisite: Algebra I or Algebra I CP  
Description: This is a one year college preparatory course designed to develop reasoning and problem solving skills. The topics studied include congruence, similarity, and properties of lines, triangles, quadrilaterals and circles. Study also focuses on problem solving skills using length, perimeter, area, circumference, surface area and volume in the setting of real world situations. A summer math project is required for all students entering this course.

### **Geometry Honors...4312**

Credits: 5  
Grade Level: 9, 10  
Prerequisite: Grade of "A" in Algebra I CP or Grade of "A or B" in Algebra 8 or Algebra 8 Accelerated  
Description: Geometry Honors is a one-year course designed for the highly motivated students with above average mathematical and problem solving skills. The content includes more complex applications and challenge exercises which include topics such as Non-Euclidean Geometry, Topology, Regular Polyhedral and Projective Geometry are included. A summer math project is required for all students entering this course.

### **Math Strategies IV...4740**

### **ELL...4743**

Credits: 5  
Grade Level: 12  
Prerequisite: Score below minimum level of proficiency on HSPA  
Description: Math Strategies IV is a full year program designed to upgrade and strengthen mathematics skills for those students who do not meet the state or district minimum level of proficiency in this area. A diagnostic prescriptive approach is used with an individual prescription developed for each student. Topics include computation with fractions, decimals and percent, number concepts, measurement, geometry, pre-algebra and problem solving. Students are assigned to this program based on the results of our assessment program. The course also includes the Special Review Assessment (SRA) process which assists in partially satisfying the state requirement for graduation.

### **Pre-Calculus CP...4521**

Credits: 5  
Grade Level: 12  
Prerequisite: Grade of "A" or "B" in Algebra II CP or Algebra II and Trigonometry  
Description: This course is a one-year elective designed for college preparatory students interested in taking calculus. Topics covered include a review of real numbers, algebra, basic trigonometry and trigonometric analysis, logarithms, coordinate geometry, functional relationships and their graphs and sequences and series. A summer math project is required for all students entering this course.

### **Pre-Calculus Honors...4522**

Credits: 5  
Grade Level: 11, 12  
Prerequisite: Grade of "A" in Algebra II CP or Grade of "A or B" in Algebra II and Trigonometry Honors  
Description: Pre-Calculus Honors is a one year course designed for highly motivated college preparatory mathematics students who have an interest in taking Calculus. The course includes all topics from Pre-Calculus with additional topics of the study of logarithmic and exponential functions and analytic geometry. A summer math project is required for all students entering this course.

## **IB MATHEMATICS**

May be taken as part of the full IB Diploma Program or as an Individual Certificate Course. Refer to the International Baccalaureate Program section for a full description of the Diploma Program.

## PHYSICAL EDUCATION/HEALTH DEPARTMENT

Physical Education and Health courses are available in each quarter. Students will be placed in three quarters of physical education and one quarter of health per year. Health courses are available for special needs students and are identified by a course number ending with a nine. Adapted Physical Education is a program of developmental activities, games, sports and rhythms suited to the capabilities and limitations of students with disabilities who may not safely or successfully be able to participate in the activities of the general Physical Education program.

### **Physical Education I...5110**

### **Adaptive...5119**

Credits: 3.75

Grade Level: 9

Prerequisite: None

Description: Freshman Physical Education is a structured program designed to promote fitness, strength, agility and basic skills. All freshmen will participate in the following activities – Fitness Testing, Weight Training, Soccer, Aerobics, Volleyball, Basketball, Gymnastics/Tumbling, Dance and Softball.

### **Physical Education II...5120**

### **Adaptive...5129**

Credits: 3.75

Grade Level: 10

Prerequisite: Physical Education I

Description: The Physical Education program is designed to offer students opportunities to develop interest and skill in a variety of lifetime activities. Individual activities aim to develop basic skills, coordination, agility, knowledge of rules and stimulate an interest in leisure-time activities. Individual activities will include: Badminton, Jogging, Dance, Tennis, Conditioning and Weight Training, Recreational Games and Track and Field. Team activities aim to develop fundamental team skills and techniques, alertness, endurance, safety, knowledge of rules and sportsmanship. Team activities will include Football, Soccer, Basketball, Floor Hockey, Volleyball, Softball and Indoor Soccer.

### **Physical Education III...5130**

### **Adaptive...5139**

Credits: 3.75

Grade Level: 11

Prerequisite: Physical Education II

Description: The Physical Education program is designed to offer students opportunities to develop interest and skill in a variety of lifetime activities. Individual activities aim to develop basic skills, coordination, agility, knowledge of rules and stimulate an interest in leisure-time activities. Individual activities will include: Badminton, Jogging, Dance, Tennis, Conditioning and Weight Training, Recreational Games and Track and Field. Team activities aim to develop fundamental team skills and techniques, alertness, endurance, safety, knowledge of rules and sportsmanship. Team activities will include Football, Soccer, Basketball, Floor Hockey, Volleyball, Softball and Indoor Soccer.

### **Physical Education IV...5140**

### **Adaptive...5149**

Credits: 3.75

Grade Level: 12

Prerequisite: Physical Education III

Description: The Physical Education program is designed to offer students opportunities to develop interest and skill in a variety of lifetime activities. Individual activities aim to develop basic skills, coordination, agility, knowledge of rules and stimulate an interest in leisure-time

activities. Individual activities will include: Badminton, Jogging, Dance, Tennis, Conditioning and Weight Training, Recreational Games and Track and Field. Team activities aim to develop fundamental team skills and techniques, alertness, endurance, safety, knowledge of rules and sportsmanship. Team activities will include Football, Soccer, Basketball, Floor Hockey, Volleyball, Softball and Indoor Soccer.

### **Health I...5210**

Credits: 1.25

Grade Level: 9

Prerequisite: None

Description: The program for freshman health focuses on the acquisition of basic good health habits. Topics to be covered include nutrition, mental health, stress management, substance abuse education, communicable diseases and human sexuality.

### **Health II...5220**

Credits: 1.25

Grade Level: 10

Prerequisite: Health I

Description: Driver Education Theory will give students an understanding of automobile indicators, controls and safety equipment. Students will learn to maneuver the automobile and will discuss driver strategies and emergency situations. Instruction will also address current laws regarding driving under the influence of alcohol and illegal substances. Emphasis is placed upon the student's attitude as well as good driving skills. The New Jersey State Driver Manual is covered and the New Jersey State Driving Test is administered at the completion of the course.

### **Health III...5230**

Credits: 1.25

Grade Level: 11

Prerequisite: Health II

Description: This course is designed to encourage students to examine contemporary issues in public and personal health and to develop their own values through a variety of teaching methods. The following are examples of the topics to be discussed: human sexuality, infectious diseases, life-cycles and issues of aging, substance abuse, teenage suicide, stress and depression, ecology and environmental safety.

### **Health IV...5240**

Credits: 1.25

Grade Level: 12

Prerequisite: Health III

Description: This course is designed to give students an opportunity to discuss the importance of improving relationships with peers and adults. Marriage and family, health in human sexuality and substance abuse will also be covered.

### **Dance PE/Health I-IV...5510, 5520, 5530, 5540**

Credits: 5

Grade Level: 9, 10, 11, 12

Prerequisite: Dependent upon course

Description: This course will be scheduled grade level accordingly for students who are enrolled in Dance Major, Dance Company or Musical Theatre Major.



## PRACTICAL ARTS and TECHNOLOGY PROGRAMS

The Practical Arts Program and Technology Program is an essential component of the overall educational process. The Practical Arts Program provides a unique and important understanding of how to succeed in the world. Skills acquired through practical arts education have unlimited applications in life as well as in other areas of study. These technology and practical arts programs meet the New Jersey graduation requirements and specifically address cross content readiness standards.

Linden High School offers a range of courses in the practical arts in the areas of home economics, industrial arts, licensed courses and technology. These courses are intended to encourage skill development and technical mastery in specific practical areas. They provide technical enrichment, awareness, and ability to become producers and consumers. They seek to develop those skills necessary to succeed in post-secondary education and individual career choices. Occupational programs are available in Cosmetology, Graphic Arts, CAD/CAM Engineering, Electronics and TV/Video.

