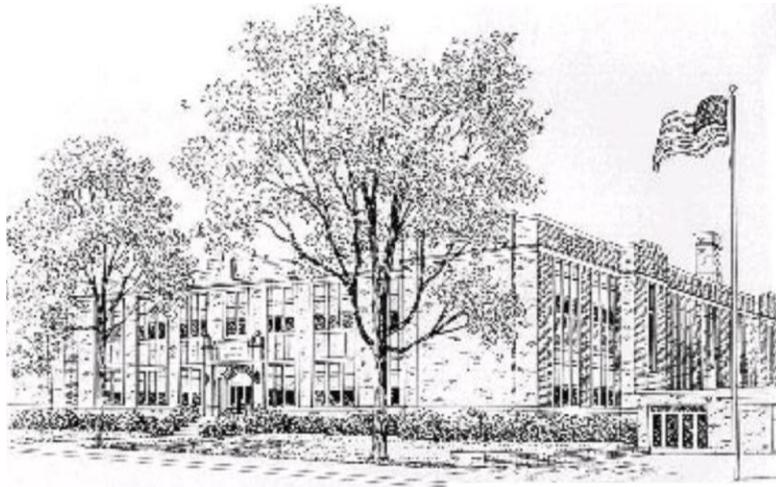


# **BERNARDS HIGH SCHOOL**

## **PROGRAM OF STUDIES 2016 - 2017**



(Revised: January 2016)

### **Somerset Hills School District Mission Statement**

The mission of The Somerset Hills School District, a visionary learning community, is to ensure that each student discovers the power of his or her unique abilities as a socially responsible citizen of the world through a system distinguished by dedication to innovation, forging global connections, celebration of diversity, creative use of technologies, and compelling learning experiences while maintaining an expectation of achievement beyond the New Jersey Core Curriculum Content Standards and the Common Core State Standards.

**SOMERSET HILLS SCHOOL DISTRICT**

**Board of Education**

25 Olcott Avenue  
Bernardsville, New Jersey 07924  
908-204-1930

Mr. Robert Baker  
*President*

Mr. Louis Palma  
*Vice-President*

Ms. Donna Coons

Mr. Greg DiGiacchino

Ms. Julie Goetz

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*Superintendent of Schools*

Ms. Jennifer Shouffler  
*Assistant Superintendent of Schools*

Ms. Teresa Vaught  
Supervisor of Special Services

Ms. Nancy Lee Hunter  
*Business Administrator*

## **BERNARDS HIGH SCHOOL**

### **Administration**

Mr. Scott Neigel  
*Principal*

Mr. Michael Hoppe  
*Assistant Principal*

Dr. Michael Corbett  
*Assistant Principal*

### **Student Support Services Personnel**

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Ms. Anne Connor, *Nurse*

Dr. Jennifer Rodriguez, *School Psychologist*

Ms. Lisa Drew, *Student Assistance Counselor*

Ms. Wendi LaBruno, *Learning Consultant*

Ms. Karen Ayres, *Social Worker*

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## Principal's Message and Introduction

### INTRODUCTION

*This Program of Studies has been designed to provide you with information about academic policies, graduation requirements and courses offered. In this guide, you are provided a brief description for each of the course offerings. This curriculum has been reviewed and updated to ensure that each student is provided the best possible preparation for his or her next step into either college or a career. Please read through this guide thoroughly and discuss the available options so that you can make a well-informed choice in selecting your academic program.*

*If you have any questions regarding the course selection process or about specific courses, please contact the guidance department. We look forward to working with you to ensure that every student is provided the most appropriate academic program that is tailored to his or her needs.*

*Scott Neigel*

### Accreditation

Bernards High School is a fully accredited member of the Middle States Association of Colleges and Secondary Schools and the New Jersey Department of Education. Bernards High School graduates, with proper courses and suitable academic achievement, are acceptable to all colleges in the United States.

### Administrative Philosophy of the Principal

The administration and teachers must work together as a team to provide the best educational program for the students of Bernards High School. The principal's particular responsibility is to provide overall leadership and organization and the best possible climate and support for excellent teaching and learning. Working together in an atmosphere with mutual respect for our diverse responsibilities for the educational program should be a common goal for all staff members.

