

PROGRAM PLANNING GUIDE



Sterling High School District

**501 South Warwick Road
Somerdale, NJ 08083
(856) 784-1333**

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**STERLING HIGH SCHOOL DISTRICT
BOARD OF EDUCATION**

Mission Statement

The mission of the Sterling High School District assures that all students will learn and achieve a high level of academic achievement that exceeds the New Jersey Student Learning Standards at all grade levels. The Sterling High School District is committed to a comprehensive system of support to assure this outcome.

Belief Statements

➤ **Civic Responsibilities:**

As a comprehensive public high school, Sterling High School bears the responsibility to prepare its students for full participation in the democratic process including, in particular awareness of historic traditions, civil rights and obligations.

➤ **Challenging Standards:**

At Sterling High School we appreciate the diversity of culture and learning styles found in our community. We recognize our students' individual talents and commit ourselves to helping them reach their highest potential.

➤ **Educational Programs:**

Sterling High School instills in our students problem solving strategies which result in lifelong learning. Techniques of cooperative learning and the ability to organize and evaluate data prepare our students to be flexible, continuous learners in a rapidly changing world.

➤ **Values:**

We believe that every individual has an intrinsic worth with a potential contribution to make to society. We demand that each student's worth must be universally respected.

Statement of Non-Discrimination

All courses are offered to every student regardless of the student's race, color, national, origin, religion, sex or handicap. If a student or parent feels that any course prerequisite is discriminatory, they should contact the Affirmative Action Officer at (856) 784-1331.

Right of Administrative Review

The Sterling High School District Board of Education reserves the right to amend, add, or cancel any course or program listed in this guide at its discretion due to low enrollment, staffing concerns, or for other unforeseen reasons it deems in the best interest of the school district.

PLANNING THE INDIVIDUAL CURRICULUM

Overview

Members of the guidance and counseling staff will meet with students and parents, if requested, to plan course requests. Every effort is made to fulfill each individual's needs. Final requests should be made only after carefully considering past academic performance, academic and/or career goals, teacher recommendations, and standardized test results. This is important not only to most benefit the student, but also because of the complexity and of our educational program and variables affecting scheduling. Only changes resulting from clerical errors or summer school adjustments will be considered after June 30th.

Selecting advanced level courses assumes a mastery of the fundamentals. Students with marginal grades are advised to consult with their teacher and counselor before electing advanced level courses.

The Sterling High School curriculum is designed to provide sufficient flexibility in a student's program of studies to fit his or her interests and needs. Certain subjects are also required at each grade level because of their value and fundamental importance to the student's health, civic and social competence, and career or educational goals.

Graduation and College Preparation Guidelines

In order to graduate from Sterling High School, students must earn 130 overall credits including the required courses indicated in the chart below.

Graduation Requirements (NJDOE and Sterling High School)		
<i>Subject Area/Course</i>	<i>Years Required</i>	<i>Credits</i>
English	5	25 (Class of 2021 and beyond), 20 (Class of 2018-2020)
Mathematics	3	15, including Algebra I and Geometry
Health and Physical Education	4	20
Science	4	20 including Biology, Chemistry, Environmental Science, or Physics (Class of 2021 and beyond); 15 (2018-2020)
Visual/Performing Arts	1	5
Social Studies	3	15, including two courses in US History
Practical Arts	1	5
World Language	1*	5
Financial Literacy	1 quarter	2.5

* Please note that students planning to attend college are required to complete two semesters of a World Language.

The New Jersey Department of Education (NJDOE) has released updated graduation requirements for students in the classes of 2016-2019.

Students must demonstrate proficiency in both English Language Arts/Literacy AND Mathematics by meeting ONE of the criteria in each column below:

PARCC ELA Grade 9 \geq 750 (Level 4) <i>or</i>	PARCC Algebra I \geq 750 (Level 4) <i>or</i>
PARCC ELA Grade 10 \geq 750 (Level 4) <i>or</i>	PARCC Geometry \geq 725 (Level 3) <i>or</i>
PARCC ELA Grade 11 \geq 725 (Level 3) <i>or</i>	PARCC Algebra II \geq 725 (Level 3) <i>or</i>
SAT Reading* \geq 400 <i>or</i>	SAT Math* \geq 400 <i>or</i>
ACT Reading or ACT PLAN Reading \geq 16 or	ACT or ACT PLAN Math \geq 16 <i>or</i>
Accuplacer Write Placer \geq 6 or	Accuplacer Elementary Algebra \geq 76 or
PSAT10 Reading or PSAT/NMSQT Reading** \geq 40 <i>or</i> PSAT10 Reading or PSAT/NMSQT Reading*** \geq 22 <i>or</i>	PSAT10 Math or PSAT/NMSQT Math** \geq 40 <i>or</i> PSAT10 Math or PSAT/NMSQT Math*** \geq 22 <i>or</i>
ACT Aspire Reading \geq 422 <i>or</i>	ACT Aspire Math \geq 422 <i>or</i>
ASVAB-AFQT Composite \geq 31 <i>or</i>	ASVAB-AFQT Composite \geq 31 <i>or</i>
Meet the Criteria of the NJDOE Portfolio Appeal	Meet the Criteria of the NJDOE Portfolio Appeal

Note: * SAT taken prior to March 2016; ** PSAT taken prior to October 2015; ***PSAT taken after October 2015. The College Board will establish new ‘threshold scores’ in May 2016 for the new SAT.

Graduation requirements for the class of 2020 and beyond can be found at <http://www.nj.gov/education/assessment/parents/GradReq.pdf>

Dual Credit Opportunities

Bridging the gap between high school and community college is a priority at Sterling High School. To this end, the district actively and continually seeks to increase the number of courses it offers in partnership with post-secondary institutions, such as Camden County College and Rutgers University. Students who meet academic requirements may earn college credit at a reduced fee. The following dual credit courses are currently offered.

Anatomy & Physiology I, II
 Biology AP
 Business & Personal Law
 Calculus AP
 Concert Band IV
 Dynamics of Health Care
 Early Childhood Ed I
 Early Childhood Ed II
 Early Childhood Ed III
 English III AP
 English IV AP
 Entrepreneurship
 Financial Accounting II
 French III
 French IV
 Italian III
 Italian IV
 Latin III

Latin IV
 Human Biology
 Marketing
 Medical Math
 Medical Terminology
 Music Appreciation
 Music Theory AP
 Multi Media Graphic Design II
 Multi Media Graphic Design III
 Seminar in Early Childhood Ed
 Seminar in Multi Media Graphic Design
 Silvertones IV
 Spanish III
 Spanish IV
 Spanish V AP
 US History II AP
 US Government & Politics

DESCRIPTION OF ACADEMIC LEVELS

Advanced Placement: AP courses afford students the opportunity to pursue college level studies while still in high school. Students must meet strict course prerequisites and are required to take the AP exam. Students scoring a 4 or 5 will be reimbursed for the cost of the exam. Students qualifying for free and reduced lunch may apply for exam fee assistance.

- At least three of the following must be met for placement in AP courses:
 1. Teacher Recommendation
 2. A or B grade in previous Honors or AP course
 3. Standardized test score of Advanced Proficient
 4. Meet placement proficiency standards of the AP indicator assessment

Honors: An accelerated academic program for qualified students who excel in the subject and are pursuing a course of college preparation. Initial placement and subsequent academic performance requisites must be met for students to enroll in honors classes.

- At least two of the following must be met for placement in Honors courses:
 1. Teacher Recommendation
 2. A or B in preceding Honors course or an A in preceding College Prep course
 3. Standardized test score of Advanced Proficient

College Prep A: An academic program for students pursuing a course of college preparation.

- At least two of the following must be met for placement in College Prep B courses:
 1. C or better in previous College Prep A course or A in previous College Prep B course
 2. Teacher recommendation
 3. Proficiency on standardized test scores

College Prep B: An academic program for students pursuing a course of college preparation.

- At least two of the following must be met for placement in College Prep B courses:
 1. C or better in previous College Prep B course
 2. Teacher recommendation
 3. Proficiency on standardized test scores

College Prep B/Inclusion: An academic program modified to meet the needs of students requiring additional focus on basic skills. Class will be taught by both a content specialist and a teacher that is a member of the Individual Education department.

Resource Center: This academic program is designed for the Individual Education student who has demonstrated need for small group instruction.

PARCC

The Partnership for Assessment or Readiness for College and Careers (PARCC) is a group of states working together to develop a set of assessments that measure whether students are on track to be successful in college and their careers. These high quality, computer based K-12 assessments in Mathematics and English Language Arts/Literacy give teachers, schools, students, and parents better information whether students are on track in their learning and for success after high school, and tools to help teachers customize learning to meet student needs.

PARCC is based on the core belief that assessment should work as a tool for enhancing teaching and learning. Because the assessments are aligned with the new, more rigorous Common Core State Standards (CCSS), they ensure that every child is on a path to college and career readiness by measuring what students should know at each grade level. They will also provide parents and teachers with timely information to identify students who may be falling behind and need extra help.

Four Year Plans

Students will have the opportunity to select a Career and Academic Major prior to entering Sterling High School. Students interested in Health Science/Allied Health, Early Childhood Education, Multi-Media Graphic Design, or Performing Arts will begin a Career and Academic program in their ninth grade year. This program will provide a roadmap for students to concentrate their educational options and successfully transition into postsecondary education, career, and lifelong learning. A description of each program, as well as a *tentative* scope and sequence is below.

Health Science/Allied Health:

This rigorous academic program revolves around health related themes in partnership with Rutgers University. The objective of this program is to prepare graduates for a wide variety of health related areas while providing an opportunity to earn college credit in the field of Allied Health and Health Science.

<u>Grade 9</u>	1	2	3a	3b	4	5
Semester 1	Latin I	PE I	Lunch	Access	Personal Finance	Biology
					Art I	
Semester 2	Geometry (Honors/CPA)	World Cultures (Honors/CPA)			English I (Honors/CPA)	Latin II
<u>Grade 10</u>	1	2	3a	3b	4	5
Semester 1	Dynamics of Health Care	PE II	Lunch	Access	Algebra II (Honors/CPA)	English II (CPA/Honors)
Semester 2		US History I (AP/Honors/CPA)			Latin III	Chemistry Honors or IPS
<u>Grade 11</u>	1	2	3a	3b	4	5
Semester 1	US History II	Latin IV	Medical Terminology	Lunch	English III (AP/Honors/CP)	PreCalculus (Honors/CP)
Semester 2	PE III	Anatomy and Physiology			Elective Continuation AP	Chemistry CP Biology AP Physics Honors
<u>Grade 12</u>	1	2	3a	3b	4	5
Semester 1	Calculus (AP/CP)	English IV (AP, Honors, CP)	Access	Lunch	Anatomy and Physiology II	PE IV
Semester 2	Electives Continuation of AP	Electives (AP/Honors) Continuation of AP	Internship Opportunities			

Early Childhood Education:

Sterling High School’s Early Childhood Education program will prepare students to learn to meet the physical, social, emotional, and intellectual needs of preschool age children through the design and delivery of age appropriate activities. This program is composed of courses that emphasize contemporary theory in Early Childhood Education as well as application skills demonstrated through effective lesson planning and interaction in the preschool lab. The objective of this program is to prepare graduates to continue their education by pursuing their CDA certification and college degrees in Early Childhood Education or Elementary Education. Several courses in this program are articulated with Camden County College for dual credit.