### HOME ECONOMICS

#### **Family Living...6119 (CST Recommendation)**

Credits: 5  
Grade Level: 9, 10, 11, 12  
Prerequisite: None  
Description: Students will be introduced to the basic skills necessary for financial success and personal independence. This course will cover such topics as planning budgeting, home economics, personal health, consumer issues, social problem solving and decision making in addition to several other areas of family development.

#### **Independent Living I...A6113**

Credits: 5  
Grade Level: 9, 10, 11, 12  
Prerequisite: Acceptance in the Alternative Program  
Description: This course is designed to help students learn basic economic concepts related to their roles as consumers, producers and citizens. They will learn how to shape their own financial lives, influence government and business economic policies, and participate fully in the economic system of the United States.

#### **Independent Living II...A6114**

Credits: 5  
Grade Level: 10, 11, 12  
Prerequisite: Acceptance in the Alternative Program  
Description: This course is as a continuation of Independent Living I. It is designed to help students make important financial and economic decisions with assurance and competence.

#### **JFK Life Skills...6129 (CST Recommendation)**

Credits: 15  
Grade Level: 10, 11, 12  
Prerequisite: None  
Description: The Career Development Program is designed to help students explore their vocational aptitudes, options and abilities. It assists them in making realistic choices about their vocational future. The program provides opportunities to assess vocational strengths, improve personal skills, practices to obtain and maintain employment and work

effectively. Through the program, each student faces the demands of a true work environment and has the opportunity to develop appropriate work attitudes and behaviors. **Students must be eligible for working papers.**

### **Modern Clothing I ...6210**

Credits: 2.5  
Grade Level: 9, 10, 11, 12  
Prerequisite: None  
Description: Modern Clothing is a one-year elective which includes learning to hand stitch as well as operate a sewing machine, how to choose a pattern and interpret the information on the pattern envelope, choosing the appropriate fabric, reading a guide sheet and learning the different clothing construction techniques. Students also learn basic patternmaking techniques and how to create and hand-stitch embroidery motifs.

### **Modern Foods I ...6110**

Credits: 2.5  
Grade Level: 9, 10, 11, 12  
Prerequisite: None  
Description: Modern Foods is a one year elective for males and females in which students become proficient in the various techniques and procedures in food preparation. Emphasis is placed on skills to plan, prepare and serve well-balanced meals considering time, energy and money management. Creative cooking, baking, entertaining and cultural foods complete the course.

### **Parenting I ...6310**

Credits: 2.5  
Grade Level: 9, 10, 11, 12  
Prerequisite: None  
Description: This course is designed to meet the needs of all students in their roles as future parents, to understand themselves and others in their own family life situations and to develop the skills necessary for working successfully with young children in related child-family services.

## **INDUSTRIAL ARTS**

### **Electronics I...6910**

Credits: 5  
Grade Level: 9, 10, 11, 12  
Prerequisite: None  
Description: Electronics I is an introductory, one-year elective course that is designed for the student with no prior or limited experience in electronics. The purpose of the course is to provide an opportunity for the study of the fundamentals of electronics and to provide up-to-date "hands on" related experiences in electronics. Activities of the class may include projects, lab exercises, experiments and repair. The course is also designed to aid the student in assessing his/her interests and aptitude in electricity and electronics. Those students with interest in the field have the opportunity to continue in the Electronics II class.

### **Electronics II...6920**

Credits: 10

Grade Level: 10, 11, 12

Prerequisite: Electronics I

Description: Electronics II is a course which prepares students by introducing all electronics components, their functions and applications. Through learning of theory, lab experience and construction of projects, students learn about electronics. Typical projects constructed are: Variable Strobe Light, Motion Detector, Tri-channel Color Organ, Whooper alarm, 5-Touch Switch and Light-Controlled Switch. While participating in the course, students are encouraged to bring in defective components for repair. Upon completion of the course, students feel confident and are willing to repair electronic devices. Successful completion of this course can lead to taking Electronics III as the third year component. Students who successfully pass Electronics II or III will be encouraged to train for the Electronic Technician Certification Exam.

### **Electronics III...6930**

Credits: 10

Grade Level: 11, 12

Prerequisite: Electronics II

Description: This is a one-year electronics course designed for those students who will enroll in post-secondary higher education or seek employment in high technology electronics. Students are presented with relatively complex and detailed information in digital and computer electronics. The students will be asked to solve mathematical problems that require a high proficiency in mathematics and application of science. Completion of this three-year elective prepares students for post-secondary education or employment in high technology electronics.

### **Woodshop...6410**

Credits: 2.5

Grade Level: 9, 10, 11, 12

Prerequisite: None

Description: This course is an introduction to the basic skills, materials, processes, and operations within the woodworking area. The main focus will be concentrated on the correct, safe use, and maintenance of common woodworking hand tools. There will also be some limited use of stationary and portable woodworking machines. Activities will include the layout of tools, sawing, boring & drilling, filing & planing, wood joinery, and sanding & finishing. A special emphasis will be placed upon developing good, safe, and orderly work habits. Upon completion of this course, students should have developed an appreciation for good craftsmanship and design, along with consumer knowledge in the proper selection, purchase, use, and maintenance of common hand tools used in the woodworking industry.

## LICENSED COURSES

### **Cosmetology I...6610**

Credits: 10

Grade Level: 10

Prerequisite: None

Description: Cosmetology I is a 350 hour program consisting of the theory and practice of beauty culture. The theoretical phase involves the study of bacteriology, ethics in the beauty salon, and hygiene and sanitation pertaining to Cosmetology. The practical aspects include the basics of hairstyling, shampooing and conditioning, corrective hair treatment, facials, manicuring and pedicuring.

### **Cosmetology II...6620**

Credits: 10

Grade Level: 11

Prerequisite: Cosmetology I

Description: Cosmetology II is a 350 hour program which consists of the theory of all phases of hair coloring, anatomy and physiology, licensing rules and regulations in the State of New Jersey and business management pertaining to Cosmetology. The practical aspects include basic haircutting, all phases of hair coloring and hair lightening techniques, permanent waving, chemical hair relaxing, and hair removal.

### **Cosmetology III...6630**

Credits: 10

Grade Level: 12

Prerequisite: Cosmetology II

Description: Cosmetology III is a 350 hour program which consists of the theory of anatomy and physiology, licensing rules and regulations in the State of New Jersey as well as a complete review of theory for State Board Examination. The practical aspects consist of advanced hair cutting, corrective color techniques, advanced styling techniques and complete review of practical State Board Examination. Students will work in a senior beauty culture clinic practicing skills on outside patrons, obtaining a working permit from the New Jersey State Board of Cosmetology and Hairstyling. Students will take the New Jersey State Board Examination for Licensing upon completion of 1,000 hours in June of their senior year.

## TECHNOLOGY

### **Computer Aided Design (CAD)...6810**

Credits: 5  
Grade Level: 9, 10, 11, 12  
Prerequisite: None  
Description: This is an introductory level course for students who wish to further their knowledge and skills in technological problem solving and engineering design. We will be focusing on developing a proficiency in industry standard software that is used in the fields of engineering, drafting, and architecture. These programs are AutoDesk AutoCAD and AutoDesk Inventor. Students will work independently on exercises designed to teach core skills and familiarity with the programs, and will develop their skills through creative projects. Students will also design and manufacture a 3D product using our plastic printer, which creates a real-life sample of their computer-based design. Students will also work together in collaborative projects in which time and resource management will be the key to success.

### **Computer Integrated Manufacturing...6821**

Credits: 5  
Grade Level: 10, 11, 12  
Prerequisite: Introduction to Engineering Design / Computer Aided Design (CAD)  
Description: This is an advanced level course for students who wish to further their knowledge and skills in technological problem solving and engineering design. We will be focusing on developing a proficiency in industry standard software that is used in the fields of engineering, drafting, and architecture. This program is called AutoDesk Inventor. Students will work independently on exercises designed to teach core skills and familiarity with the programs, and will develop their skills through creative projects. Students will also design and manufacture 3D products using our plastic printer, which creates a real-life sample of their computer-based design. Students will also work together in collaborative projects in which time and resource management, as well as interpersonal skills will be the key to success. Students will also learn presentation skills as they share their creative projects with the rest of the class.