Bernards High School is committed to providing its students a unique educational experience of extraordinary quality, depth, and achievement such that each and every student has the opportunity and the support needed to develop as far and as fast as his or her potential will allow.

To fulfill this commitment we will:

- Provide frequent and thorough evaluation of students, staff, administration, Board of Education and system components to justify all educational efforts and experiences.
- Involve students, staff, administration, Board of Education and parents as active, responsible and interdependent participants in the educational process by creating structures requiring affirmative choice and action by each.
- Encourage innovation by students, staff, administration, Board of Education and parents alike in developing innovative programs and skills in divergent thinking; provide specific opportunities for educational development; and clearly identify the responsibilities of students, staff, administration, Board of Education and parents.
- Provide for the entire school community modeling and coaching toward positive social, emotional, physical, ethical and intellectual development.
- Utilize community members and other resources within the community to select curricula and programs that respect and reflect the basic American values including but not limited to:
  - Self-reliance and self-respect
  - Civic responsibility
  - Respect for the environment
  - Tolerance and concern for others and their views
  - Opportunity for individual expression, choice and accomplishment

### **Assurance of Rights**

No student shall, on the grounds of race, color, national origin, sexual orientation, gender, religion, English proficiency, socioeconomic status or disability, be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination under any Bernards High School program or activity. In addition, the curriculum promotes mutual acceptance and respect among students, and enables students to interact effectively with others.

Inquiries relating to students' rights may be directed to:

Nancy Hunter, Affirmative Action Officer  
Somerset Hills School District  
25 Olcott Avenue  
Bernardsville, NJ 07924  
Telephone: 908-204-1930 x. 1117 or  
The Director of the Office for Civil Rights  
Department of Health, Education and Welfare  
Washington, DC

### **Inspiring Ethical and Honorable Behavior**

The educators and parents in the BHS community trust that students, given the opportunity, will behave honorably. Students are encouraged to develop responsible judgment that is consistent with both the written and unwritten codes of responsibility that are embedded in the culture that defines BHS. Even though the educators and parents work to foster this ideal, all students are susceptible to violations of this community trust. Therefore, responsible adults are charged with establishing clear and realistic parameters for student behavior. The primary purpose of the Somerset Hills School Community is to inspire all students to have a passion for learning by providing educational experiences within a challenging and supportive environment. This community, in the schools and at home, flourishes to the extent that its members share a common framework of universal values and ethics. Our framework has, at its core, the following goals:

- To promote educational priorities
- To facilitate instruction and assessment
- To support the educational experience
- To secure an atmosphere of trust
- To instill the fundamentals of mutual respect and positive social and ethical behavior

The mind-set for ethical behavior is initially formed in the home. The faculty and administration of the district, in collaboration with the parents and guardians, have high expectations for scholastic and personal integrity and are committed to those students who uphold these standards. The implementation of ethical practices and values is essential to the health of our entire school community.

### **Sexual Harassment**

Somerset Hills Board of Education policy directs that Bernards High School must maintain an environment for learning and working that is free from sexual harassment. It shall be a violation of this policy for any member of the school community to harass another member of the school community through conduct or communications of a sexual nature as defined herein. Sexual harassment is defined as sexual advances; requests for sexual favors and other inappropriate verbal or physical conduct of a sexual nature made by any member of the school community. A relevant publication, *About Sexual Harassment in School*, proposes one basic rule regarding sexual harassment: It is probably sexual harassment if the person feels uncomfortable or threatened as a result of the action. It doesn't matter what the harasser intended. School authorities and law enforcement agencies will deal with sexual harassment in a most serious and thorough manner.