Grade 9	1	2	3a	3b	4	5
Semester 1	Child Development	PE I	Lunch	Access	Spanish I	Biology
	Democracy and Society				English I (Honors/CPA)	
Semester 2	Algebra I Geometry	World Cultures (Honors/CPA)				Art I Personal Finance
Grade 10	1	2	3a	3b	4	5
Semester 1	PE II	Early Childhood I	Lunch	FCCLA Access	Geometry Algebra II	English II (Honors/CPA)
Semester 2	Early Childhood II	US History I (AP/Honors/CPA)			Spanish II	Chemistry Honors or IPS
Grade 11	1	2	3a	3b	4	5
Semester 1	US History II	Spanish III	FCCLA Access	Lunch	English III (AP, Honors, CP)	Algebra II
Semester 2	PE III	Early Childhood III			Marketing or Continuation of AP	Chemistry Physics
Grade 12	1	2	3a	3b	4	5
Semester 1	PE IV	English IV (AP, Honors, CP)	FCCLA Access	Lunch	Algebra III/Trig PreCalculus Statistics	Spanish IV
Semester 2	Electives Continuation of AP	Electives for Honors/AP Continuation of AP	Seminar in Early Childhood Education Structured Learning Experience/Internship			

Multi-Media Graphic Design:

Sterling High School’s Multimedia Graphic Design program will engage learners in the craft of multimedia graphic design through a logical progression of courses designed to develop and reinforce the requisite skill sets necessary to successfully apply their experience to higher education or careers in the multimedia graphic design field. Students who are planning to further their studies in commercial art will find this program essential to the acquisition of essential skills in the field. Those who enjoy art and creative problem solving will benefit from the experiential nature of the arts technology and the many opportunities for creative problem solving using multimedia. Several courses in this program are articulated with Camden County College for dual credit.

Grade 9	1	2	3a	3b	4	5
Semester 1	Art I	PE I	Lunch	Access	World Language I	Biology
	Democracy				English I (Honors/CPA)	
Semester 2	Algebra I Geometry	World Cultures (Honors/CPA)				Multi-Media GD I Elective
Grade 10	1	2	3a	3b	4	5
Semester 1	Multi-Media GD I	PE II	Lunch	Access	Art II	English II (Honors/CPA)
Semester 2	IPS or Chemistry H	US History I (AP/Honors/CPA)			World Language II	Geometry Algebra II
Grade 11	1	2	3a	3b	4	5
Semester 1	US History II	World Language III	MMGD Access	Lunch	PE III	Algebra II PreCalculus
Semester 2	Multi-Media GD III	Art III			English III	Chemistry Physics
Grade 12	1	2	3a	3b	4	5
Semester 1	PE IV	English IV (AP, Honors, CP)	MMGD Access	Lunch	Personal Finance	World Language IV
					Elective	
Semester 2	Marketing	Electives or Continuation of AP	Seminar in Multi Media Graphic Design			

Performing Arts:

The Sterling High School Performing Arts program is geared toward musically inclined or interested students who desire to develop their abilities in a manner specific to their interests and individual skills. The program features a wide variety of course offerings and two specialized track recommendations, one for instrumentalists and one for vocalists. Students who desire may choose to follow their own specialized track by creating their own schedule of electives, but only with the explicit permission of the performing arts teachers and administration.

The purpose of the plan is to ensure that the students of Sterling High School are offered an environment in which their interest in the performing arts is nurtured through learning technical, intellectual, and professional skills associated with music. The plan is strongly geared toward application and performance specific classes that encourage students to not simply learn *about* music, but to *experience* it through performance, theory, history, critical analysis, composition, and improvisation. It also serves as a suitable and appropriate preparatory sequence for students planning to study the performing arts at the collegiate or professional level.

Grade 9	1	2	3a	3b	4	5
Semester 1	Ensemble (Concert Band/Chorus I)	PE I	Music Ensembles	Lunch	Spanish I	Biology
Semester 2	Algebra I Geometry	World Cultures (Honors/CPA)			English I (Honors/CPA)	Music Appreciation or Music Workshop
Grade 10	1	2	3a	3b	4	5
Semester 1	Ensemble (Concert Band/Chorus II)	PE II	Music Ensembles	Lunch	Piano I or Music Workshop	English II (Honors/ CPA)
Semester 2	IPS or Chemistry H	US History I (AP/Honors/CPA)			Spanish II	Geometry Algebra II
Grade 11	1	2	3a	3b	4	5
Semester 1	US History II	Spanish III	Music Ensembles	Lunch	PE III	Algebra II
Semester 2	Ensemble (Concert Band/Chorus III)	Musical Theater Piano II Music Theory			English III	Chemistry Physics
Grade 12	1	2	3a	3b	4	5
Semester 1	PE IV	English IV	Music Ensembles	Lunch	Democracy and Society	Spanish IV
Semester 2	Ensemble (Concert Band/Chorus III)	Electives for Honors/AP			Art I Music Technology or Music Workshop	

BUSINESS

Business courses provide students with the opportunity to concentrate studies in the high-occupational demand fields of Finance, Marketing, Hospitality and Tourism, and Information Technology, as well as Culinary Arts. Several dual-credit business courses allow students the chance to earn college credit at a reduced rate for courses they take in high school.

Business and Personal Law: Grades 9, 10, 11, 12 (2.5 credits)

This course introduces students to the basic principles of our legal system as it applies to business, ethics, and individual responsibility. Liability, contract and sales law, torts, consumer rights, and legal obligations will be emphasized. Students will experience the drama of the law through the study of actual cases and participation in a mock trial. This is a dual-credit course. Students who meet academic requirements may earn college credits at a reduced rate.

Entrepreneurship: Grades 10, 11, 12 (5 credits)

Entrepreneurship prepares students for the operation of a business in our free enterprise system through the hands-on use of computer software and simulation. Topics include types of ownership, developing a business plan, risk management, purchasing, advertising, and human resource management, as well as legal and social responsibility. This is a dual-credit course. Students who meet academic requirements may earn college credits at a reduced rate.

Financial Accounting I: Grades 10, 11, 12 (5 credits)

Financial Accounting I introduces students to the principles of accounting and finance through an understanding of the accounting cycle and preparing financial statements. Emphasizing manual accounting and finance procedures, the course culminates with the preparation of a business simulation in which the student demonstrates thorough knowledge of the accounting cycle.

Financial Accounting II: Grades 10, 11, 12 (5 credits)

Prerequisite: Financial Accounting I

Financial Accounting II provides the student with the skills required for initial employment as a bookkeeper, background knowledge for an accounting career, and expands upon the principles of finance. Computer software applications and hands-on application of industry practices are emphasized. This is a dual-credit course. Students who meet academic requirements may earn college credits at a reduced rate.

Financial Accounting III Honors: Grades 11, 12 (5 credits)

Prerequisite: Financial Accounting II

Financial Accounting III Honors is a college-level course intended for students planning a college career in accounting and finance. Manual and computerized applications provide students with a comprehensive knowledge set and requisite skills for success in business.

Marketing: Grades 10, 11, 12 (5 credits)

Marketing prepares students to undertake and manage the process of developing consumer audiences and moving products from producers to consumers. It includes instruction in buyer behavior and dynamics, principles of marketing research, demand analysis, cost-volume and profit relationships, pricing theory, marketing campaign and strategic planning, market segments, advertising methods, sales operations and management, consumer relations, retailing, and applications to specific products and markets. This is a dual-credit course. Students who meet academic requirements may earn college credits at a reduced rate.

Personal Finance: Grades 9, 10, 11, 12 (2.5 credits)

Personal Finance develops lifetime financial management skills. Emphasis will be given to career decisions, money and credit management, financial security, and financial planning. Topics will include budgeting, banking, credit, investments, and taxes. Students will have the opportunity to develop an investment portfolio. This course is required for graduation.

Senior Experience: Grade 12 (10-20 credits)

Senior Experience partner's career readiness with structured learning experiences (SLE). Seniors will gain valuable life skills and work experience from professionals in the career field of their choice. Students will participate in either an unpaid job shadowing, volunteer, or internship experience or paid part time employment during the school day to accomplish learning objectives through the assistance of job placement. Workplace Evaluation takes place a minimum of every tenth (10th) work day for 30 minutes. Students are also responsible for completing various in-class learning activities that directly relate to their experience and develop career readiness skills. Participants will be responsible for

their own transportation to and from work sites. The course will culminate with a final presentation of the overall experience. This presentation will showcase the skills students acquired during their structured learning experience in the workplace.

Sports and Entertainment Marketing: Grades 10, 11, 12 (5 credits)

This course is designed for the student who plans to pursue a college degree in business Management and/or Marketing. This course will provide the necessary information and opportunities for students interested in the sports, marketing, and business management fields. Students will develop a thorough understanding of the marketing concepts and theories that apply to sports and sporting events, basic marketing, target marketing, sponsorship, event marketing, promotions, sponsorship proposals, sports marketing plans, event evaluation, management, leadership, public relations, product management, contracts and negotiations, finance, planning and executing the operation of a business or sports event.

Study Skills - Individual Education: Grades 9, 10, 11, 12 (5 credits)

This individual education level course is designed to help students develop effective study skills imperative for students to have a successful learning experience. This course will help to prepare the students to set goals, manage time, use effective note taking strategies, apply listening skills, study for tests, and research and present written and oral reports. Students will work individually with the teacher in developing strategies that are most effective for their classes.

COMMUNICATIONS TECHNOLOGY

Communications Technology courses are designed to help students understand technological changes in our society. These courses use hands on approach to problem solving and develop technological skills. Communications Technology courses will meet the Practical Arts requirement for graduation.

Introduction to Digital Photography: Grades 9, 10, 11, 12 (2.5 credits)

The introduction to digital photography course will introduce students to the process of collecting and manipulating images using a variety of digital media tools and software applications. This course can satisfy either a fine or a practical arts graduation requirement. This course may be taught by faculty in either the Technology Education or Visual Art Departments. This course is aligned to Common Core LAL and Math Standards and to NJCCSS 21st Century Life and Careers.

Knightline News: Grades 9, 10, 11, 12 (5 credits)

Students need to be approved by the instructor and may select this course each year. In this course, students will serve as producers, technical directors, graphics designers, audio operators, camera operators, teleprompter operators, floor managers and on-air talent for the production of Knightline News, feature stories, and additional broadcasts. Knightline News provides practical experience to any student interested in pursuing a career in news production.

Radio Broadcasting I: Grades 9, 10, 11, 12 (2.5 credits)

This course is designed to provide students with a basic overview of the operating practices at modern day radio stations. Through daily production sessions, writing public service announcements and reading commercial copy, students will be exposed to general radio operational practices.

Radio Broadcasting II: Grades 10, 11, 12 (5 credits)

Prerequisite: Radio Broadcasting I

Radio Broadcasting II builds upon skills acquired in Radio Broadcasting I. Advanced show production, including actual radio commentary, will be the function of this course.

Radio Broadcasting III Honors: Grades 10, 11, 12 (5 credits)

Prerequisite: Radio Broadcasting II

Radio Broadcasting III builds upon the skills developed in Radio Broadcasting II to a level of practical mastery in application. This involves the production of radio segments, features, programming and station operations management.

Social Media Technologies: Grades 9, 10, 11, 12 (2.5 credits)

In this course students explore social and new media communication technologies and applications in a variety of contemporary settings. They will learn how to use and author content for online tools such as blogs, microblogs, collaboration mechanisms, podcasts, RSS-feeds, video, bookmarking, and other emerging web technologies. The course will also study how to use these technologies to advance college and career readiness.