### **Digital Electronics...6861**

Credits: 5  
Grade Level: 11, 12  
Prerequisite: None  
Description: Digital Electronics (DE) is a course of study in applied digital logic. Students will study the application of electronic logic circuits and devices and apply Boolean logic to the solution of problems. Such circuits are found in watches, calculators, video games, computers and thousands of other devices. The use of smart circuits is present in virtually all aspects of our lives and its use is increasing rapidly, making digital electronics an important course of study for a student exploring a career in engineering/engineering technology. Students will test and analyze simple and complex digital circuitry. They will design circuits, export their designs to a printed circuit auto-routing program that generates printed circuit boards, and construct the design using chips and other components. Students taking this course must be concurrently enrolled in college preparatory mathematics.

### **Graphics Design I...6010**

Credits: 5

Grade Level: 9, 10

Prerequisite: None

Description: Graphics Design I introduces students to the field of graphic communications. Students will gain knowledge and skills in preparing images and designs for the printing process. Emphasis is placed on creativity and technical design skills using a variety of graphic tools and computer programs. Emphasis is placed on refining perceptual and technical design skills through the use of various design tools. Areas of activity include: silk screen printing, button manufacturing, and offset press operation. Student projects include; package design, note pads, business cards, posters, buttons and t-shirts.

### **Graphics Design II...6011**

Credits: 5

Grade Level: 10, 11, 12

Prerequisite: Graphics Design I

Description: The Graphic Design II builds upon the computer design skills learned in Graphic Design I. Students will concentrate on computer graphics using Adobe Creative Suite programs; InDesign, Illustrator, and Photoshop. Students will also be introduced to color reproduction and document processing and pre-press production for printing.

### **Graphics Design III...6012**

Credits: 5

Grade Level: 11, 12

Prerequisite: Graphics Design II

Description: Graphic Design III students put their skills into practice focusing on long range projects while receiving real world design challenges in the classroom printing facility. The Adobe Creative Suite programs will be further explored in the processing of actual printing jobs for customers.

### **Introduction to Engineering Design...6811**

Credits: 5

Grade Level: 9, 10, 11, 12

Prerequisite: None

Description: This is a course for students who wish to further their knowledge and skills in technological problem solving and engineering design. A solid understanding of underlying physics and mechanical principles, the ability to apply mathematics and scientific knowledge to generate a creatively design solution, and an understanding of human factors and social constructs are all a part of the engineering design process. During this course we will learn about structural design, mechanisms, anthropometrics and ergonomics, as well as fundamentals of computer aided design to augment and facilitate the recursive design process. Students will learn the importance of documenting every step of their work, formalizing their design process in graded documentation, which includes notes, analysis, and reflections on their process and solution. Along the way, we will also analyze the way that technology, ethics, and society form strands of a whole, and how each strand guides and influences the others. Discussion and analysis of current events, product analysis, and close readings of historical context will serve to highlight this vital part of technological literacy.

### **Process Technology I...6510**

Credits: 5  
Grade Level: 11, 12  
Prerequisite: None  
Description: This course provides the Introduction Process Technology student with an exploratory look at the chemical and process industry, its products and career opportunities. Basic manual skills required of process technicians will be introduced, as well as the operation of process trainers and computer simulators. Essential mechanical, scientific, and mathematical concepts will be integrated so that students will understand the practical application of these concepts need for success in this occupation.

### **Process Technology II...6511**

Credits: 5  
Grade Level: 12  
Prerequisite: Process I, Teacher Recommendation  
Description: This course continues with the basic concepts and hands-on experience studied in P-Tech I. There will be a greater depth of study of the various chemical, mathematic, and physical activity required of a process technician. Emphasis will be placed on utilizing the computer simulators and advanced hands-on trainers. Also, the importance of the technician's role in maintaining and optimizing operations in a safe and environmentally responsible manner will be provided. Field trips for this class will concentrate on job orientation, career development, and future employment.

### **Television / Digital Media I...6020**

Credits: 2.5  
Grade Level: 9, 10, 11  
Prerequisite: None  
Description: This course is designed to teach students video production techniques. Students will develop skills through a series of in class exercises with an emphasis on single camera production, scripting, story boarding, and the basic fundamentals of non-linear editing. Students will complete hands on and collaborative work through video digital media productions. The cooperative atmosphere for this course and the subsequent courses in the Television/Digital Media Production program lends itself to a successful transition to higher education and future career roles. Involvement in student-led school and community productions is encouraged for the students, and opportunities for such extracurricular participation are abundant.

### **Television / Digital Media II...6021**

Credits: 5  
Grade Level: 10, 11, 12  
Prerequisite: Television/Digital Media I  
Description: Students in this course have mastered the use of the studio equipment and formed preferences and aptitudes for specific production roles during their introductory year in Television/Digital Media I. This course is designed to use advanced video production techniques, which includes: scriptwriting, producing, videography, editing, direction, learning multi camera production using switchers, and sound boards to produce a variety of videos. Students will also produce a morning newscast as well as programming for LHS. Increased participation in school and community productions is readily available and encouraged throughout this course, and students at this level have the opportunity to hold higher positions in student-led productions. The students' collaboration on productions, as

well as their use of the most state-of-the-art equipment available helps prepare them for a future in media, both higher education and in their future careers.

## **IB PRACTICAL ARTS**

May be taken as part of the full IB Diploma Program or as an Individual Certificate Course. Refer to the International Baccalaureate Program section for a full description of the Diploma Program.



## SCIENCE PROGRAM

The Science Department strives to provide a program that:

- captures the imagination and curiosity of all students, producing scientifically literate, life-long learners;
- encourages critical thinking skills, positive science attitudes, and problem solving skills through cooperative, hands-on inquiry centered activity;
- further incorporates the use of mathematics and technology in a comprehensive science program;
- involves district administrators to facilitate program implementation and provides extensive in-service training for staff members; and
- solicits and actively involves all facets of the community to develop and bring about process changes.

Suggested science sequences would be as follows:

	Grade 9	Grade 10	Grade 11	Grade 12
Sequence 1	Biology I CP1	Chemistry I CP1	Physics I CP1 Earth Science Environmental Science Anatomy & Physiology CP1	Physics I CP1 Earth Science Environmental Science Anatomy & Physiology CP1
Sequence 2	Biology I CP2 Biology I Honors	Chemistry I CP2 Chemistry I Honors	Physics I CP2 Physics I Honors Anatomy & Physiology CP2 IB Chemistry SL/HL IB Biology SL/HL IB Physics SL IB Environmental Systems & Societies SL	Physics I CP2 Physics I Honors Anatomy & Physiology CP2 IB Chemistry SL/HL IB Biology SL/HL IB Physics SL IB Environmental Systems & Societies SL

### **Anatomy and Physiology CP...713X**

Credits: 5

Grade Level: 11, 12

Prerequisite: Biology and Chemistry

Description: Anatomy and Physiology is a laboratory course designed for students who have successfully completed Biology and Chemistry. The course is offered as an elective for those students interested in furthering their knowledge of the human body and its inner workings and who may be interested in pursuing a career in the medical or biological professions. Anatomy and Physiology will prove beneficial particularly to those students who are interested in majoring in Premedical, Pre-veterinary, Pre-dentistry or Dental Assistance, Nursing or Biology. Students who elect not to participate in or observe animal dissection will be offered an alternative.

### **Biology I CP ...711X,**

Credits: 5

Grade Level: 9, 10

Prerequisite: None

Description: This laboratory science course places a comprehensive emphasis on the unifying concepts of Biology that demonstrate biological interconnections. The program goals introduce students to basic concepts in Biology and address the New Jersey State Standards that require an understanding of cell structure and function, basic chemistry, molecular biology, genetics and ecology. Emphasis is placed on small group activities and multimedia educational technologies are used throughout the course as tools for learning. Students who elect not to

participate in or observe animal dissection will be offered an alternative. Students enrolled in a first time biology course are required to take the New Jersey Biology Competency Test (NJBCT).