### **Statement of Philosophy for Bernards High School**

Bernards High School strives to offer an excellent education to all young people. This education will help students to develop both intellectual and practical skills, to acquire knowledge, to establish attainable goals, to obtain a sense of personal worth, and to understand and contribute to our dynamic democratic society. All students are encouraged to develop a personal responsibility towards their education, and a sense of pride in their development. Student interest and abilities differ; therefore, the school attempts to offer a comprehensive program. The program provides adequate course offerings and related services to meet individual needs and abilities, personal guidance to encourage student growth, and co-curricular activities for enrichment. Our goal is to prepare students for whatever paths they seek following graduation. The staff is composed of members who have a genuine interest in young people, a thorough preparation in their respective fields, and personal integrity. The functioning of Bernards High School is a mutually supportive effort involving staff, students, school board and community.

### **ACADEMIC POLICIES AND PROCEDURES**

This Program of Studies manual is a valuable reference tool for students, parents, and school personnel actively involved in program planning at Bernards High School. It is a complete guide to the possible course offerings at BHS. Each department has written a brief synopsis of each course for inclusion in this booklet. Planning an individual's academic program should be a cooperative effort between home and school. Any program ought to reflect a student's aspirations, achievements, and aptitudes. The breadth and depth of the academic program at BHS gives each student an opportunity to meet his/her own educational needs and wants. In addition to fulfilling district, state, college or career requirements, students at BHS are encouraged to select courses that will be academically stimulating and personally enriching. In selecting particular courses one might apply the following criteria:

- Does the course meet high school requirements?
- Does the course provide an outlet for interests in specific subject areas?
- Does the course reflect a significant proficiency level?
- Does the course provide a background for post high school plans that impact on career options?
- Does the course meet college entrance requirements?

Students and parents should also keep the following points in mind when planning the academic program for the upcoming year :

- Choose courses, not teachers - students and parents should not make the mistake of choosing or refusing to take a course based on their perception of a particular instructor. Each choice should be based on the merits of the course content and its value to the student's specific needs.
- Make course selection decisions based on current and past academic performance, teacher recommendations, and passion for the course of study.
- Remember that students may adjust their course selections only between the end of **January** and **April 8, 2016**.
- Remember that adding or dropping elective programs/courses or any type of convenience change will not be made after this date because it is too disruptive to the school program.

As noted above, the important process of selecting an academic program is one in which many people are involved and which requires several months of preparation and consultation. Student course selections should be made only after serious deliberation among student, parents, faculty and school counselor. The selected program is designed to meet the student's personal and education goals. Please utilize this program as well as all the many resources available to you to help you to select courses. Discuss specific subject area choices with teachers who can share valuable insight into the scope of each course. Inquiries regarding scheduling issues should initially be directed to the student's guidance counselor.

## **Schedule Change Procedures During the School Year**

The need for program changes while school is in session is recognized only under special circumstances. For example, scheduling errors, course conflicts or clear, documented academic misplacement will be considered. Counselors often find that some students wish to change their schedules for the wrong reasons – their friends are not in their classes, the first assignment seems difficult, the periods conflict with the lunch they prefer, etc. Typically, if there is no mistake or omission in the student-selected program, a schedule change during the school year will not be permitted. If a student feels that (s)he is in an inappropriate academic placement, (s)he may request a change in academic level. Students who wish to move up a level may request a change in course level beginning ten (10) school days after the start of the course. Students who wish to move down a level may request a change in course level beginning fifteen (15) school days after the start of the course.

Please keep in mind that the master schedule is constructed to best meet the needs of all students. During the course request process, students select preferred and alternate elective courses. After all student course requests have been finalized, elective changes will not be considered. Similarly, lateral or preference-based schedule changes will not be allowed unless there are extenuating circumstances as determined by the principal or designee. All requests for a change in schedule of any type must be requested in writing and signed by parent/guardian.

A student who wishes to propose a change should contact his/her counselor and then discuss the proposed change with his/her parent(s)/guardian(s) and the current teacher. If the student still wishes to proceed with a change after these discussions, the student's counselor will contact that supervisor to request permission to proceed with the request. The supervisor may meet with the student if (s)he feels that a meeting is necessary. If the change is approved, the student should follow the steps listed below:

- Pick up "Request to Withdraw from Class/Change Class Level" form in Guidance.
- Obtain comments and signatures from the current teacher, counselor, and parent/guardian. Students must return forms to the guidance department.
- Obtain signatures on "Drop/Add" form from teacher(s) of class(es) that are being added and dropped.
- Return completed sheet to counselor and pick up new schedule from counselor.
- Start new schedule the next school day.