Television Production I: Grades 9,10,11,12 (2.5 credits)

This course provides the foundation and basics of television production. Introduction to scripting and storyboarding, camera operations and shooting techniques, audio acquisition, editing, and graphics construction are all covered. Students will be required to work either directly on our daily morning news broadcast, or on various Channel 19 productions to provide practical work experience.

Television Production II: Grades 10, 11, 12 (5 credits)

Prerequisite: Television Production I

This course expands upon all of the elements of television production that students were exposed to in Television Production I including: scripting and storyboarding, camcorder shot acquisition and composition, audio acquisition, television computer graphic design, non-linear video editing, and television studio news production. Projects include movie trailers, public service announcements, product commercials and music videos. Students will be required to work either directly on our daily morning news broadcast, or on various Channel 19 productions to provide practical work experience. This course will introduce students to various career opportunities in television production through these hands-on projects and activities.

Television Production III Honors: Grades 10, 11, 12 (5 credits)

Prerequisite: Television Production II

Students taking this course must successfully complete Television Production II and have time outside of school to devote to coverage of school events and class projects. Requirements of the students will include the design and construction of scripts and storyboards for Channel 19 productions.

ENGLISH

Creative Writing: Grades 10, 11, 12 (2.5 credits)

This course should be a natural selection for those who enjoy writing. It will provide expanded and extensive opportunity to compose a wide variety of pieces using technology as a tool. Students will learn how to use appropriate figures of speech, improve diction, and achieve a variety of sentence structure. Opportunities to explore different writing forms (the article, poem, script, and short story) will be provided. Students will also learn to write with different voices, use different techniques (e.g. irony, satire, dialect), combine graphics with text, and prepare material for publication. Students will be encouraged to submit writing to local and national contents. Due to the flexible nature of this curriculum, students may select this course more than once.

English I Honors, College Prep A or B, PARCC – Resource Center, SLD, SC: Grade 9 (5 credits)

The English program has been organized around seven major goals that constitute the core curriculum. A sequential set of minimum student proficiencies has been adopted at each grade level. In grade 9, there is an emphasis on basic and critical thinking skills, reading comprehension, grammar and composition, vocabulary development, literature, writing and study skills. Many of the activities involve skills in decision-making, negotiating and problem-solving. Students in English I Honors will also be introduced to SAT and AP materials at an introductory to intermediate level. College and Career, PARCC-Resource Center, SLD, SC will run year-long, where students earn 10 credits, 5 towards the English graduation requirement.

English II Honors, College Prep A or B, PARCC – Resource Center, SLD, SC: Grade 10 (5 credits)

The English program has been organized around seven major goals that constitute the core curriculum. A sequential set of minimum student proficiencies has been adopted at each grade level. In grade 10, there is a continued emphasis on basic and critical thinking skills, reading comprehension, grammar and composition, vocabulary development, literature, writing and study skills. Many of the activities involve skills in decision-making, negotiating and problem-solving. The literature in this course focuses primarily on American writers. Students in English II Honors will be introduced to SAT and AP materials at an intermediate to advanced level. College and Career, PARCC-Resource Center, SLD, SC will run year-long, where students earn 10 credits, 5 towards the English graduation requirement.

English III Honors, College Prep A or B, PARCC – Resource Center, SLD, SC: Grade 11 (5 credits)

The English program has been organized around seven major goals that constitute the core curriculum. A sequential set of minimum student proficiencies has been adopted at each grade level. In Grade 11, there is a continued emphasis on basic and critical thinking skills, reading comprehension, grammar and composition, vocabulary development, literature, writing and study skills. Many of the activities involve skills in decision-making, negotiating and problem-solving. Students in English III will also review SAT and AP materials at an intermediate to accelerated level. Students are further prepared to take the NJHSPA. The literature will focus on English writers. College and Career, PARCC-Resource Center, SLD, SC will run year-long, where students earn 10 credits, 5 towards the English graduation requirement.

English III AP, Language and Composition: Grade 11 (10 credits)

The Advanced Placement course provide students the opportunity to pursue college level studies while still in high school and to attempt to qualify for advanced standing and credit, or one of these, upon entering college. The course consists of intensive reading of world literature, development of advanced critical writing skills, review of grammar and usage, and enlargement of vocabulary, both from readings and through prepared lists of words for study and testing. This is a dual-credit course. Students who meet academic requirements may earn college credits at a reduced rate.

English IV Honors, College Prep A or B, PARCC – Resource Center, SLD, SC: Grade 12 (5 credits)

This course is designed to refine and extend the skills taught in the previous three years. Students are expected to show a degree of independence in reading, writing, listening speaking, studying and viewing. The literature program will focus on selections from world literature. The student will comprehend factual material, interpret figurative expressions, write logical, well-developed, grammatically correct essays of various purposes for a variety of audiences, speak clearly and effectively, listen attentively, view wisely, and acquire a broadened vocabulary. The student will also use a variety of technologies as tools for learning and will use language arts skills for decision making, negotiating and problem solving. College and Career, PARCC-Resource Center, SLD, SC will run year-long, where students earn 10 credits, 5 towards the English graduation requirement.

English IV AP, Literature and Composition: Grade 12 (10 Credits)

This course provides students the opportunity to attempt to qualify for advanced standing and credit, or one of these, upon entering college. The course consists of intensive reading of assigned works of world literature, development of advanced critical writing skills, review of grammar and usage, and expansion of vocabulary, both from readings and through prepared lists of words for study and testing. This is a dual-credit course. Students who meet academic requirements may earn college credits at a reduced rate.

English College Prep/ELS Beginners, ELS Intermediate: Grades 9, 10, 11, 12 (10 credits)

Prerequisite: Student qualifies for English Language Services

This course is aligned with its mainstreamed counterpart and provides modifications to accommodate the needs of beginning and intermediate level English Language Learners. The focus is on improving student reading comprehension and writing for specific purposes. Students will also take the ACCESS and MAC II tests as indicators of his or her progressive acquisition of the English language. Computer software programs, targeted remedial services, and highly-qualified instructional personnel provide students with a set of minimum student proficiencies aligned to the New Jersey Common Core.

English Composition: Grade 9 (5 credits)

English Composition is a graduation requirement beginning with the class of 2021. This class will focus on reading comprehension, writing, and research. Students will read and analyze informational, literary, and non-fiction texts. They will be able to identify main ideas and supporting evidence. Students will become familiar with Sterling High School's writing policy and learn the research skills necessary to write quality papers.

English Portfolio Appeals: Grade 12 (2.5 or 5 credits)

This course will build on English Language Arts concepts, with an emphasis on comprehension and writing. This course will provide students with tasks that require them demonstrate proficiency in understanding literature and informational text, as well as writing informational, argumentative, and narrative essays. Students will become familiar with the PARCC rubric.

Independent Reading and Literature: Grades 10, 11, 12 (2.5 credits)

This course provides students the opportunity to explore a variety of genres, categories, techniques, media, and themes in literature and film consistent with individual interest, as well as academic and career goals. Guided by a core set of reading, writing, speaking, and listening objectives, classroom teacher and student determine independent titles, literature, and media in a project-based learning environment. Due to the flexible nature of this curriculum, students may select this course more than once.

Journalism: Grades 10, 11, 12 (2.5 credits)

This course is intended to offer students an opportunity to learn the basic principles of American journalism. Besides a foundation in the origin of the newspaper, students will learn the principles of balance, variety, and contrast. They will also learn the major types of leads, primary varieties of news articles, and the basic principles of layout and design, including the differences between streamlines, modular, and vertical formats. Due to the flexible nature of this curriculum, students may select this course more than once.

PARCC Prep - English: Grades 9,10,11,12 (2.5 credits).

This course is designed for students requiring targeted remediation in preparation for standardized tests. Students are scheduled during access periods or through the STARS tutoring center by arrangement

SAT/PSAT Prep: Grades 9, 10, 11, 12 (1.25 or 2.5 credits)

This course is offered during access and provides students the opportunity to gain essential skills, knowledge, and strategies students will need to improve success on the SAT and PSAT. Students may select this course more than once and is offered in both language arts and mathematics.

The Silver Screen and the American Image: Grades 10, 11, 12 (2.5 credits)

This course uses film to stimulate media awareness and critical viewing skills and also as a means of turning “media-passive” students into “media-active” students who will see the viewing of film as a lesson in critical analysis. Students probe the nature of communication: why people need to communicate and how they do it. Students examine television and film to assess the media’s influence in daily life. As critical viewers, they investigate techniques used to sway decisions, and evaluate how public and individual opinions are formed.

FAMILY AND CONSUMER SCIENCE

The Family and Consumer Science Department offers a curriculum that combines aspects of consumer science, nutrition, cooking, family economics, parenting and human development. Courses within this department can be taken sequentially and concentrated to satisfy program majors in Culinary Arts and Early Childhood Education

Child Development: Grades 9, 10, 11, 12 (2.5 credits)

Child Development will help students gain an insight and understanding of the developmental milestones of preschool age children. It will show the students the responsibility involved in meeting the physical, cognitive and social/emotional needs of children. The class includes a preschool lab where the students are responsible for specific tasks for each child on a daily basis. During their term the students will complete lesson plans, journals, a variety of worksheets, and a milestone project. References Required.

Culinary Arts I: Grades 9, 10, 11, 12 (2.5 credits)

Culinary Arts/Foods I provides students with clear, concise information on nutritional requirements and how to fulfill them sensibly. It includes basic preparation of individual food products using simple recipes and techniques. Hands-on experience and testing are a routine part of the curriculum.

Culinary Arts II: Grades 10, 11, 12 (2.5 credits)

Prerequisite: Culinary Arts I

This course focuses on advanced food preparation techniques with emphasis on nutrition, meal planning, cost comparison, American Regional cooking and use of cookbooks and computers for recipe selection. Laboratory situations are provided for hands-on experience. Theory, testing, and use of the media center are a routine part of the curriculum.

Culinary Arts III Honors: Grades 11, 12 (5 credits)

Prerequisite: Culinary Arts II

This course emphasizes the application of catering management and production principles. Food preparation, serving, and managing banquets will be emphasized. Students will be required to demonstrate their proficiency by creating menus, food production, serving, and managing on-premise banquets. Institutional food and beverage operational controls are taught in an effort to help the student learn about standards of quality, service, and presentation.

Early Childhood Education I – Materials and Methods: Grades 9, 10, 11, 12 (5 credits)

Prerequisite: Child Development or Teacher recommendation

Course provides content on the planning, preparation, and delivery of a developmentally appropriate curriculum for young children. This course presents a historical perspective on how the child development movement impacted early childhood education. Students will be introduced to researched-based early childhood curriculum models. Students will explore the reasons for and components of developmentally appropriate curriculum. Course content will highlight how to create and assess developmentally appropriate environments and learning experiences. How external factors that affect the family and community impact a child's development will be explored. Technology and trends in the early learning environment will be incorporated throughout the course. This is a dual-credit course. Students who meet academic requirements may earn college credits at a reduced rate.

Early Childhood Education II – Childrens' Health and Well Being: Grades 10, 11, 12 (5 credits)

Prerequisites: Child Development, Early Childhood Education I

Course explores contemporary health, safety and nutrition needs of the infant through to the school-aged child. Students will explore current research on topics such as childhood obesity, food allergies, children's mental health issues, the impact of the environment on health and the role of acute and chronic illness on the development of the young child. Various childhood illnesses will be explored and addressed. Participants will be introduced to caring for children with special medical and health needs. Course participants will learn how to apply policies and procedures to effectively promote safe, secure, nurturing and healthy learning space for all young learners. This is a dual-credit course. Students who meet academic requirements may earn college credits at a reduced rate.