### **Biology I Honors...7112**

Credits: 5

Grade Level: 9, 10

Prerequisite: Grade of "A" in 8th Grade Science or Grade of "A or B" in 8th Grade Science Accelerated and a score of 225 on the NJ ASK8 in Science

Description: This is a weighted laboratory course designed for students who are considering a science related career and who have shown a high aptitude in science and a proficiency in math. The program goals introduce students to basic concepts in biology and address the New Jersey State Standards that require an understanding of cell structure and function, basic chemistry, molecular biology, genetics and ecology. An increased use of activities in this course will help students assume a greater responsibility in their understanding. Students will be expected to use critical thinking, problem solving and ethical analysis in the study of unifying themes and multimedia educational technologies are used throughout the course as tools for learning. Students who elect not to participate in or observe animal dissection will be offered an alternative. Students enrolled in a first time biology course will be required to take the New Jersey Biology Competency Test (NJBCT).

### **Chemistry I CP...721X**

Credits: 5

Grade Level: 10, 11, 12

Prerequisite: Biology I

Description: This is a one-year laboratory course designed for students on the college preparatory track. Students are introduced to theories and concepts of chemistry that include the study of matter, its properties and the changes it undergoes. Problem solving, critical thinking and algebraic skills are emphasized. Topics included are chemical nomenclature, molar relationships, stoichiometry, gas laws, atomic theory, atomic structure the periodic table, bonding solutions kinetics and acids and bases.

### **Chemistry I Honors...7212**

Credits: 5

Grade Level: 10, 11

Prerequisite: Grade of "A" in Biology I CP or Grade of "A or B" in Biology I Honors

Description: Chemistry I Honors is intended for the student who wants to pursue a more intensive study of Chemistry and/or wants to continue in a scientific career. The course topics are similar to that of the Chemistry I CP, but are more rigorous in their depth of study and the use of mathematical concepts. There is an additional emphasis on student participation in developing proper laboratory skills and time management practices. This course can be followed by International Baccalaureate chemistry for AP accreditation at participating colleges and universities. Student enrollment is predicated on previous grades and teacher recommendation. There is an increased weighting factor for the grades in this course.

### **Earth Science CP...7030**

Credits: 5  
Grade Level: 11, 12  
Prerequisite: Biology and Chemistry  
Description: Earth Science is a one-year laboratory course dealing with the earth's surface and the forces that influence it: weather, mountain building, the atmosphere, volcanoes and earthquakes. Students have the opportunity to learn through classroom simulations and exploration with geological tools.

### **Environmental Science CP...701X**

Credits: 5  
Grade Level: 11, 12  
Prerequisite: Biology and Chemistry  
Description: Environmental Science is a laboratory science course that builds understanding of the environment: the interconnections among living and non-living systems; the flow and cycling of energy and material through earth systems; and, descriptions of earth systems using basic principles from the chemical and biological sciences. Laboratory experiences include investigations to explore the properties and behavior ecological systems both within the laboratory and in the field (such as Linden area parks and public wetlands). Current environmental issues such as climate change, water quality, waste disposal and energy generation will be explored with a scientific perspective. Laboratory and classroom experiences are designed to build student skills, such as communication, technology use, applying knowledge, and making decisions commonly referred to as 21<sup>st</sup> century skills.

### **Physics I CP...731X**

Credits: 5  
Grade Level: 11, 12  
Prerequisite: Chemistry I CP  
Description: This is a one-year laboratory course designed for students on the college preparatory track. Physics investigates the fundamental laws of the universe through the use equipment in laboratory periods to learn the mathematical relationships of physical phenomena. The use of machines, the concepts of force, wave motion, heat, light, sound, and electricity are also taught. Guidance is provided for students wishing to pursue engineering careers.

### **Physics I Honors ...7312**

Credits: 5  
Grade Level: 11, 12  
Prerequisite: Grade of "A" in Chemistry I CP or Grade of "A or B" in Chemistry I Honors, Algebra and Trigonometry  
Description: This weighted laboratory course is designed for students who are considering a science related career. Students will study one and two dimensional kinematics and dynamics. This will include such topics as displacement, velocity, acceleration, free fall, forces, Newton's laws, circular motion, work, energy, power and momentum. Other topics include waves and vibrations, sound, electricity and magnetism. This course may run in conjunction with IB Physics SL depending on enrollment.

## **IB SCIENCES**

May be taken as part of the full IB Diploma Program or as an Individual Certificate Course. Refer to the International Baccalaureate Program section for a full description of the Diploma Program.

## SOCIAL STUDIES PROGRAM

“The purpose of social studies education is to provide students with the knowledge, skills, and attitudes they need to be active, informed, responsible citizens and contributing members of their communities. The standards define social studies as the four disciplines of history, geography, civics, and economics. N.J.S.A. 18A-35-1 requires that each district board of education adopt a two-year course of study at the high school level in the history of the United States, including the history of New Jersey and African-American history. N.J.A.C. 6A:8-5, mandates district boards of education to adopt and implement requirements for a State-endorsed diploma that include at least 15 credits in social studies, of which 10 those credits must address the content outlined above. The remaining five credits must address world history.” – New Jersey Core Curriculum Content Standards.

The Linden Social Studies Department provides Honors courses in all three required areas of US History I, US History II, and World History. Students can participate in various activities as part of their social studies curriculum such as: Junior Achievement, Diversity, Mock Trials and Model UN. Electives available within the Social Studies Program include Introduction to Education, Law and Government, Psychology, and Sociology.

### Required courses and recommended sequence:

World History	9 <sup>th</sup> Grade
US History I	10 <sup>th</sup> Grade
US History II	11 <sup>th</sup> Grade

### Introduction to Education...8411

Credits:	5
Grade Level:	11, 12
Prerequisite:	Two letters of recommendation from a faculty member.
Description:	The primary goal of the Teacher Cadet program (Introduction to Education) is to encourage academically talented, high-achieving, high school students with exemplary interpersonal and leadership skills to consider teaching as a career. The Teacher Cadet program uses an innovative approach designed to attract talented young people to the teaching profession through a challenging introduction to teaching. The program seeks to provide high school students with insight into the nature of teaching, the problems of schooling, and the critical issues affecting the quality of education in America's schools. Students enrolled in the program will complete a fifteen-hour internship with a professional educator at one of Linden's elementary or middle schools. Students also have the option of interning at the high school. Students in the program are able to acquire three college credits through a partnership with Rider University.

### Law and Government...8421

Credits:	5
Grade Level:	10, 11, 12
Prerequisite:	None
Description:	Students in the Law and Government class will learn about the basic structure and functioning of the legal system in the State of New Jersey and the United States. Emphasis will be placed on a study of the Constitution, the three branches of government, and the roles of our elected, as well as, appointed officials at the Federal, State and Local levels. The course will also address legal issues, development of laws, and methods of enforcement.

**Psychology...8431**

Credits: 5  
Grade: 10, 11, 12  
Prerequisite: None  
Description: This course is an introductory course and will therefore touch on the many different theories within the field of psychology. These theories will fall into various subfields including behaviorism, social psychology, personality psychology, and abnormal psychology, among others. Students will learn the methodology and thought processes of various psychologists throughout the history of the field. Important subjects such as nature vs. nurture, gender roles, personality, emotion and psychological abnormalities will be studied using lecture, case studies, projects, art, film, and other activities. Students will gain a deeper, more meaningful understanding of many subjects throughout their time in this course.

**Sociology...8441**

Credits: 5  
Grade Level: 10, 11, 12  
Prerequisite: None  
Description: Sociology is a one-semester elective, which focuses on the basic aspects of sociology: tools, techniques, culture, social structure, collective behavior and social institutions. Students identify social problem areas and obtain clear-thinking suggestions to deal with them.

**US History I CP...822X****ELL...8223**

Credits: 5  
Grade Level: 10, 11, 12  
Prerequisite: None  
Description: This college preparatory course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in US History. Students will learn to assess historical materials, its relevance to a given interpretative problem, its reliability and its importance. They will be able to weigh the evidence and interpretations presented in historical materials. The course will develop skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format. This course will be taught with more of an emphasis on writing. The course, also, is designed to prepare students for the more rigorous programs of International Baccalaureate, US History II Honors or Advanced Placement.