### **Information Regarding Dropping/Adding Courses:**

- Requests for a change in level (i.e., Algebra II "H" to Algebra II "A") in a full year course will be honored until 10 days after the end of the second marking period.
- Students may add a course to replace a study hall at any time up until 10 days into the first/third marking period in a semester class or 15 days into the first marking period in a full year course.
- Students may not change levels in a full year course after the final day of the second marking period.
- Requests to withdraw from a full year class will be considered starting at the end of the first marking period up until ten (10) days after the end of the first marking period.
- Requests to withdraw from a semester class will be considered up until ten (10) days after the end of the first and/or third marking period.
- Students who drop a class within the prescribed time frame will have all record of the class expunged from their permanent record and have no impact on the GPA.
- Students who drop a class after this time will be issued a grade of "W" and any cumulative grade earned (WA, WB, WC, WD WF) to that point.
- No partial credit will be given for semester or full-year classes if a student withdraws prior to the end of the course.

## **The Scheduling Process F.A.Q.**

Here are some of the most frequently asked questions about our course selection and schedule change process. Please see your school counselor if you need help at any time.

### **Should I follow the recommendation of my teacher for course placement?**

Your teacher knows your academic skills best, and his or her recommendation is usually right on! Please speak to your teacher s to help you make the best and most appropriate choices.

### **Can I change the order of my classes if I don't like the way the final schedule came out?**

We make every effort to provide students with the ideal schedule. We do our best to get everything you need even if it isn't in the order or with the teacher you might prefer. Please understand that the counselor is not able to consider any requests for preferential, lateral, or any other type of schedule customization. Convenience changes such as moving a study to the beginning or end of the day will not be honored.

### **Is there any way to drop or change a class after April 8, 2016?**

Yes, if there is a dramatic and documented academic problem you may appeal in writing to the Assistant Principal to adjust your program. This is a rare occurrence that is typically teacher-generated based on radical change in student performance. Remember to use the resources available to you during the scheduling season; everyone wants to help you to make good decisions.

### **Will I get all the classes I requested on my schedule?**

Probably not; that is why you must take great care in working with your counselor, teachers, and parents to prioritize your course requests and be ready to make choices when necessary.- You will be asked to select multiple alternative courses at the time of course selection and if one of your primary selections doesn't run or if there is an irresolvable conflict, we will attempt to schedule one of your alternative selections.

### **Can I delete a class if I decide I want a study hall?**

Too many changes disrupt the school's program; we are unable to accommodate the potentially large number of students leaving or entering classes. Our master schedule is built with care just for you, so we must ask that you see a class through to its conclusion. Counselors and teachers are always available to help you navigate through potential problems.

### **If I took a study hall and want an additional class, can I add one?**

Yes, any time up through the first 10 days of school, provided there is room in the class.

### **What if I feel overwhelmed by the course load I took?**

Your counselor and teacher will work together to help you become a more effective time manager by giving you strategies for success. If there is a documented extreme academic need you may be advised to change a course level. Everyone at BHS is committed to helping you find a solution to your concern(s). Dropping a class is the last possible alternative after all options have been exhausted. Please research all courses very carefully and consider all of the activities, work, and other demands on your time when your course selections are made.

## Definition of Academic Levels

Bernards High School offers classroom instruction on various levels with different academic expectations. Students are grouped by level in English, Mathematics, Science, World Languages and Social Studies classes. Instructional levels are assigned on the basis of a teacher input form/recommendation, academic record, standardized test scores, and student motivation.

Student progress is monitored throughout the year so that adjustments in level placements may be made when academically appropriate and if space is available. If a level adjustment is made during the school year, the grades and absences earned in the previous course level are carried over to the new level.

The academic level categories are as follows:

**Academic:** Courses with the core academic curriculum for all levels.

**Accelerated (A):** College preparatory courses that have a high academic demand and requirements. This course of study will challenge students and prepare them well as they pursue a post-secondary education.