Early Childhood Education III – Creative Experiences: Grades 10, 11, 12 (5 credits)

Prerequisites: Child Development, Early Childhood Education I & II.

The course provides an overview of curriculum design, resource development, portfolio systems, and the integration of developmentally appropriate creative experiences in the early childhood learning classroom. Course participants will further explore the major theoretical orientations that have influenced early childhood development models and the learning theories identified by social scientists such as Piaget, Erikson, and Montessori. Course learning opportunities for participants are designed to promote increased understanding of the physical, cognitive, social and emotional development of young children through observation, recording, and effective assessment. Course introduces students to creative development in early childhood learning. Course participants will explore issues of creative expression, art and the developing child, integrating art expression across the curriculum, and strategies to improve a child's artistic experience. Stages of aesthetic and artistic development will be addressed. Topics will include cultural diversity and adaptations for special needs. This is a dual-credit course. Students who meet academic requirements may earn college credits at a reduced rate.

Early Childhood Education Seminar: Grades 11, 12 (5 credits)

The teacher's role in providing an environment that fosters the optimum growth and development of the individual child is examined. This is a capstone course with a structured learning experience of at least thirty laboratory hours in the group care of children is required. Portfolio construction and evaluation for CDA required. This is a dual-credit course. Students who meet academic requirements may earn college credits at a reduced rate.

HEALTH AND PHYSICAL EDUCATION

First Aid, Safety, and Prevention: Grades 9, 10, 11, 12 (2.5 credits)

First aid helps to develop an awareness of potential accident situations and the emergency care needed to aid victims of accidents or sudden illnesses. This knowledge and skill often means the difference between life and death, temporary and permanent disability, and rapid recovery and long hospitalization. Successful completion of this course will lead to a first aid course completion card issued by the American Red Cross. This course also teaches some basic preventative taping techniques used to prevent injury.

Health I: Grade 9 (1.25 credits)

This course aims to give students the knowledge and skills to achieve and maintain physical, social, and emotional health. This curriculum will encourage students to take responsibility for their own actions by acting conscientiously and establishing positive health practices to support and enhance lifetime wellness. The students will obtain, interpret, and become acquainted with basic health information and services to use in a positive way to enhance life skills. A demonstration of knowledge and learned skills by the student should contribute to a better quality of life for the individual, the family, and the community.

Health II: Grade 10 (1.25 credits)

This course is designed to provide the beginning driver with a sound foundation for a lifetime of safe, responsible, and efficient motor vehicle operation. The NJ State Drivers Education written test will be given at the end of each course. In order to be eligible to take the test, New Jersey mandates that students must successfully complete 30 hours of Health II.

Health III: Grade 11 (1.25 credits)

This course aims to give students the knowledge and skills to achieve and maintain physical, social, and emotional health. This curriculum will encourage students to take responsibility for their own actions by acting conscientiously and establishing positive health practices to support and enhance lifetime wellness. The students will obtain, interpret, and become acquainted with basic health information and services to use in a positive way to enhance life skills. A demonstration of knowledge and learned skills by the student should contribute to a better quality of life for the individual, the family, and the community.

Health IV: Grade 12 (1.25 credits)

This course aims to give students the knowledge and skills to achieve and maintain physical, social, and emotional health. This curriculum will encourage students to take responsibility for their own actions by acting conscientiously and establishing positive health practices to support and enhance lifetime wellness. The students will obtain, interpret, and become acquainted with basic health information and services to use in a positive way to enhance life skills. A demonstration of knowledge and learned skills by the student should contribute to a better quality of life for the individual, the family, and the community.

Human Relations: Grades 9, 10, 11, 12 (2.5 credits)

This course will focus on developing healthy relationships with others and with yourself. Discussions will focus on different types of relationships (family, friends, intimate, cultural, religious), as well as stereotypes that result from these relationships. A focus on body image will also be included. The central focus of this course is to prepare students to become contributing members of a family structure, the community, and society in general.

This course will take place in the classroom and also in the gymnasium, where various cardiovascular activities will be introduced.

Introduction to Yoga and Pilates: Grades 9,10,11,12 (2.5 credits)

This class offers knowledge and skills to keep fit for life. It teaches safe performance of movement and exercise in a progressive approach and offers an opportunity to improve and/or maintain a high level of fitness through application of conditioning principles. In particular, this class offers a basic understanding of the concepts of alignment, centering, breathing, stabilization, mobilization, and balance. It can be modified to various fitness levels; each student will work at her/his appropriate level.

Nutrition and Fitness: Grades 9, 10, 11, 12 (2.5 credits)

This course is designed for students who are interested in maintaining a healthy lifestyle through proper diet and exercise. Students will learn how to develop and maintain a plan to achieve their personal fitness goals. Students will combine weight training, cardio vascular conditioning and proper diet to pursue their personal fitness goals in this course.

Physical Education I: Grade 9 (3.75 credits)

This course introduces the basic foundations of fitness using a variety of movement education activities, trust building activities with a concentrated focus on physical fitness, physical health, and wellness concepts. Specific knowledge of skills and concepts will be evaluated by various assessment instruments. The emphasis will be focused on the continued need to be fit for life.

Physical Education II: Grade 10 (3.75 credits)

This course provides a continuation of skills in a variety of individual and team sports, and movement education. There will be a focus on previously taught skills needed to perform a variety of different team sports based on similar lead up concepts. It will also focus on physical fitness and cardiovascular conditioning by the means of various skills testing methods, instruments, written tests and alternate forms of assessment based on the activities taught.

Physical Education III: Grade 11 (3.75 credits)

This course will promote physical, social and emotional health through a variety of social, recreational, and educational experiences. Physical Education III will combine the knowledge and skills taught the previous two years in competitive and cooperative team activities. Instruction in lifetime and individual activities will be taught to provide emotional outlets, social interactions, and a basic knowledge of physical fitness and its importance in general wellness.

Physical Education IV: Grade 12 (3.75 credits)

This course will foster physical, social, and emotional health in each individual by providing a variety of social, recreational, and cultural experiences. Senior physical education will combine the knowledge and skills taught the previous three years in competitive and cooperative team activities as well as instruction in new life-long and individual activities which will provide emotional outlets, social interactions, and a basic knowledge of physical fitness and its importance in overall wellness.

PE Wellness: Grades 9, 10, 11, 12 (2.5 credits)

This course stresses the importance of health and exercise, through daily use of the fitness center. Students will participate in a weight and resistance training program to increase their strength utilizing weight stacks, plates or dumbbells and elastic/hydraulic resistance to oppose muscle contraction. Students will learn the benefits of strength training, and development of a sport-specific fitness program to meet personal goals. Basic fitness units will be classified in four main components: Strength, Speed, Stamina and Flexibility. Additionally, nine other components that comprise the definition of fitness: Strength, Power, Agility, Balance, Flexibility, Local Muscle Endurance, Strength Endurance and Co-ordination. Cardiac Respiratory qualities will be key in the development of fitness components in the conditioning program.

Note: All students who participate in an interscholastic sport (in-season) will be required to participate during his/her physical education class in developing a sport specific program that will focus on strength and personal fitness. Training programs will be developed to match the specific physical movement the athlete uses when participating in his/her sport. Developing specific strength and power will enhance the athlete's chances of reducing injury and gain major benefits in performance. All students who need remedial work in strength and fitness will be encouraged/recommended by their guidance counselor (based on previous physical assessment) to participate in this elective course.

HEALTH SCIENCE

Anatomy and Physiology I Honors: Grades 11, 12 (5 credits)

Prerequisite: Dynamics of Health Care

Anatomy and Physiology is the study of the structure and function of the human body. This course follows a sequential development of the major body systems in an organized and structured curriculum. The course is designed to give the students a selective overview of human anatomical structure and an analysis of human physiological principles. Labs will include slide work, dissection of various animals and studies of the human skeleton. The course will also use computer simulated dissection. This is a dual-credit course. Students who meet academic requirements may earn college credits at a reduced rate.

Anatomy and Physiology II Honors: Grade 12 (5 credits)

Prerequisite: Anatomy and Physiology I

Anatomy and Physiology is the study of the structure and function of the human body. This course follows a sequential development of the major body systems in an organized and structured curriculum. The course is designed to give the students a selective overview of human anatomical structure and an analysis of human physiological principles. Labs will include slide work, dissection of various animals and studies of the human skeleton. The course will also use computer simulated dissection. Students that pass the course and a Rutgers exam earn 4 college credits.

Dynamics of Health Care: Grade 10 (10 credits)

In this course, students will learn about the environment and components of the health care field of employment. Topics will include ethics, professional behavior, decision making, problem solving, management, infection control, safety on the job, health careers, stress, time management skills, the history of health care, communication, getting a job and job satisfaction. Students will participate in varied activities and projects to help understand and implement the importance of teamwork and interpersonal relationships throughout their careers. This course will serve as a foundation for the students in exploring the fundamentals of health care in today's society. This is a dual-credit course. Students who meet academic requirements may earn college credits at a reduced rate.

Medical Math: Grades 10, 11, 12 (5 credits)

Prerequisite: Dynamics of Health Care

This course will provide a review of basic mathematical calculations and will instruct the learner on how to convert equivalents from one system to another and accurately mix and measure drugs. Emphasis will be placed on how these techniques are used in the administration of medications for patient use.

Medical Terminology: Grades 10, 11, 12 (4 credits)

Prerequisite: Dynamics of Health Care

Medical Terminology is the study of words that pertain to body systems, anatomy, physiology, medical processes and procedures and a variety of diseases. It provides specialized language for the health care team, enabling health care workers to communicate in an accurate, articulate and concise manner. This course is designed to give the students a comprehensive knowledge of word construction, definition and use of terms related to all areas of medical science. The course includes but is not limited to terms related to anatomy of the human body, functions of health and disease, and the use of language in processing medical/dental records and claim forms. This is a dual-credit course. Students who meet academic requirements may earn college credits at a reduced rate.

MATHEMATICS

Algebra I RC, SLD, SC, College Prep A or B: Grade 9 (5 credits).

This course is designed to provide the fundamental algebraic skills required for further study in mathematics and science. It stresses basic algebraic manipulations, solutions of linear equations, factoring, concepts and applications of slope and problem solving techniques. Solution of word problems and techniques of graphing linear equations and inequalities in the Cartesian plane are included. Additional topics include the solution of systems of linear equations and simple quadratic equations with their applications. The course is recommended for all students planning to attend a four year college. Algebra I College and Career, RC, SLD, SC are 10 credits with 5 credits towards math graduation requirements.

Algebra RC, SLD, SC, College Prep A or B: Grades 10, 11 (5 credits)

Prerequisite: Algebra I

This course reinforces the concepts taught in Algebra I. Linear, quadratic and other polynomial functions are studied and exponential and logarithmic functions are introduced. Systems of linear equations, matrices, and inequalities are discussed as well as quadratic functions and systems. The use and application of exponents and radicals is stressed and all concepts are reinforced through math modeling of real word applications. Algebra II College and Career, RC, SLD, SC are 10 credits with 5 credits towards math graduation requirements.