**US History I Honors...8222**

Credits: 5  
Grade Level: 10, 11, 12  
Prerequisite: Grade of "A" in World History CP or Grade of "A or B" in World History I Honors  
Description: The goal of this course is to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials of US History. Students will learn to assess historical materials with regards to its relevance to a given interpretative problem, its reliability, and its importance. They will be able to weigh the evidence and interpretations presented in historical materials. The course will develop skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format. This course will be taught with an emphasis on writing. At the conclusion of this course, students will be encouraged to enroll in the International Baccalaureate Program, US History II Advanced Placement, or US History II Honors.

**US History II CP..833X****ELL...8333**

Credits: 5  
Grade Level: 11, 12  
Prerequisite: US History I  
Description: This college preparatory course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States History. Students will learn to assess historical materials in relationship to its relevance to a given interpretative problem, its reliability, and its importance. They will be able to weigh the evidence and interpretations presented in historical materials. The course will develop skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

**US History II Honors...8332**

Credits: 5  
Grade Level: 12  
Prerequisite: Grade of "A" in US History I CP or Grade of "A or B" in US History I Honors  
Description: This is a college level course designed to provide students with the analytical skills and factual knowledge necessary to critically with the issues and materials in US History. Students will learn to assess historical sources for their value and limitations. They will be able to weigh evidence and interpretations of historical events presented through primary and secondary sources. This course will develop skills necessary to arrive at conclusions based on informed judgment and to present reasons and evidence clearly and persuasively in essay format. This course will prepare students for the Advanced Placement (AP) Examination.

**World History CP...811X****ELL...8113**

Credits: 5  
Grade Level: 9, 10, 11, 12  
Prerequisite: None  
Description: This college preparatory course is a study of the historic and contemporary interrelationship of individuals, societies and cultures in the world. Broad topics covered in this yearly course include the study of major world cultures, the influences of important religions, the impact of trade and technology on those cultures, and the sequence of major problems of our world. In this course, students will acquire the knowledge, skills, and attitudes that will enable them to make rational and informed decisions about economic, cultural, and political questions, which face our interdependent world. Students will use additional projects, the incorporation of literature and more in depth research, including extensive use of the Internet. Students will complete assignments that analyze, evaluate, and discuss information learned about world cultures and historical events. Depths of assignments including writing, reading and research will differ based on the curriculum level of students.

**World History Honors...8112**

Credits: 5  
Grade Level: 9, 10, 11, 12  
Prerequisite: Grade of "A" in American History 8 or Grade of "A or B" in American History 8 Accelerated  
Description: World History Honors is a study of the historic and contemporary interrelationship of individuals, societies and cultures in the world. Broad topics covered in this yearly course include the study of major world cultures, the influences of important religions and the impact of trade and technology on those cultures, and the sequence of major problems of our world. In this course, students will acquire the knowledge, skills and attitudes that will enable them to make rational and informed decisions about economic, cultural, and political questions, which face our interdependent world. Students will use additional projects, the

incorporation of literature and more in depth research, including extensive use of the Internet. They will engage in a more challenging program. Students will complete assignments that analyze, evaluate, and discuss information learned about world cultures and historical events. They will complete in depth study as well as more complex reading, writing, and research.

## **IB SOCIAL STUDIES**

May be taken as part of the full IB Diploma Program or as an Individual Certificate Course. Refer to the International Baccalaureate Program section for a full description of the Diploma Program.

## WORLD LANGUAGES PROGRAM

The United States' position of leadership in the political and economic affairs of the world demands that, more than ever before, World Languages play an essential role in a school's curriculum.

To promote effective communication, the World Languages Program seeks to have students achieve a substantial degree of proficiency in French, Spanish, German, Italian, Russian and/or Mandarin Chinese. As demonstrated in the ACTFL (American Council on the Teaching Foreign Languages) guidelines, developing proficiency in a World Language requires a significant amount of time and dedication. Only those students who have dedicated at least five years of study to a World Language will reach the intermediate range of proficiency. It is strongly suggested that students complete as many years of a language sequence as possible and to also take the opportunity to study more than one language.

In addition to developing the ability to communicate in the target language, students will come to understand the history of the people, their culture, and their contributions in the shaping of today's world. Through the study of the target language, students will gain skills and insights to participate effectively in diverse multilingual communities. Critical thinking skills acquired through language study can be applied to other academic disciplines. Cultural exchanges and projects are an integral part of the language program.

### World Language Progression Tracks

It is important for students to be adequately prepared in a world language in order to do well in subsequent courses. Since the study of Honors French, German, and Spanish I are offered in the Middle Schools in grades 7 and 8, there are two sequences of study at the high school for these languages. Students successfully completed the middle school honors program are encouraged to continue in grades 9-12 with Honors language courses, levels II through V. This is a fully articulated program that has been designed to develop the skills of communication and to provide an in-depth view of another culture and civilization.

Language I courses are open to all students in grade 9 who have had no previous experience with the target language. Students who are beginning their study language study in the high school may elect Chinese (Mandarin), French, German, Italian, Russian, or Spanish.

Placement in advanced courses, Level II and above, will be dependent on the student's current language proficiency and the recommendation of the previous year's teacher.

For those students whose native language is Spanish and achieve 80% on a placement test have the option of registering for our Heritage program, which as an honors-level course, encourages them to become even more proficient with the language and culture of the Spanish-speaking world.

	Grade 9	Grade 10	Grade 11	Grade 12
Standard Track	Language I	Language II	Language III	Language IV
Accelerated Track	Language II	Language III	Language IV	Language V
Accelerated Track II	Language II Honors	Language III Honors	Language IV Honors	Language V Honors
Native Spanish Speakers	Heritage Spanish I	Heritage Spanish II	Heritage Spanish III	Spanish IV Honors
International Baccalaureate	Language II Honors	Language III Honors	IB Language SL	Open



### Departmental Assessments

In order to more accurately assess our students' progress, the Linden Public School District uses the STAMP test as a proficiency assessment. The results of this test may be used to guide placement of students into the appropriate language course.

In addition to the STAMP test, students take a wide variety of in-class assessments, including required final exams. Such assessments may be used, along with teacher recommendation, to recommend a placement not normally indicated by the progression tracks.

### Exchange Programs

International exchange programs are offered for French, German, Italian, Mandarin Chinese, and Spanish. Students who demonstrate both a commitment to the study of a language and the culture of its speakers as well as strong positive character traits are given priority when planning the exchanges. For more information about the exchanges, consult with the coordinator of the exchange program.

### Graduation Requirements

Parents and students should bear in mind that, although only 5 credits in world languages is required to graduate high school, those planning on attending college should complete a minimum of 10 credits.

### World Language Course Codes

The following course numbers for World Language courses correspond to the language being taught.

91XX	French
92XX	German
93XX	Italian
94XX	Russian
95XX	Spanish
97XX	Mandarin Chinese

### **Level One...9X10**

Credits:	5
Grade Level:	9, 10, 11, 12
Prerequisite:	None
Description:	Level I World Language courses provide instruction enabling students to discuss the many reasons for learning languages and to develop an understanding of the people who speak them. Students are able to apply effective strategies for language learning and show a willingness to experience various aspects of the cultures. The ACTFL Proficiency target for students completing this class is within the novice-low / novice-mid range.

### **Level One Honors...9X12**

Credits:	5
Grade Level:	9, 10, 11, 12
Prerequisite:	Middle School Teacher recommendation
Description:	Level I Honors World Language continues the development of proficiency in the target language. Students entering the class should be at the novice-mid level of proficiency. The courses provide expanded instruction at an accelerated pace. In addition to mastering the syllabus for Level I (q.v.), students are able to demonstrate increased proficiency in both speaking and writing through assessment-based projects reflective of intellectual interests shared by students and teacher alike. Such interests may include the arts, history, current events, sports, literature, etc. The ACTFL Proficiency target for students completing this class is within the novice-high range.

### **Heritage Spanish I Honors...9511**

Credits: 5  
Grade Level: 9, 10, 11, 12  
Prerequisite: Departmental exam or Supervisor approval  
Description: Heritage Spanish I Honors is designed for heritage learners who are proficient speakers of Spanish. Students entering this class should be at the intermediate-low level of proficiency. The objectives of the course are to expand both communication skills as well as cultural knowledge, including study of the students' own cultural heritage. Students learn to use Spanish beyond familiar contexts by reading authentic literary selections and writing for academic purposes. The thematic-based curriculum explores topics and concepts that are of interest to adolescents (e.g., music and relationships). This course prepares students for Heritage Spanish II Honors. The ACTFL Proficiency target for students completing this class is at the intermediate-mid range.