**Honors (H):** Honors courses require a high level of academic maturity, interest, ability, intellectual curiosity, and the ability to study and work independently. The pace is rigorous and enrollment is selective.

**Advanced Placement (AP):** Advanced Placement is the most academically demanding course level possible. Successful completion of the course may lead to college credit. Enrollment is highly selective and honors credit is earned. Students are strongly encouraged and expected to take the AP exams in May.

### **Honors and Advanced Placement Courses**

Honors and/or AP courses are available in specified courses in English, Mathematics, Science, Social Studies, Visual Arts, and World Languages. These courses offer enrichment both in scope and exploration of material presented. Students who wish to request one or more of these very demanding and rigorous courses of study should read the following list of characteristics to ensure there is a clear understanding of what is required in each of the program's courses.

- Students perform well on comprehensive exams.
- Students complete all assigned homework on time.
- Students independently manage multiple, concurrent and long-term projects.
- Students have the necessary skills for independently organizing collaborative group tasks.
- Students meet with the teacher individually for assistance and/ or enrichment when appropriate.
- Students reason analytically, deductively & inductively in order to synthesize & evaluate information & data.
- Students have demonstrated outstanding analytic and graphing calculator skills as well as the ability to express mathematical ideas clearly and concisely, using exact and appropriate mathematical language and notation.
- Students are able to read 20-30 pages of text as a one night homework assignment.
- Students earn scores of 85% or higher on quizzes on reading assignments.
- Students write multiple drafts of papers, lab reports and other assignments before submitting the document for final assessment

### **Statement of Students' Rights and Responsibilities**

Regarding Honors and/or Advanced Placement Courses:

Students Have The Right To:

- Full information relative to the policies and procedures concerning Honors and/or AP courses.
- Petition for any Honors and/or AP course for which they meet the prerequisites.
- Request a conference with appropriate school officials if denied admission to Honors and/or AP courses.

Students Have The Responsibility To:

- File a waiver for each Honors and/or AP course to which they seek entry. This applies only to students who are petitioning to move up to an Honors and/or AP course, and who fail to meet recommended minimums.
- Be aware of all policies, deadlines, and procedures regarding the Honors and/or AP course.

### **Statement of District's Rights and Responsibilities**

Regarding admission to Honors and/or Advanced Placement Courses:

The District Has The Right To:

- Establish the criteria, procedures, and deadlines for Honors and/or AP courses.
- Delete an Honors and/or AP course if an insufficient number of students are eligible and/ or interested.
- Review a student's placement.

The District Has The Responsibility To:

- Utilize instructional approaches and curricular materials that provide stimulation through enrichment and acceleration.
- Provide students greater opportunities for in-depth studies that lead to discovery.
- Meet all deadlines.
- Notify students and/or parents when an Honors and/or AP course has been deleted due to insufficient enrollment or eligibility.

## 9<sup>th</sup> Grade Honors Courses

Ninth grade honors courses are available in English, Mathematics, Science, and World History. Please refer to the Application for Advanced Study (available in the back of the Program of Studies) to determine if you are required to submit an application. The information provided in the completed Application for Advanced Study will be reviewed and a decision for acceptance into the 9<sup>th</sup> Grade Honors courses will be made.

### Honors Application Timeline

All Applications for Advanced Study must be submitted to the Guidance Office by **February 19, 2016**. Students will be informed of the results of their application by **March 4, 2016**. If a student does not meet the grade requirements for an Honors class, and does not receive a favorable review from the Application Committee, but is still interested in taking the class, he/ she may complete a waiver form. All Waiver forms are due by **March 11, 2016**.