Algebra III and Trigonometry College Prep: Grades 11, 12 (5 credits)

Prerequisite: Algebra II

This course is designed to prepare the student for further study in mathematics and science. Major topics are the review of algebra, functions, relations, mathematical induction, binomial expansion, exponential and logarithmic functions, and basic laws of probability. Students will be provided with the fundamentals of trigonometric manipulations, stressing the six trigonometric function values. It will prepare students for further work in electronics and other technical fields as well as provide the background for a basic course in calculus.

Calculus College Prep: Grade 12 (5 credits)

Prerequisite: Precalculus

This is a rigorous college level course in Calculus I and includes the study of limits, functions, differentiation and integration as well as applications of the calculus. Calculus is recommended for all students planning to enter a four year college program.

Calculus AP: Grade 12 (10 credits)

Prerequisite: Honors PreCalculus

AP Calculus is a second level Calculus course which builds on the concepts developed in Calculus Honors, and introduces concepts necessary for the successful completion of the Calculus **AB** curriculum on the AP examination. Students who meet academic requirements may earn college credits at a reduced rate.

Consumer Math RC, SLD, SC: Grade 12 (5 credits)

This course prepares students for applications of mathematics in the real world. Students will be introduced to topics such as automobile expenses, banking records, credit purchasing, basic investments, housing, earning, and taxes. This course features examples in a problem-solving format that allows students to use mathematical skills in consumer situations.

Geometry RC, SLS, College Prep A or B: Grades 9, 10 (5 credits)

Prerequisite: Algebra I

This course aims to teach concepts related to figures made of points, lines, surfaces and solids. It provides opportunities for students to visualize and work with two- and three-dimensional figures. The nature of deductive and inductive reasoning is developed and the nature of a formal proof is explored. Geometry College and Career, RC, SLD, SC are 10 credits with 5 credits towards math graduation requirements.

Geometry Honors: Grades 9, 10 (5 credits)

Prerequisite: Algebra I

This course is designed to provide the fundamental skills in geometry plus additional topics. It emphasizes conceptual understandings, multiple representations and connections, and the types of mathematical problem solving required for further work in mathematics and science, in addition to formal rigorous proofs. The pace of this course is designed for students who have demonstrated exceptional mathematical ability.

Math Portfolio Appeals: Grade 12 (2.5 or 5 credits)

This course will build on Algebra and Geometry concepts, with an emphasis on practical applications. Any student intending to attend community college or a state college or university would benefit from this course. This course will provide students with tasks that require them demonstrate proficiency in core mathematical competencies. Topics will include number sense, equations, inequalities, quadratics, data analysis, geometry and measurement, and probability and statistics.

PARCC Prep - Mathematics: Grades 9,10,11,12 (2 credits).

This course is mandatory for students requiring targeted remediation in preparation for standardized tests. Students are scheduled during access periods or through the STARS tutoring center by arrangement

Precalculus College Prep: Grades 11, 12 (5 credits)

Prerequisite: Algebra II

Precalculus is a continuation of the academic curriculum. Topics will include trigonometric functions, exponential and logarithmic functions, relations and functions, solution of polynomial equations and the study of analytic geometry.

Precalculus Honors: Grades 11, 12 (5 credits)

Prerequisite: Geometry and Algebra II

This course is designed for junior and senior students who have excelled in mathematics and plan to continue the study of mathematics with a course in calculus. It provides a rigorous study of functions and their uses, including polynomial, exponential, logarithmic, and trigonometric functions. These concepts are reinforced through math modeling of real world applications. Honors Precalculus is designed to unify and broaden the understanding of mathematical principles and concepts.

Statistics College Prep: Grades 10, 11, 12 (2.5 credits)

Prerequisite: Algebra I

Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. It will continually expose students to the essential elements of discrete math and statistics that will build upon their existing knowledge. This course is offered as an elective course for college prep students, and is intended for students planning to major in computer science, health sciences, physical sciences, engineering, and business.

NJROTC: NAVAL JUNIOR RESERVE OFFICER TRAINING CORPS

The NJROTC program is conducted at accredited secondary schools throughout the nation, by instructors who are retired Navy, Marine Corps, and Coast Guard Officers and enlisted personnel. The NJROTC curriculum emphasizes citizenship and leadership development, as well as our maritime heritage, the significance of sea power, and naval topics such as the fundamentals of naval operations, seamanship, navigation and meteorology. Classroom instruction is augmented throughout the year by community service activities, drill competition, field meets, visits to naval activities, and military training.

Commander Naval Education and Training Command prescribe the courses for naval science for NJROTC units that comprise the 3 or 4 year curriculum. The naval science program is constructed to include three academic classroom sessions and two activity periods per week. The curriculum is based on 180 teaching days. Naval Science Instructors follow the established procedures of individual schools regarding examination requirements and course weighting.

➤ **ELIGIBILITY REQUIREMENTS**

1. In and attending a regular course of instruction in a grade 9 through 12 at the school hosting the unit.
2. Be physically qualified to participate fully in the physical education program of the host school.
3. Be selected by the NJROTC instructor with the approval of the school principal or his representative.
4. Maintain acceptable standards of conduct, academic achievement, and academic standing.
5. Comply with specified personal grooming standards.
6. Common sense and good judgment apply to the attainment of these standards. Standards will not be relaxed so as to reflect disgrace on the naval service.
7. Under the secondary school open enrollment policy, and when desired by the principal of the host school, students in grades 9-12 who are otherwise ineligible for regular NJROTC enrollment may enroll as special NJROTC cadets. Special NJROTC cadets may participate in school approved NJROTC activities, be called naval cadets, wear the uniform, participate as cadet officer, and go on field trips and orientation visits to military installations. Special NJROTC students may not, however, be counted with that number required to maintain an NJROTC unit. Any special equipment or additional staff that may be needed to instruct special NJROTC students is provided by the school.

Naval Science I College Prep: Grades 9, 10, 11, 12 (5 credits)

This course introduces students to the meaning of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. The course engenders a sound appreciation for the heritage and traditions of the United States. The course goal is to develop in each cadet a growing sense of pride in his or her organization, associates, and self. These elements are pursued at the fundamental level. The course content includes Introduction to the NJROTC program; Introduction to Leadership; Naval Ships Mission and Organization; The Nation, Navy, and the People in American Democracy; Maritime Geography; Seapower and Challenge; Naval History Through 1815; Introduction to Navigation and Military Time; Basic Seamanship; Oceanography; Health Education, First Aid, and Drug, Alcohol and Tobacco Abuse Prevention.

Naval Science II College Prep: Grades 10, 11, 12 (5 credits)

Prerequisite: Naval Science I

This course builds on the general introduction provided in Naval Science I to further develop the traits of citizenship and leadership in cadets, introduce cadets to technical areas of naval science, and engender a deeper awareness of the vital importance of the world oceans to the continued well-being of the United States. The course content includes ongoing instruction in leadership theory, Naval Orientation and Career Planning; Citizenship in the United States and other countries; Naval History, Naval Ships and Shipboard Evolutions; Naval Weapons: Gunnery, Guided Missiles and Mines; Navigation Fundamentals and Rules of the Road; Small Boat Seamanship; Meteorology and Weather; and Survival Training and Orienteering.

Naval Science III Honors: Grades 10, 11, 12 (5 credits)

Prerequisite: Naval Science II

This course broadens the understanding of operative principles of military leadership, the concept and significance of teamwork, the intrinsic value of good order and discipline, the accomplishment of objectives, the fundamentals of American democracy, and expands their understanding of naval academic subjects. The course content includes ongoing instruction in leadership and discipline, Military Justice; Astronomy; International Law and the Law of the Sea; National Strategy; Sea Power and Naval Operations; Naval History through the Nuclear Age; Naval Intelligence and National Security; Maneuvering Board; Challenges of Future Navy Research; and Electricity and Naval Electronics.

Naval Science IV Honors: Grades 11, 12 (5 credits)

Prerequisite: Naval Science III

This course is focused solely on development of practical leadership on both the individual and group levels. The intent is to assist the senior in understanding leadership and improving their leadership skills by putting them in positions of leadership, under supervision, then helping them analyze the reasons for their varying degrees of success throughout the year. Classroom activities include seminars, reading assignments, classroom presentations, and practical work with younger cadets. The course content includes extensive individual counseling and instruction in theoretical and applied aspects of leadership, training, and evaluation of performance. Students will become aware of the techniques used to create motivation, develop goals and activities for a work group, and the proper ways to set a leadership example. Cadets will also apply these principles when dealing with younger cadets in the areas of military drill and inspections, athletic events, and in other school activities.

Naval Science Company Quarters: Grades 9, 10, 11, 12, (5 credits)

This course is focused with the entire company. Students will practice all concepts of drill and company functions as a unit.

PERFORMING ARTS – INSTRUMENTAL AND VOCAL MUSIC

The Instrumental and Vocal Music Departments offers a variety of courses to satisfy the graduation requirement for Visual and Performing Arts. The programs offered provide students with the opportunity to learn how to become a musician and performer at various levels.

Chorus I, II, III, IV - Soprano/Alto or Tenor/Base: Grades 9, 10 11, 12 (5 credits)

This course is open to all students without audition and meets every day for one semester. The only requirement is a sincere desire to sing. Students experience some of the great choral repertoire as well as lighter music. Emphasis is on four-part harmony (soprano, alto, tenor and bass). Students are taught to read music (or to improve music reading skills) and are given instruction in the proper use of the voice. Students combine with the Silvertones to form the Concert Choir. Performances include the annual holiday and spring concerts, assemblies, and occasional programs and competitions outside of school.

Concert Band/Ensemble I, II, III, IV: Grades 9, 10, 11, 12 (5 credits)

Level IV Honors

This program stresses the art of instrumental music through rehearsal and public performance. Students will perform music from all areas of concert band literature, which will broaden their aesthetic awareness and general knowledge of the relationship between music and self-expression. Concert Band IV Honors is a dual-credit course. Students who meet academic requirements may earn college credits at a reduced rate.

Concert Chorus I, II, III, IV: Grades 9, 10, 11, 12 (5 credits)

Level IV Honors

This program stresses the art of vocal music through rehearsal and public performance. Students will perform music from all areas of choral literature, which will broaden their aesthetic awareness and general knowledge of the relationship between music and self-expression. Students will learn healthy vocal technique and music-reading skills through solfege.

Music Appreciation and History: Grades 9, 10, 11, 12 (5 credits)

This course focuses on actively listening to music and making sense of what we hear through the exploration and analysis of diverse musical styles with cultural and historical contexts. Students will develop a greater ability to construct qualified value-judgments of varied musical performances. Students will also learn the fundamental components of the language of music. This is a dual-credit course. Students who meet academic requirements may earn college credits at a reduced rate.

Musical Theater: Grades 10, 11, 12 (5 credits)

This class will enrich the performer through the development of skills related to musical theater performance (singing and acting) and exposure to musical theater history in relation to American culture. Students will take a multi-faceted approach to experiencing musical theater by preparing and performing monologues, songs, scenes, and improvisations while also presenting projects related to composers, shows, and other historical aspects of American musical theater. Audition and/or teacher recommendation required.

Music Theory: Grades 9, 10, 11, 12 (5 credits)

This course is an intensive study of music. In order to provide basic music reading and listening abilities, subjects will include notation, scales, key and mode construction, chords, intervals and transposition, cadences, and modulations. Work will include the study of real musical examples whenever possible as well as basic exercises in ear training, transposition, composition, and musicianship. Students will also be encouraged to explore their own creative potential through part-writing and composition.