### **Level Two...9X20**

Credits: 5  
Grade Level: 9, 10, 11, 12  
Prerequisite: Level One  
Description: Level II continues the development of proficiency in the target language. Students entering the class should be working within the novice-mid range of proficiency. Level II World Language courses enable students to participate in classroom and extracurricular activities related to the language studied as well as to participate in conversations dealing with daily activities and personal interests. The ACTFL Proficiency target for students completing this class is within the novice-mid to approaching the novice-high range.

### **Level Two Honors...9X22**

Credits: 5  
Grade Level: 9, 10, 11, 12  
Prerequisite: Grade of "A" in Level One or Grade of "A" or "B" in Grade 8 Honors  
Description: Level II Honors World Language courses provide expanded instruction at an accelerated pace. Students entering the class should be at or approaching or at the novice-high level of proficiency. In addition to mastering the syllabus for Level II (q.v.), students are able to demonstrate increased proficiency in both speaking and writing through assessment-based projects reflective of intellectual interests shared by students and teacher alike. Such interests may include the arts, history, current events, sports, literature, etc. The ACTFL Proficiency target for students completing this class is within the novice-high to intermediate low range.

### **Heritage Spanish II Honors...9521**

Credits: 5  
Grade Level: 9, 10, 11, 12  
Prerequisite: Heritage Spanish I Honors or Departmental exam or Supervisor approval  
Description: Heritage Spanish II Honors is designed for heritage learners who are proficient speakers of Spanish. Students entering this class should be at the intermediate-mid level of proficiency. The objectives of the course are to expand both communication skills and cultural knowledge, including study of students' own cultural heritage. As in the Heritage Spanish I Honors course, students learn to use Spanish beyond familiar contexts by reading authentic literary selections and writing for academic purposes. The thematic-based curriculum explores topics and concepts that are of interest to adolescents. Materials and assignments at this level are more rigorous and higher levels of proficiency are expected. Heritage Spanish II Honors prepares students for Heritage Spanish III Honors. The ACTFL Proficiency target for students completing this class is at the intermediate-high range.

### **Level Three...9X30**

Credits: 5  
Grade Level: 10, 11, 12  
Prerequisite: Level Two  
Description: Level III continues the development of proficiency in the target language. Students entering the class should be at the novice-mid level approaching the novice-high range of proficiency. Level III World Language courses provide instruction enabling students to understand and appreciate other cultures by comparing social behaviors and values of people using the languages being learned. Through the use of technology and a wide variety of authentic materials, students learn about the structure and usage of the language. Students are willing to initiate and participate in discussions concerning these cultures. The ACTFL Proficiency target for students completing this class is within the novice-high range.

### **Level Three Honors...9X32**

Credits: 5  
Grade Level: 10, 11, 12  
Prerequisite: Grade of "A" in Level II or Grade of "A" or "B" in Level II Honors  
Description: Level III Honors World Language courses provide expanded instruction at an accelerated pace. Students entering the class should be at the novice-high approaching intermediate low level of proficiency. Students electing this course are expected to continue their language studies with Level IV Honors. In addition to mastering the syllabus for Level III (q.v.), students are able to demonstrate increased proficiency in both speaking and writing through assessment-based projects reflective of intellectual interests shared by students and teacher alike. Such interests may include the arts, history, current events, sports, literature, etc. The ACTFL Proficiency target for students completing this class is within the intermediate-low to intermediate-mid range.

### **Heritage Spanish III Honors...9531**

Credits: 5  
Grade Level: 10, 11, 12  
Prerequisite: Heritage Spanish II Honors or Departmental exam or Supervisor approval  
Description: The Heritage Spanish III Honors course is designed for heritage speakers of Spanish who have mastered the proficiency targets of Heritage Spanish I Honors and Heritage Spanish II Honors courses. Students entering this class should be at the intermediate-high level of proficiency. The objectives for this course include those skills covered in Spanish III plus advanced functions such as critical thinking, writing skills, grammar, and verb tenses to meet academic and literary skill standards. The ACTFL Proficiency target for students completing this class is within the intermediate high level to Pre-Advanced range. Successful completion of this course will allow the student to advance to Spanish IV Honors, Spanish V Honors, or IB Spanish SL according to the student's demonstrated proficiency.

### **Level Four...9X40**

Prerequisite: Level Three  
Credits: 5  
Grade Level: 11, 12  
Description: Level IV continues the development of proficiency in the target language. Students entering the class should be at the novice-high level of proficiency. These courses enable students to participate in classroom and extracurricular activities related to the language studied, such as presentations to the student body and to parent groups and taking leadership roles in language clubs. Students are willing to participate in conversations with native and advanced non-native speakers, either in their community or in the school. In addition, students at this level of performance are offered the opportunity to participate in a language exchange

program. The ACTFL Proficiency target for students completing this class is at or approaching the intermediate-low range.

### **Level Four Honors...9X42**

Credits: 5  
Grade Level: 11, 12  
Prerequisite: Grade of "A" in Level Three or Grade of "A" or "B" in Level Three Honors  
Description: Level IV Honors World Language courses provide expanded instruction at an accelerated pace. Students entering the class should be at the intermediate-low approaching intermediate-mid level of proficiency. Students electing this course are expected to continue their language studies with Level V Honors. In addition to mastering the syllabus for Level IV (q.v.), students are able to demonstrate increased proficiency in both speaking and writing through assessment-based projects reflective of intellectual interests shared by students and teacher alike. Such interests may include the arts, history, current events, sports, literature, etc. The ACTFL Proficiency target for students completing this class is within the intermediate-mid to intermediate-high range.

### **Level Five...9X50**

Credits: 5  
Grade Level: 11, 12  
Prerequisite: Level Four  
Description: Level V continues the development of proficiency in the target language. Students entering the class should be at or approaching the intermediate-low level of proficiency. Level V, courses are conducted entirely in the target language. These courses enable students to participate in activities beyond the classroom that could include concerts, theater performances, and community activities. Students are willing to participate in conversations with native speakers in the community and promote among their peers, and others, the benefits of World Language study and the study of the cultures in which the language is spoken. In addition, students at this level of performance are offered the opportunity to participate in a language exchange program. The ACTFL Proficiency target for students completing this class is within the intermediate-low to intermediate-mid range.

### **Level Five Honors...9X52**

Credits: 5  
Grade Level: 11, 12  
Prerequisite: Grade of "A" in Level IV or Grade of "A" or "B" in Level IV Honors  
Description: Level V Honors World Language courses provide expanded instruction at an accelerated pace. Students entering the class should be at or approaching intermediate-high level of proficiency. In addition to mastering the syllabus for Level V (q.v.), students are able to demonstrate increased proficiency in both speaking and writing through assessment-based projects reflective of intellectual interests shared by students and teacher alike. Such interests may include the arts, history, current events, sports, literature, etc. The ACTFL Proficiency target for students completing this class is within the intermediate-high to pre-advanced range.

## **IB World Acquisition**

May be taken as part of the full IB Diploma Program or as an Individual Certificate Course. Refer to the International Baccalaureate Program section for a full description of the Diploma Program and its courses.

## **BILINGUAL/ESL PROGRAM**

A high intensity ESL program is provided to our Limited English Proficient (LEP) students. The ESL Program is designed to introduce international students to the American culture and educational system through patterns and academic writing styles that may differ from their own. A student is placed in one of five (5) levels of ESL, depending upon the score achieved on a New Jersey state-approved test for English proficiency. Students previously placed in an ESL course at the high school or the middle school level will continue in that placement until he/she demonstrates fluency on a New Jersey state-approved test for English proficiency and is recommended to exit by the ESL teacher. ESL courses are taken in lieu of the regular English course and credit toward graduation is awarded upon successful completion of the course.

All ESL courses place an emphasis on the four language domains of listening, reading, speaking, and writing. Level-appropriate activities provide many opportunities for student to practice.

ESL courses fulfill the credit requirement in English. All English Language Learners are subject to all other graduation requirements.