### 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grade Honors and Advanced Placement Courses

Students who are already enrolled in an Honors and/ or AP course will remain in or be removed from their current programs based upon the following considerations:

- Students currently in an Honors level course who maintain an average of "B-" or higher in the 1<sup>st</sup> and 2<sup>nd</sup> marking periods are permitted to remain in their respective higher level course for the following year. *For example, a student with a "B-" average after marking periods 1 and 2 in English II Honors may continue to English III Honors without a waiver. However, to advance into AP English III, the student must have a "B+ or above" average in the 1<sup>st</sup> and 2<sup>nd</sup> marking period and in his/her Honors class, or complete the waiver.* Students are expected to maintain their level of performance during marking periods 3 and 4.
- Students currently in an Honors level course who have an average grade of "C+", "C", or "C-" after the first two marking periods are required to complete a waiver to "re-enter" the next Honors level course, if there is room. *For example, a student who earns a "C+" average in Honors must submit a waiver into the next year's Honors/AP course.*
- Students currently in an Honors level course who earn an average of D+, D, D- or F after the first two marking periods are precluded from the opportunity to waiver for any higher-level program in that subject area.
- Students currently in an A-level course who maintain an average of "B+" or higher in the 1<sup>st</sup> and 2<sup>nd</sup> marking periods are permitted to request placement in an Honors level course for the following year. *For example, a student with a "A-" average after marking periods 1 and 2 in English II (A) may move to English III Honors without a waiver. However, to advance into AP English III, the student must have an "A or above" average in his/her class. If a student cannot meet this minimum standard, then (s)he must complete a waiver form to gain entrance, provided there is room in the class.* Students are expected to maintain their level of performance during marking periods 3 and 4.

### **Important Date:**

**If a student does not qualify academically for an AP/Honors class, but is still interested in taking the class the class, (s)he may complete a waiver form and submit it by March 11, 2016.**

# Graduation Requirements

The Somerset Hills School District Board of Education will recognize the successful completion of the secondary school instructional program by the award of a state-endorsed diploma certifying the pupil has met all state and local requirements for high school graduation. The Board will annually certify to the Executive County Superintendent each pupil who has been awarded a diploma has met the requirements for graduation.

## Curriculum Requirements

To earn a New Jersey-endorsed high school diploma from Bernards High School, a pupil must fulfill the following minimum requirements, which are designed to meet all of the New Jersey Core Curriculum Content Standards including at least one of the following options:

The class of 2016 will have the opportunity to fulfill New Jersey graduation requirements through the PARCC exam or a variety of other options. Please contact a guidance counselor or administrator for up-to-date information on graduation requirements. The Biology End-of-Course (EOC) Assessment will be administered to all students in May of the year in which they take their first high school biology course.

- Successfully complete a minimum of 121 credits in high school and/or receive the recommendation of the High School principal.
- Successfully complete the minimum course requirements as defined by the Somerset Hills Board of Education (see below):
- Four years (20 credits) of Language Arts Literacy, one year (5 credits) in each grade 9-12 (English electives do not satisfy the requirement)
- Three years (15 credits) of Mathematics including Algebra I, Geometry and a third year of math that builds upon these courses (Math electives do not satisfy the requirement)
- Three years (15 credits) of Social Studies including one year (5 credits) of World History and two years (10 credits) of United States History including New Jersey history and civics
- At least fifteen credits (three years) in science, including at least five credits in laboratory biology/life science or the content equivalent; including one additional laboratory/inquiry-based science course which shall include chemistry, environmental science, or physics; and, effective with the 2012-2013 9<sup>th</sup> grade class, including one additional laboratory/inquiry-based science course
- One year (5 credits) of Physical Education and Health/Safety (must include Life Skills I, Auto Safety, First Aid, and LifeSkills II) for each year of enrollment in a public high school in New Jersey. For pupils who are scheduled for a 6 -credit science with a lab, the credit for Physical Education and Health/Safety will be adjusted to a total of 4 credits
- One year (5 credits) of World Language
- One semester (2.5 credits) of economics and financial literacy
- One quarter credit per year (10 hours per year) of Service Learning
- One year (5 credits) in the Visual & Performing Arts
- One year (5 credits) in 21<sup>st</sup> Century Life & Careers
  - One semester (2.5 credits) of Technology & Research (T&R) is required, along with
  - One semester (2.5 credits) of another appropriate elective
- Technological literacy, consistent with the Core Curriculum Content Standards, integrated throughout the curriculum through infusion