Music Theory AP: Grades 11, 12 (5 credits)

This is an accelerated Music Theory course for students interested in the study of music. In order to provide advanced music reading and listening abilities, subjects will include notation, scales, key and mode construction, chords, intervals and transposition, cadences, and modulations. Work will include the study of real musical examples whenever possible as well as basic exercises in ear training, transposition, composition, and musicianship. Students will also be encouraged to explore their own creative potential through part writing and composition. Students are required to take the Music Theory AP exam. This is a dual-credit course. Students who meet academic requirements may earn college credits at a reduced rate.

Music Technology: Grades 9, 10, 11, 12 (5 credits)

This project based music course will help students integrate their musical knowledge with computer based technology. Students will use digital audio workstations, software synthesizers, MIDI devices, and other recording tools to compose, improvise, arrange, and produce music. Students will also learn about radio and video integration through film scoring. Keyboard skills recommended but not required.

Music Workshop: Grades 9, 10, 11, 12 (5 credits)

This instrumental music course is geared toward both experienced and aspiring instrumentalist who desire to hone their craft. Students will study the technical aspects of playing their instruments using method books, etudes, and both instrument and ensemble specific repertoire. Students will practice and perform in chamber ensembles as well as engage in solo performance.

Piano I, II: Grades 9, 10, 11, 12 (2.5 credits)

This course is designed to teach the concepts and fundamentals needed to perform on the piano. It will increase musical understanding beyond just reading notes by teaching students a vocabulary of chords and keys, accompaniment patterns, and improvisational techniques. Students will have the opportunity to participate in ensemble and solo playing. Students will develop good practice habits, and learn techniques to increase the muscular agility and flexibility of their hands. At the completion of this course, the student will have learned to play some of the standards of piano repertoire while gaining a thorough understanding of the history and basic concepts of music.

SCIENCE

Biology College Prep A or B: Grade 9 Laboratory Science (5 Credits)

A laboratory course designed to teach biology from an ecological and biochemical approach. This course presents a logical and sequential development of topics and concepts considered basic to an introductory course. The course incorporates lecture, discussion sessions, laboratory investigations and demonstrations.

Biology Honors: Grade 9 Laboratory Science (5 credits)

Biology Honors is a laboratory course designed to teach biology from an ecological and biochemical approach. The course incorporates lecture, discussion sessions, laboratory investigations and demonstrations. It presents a logical and sequential development of topics considered basic to an introductory course, in addition to advanced topics.

Note: Eighth grade students who wish to enroll in Biology Honors must also meet district specific proficiency standards on science assessment and be enrolled in Geometry as a freshman.

Biology AP: Grades 11, 12 Laboratory Science (10 credits)

Prerequisites: Biology Honors

This course is designed to be the equivalent of a college introductory biology course. It is geared for those academic students who are seeking careers in the scientific field. It differs from the traditional biology course in the range and depth of biological topics, the use of a college textbook, the advanced laboratory work and independent research. The course aims to provide students with the conceptual framework, factual knowledge and analytical skills needed to take the required Advanced Placement Test in Biology. This is a dual-credit course. Students who meet academic requirements may earn college credits at a reduced rate.

Chemistry Honors: Grades 10, 11 Laboratory Science (5 credits)

Co-requisite: Algebra II Honors

Chemistry Honors uses the same approach as College Prep Chemistry, but includes more depth, a faster pace, and more intricate mathematical problems. There are some units not found in College Prep Chemistry, which may be covered because of the faster pace. The course will be geared to those students who plan to major in a scientific field in college. It will offer the student a background in the area of inorganic chemistry with some references being made to organic chemistry and qualitative analysis.

Chemistry College Prep: Grades 11, 12 Laboratory Science (5 credits)

Prerequisites: IPS A

Chemistry College Prep is a fast paced introductory laboratory oriented course for the college bound student. The course will be geared to those students who need a good science background for college. It will offer the student a background in the area of inorganic chemistry with some references being made to organic chemistry and qualitative analysis.

Environmental Science College Prep: Grades 11, 12 Laboratory Science (5 credits)

Environmental Science is a general science course which will focus on the Next Generation Earth and Space Science standards. Topics will include Earth's properties and processes, atmosphere and weather, solar system, stars, universe, and energy. This course will fulfill high school graduation requirements.

Genetics College Prep: Grades 11, 12 (2.5 credits)

This course provides the student with an opportunity to investigate the traditional principles of genetics, human heredity, molecular and cellular genetics at a level beyond the basic biology course. Students will also be introduced to many of the areas of genetics found in the news such as DNA fingerprinting, gene splicing, and cloning. This course encourages critical thinking, problem solving, research skills and scientific objectivity, as well as providing a solid foundation in the subject matter.

Human Biology Honors: Grades 11, 12 (5 credits).

This course focuses on the application of biological principles to practical human concerns. It will cover the structure and function of the major systems in the human body, medical terminology, the basic mechanisms of disease and clinical case studies. This is a dual-credit course. Students who meet academic requirements may earn college credits at a reduced rate.

Introduction to Physical Science College Prep A or B: Grade 10 Laboratory Science (5 credits)

The Introduction to Physical Science curriculum will use both physics and chemistry topics to familiarize the students with the laboratory skills necessary for success in future college prep science courses. This course will fulfill one of the physical science, graduation requirements. Topics include measurement, motion, conservation laws, energy, the nature of matter, the periodic table, compound formation, basic chemical reactions, and specialized chemical reactions.

Physics College Prep: Grades 11, 12 Laboratory Science (5 credits)

College Prep Physics is a blend of a traditional physics curriculum and a technologically based physics curriculum. It should serve students who are entering a four year college program as well as scientifically oriented students entering a two year technological program. Traditional topics will be blended with a theme from the four major systems in Physics (Mechanical, Fluid, Electrical, and Thermal). Emphasis will be placed equally on laboratory, technical (computer) and academic skills

Physics Honors: Grades 11, 12 Laboratory Science (5 credits)

Prerequisite/Co-requisite: PreCalculus

Physics Honors uses the same approach as College Prep Physics, but includes more depth, a faster pace, and more intricate, college level problems. There are some units not found in the College Prep level, which may be covered via individual student projects. Students will also be asked to complete a minimum of two, independent projects. Calculus is recommended to be taken concurrently.

STEM (Science, Technology, Engineering, and Mathematics)

STEM I: Grades 9, 10, 11, 12 (5 credits)

This course will serve as an introduction for students considering a college major or employment in one of the STEM fields. Students will engage in practical, hands-on activities and projects in the Physical & Life Sciences, Engineering and Computer/IT fields. Through those experiences, students will gain an understanding of the work environment and methods used in each of the fields. Topics will include the scientific method, engineering design method, ecology, wildlife conservation, biodiversity, environmental sciences, multiple fields of engineering, STEM careers, guest speakers, field trips to college outreach programs, and safety on the job. Case studies will be used to understand the impacts of science and technology on the individual, society and the environment. Through a group approach, students will understand the importance of teamwork and interpersonal relationships in the STEM fields. Part 1 of 2 part course.

STEM II: Grades 10, 11, 12 (5 credits)

Prerequisite: STEM I

This course will build on the objectives of the STEM I course for students considering a college major or employment in one of the STEM fields. Students will engage in practical, hands-on activities and projects in the Physical & Life Sciences, Engineering and Computer/IT fields. Through those experiences, students will gain an understanding of the work environment and methods used in each of the fields. Topics will include the scientific method, engineering design method, ecology, wildlife conservation, biodiversity, environmental sciences, multiple fields of engineering, STEM careers, guest speakers, field trips to college outreach programs, and safety on the job. Case studies will be used to understand the impacts of science and technology on the individual, society and the environment. Through a group approach, students will understand the importance of teamwork and interpersonal relationships in the STEM fields. Part 2 of 2 part course.

STEM Seminar: Grades 10, 11, 12 (5 credits)

Seminar is a capstone program for students who have completed course academic credit for work related to a student's major. The learning experience is defined as a combination of professional work experience, the development of measurable learning objectives based on the job description, and the completion of individually tailored assignments. A faculty advisor is assigned to each student to establish the academic validity.

SOCIAL STUDIES

The Social Studies department has a full four-year curriculum offering for students. The first three years satisfy state graduation requirements. Electives provide the student with a broad range of courses which meet the needs of the 21st Century and can be aligned with the Law and Public Safety programs at several community colleges. Democracy and Society, World Cultures, United States History I and United States History II are required for graduation.

African American Studies: Grades 9-12 (2.5 credits)

The purpose of this course is to examine the African American experience in the United States from 1863 to the present. Prominent themes include the end of the Civil War and the beginning of Reconstruction; African Americans' urbanization experiences; the development of the modern civil rights movement and its aftermath; and the thought and leadership of Booker T. Washington, Ida B. Wells-Barnett, W.E.B. Du Bois, Marcus Garvey, Martin Luther King Jr., and Malcolm X.

Current Issues: Grades 9, 10, 11, 12 (2.5 credits)

Current Issues is open to all students who are interested in learning more about the pressing issues facing the United States and world today. The content of the curriculum will be constantly changing as the world we live in does. The course focuses on the research, debate and discussion of international, national, regional, as well as local topics of interest. Due to the flexible nature of this curriculum, students may select this course more than once.

Democracy and Society: Grades 9, 10, 11, 12 (2.5 credits)

Democracy in Society emphasizes evolutionary study of our institutions of government. The western political foundation of our nation is traced to the Enlightenment political theorists. Application of Enlightenment theories of liberty and justice are examined, and the development of a party system is extrapolated in this course. To enhance this educational experience a wide range of activities including field trips will be incorporated.

Exploring Human Behavior: Grades 9, 10, 11, 12 (2.5 credits)

The course is designed to give students an overview of human behavior and its dealing with everyday events of life. Psychologists attempt to describe, explain, predict, and influence why people behave, feel, and think as they do. Psychology provides tools to help us gain insight into our own behavior, as well as our relationship with others.

Law & Public Safety I: Grades 10, 11, 12 (5 credits)

The Law and Public Safety career and education pathway is predicated upon an understanding of American legal tradition, and the societal circumstances that demand competence in the people who choose public service as a vocation or specialty in higher education. This course will serve as a foundation for students aspiring to enter the field of law and public safety.

Law & Public Safety II: Grades 10, 11, 12 (5 credits)

Prerequisite: Law & Public Safety I

This course provides students with skills necessary for comprehending the sociological, psychological and economic causes of crime. This course also helps students to demonstrate an understanding of the Constitution and a respect for the rights of all citizens. The student will also begin to be prepared to apply logic and critical thinking skills to resolving problems of the criminal justice practitioner.

Law & Public Safety III: Grades 10, 11, 12 (5 credits)

Prerequisite: Law & Public Safety I or II

This course will be entirely focused on competing in a state wide Mock Trial competition. The purpose of the course is to

- increase comprehension of the historical, ethical and philosophical basis of the American system of justice.
- demystify the operation of the law, court procedures and the legal system.
- help students increase basic life and leadership skills such as listening, speaking, writing, reading and analyzing.
- heighten appreciation for academic studies and promote positive scholastic achievements.
- bring law to life for students through active preparation for and participation in the competitions.

The goal of the competition is to learn and understand the meaning of good citizenship in a democracy vis-a-vis our system of law and justice.