### **ESL Beginner...9010**

Credits: 10  
Grade Level: 9, 10, 11, 12  
Prerequisite: W-APT Score  
Description: This course meets the needs of new entrant ESL students with the introduction of the English Language and American culture. At this level, instruction is focused on teaching survival vocabulary and skills, while developing all language skills (reading, listening, writing, and speaking). Thematic instruction includes concepts such as school environment, professions, and communication. Students enrolled in this class have limited ability to function in the school environment without assistance.

### **ESL Lower Intermediate...9011**

Credits: 10  
Grade Level: 9, 10, 11, 12  
Prerequisite: W-APT Score or ACCESS Score or Teacher recommendation  
Description: This course meets the needs of students who are at a minimal level of competency in English. Instruction focuses on the four language domains of listening, speaking, reading, and writing. Thematic instruction includes concepts such as individuality, multiple intelligences, and natural disasters. At this level there is still great emphasis on the development of all skills, therefore academic language skills, as well as content curriculum, are introduced and taught at a basic level.

### **ESL Upper Intermediate...9012**

Credits: 10  
Grade Level: 9, 10, 11, 12  
Prerequisite: W-APT Score or ACCESS Score or Teacher recommendation  
Description: This course meets the needs of students at a higher level of language competency. Instruction focuses on the four language domains of listening, speaking, reading, and writing. Thematic instruction includes concepts such as belonging, mythologies, and cultural heritage. The main focus of classroom instruction is designed to develop reading skills, especially those assessed on the reading section of the High School Proficiency Assessment (HSPA).

### **ESL Advanced...9013**

Credits: 10

Grade Level: 9, 10, 11, 12

Prerequisite: W-APT Score or ACCESS Score or Teacher recommendation

Description: This course meets the needs of students who have achieved an intermediate level of competency in English. Listening, speaking, reading, and writing skills at a more sophisticated level are acquired. The expectation at this level is that he/she can function well socially and academically in English. This course, therefore, must offer the foreign born student extensive opportunities to continue his/her language development at a rapid rate. Students are expected to read and comprehend various types of texts, as well as write expository and persuasive compositions. Special attention is given to those skills needed to pass the HSPA.

### **ESL Full English Proficient...9014**

Credits: 10

Grade Level: 9, 10, 11, 12

Prerequisite: W-APT Score or ACCESS Score or Teacher recommendation

Description: This course meets the needs of students who have mastered advanced listening, speaking, reading, and writing skills of the ESL Program. These students are acquiring the necessary level of proficiency to function in a monolingual English class. Special attention is given to those skills needed to pass the HSPA. Students read and analyze a variety of authentic world literature with an emphasis on the American corpus. Drama is also studied to learn to recognize cause and effect, conflict, and other literary elements. They also refine their writing skills via narrative, expository, persuasive, and descriptive essays. Students must also complete a comprehensive evaluative research paper.

### **Math Strategies ELL IV...4743**

Credits: 5

Grade Level: 12

Prerequisite: Score below minimum level proficiency on HSPA

Description: Math Strategies ELL is a full year program designed to upgrade and strengthen mathematics skills for those students who do not meet the state or district minimum level of proficiency in this area. It is an inclusion class taught along with a regular education Math Strategies section. A diagnostic prescriptive approach is used with an individual prescription developed for each student and an Educational Proficiency Plan (EPP) documenting all relevant data. Topics include computation with fractions, decimals and percents, number concepts, measurement, geometry, pre-algebra and problem solving. This course is taught by a bilingual teacher using bilingual methodology with a state-certified Mathematics teacher. Math Strategies IV ELL prepares students for the Alternate High School Assessment (AHSA), if required.

### **Communication Strategies III for English Language Learners...9050**

Credits: 5

Grade Level: 11

Prerequisite: Score below minimum level proficiency on HSPA

Description: Communication Strategies III is a full year program designed to strengthen communication skills for limited English proficient (LEP) students who do not meet the state minimum level of proficiency in reading and/or writing. A diagnostic prescriptive approach is used to individually guide and improve student performance. Students will learn how to read and write persuasive and argumentative texts and essays. LEP students are taught by a teacher certified in bilingual and/or ESL education. The course is specifically geared to prepare students for the HSPA Test.

## **Communication Strategies IV for English Language Learners...9051**

Credits: 5

Grade Level: 12

Prerequisite: W-APT Score

Description: Communication Strategies IV is a full year program designed to upgrade and strengthen Language Arts skills for those students who do not meet the state and district minimum level of proficiency in this area. A diagnostic prescriptive approach is used with an Educational Proficiency Plan (EPP) documenting all relevant data. The reading and writing skills taught in this course represent the kinds of textual reading and functional writing/editing tasks needed to successfully complete the HSPA. Alternative High School Assessment (AHSA) process which assists in partially satisfying the State requirement for graduation. The course is taught by a teacher certified in bilingual and/or ESL education.

### **Other information for Bilingual/ESL students:**

#### **SIOP Courses**

The Sheltered Instruction Observation Protocol has been adopted by Linden High School as a method for providing a high-quality, optimized learning environment for our English Language Learners. After receiving professional development and guidance for using the SIOP model, content area teachers in Social Studies, Science, and Mathematics develop and implement learning activities that foster both understanding of content area concepts as well as the ability to use the English language to demonstrate mastery of those concepts. Both content objectives (events, themes, etc.) and language objectives (vocabulary, grammar, etc.) are articulated and presented for students to learn and apply. These courses award the same academic credit as their non-SIOP equivalents and meet the same graduation requirements. As a general rule, all English Language Learners in Beginner, Lower Intermediate, or Upper Intermediate ESL, should, when possible, be registered for SIOP courses.

## NON-TRADITIONAL PROGRAMS

### Peer Group Connection...5440

Credits: 5  
Grade Level: 12  
Prerequisite: Teacher Recommendation  
Description: Peer Group Connection is a full year elective in which seniors are selected after an application and screening process. Course activities include a weekend retreat and training in leadership, inter-personal and intra-personal skills. These seniors and faculty members work with freshmen selected at random on a weekly basis to aid them with problems such as: adjusting to school, academic difficulties, social adjustments and expectations and group difference.

### Naval Junior Reserve Officer Training Corps - (NJROTC)

NJROTC is a four-year program offering an opportunity for students to develop skills and knowledge in key areas. This includes classroom study, physical fitness, respectful conduct, good personal appearance, and leadership training. It also gives the student a look at the Navy's role in U.S. history. NJROTC may be substituted for the Physical Education-Health requirement for graduation.

For students participating in the program, there is no obligation for students to serve in any of the military services after leaving high school. However, for those few students who choose to enter the military, successful participation in NJROTC can enhance **the opportunity for admission** to one of the service academies (e.g. West Point, Annapolis, etc.), or earn advanced **rank** if enlisting in one of the military branches (e.g. Army, Navy, Coast Guard, etc.).

Male and female students physically qualified to participate in physical education are eligible to apply. Non-physically qualified students may be accepted as special students on a case-by-case basis. Students may apply at any grade level; however, all new students, whatever **their** grade level, will be placed in a Naval Science I class **on initial enrollment**. Cadets are provided with a complete Navy uniform at no expense to parents. Cadets are expected to wear their complete Navy uniform at least once a week throughout the school year. Grooming standards are consistent with active duty Navy requirements. Cadets are expected to maintain good classroom and school behavior.

The NJROTC program carries out **an extensive** schedule of community **service** events and orientation visits **to military and governmental activities**. NJROTC is a participatory program. Cadets are expected to actively engage themselves in unit activities. This includes parades, community service projects, memorial programs and orientation visits to military installations. Cadets also work in maintaining the NJROTC program including working in supply and joining **in drill and** academic competitions. Selected older cadets are placed with the Naval Science I classes to exercise their leadership abilities in helping the new cadets.

The NJROTC program runs extensive after school activities including: drill team, color guard, physical fitness team and air rifle team. These teams compete against other JROTC programs in the region and throughout the nation. Successful participation can earn cadets Varsity and Junior Varsity letters.

### Naval Science I...5310

Credits: 5  
Grade Level: 9, 10, 11, 12  
Prerequisite: None  
Description: A general introduction to the NJROTC program and the information needed to properly wear the Navy uniform. Specific training is provided in basic drill and military formations. Detailed academic units cover the basics of naval science including: American Government,



leadership, naval ships, civics, sea power, maritime geography, oceanography, seamanship, navigation, naval history and first aid.