**These courses meet the Visual & Performing Arts Requirements:**

Art I (semester)	AP Studio Art 2-D; AP Studio Art 3-D
Art II	Orchestra
Advanced Art (A)/(H)	Concert Band
Photoshop (semester)	Jazz Ensemble (H) *
Digital Photography (semester)	Music Theory and Musicianship I (semester)
Digital Imaging (semester)	Music Theory and Musicianship II (semester)
Photo Workshop	Music Technology I (semester)
AP Studio Art	Music Technology II (semester)
Chorus	Theatre Arts I (semester)
Concert Choir	Theatre Arts II (semester)
Madrigals (H)*	Acting Troupe

**These courses meet the 21<sup>st</sup> Century Life & Careers Requirements:**

Architectural Drafting	Multimedia Technology 2
Engineering and Problem Solving (semester)	Multimedia Technology 3
Engineering II	Multimedia Technology 4
Technology & Research (semester) (Required)	Introduction to Woodworking (semester)
Multimedia Technology 1 (semester)	Advanced Wood Processes (semester)
Web Page Design (semester)	Machine Woods (semester)
Leadership Development & College Readiness (semester)	Cabinetmaking and Manufacturing
AP Computer Principles	AP Computer Science

### Minimum Scheduling Requirements per Year

The minimum number of course periods per day/maximum number of study hall periods per week into which a student must be scheduled is as follows:

Grade	Min# per day	Maximum # per week
Freshmen	7 courses	5 study hall periods
Sophomores	7 courses	9 study hall periods (including PE exemption)
Juniors	7 courses	9 study hall periods (including PE exemption)
Seniors	6 courses	10 study hall periods (including PE exemption)

### Determining Credit Value

Courses that meet for one period each day, five days per week, for the entire year have a value of five (5) credits. Courses that meet for one period each day, five days per week, for one semester have a value of two and one-half (2.5) credits.

### Transfer/New Students to BHS

Bernards High School reserves the right to administer final exams to students for the purpose of placement and/or acceptance of course credit. Such a test might well prove invaluable to assess prerequisite skills. Students new to BHS may receive credit toward graduation for courses taken in accredited high schools outside the school district. However, only courses taken at Bernards High School will be used to calculate the student's GPA. Courses taken at Somerset County Vocational Technical School will be counted in the student GPA. In each high school graduating class, the pupil who has earned the highest grade point average shall be named valedictorian and the pupil who has earned the next highest grade point average shall be named salutatorian provided that any pupil so named shall have been enrolled in this district for at least three (3) years immediately prior to high school graduation. Students recognized as being in the Top 20 members of his/her graduating class must also have been enrolled in this district for at least three years immediately prior to high school graduation.

### Summer School Procedures and Approval Form

Summer School Procedures and Approval Forms for course review and advancement are available online at [www.shsd.org](http://www.shsd.org).

### Credit Eligibility to Participate in Athletics and Activities

An exceptionally high percentage of the student body is involved in some aspect of the co-curricular program. We strongly believe in the value of these programs as part of the overall education of our students. State and local regulations governing interscholastic and/or other school activities are as follows:

- To be eligible the first semester of a given year, a student must, in addition to other eligibility criteria, have earned at least 30 credits during the immediately preceding school year.
- To be eligible during the second semester of a given year, a student must, in addition to other eligibility criteria, have earned the equivalent of at least 15 credits during the immediately preceding semester. Therefore, dropping a course may result in failure to earn sufficient credits for participation in school sports or activities.

### Students Planning to Participate in College Athletics

High school students who plan to participate in Division I or Division II athletics as college freshmen must be certified by the NCAA. Such students should start the NCAA **Eligibility Center** certification process with the counselor at the end of the junior year in high school. For more information on NCAA eligibility requirements, contact your counselor, athletic director and/or visit the athletics page of the SHSD website.