Sociology: Grades 9, 10, 11, 12 (2.5 credits)

Sociology is about people – how they act, react and interact both in their everyday lives and under extraordinary circumstances. It is about thoughts, feelings and ideas. Sociology is about the social contexts – groups, neighborhoods, cities and even whole societies in which these thoughts, feelings and ideas are formed. Sociology is about social life itself. This course will help students to know and adjust to life in all aspects of society from families to the global society we live in.

U.S. Government and Politics AP: Grades 11,12

AP Government and Politics is a college level course that explores the political theory and everyday practice that direct the daily operation of the U.S. government and shape our public policies. It will also provide the students with an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and analysis of specific examples. The express purpose of this course is to prepare students to take the AP Exam for U.S. Government and Politics.

US History I AP: Grade 10 (5 credits)

Prerequisite: World History Honors

This is a comprehensive course in American History organized chronologically, beginning with exploration ending with 1900. It fulfills one of the two required years of American History in New Jersey public schools. It presents the forces that shaped the political, economic, and social institutions of the United States. Also students will demonstrate their competence in a variety of social studies skill areas. United States History I AP requires the student to immerse him/herself in the struggle to establish an American identity during the Federal, Antebellum, Civil War and Reconstruction periods. Students will carefully examine primary and other available sources to demonstrate higher level understanding of the issues, and they will demonstrate this understanding in carefully constructed essays using the AP writing model. United States History I AP will prepare the student for United States History II AP, and eventually for success on the AP United States History test.

US History I College Prep A or B, RC, SLD, SC: Grade 10 (5 credits)

This is a comprehensive college preparatory course in American History organized chronologically, beginning with exploration and ending circa 1900. It fulfills one of the two required years of American History in New Jersey public schools. The course presents the forces that shaped the political, economic, and social institutions of the United States. Students will also demonstrate their competency in a variety of social studies skill areas.

US History I Honors: Grade 10 (5 credits)

Prerequisite: World History Honors

This course will progress at an accelerated pace. It requires students to demonstrate self-motivation, self-discipline and a high degree of ability to comprehend historical concepts. This course is characteristically heavy in factual content and requires analytical skills needed to deal critically with the rapidly changing interpretation of history. This is a comprehensive course in American History organized chronologically, beginning with exploration and ending circa 1900. It fulfills one of the two required years of American History in New Jersey public schools. The course presents the forces that shaped the political, economic, and social institutions of the United States. Students will also demonstrate their competency in a variety of social studies skill areas.

US History II AP: Grade 11 (5 credits)

Prerequisite: US History I AP or Honors

This is a comprehensive course in American history organized chronologically, beginning with the Spanish American war and culminating in the present. It fulfills one of the two required years of American history in New Jersey public schools. This course concentrates on forces that shaped the political, economic and social institutions of the United States. Also, in this course students will demonstrate their competence in a variety of social studies skill areas. This course is designed to prepare student for intermediate and advanced college courses by making demands on them equivalent to those made by introductory college courses. This is a dual-credit. Students who meet academic requirements may earn college credits at a reduced rate.

US History II College Prep A or B, RC, SLD, SC: Grade 11 (5 credits)

This is a comprehensive college preparatory course in American History organized chronologically, beginning with the Spanish American War and culminating in the present. It fulfills one of the two required years of American history in New Jersey public schools. This course concentrates on forces that shaped the political, economic and social institutions of the United States. Students will also demonstrate their competency in a variety of social studies skill areas.

US History II Honors: Grade 11 (5 credits)

Prerequisite: US History I Honors

This course will progress at an accelerated pace. It requires students to demonstrate self-motivation, self-discipline and a high degree of ability to comprehend historical concepts. This course is characteristically heavy in factual content and requires analytical skills needed to deal critically with the rapidly changing interpretation of history. This is a comprehensive course in American History organized chronologically, beginning with the Spanish American War and culminating in the present. It fulfills one of the two required years of American history in New Jersey public schools. This course concentrates on forces that shaped the political, economic and social institutions of the United States. Students will also demonstrate their competency in a variety of social studies skill areas.

World Civilization Honors: Grade 12 (5 credits)

World Civilization is a college level course designed to inundate the learner with knowledge of key events in world affairs from 1870 until the present. Emphasis will be placed upon international relations during this watershed period in world history in the hope that the student will gain a greater understanding of contemporary international realities. Non-Western civilization will also be examined.

World History College Prep A or B, RC, SLD, SC: Grade 9 (5 credits)

World History at Sterling High School will examine the critical events in watershed periods of the history of the world from the Renaissance circa 1400 to the contemporary world of global connectedness in the digital age. The course emphasizes the forces that have shaped our current world and attempts to make the students understand their role in a global community. Students will also demonstrate proficiencies in a wide variety of social studies skill areas.

World History Honors: Grade 9 (5 credits)

This course will progress at an accelerated pace. It requires students to demonstrate self-motivation, self-discipline, and a high degree of ability to comprehend historical concepts. This course is characteristically heavy in factual content and requires analytical skills needed to deal critically with the rapidly changing interpretation of history. World History at Sterling High School will examine the critical events in watershed periods of the history of the world from the Renaissance circa 1400 to the contemporary world of global connectedness in the digital age. The course emphasizes the forces that have shaped our current world and attempts to make the students understand their role in a global community. Students will also demonstrate proficiencies in a wide variety of social studies skill areas.

VISUAL ARTS

Art I: Grades 9, 10, 11, 12 (2.5 credits)

This course offers projects in painting, drawing, design, graphics and commercial art. Such media as charcoal etching, acrylic, pen and ink, collage, tempera and linoleum block printing etc. are included. Artistic talent is not required. However, those who may wish to pursue art related careers should benefit from this comprehensive introduction.

Art II: Grades 9, 10, 11, 12 (5 credits)

Prerequisite: Art I

This course builds upon the skills acquired in Art I through continued work in painting, sculpture, ceramics, drawing, design, graphics, etc., on a more advanced level. Lateral thinking or thinking creatively to find various solutions to visual problems is the focus of this course. This is a dual-credit course. Students earning a grade of B or better earn three credits at Camden County College at a significantly reduced rate.

Art III: Grades 10, 11, 12 (5 credits)

Prerequisite: Art II

Students will continue to pursue a vocational approach to art. Along with more advanced class assignments. Students may also select particular media for in depth study such as watercolor, ceramics, acrylics, 3-D media, printmaking and more. Thinking laterally or creatively and exploring various solutions to visual problems continues to be the focus.

Art IV: Grades 10, 11, 12 (5 credits)

Prerequisite: Art III

This course represents a culmination of skills taught in Arts I, II, III. Vocational and consumer aspects of art as a life enriching experience continues through the study of advertising, product design, textile, fashion, furniture and interior design, textile, fashion, computer graphics, etc.

Introduction to Digital Photography: Grades 9, 10, 11, 12 (2.5 credits)

The introduction to digital photography course will introduce students to the process of collecting and manipulating images using a variety of digital media tools and software applications. This course can satisfy either a fine or a practical arts graduation requirement. This course may be taught by faculty in either the Technology Education or Visual Art Departments. This course is aligned to Common Core LAL and Math Standards and to NJCCCS 21st Century Life and Careers.

Multimedia Design Computer Graphics I: Grades 9, 10, 11, 12 (2.5 credits)

This course will introduce students to the artistic design and computer techniques necessary to interpret and apply Multimedia Design and Computer Graphics programs. This course will introduce students to the artistic design and computer techniques necessary to interpret technical and commercial concepts in this field.

Multimedia Graphic Design II: Grades 10, 11, 12 (5 credits)

Prerequisite: passed the exit exam for Multimedia Design Computer Graphics Design I

This course prepares individuals to apply artistic and computer techniques to the interpretation of technical and commercial concepts. Includes instruction in computer-assisted art and design, printmaking concepts sketching, technical drawing, color theory imaging, studio technique, still and life modelling, multimedia applications, communication skills and commercial art business operations. This is a dual-credit course. Students who meet academic requirements may earn college credits at a reduced rate.

Multimedia Graphic Design III: Grades 11, 12 (5 credits)

Prerequisite: Multimedia Graphic Design II

This course prepares individuals to apply artistic and computer techniques to the interpretation of technical and commercial concepts. It includes instruction in computer-assisted art and design, printmaking concepts sketching, technical drawing, web design, flash animation and multimedia applications, communication skills and commercial art business operations. After completion a student will be ready for Seminar in Multimedia Graphic Design. This is a dual-credit course. This is a dual-credit course. Students who meet academic requirements may earn college credits at a reduced rate.

Seminar in Career Art: Grades 10, 11, 12 (5 credits)

This Seminar is designed to allow the student an opportunity to work with faculty advisors and industry professionals to compile a professional portfolio to assist in higher education or a career in the Visual Arts.

Seminar in Multimedia Graphic Design: Grades 11, 12 (5 credits)

Prerequisite: Multi Media Graphic Design III

This program prepares individuals to apply computer techniques to real life experiences. Students will complete a structured learning experience in a working environment. They will work with industry standard equipment and produce work for companies with graphic needs. Students will leave this program with a portfolio that is conducive to job placement. This is a dual-credit course. Students who meet academic requirements may earn college credits at a reduced rate.

WORLD LANGUAGES

The World Language department offers four semester college prep language study in Latin, French and Italian, and five semesters in Spanish. Five credits of a foreign language satisfy the graduation requirement, and 10 credits are recommended for admission to a four-year college. The courses are designed to engage students in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own. The courses emphasize a demonstration of an understanding of the perspectives of culture through experiences with its products and practices. Perspectives can include popular beliefs, the commonly-held values, the folk ideas, and the assumptions widely held by the members of the culture.

Conversational Language Modified, Resource Center, SLD, SC Levels: Grades 9, 10, 11, 12 (5 credits)

This course is aligned with its mainstreamed counterpart and provides modifications to the regular curriculum. This course will emphasize knowledge about second language acquisition, the importance of communication, and the relationship between culture and language in order to fulfill the State's requirement that all New Jersey Students have the ability to communicate at a basic literacy level in at least one language other than English. This class will incorporate student-centered interactive instructional activities that will produce products, performances, and processes that will provide students with meaningful, relevant classroom experiences that can be applied in real world contexts and that actively involve students in the learning process.

French I: Grades 9, 10, 11, 12 (5 credits)

The course introduces simple directions, commands, requests, and preferences, using memorized words and phrases, and appropriate physical responses. Instruction includes copying/writing words, phrases, or simple guided texts on familiar topics including daily practices, products, and perspectives. The course will also include exposure to etiquette during greetings, leave takings, and daily classroom interactions.

French II: Grades 9, 10, 11, 12 (5 credits)

Prerequisite: French I

The course is a continuation of level I with a stronger emphasis on Communication, culture, communities, connections, and comparisons. Instruction includes meaningful and purposeful classroom activities for a greater acquisition of grammar and vocabulary. Exchange information using words, phrases and short sentences practiced in class on familiar topics or topics studied in other core content areas. Emphasis is on listening, reading, and or presenting selections from grade-appropriate, culturally authentic materials.

French III Honors: Grades 10, 11, 12 (5 credits)

Prerequisite: French II

Level III builds upon the foundations established in levels I and II. This course exposes students to more complex language features, and increased vocabulary associations. Activities include short conversations and brief written messages on familiar topics, and participation in guided conversations on a variety of familiar topics and or topics studied in other core content areas. Emphasis is on telling and retelling stories using a guided format from age-appropriate, culturally authentic selections orally or in writing. Students are encouraged to tell or write about products of the target culture and simulate cultural practices i.e. culinary contributions, crafts, or artifacts from the target culture. This course is a dual-credit course. Students who meet academic requirements may earn college credits at a reduced rate.