### **Naval Science II...5320**

Credits: 5  
Grade Level: 10, 11, 12  
Prerequisite: Naval Science I  
Description: Building on the fundamentals of Naval Science I, this course moves into more detail on program basics. Aspects of moving squads and platoons in military formation are emphasized. Detailed academic units that expand on material presented in Naval Science I includes: leadership, citizenship, naval history and navigation. New material introduced includes naval career planning, shipboard organization, naval weapons, meteorology, survival training and small boat seamanship.

### **Naval Science III...5330**

Credits: 5  
Grade Level: 11, 12  
Prerequisite: Naval Science II  
Description: Building on the detailed material provided in Naval Science II, this course continues to expand leadership training and detailed coverage of naval and military history. Aspects of cadet leadership within the unit are emphasized. Additional academic units presented include: military justice, **logistics, underway replenishment**, astronomy, international law and the sea, international relations, sea power and national security, maneuvering board, naval electronics and naval operations, communications and intelligence.

### **Naval Science IV...5340**

Credits: 5  
Grade Level: 12  
Prerequisite: Naval Science III  
Description: As the capstone of the NJROTC program, this course seeks to bring together all the elements of the NJROTC curriculum. Extensive coverage is given to practical leadership problems, both theoretical and those in the unit itself. Students at this level are expected to be involved in the running of the unit. Students will be involved in preparing the unit for inspection by the Navy and in running the assorted activities of the unit. Seminar-type academic units will look at the fundamentals and responsibilities of leadership **as well as inter-cultural understanding**. Detailed material on effective communication **and its impact on leadership performance will be covered**.

## UNION COUNTY VOCATIONAL-TECHNICAL SCHOOL

UCVT/AM 10...6030

Tech Math I-III UCVT... I - 4214, II - 4224, III – 4234

UCVT/PM 10...6050

Applied Science UCVT... I - 7014, II - 7024, III - 7034

UCVT/AM 12.5...6031

UCVT/PM 12.5...6051

UCVT/AM 15...6032

UCVT/PM 15...6052

Credits: 15

Grade Level: 10 SE Only, 11, 12

Prerequisite: Acceptance into the Program

Description: The Union County Vocational/Technical School at Scotch Plains offers courses to prepare students for initial employment in their chosen occupational field or for further education upon graduation. Union County Vocational Technical School offers courses in vocational areas not currently provided at Linden High School. Students attending UCVT for either the AM or PM sessions continue to identify, participate in co-curricular activities and take academic courses at Linden High School.

If a student chooses to attend, he/she will spend part of the day at Linden High School and part of the day at Union County Vocational-Technical High School in Scotch Plains. Fifteen credits are awarded upon successful completion of the vocational school course for each year in attendance. Students are required to take English and Physical Education, as well as Social Studies, Mathematics and Science courses at Linden High School.

Students may choose from one of the following vocational programs:

### Shared-Time Course Offerings 11th/12th

Allied Health  
Automotive Technology  
Building Trades Technology  
Carpentry/Construction  
Child Development and Guidance

Commercial Art  
Conceptual Design  
Cosmetology  
Criminal Justice  
Culinary Arts  
Digital Media Design  
Electrical Technology  
Graphic Design  
Horticulture  
Information Technology  
Office Systems Technology

### Special Education Programs 10th/11th/12th

Auto Collision  
Auto Technology  
Baking  
Building Services  
Certified Nurse/Home Health Aide

Commercial Art  
Culinary Arts  
Graphic Design  
Horticulture  
Masonry  
Office Occupations  
Supermarket Technology  
Welding Technology

## **Independent Study....ISxxxx**

Credits: Depends on area of study

Prerequisite: Depends on area of study

Grade Level: 12

Description: The Independent Study Program is available for those juniors or seniors who are looking for an additional academic opportunity for in-depth study beyond the Linden High School course offerings or have a desire to fulfill a course need that is not available in the current Linden High School curriculum. An Independent Study may not be employed to replace a course that is offered in the current Linden High School curriculum unless there is an irresolvable scheduling conflict.

The following steps are required for the proper completion of an Independent Study (IS):

- A Linden High School faculty member must serve as the IS advisor. Please understand that faculty members are under no obligation to serve as an IS advisor, they do so voluntarily.
- The student and his/her IS advisor must collaborate on the work to be completed and graded, the credits to be awarded and the time to be allotted. An Independent Study Contract (available in guidance), listing the appropriate details, must then be completed. The student is then responsible for getting the contract approved and signed by his/her parent or guardian, the department supervisor, his/her guidance counselor and the principal. The contract is kept on file in guidance until the completion of the IS.
- Credits will be awarded upon completion of the IS course or project. One credit will be granted for every 35 hours of project work or course contact time. A time log must be maintained, verified and presented when the IS is completed. All evaluations must be reviewed and approved by the IS advisor.
- Grading for Independent Study courses is Pass/Fail. Students that receive a P (pass) will receive credit for the course; however, the grade will have no bearing on their GPA.

## **Alternative Program**

The Linden High School Alternative Program is designed to provide a quality educational program for the disaffected and/or "at risk" student in a non-traditional approach to education. Candidates for this program are those who may not be engaged in school due to individual, family, school behavioral and or community related factors. The Alternative Program creates an environment that empowers students to change their attitudes and behavior and to accomplish personal and academic goals. The program is conducted daily at Linden High School. Classes are held on Monday - Thursday from 3:00 pm to 7:30 pm and on Friday from 3:00 pm to 5:00 pm.

The program is recommended for students in 11<sup>th</sup> or 12<sup>th</sup> grade that have repeated a grade in high school. A student enters the program through an interview process after being referred by their guidance counselor with recommendations from their Vice Principal and the Principal. The interview includes the program supervisor, student and the parent/guardian. Attendance and discipline follow district policy.

All aspects of the facility are available to the program. Students satisfy credit in all major subject areas (English, Mathematics, Science, Social Studies, Physical Education and Health) using proficiency based individualized programs. The Alternative School staff assesses student progress on an individual basis in conjunction with the students. Students have access to vocational/technical training at Linden High School and the Union County Vocational-Technical School.

## **Transition Off-Campus Program (TOP)**

The Linden High School Transition Off-Campus Program (TOP) is designed to provide an individualized educational experience for 9<sup>th</sup>-12<sup>th</sup> grade special needs students that have had problems in the traditional high school setting. As a result of these problems, these students were placed in an out-of-district alternative educational program. These students are then eligible for re-entry into Linden High School and TOP once they have successfully completed their alternative program and have received a recommendation from their Child Study Team Case Manager.

TOP offers a small, nurturing, supportive environment for special education students with learning, behavioral, and emotional difficulties. TOP gives students a small teacher to student ratio, modified instruction as per their IEP, and on site counseling. TOP students split their course schedule between the high school and the Special Education Building, which houses the TOP classroom. While at TOP, students receive academic instruction in the Core Content areas of Math, Science, History and English. These students are then bused to the high school for Lunch, Physical Education and Two Elective courses. TOP offers a morning program as well as an afternoon program.

The goal of TOP is to strengthen academic, emotional, and social development which will lead to a successful experience at Linden High School as well as create productive, self-sufficient young adults ready to enter college, trade school or the workforce.

## **Life Skills Program**

Linden High School offers a Secondary Life Skills Program in its Academy building. Located on the first floor, it is handicap accessible from the main entrance at street level.

The program offers a small, nurturing, supportive environment for special education students with significant learning difficulties. A student enters the program after being recommended by the Child Study Team as determined appropriate in the IEP. This program emphasizes functional academics, daily living, self-care life skills, communication, and vocational training.

The multi-purpose classroom is divided into several different areas. There is a laundry area, a kitchen, a living/dining area, a computer center, an office, a supermarket set up and a classroom area. Students have access to computers in the classroom and appropriately accessible bathroom facilities are located within the classroom also.

The Secondary Life Skills Program follows a full day schedule and may include opportunities for community-based instruction throughout the local vicinity to develop functional skills. It aims at fostering development that will allow students to become successful, functional members of their community.