French IV Honors: Grades 11, 12 (5 credits)

Prerequisite: French III

In level IV focus is on increased fluency and control of the vocabulary, understanding important ideas and some details in authentic texts when reading. Course also includes learned expressions, strings of sentences, questions, and polite commands. Activities encourage imitating culturally appropriate behavior when working with the functions at this level. This is a dual-credit course. Students who meet academic requirements may earn college credits at a reduced rate.

Holocaust & Genocide Studies: Grades 11,12 (5 credits)

This course is designed to give the student a survey of major genocidal movements throughout the 20th Century and into the present day. It will explore a variety of subjects and philosophical concerns. Topics to be discussed and examined will involve some deep thinking and analysis, as well as the exploration of personal and collective feelings and morals. Students may find some of the subject matter difficult, frightening, controversial and challenging. This is to be expected. While this course may not change the views of the participants, it will allow students to empathize and sympathize, and to understand other points of view.

Introduction to Language and World Cultures: Grades 9, 10, 11, 12 (2.5 credits)

This course will immerse the student in a global sample of languages and cultures from around the world including Asian, African, Middle Eastern and European cultures. Students will explore the evolution of contemporary language and culture in each of these regions through an examination of regional history and tradition. Students will also define the development of these regional connections to our American culture through application of languages, traditions, dress, cuisine, religion and entertainment.

Italian I: Grades 9, 10, 11, 12 (5 credits)

The course introduces simple directions, commands, requests, and preferences, using memorized words and phrases, and appropriate physical responses. Instruction includes copying/writing words, phrases, or simple guided texts on familiar topics including daily practices, products, and perspectives. The course will also include exposure to etiquette during greetings, leave takings, and daily classroom interactions.

Italian II: Grades 9, 10, 11, 12 (5 credits)

Prerequisite: Italian I

The course is a continuation of Italian I with a stronger emphasis on communication, culture, communities, connections, and comparisons. Instruction includes meaningful and purposeful classroom activities for a greater acquisition of grammar and vocabulary. Exchange information using words, phrases and short sentences practiced in class on familiar topics or topics studied in other core content areas. Emphasis is on listening, reading, and presenting simple selections from grade-appropriate, culturally authentic materials.

Italian III Honors: Grades 10, 11, 12 (5 credits)

Prerequisite: Italian II

Level III builds upon the foundations established in levels I and II. This course exposes students to more complex language features, and increased vocabulary associations. Activities include short conversations and brief written messages on familiar topics, and participation in guided conversations on a variety of familiar topics and or topics studied in other core content areas. Emphasis is on telling and retelling stories using a guided format from age-appropriate, culturally authentic selections orally or in writing. Students are encouraged to tell or write about products of the target culture and simulate cultural practices i.e. culinary contributions, crafts, or artifacts from the target culture. This is a dual-credit course. Students who meet academic requirements may earn college credits at a reduced rate.

Italian IV Honors: Grades 11, 12 (5 credits)

Prerequisite: Italian III

In level IV focus is on increased fluency and control of the vocabulary, understanding important ideas and some details in authentic texts when reading. Course also includes learned expressions, strings of sentences, questions, and polite commands. Activities encourage imitating culturally appropriate behavior when working with the functions at this level. This is a dual-credit course. Students who meet academic requirements may earn college credits at a reduced rate.

Latin I: Grades 9, 10, 11, 12 (5 credits)

Unit I is divided into 12 stages, all of which are set in Pompeii in 79AD. The students follow the daily activities of a cast of characters, used to promote discussion, problem solving, critical thinking skills, and knowledge of an ancient culture. Emphasis is on vocabulary in context, with extensive use of English derivatives and strategies to help recognize the Latin words; grammar points are presented within the context of the story, and students are encouraged to make deductions before they are formally addressed.

Latin II: Grades 9, 10, 11, 12 (5 credits)

Prerequisite: Latin I

Latin II continues the reading approach begun in Latin I, with the readings and culture topics based on life and activities in Roman Britain. The students are introduced to various aspects of life in Britain and a new cast of characters used to promote discussion, problem solving, critical thinking skills, and knowledge of Britain and Rome. Grammar, syntax and vocabulary skills are presented at an increased level.

Latin III Honors: Grades 10, 11, 12 (5 credits)

Prerequisite: Latin II

This course exposes students to more complex language features and increased vocabulary associations with English in preparation for College Entrance Exams and SATs. The students read selections from Roman authors from the late Republic. The students compare social, political and economic aspects of Roman life with American institutions. This is a dual-credit course. Students who meet academic requirements may earn college credits at a reduced rate.

Latin IV Honors: Grades 11, 12 (5 credits)

Prerequisite: Latin III

In Latin IV students read various Roman authors across all genres—epigrams of Martial, odes of Horace, poetry of Catullus and selections from Vergil’s epic, The Aeneid—in the original and in translation. The basics of scansion and poetic devices are presented. This is a dual-credit course. Students who meet academic requirements may earn college credits at a reduced rate.

Spanish I: Grades 9, 10, 11, 12 (5 credits)

The course introduces simple directions, commands, requests, and preferences, using memorized words and phrases, and appropriate physical responses. Instruction includes copying/writing words, phrases, or simple guided texts on familiar topics including daily practices, products, and perspectives. The course will also include appropriate etiquette during greetings, leave takings, and daily classroom interactions.

Spanish II: Grades 9, 10, 11, 12 (5 credits)

Prerequisite: Spanish I

The course is a continuation of level I with a stronger emphasis on communication, culture, communities, connections, and comparisons. Instruction includes meaningful and purposeful classroom activities for a greater acquisition of grammar and vocabulary. Exchange information using words, phrases and short sentences practiced in class on familiar topics or topics studied in other core content areas. Emphasis is on listening, reading, and or presenting selections from grade-appropriate, culturally authentic materials.

Spanish III Honors: Grades 10, 11, 12 (5 credits)

Prerequisite: Spanish II

Level III builds upon the foundations established in levels I and II. This course exposes students to more complex language features, and increased vocabulary associations. Activities include short conversations and brief written messages on familiar topics, and participation in guided conversations on a variety of familiar topics and or topics studied in other core content areas. Emphasis is on telling and retelling stories using a guided format from age-appropriate, culturally authentic selections orally or in writing. Students tell or write about the target culture and simulate cultural practices. This is a dual-credit course. Students who meet academic requirements may earn college credits at a reduced rate.

Spanish IV Honors: Grades 11, 12 (5 credits)

Prerequisite: Spanish III

In level IV focus is on increased fluency and control of the vocabulary, understanding important ideas and some details in authentic texts when reading. Course also includes learned expressions, strings of sentences, questions, and polite commands. Activities encourage imitating culturally appropriate behavior when working with the functions at this level. This is a dual-credit course. Students who meet academic requirements may earn college credits at a reduced rate.

Spanish V AP: Language & Culture: Grades 12 (5 credits)

Prerequisite: Spanish IV

Spanish V AP at Sterling High School will take a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language. Language structures should be addressed inasmuch as they serve the communicative task and not as an end goal unto themselves. The AP Spanish Language and Culture course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, the course is taught in the target language. This is a dual-credit course. Students who meet academic requirements may earn college credits at a reduced rate.

SPECIAL PROGRAMS

Virtual Education Program

Virtual education offers a plethora of exciting possibilities for the future of education. The school day as we know it may be redefined to include continuous student learning. Students may also gain significant control over their own educations by having the opportunity to manage their own time. There is certainly an enhanced flexibility inherent in a virtual education scenario in regard to the number of courses available, the pliability of the student schedules, and the diversity of instructional delivery. (Statistics N. C., 2002)

A July 2009 policy statement by the National Association for K-12 Online Learning reported at least 44 states now provide some form of online learning for their students, 30 states have state led online courses and services, and online learning is growing at 30 percent annually. This matches data from the Sloan Foundation, which found a 47 percent increase in the number of K-12 students engaged in online courses between the 2005-2006 school year and 2007-2008.

One of the most frequently cited reasons for utilizing a virtual education scenario is to expand course offerings that may be otherwise unavailable to students. According to the National Center for Education Statistics, 80 percent of the students enrolled in virtual education courses do so because such courses were lacking in the traditional program planning guides in their home districts. (Statistics N. C., 2002)

Virtual Education at Sterling High School will be conducted using the Pearson digital learning platform GradPoint facilitated by a certified teacher. This software is an easy to use and comprehensive online learning solution for grades 6-12 learners. It gives teachers the power to truly personalize learning with rigorous, standards – based core, elective, honors and Advanced Placement curriculum delivered in an award winning, intuitive learning platform. Students electing to participate in courses offered through the Virtual Education Program will receive equivalent course credit. Virtual Education courses will be composed of courses that are not offered in a traditional format at Sterling High School. Students taking AP level courses in the virtual education format are required to take the AP test for that course as per existing district policies.

Course selections can include but are not limited to the following:

AP Art History
AP Micro Economics
AP Macro Economics
Chinese I
Chinese II
Chinese III
Web Design I & II
AP Chemistry

Forensic Science
Veterinary Science
AP US Government and Politics
Health Opportunities through
Physical Education
Hospitality & Tourism
Music Appreciation

Honors Program Distinction

Students earning the Honors Program Distinction are recognized for completing advanced-level coursework in all core subject areas, maintaining a high overall average, and for academic excellence in required program major courses. Unlike those for the National Honor Society, requirements for the Honors Program are strictly academic.

By the end of 12th grade, the student must:

- Complete three foreign-language courses in the same language.
- Complete two Honors or AP courses in Science with a B or better during junior and senior year.
- Complete two advanced Honors or AP courses in Social Studies with a B or better during junior and senior year.
- Complete two advanced Honors or AP courses in Math with a B or better during junior and senior year.
- Complete two advanced Honors or AP courses in English with a B or better during junior and senior year.
- Have a 90% cumulative non-weighted GPA or better.
- Complete all program-major courses with a B or better.

Spectrum (Independent Study)

Spectrum is a program for gifted and talented students in any of five categories: performing arts, general academics, specific academic subject, creative thinking and leadership. Each student works independently (or in small groups) with a faculty advisor to complete a project based on the students' interest and ability. Students will be given credit on the basis of the quality of their project.

(Gifted/Talented) Program: The following guidelines will be utilized in assigning credits for independent study/project achievement in the Spectrum (Gifted/Talented) Program effective January 1, 2013. Each of the following will require the successful completion of an SLE (Structured Learning Experience) that will be mutually designed by the student and the faculty advisor/facilitator.

Students will be involved in three (3) types of activities:

- Type I: Analysis of student's interests and avenues to develop them. Included will be a career interest test; training in research skills; pursuit of project possibilities; guidance regarding scholarships, advanced placement, early graduation, and SAT's; appreciation of cultural events; and personal values and self-awareness.
- Type II: Development of creative and critical thinking skills. Included will be individual and group participation in the development of creative thinking skills, critical analysis, sensory awareness skills and abstract reasoning skills.
- Type III: Independent study and project production. Included will be preparation of a project contract, production of a project along with a demonstration to an audience.

The completion of a full cycle of the above activities will constitute successful satisfaction of the Gifted and Talented Program and will be awarded up to 15 credits, a maximum of 5 at each level. The Principal will approve final credits to be applied in conjunction with the Faculty Advisor/Facilitator.