## 9<sup>th</sup> GRADE ELECTIVE OPTIONS

<b>9<sup>th</sup> Grade Electives to satisfy 5-credit 21<sup>st</sup> Century Life &amp; Careers Graduation Requirement</b>	<b>9<sup>th</sup> Grade Electives to satisfy 5-credit Visual &amp; Performing Arts Graduation Requirement</b>	<b>Other 9<sup>th</sup> Grade Electives</b>
<p>Multimedia Technology 1 (2.5 credits)</p> <p>Introduction to Woodworking (2.5 credits)</p> <p>Advanced Wood Processes (2.5 credits)</p> <p>Machine Woods (2.5 credits)</p> <p>Engineering and Problem Solving (5 credits)</p> <p>Webpage Design (2.5 credits)</p>	<p>Photoshop (2.5 credits)</p> <p>Digital Photography (2.5 credits)</p> <p>Art I (2.5 credits)</p> <p>Chorus (5 credits)</p> <p>Concert Choir (5 credits)</p> <p>*Madrigals (H) (5 credits)</p> <p>Orchestra (5 credits)</p> <p>Concert Band (5 credits)</p> <p>*Jazz Ensemble (H) (5 credits)</p> <p>Music Theory and Musicianship I (2.5 credits)</p> <p>Music Theory and Musicianship II (2.5 credits)</p> <p>Music Tech I (2.5 credits)</p> <p>Music Tech II (2.5 credits)</p> <p>Theatre Arts I (2.5 credits)</p> <p>Theatre Arts II (2.5 credits)</p> <p><i>*These courses require an audition</i></p> <p><i>Please refer to the course descriptions in this book for further clarification.</i></p>	<p>Comparative World Religions (A) (2.5 credits)</p> <p>Creative Writing (2.5 credits)</p> <p>Introduction to Journalism (2.5 credits)</p> <p>Techniques of Writing (2.5 credits)</p> <p>Public Speaking (2.5 credits)</p> <p>Debate (2.5 credits)</p>

## ENGLISH

### Four-Year Course Sequences

Grade 9	Grade 10	Grade 11	Grade 12
English I (A)	English II (A)	English III (A)	English IV English IV (A)
English I (H)	English II (H)	English III (H) AP English III	English IV (H) AP English IV
ESL English	ESL English	ESL English	English IV
Intro to Journalism*	Introduction to Journalism* Advanced Journalism*	Introduction to Journalism* Advanced Journalism* Publications*	Advanced Journalism* Publications*
Creative Writing* Public Speaking* Debate* Techniques of Writing*	Creative Writing* Public Speaking* Debate* Test Preparation* Techniques of Writing*	Creative Writing* Public Speaking* Debate* Test Preparation*	Creative Writing* Public Speaking* Debate* Test Preparation*

*\*English Electives - These courses do not fulfill graduation requirements.*

**The academic level categories are as follows:**

Academic: Courses with the core academic curriculum for all levels.

Accelerated (A): College preparatory courses that have a high academic demand and requirements. This course of study will challenge students and prepare them well as they pursue a post-secondary education.

Honors (H): Honors courses require a high level of academic maturity, interest, ability, intellectual curiosity, and the ability to study and work independently. The pace is rigorous and enrollment is selective.

Advanced Placement (AP): Advanced Placement is the most academically demanding course level possible. Successful completion of the course may lead to college credit. Enrollment is highly selective and honors credit is earned. Students are strongly encouraged and expected to take the AP exams in May.

## Course Offerings in ENGLISH

The Bernards High School English program consists of a four-year study sequence designed to enhance and enrich students' writing, reading, viewing, speaking, and listening skills. The curriculum offers an opportunity for students to develop their language potential and an understanding of its power in courses that are challenging but commensurate with their abilities. All English courses emphasize the acquisition and development of the skills of reading, discussion and oral presentation, as well as mastery of the various forms, modes, and strategies of written composition. From the richness of ideas explored in the study of literature, students can recognize and empathize with a variety of human experiences and gain an understanding of the enduring power of the human mind and spirit. Each course, regardless of ability level, is designed to prepare students with the skills and competencies needed for success in college, career and life by the time they graduate from high school. To support students' development of skills associated with language and literature, the department maintains an open-door policy for students who need extra help both during and after school. Four years of the English sequence and successful completion of the Senior English portfolio/project are required for graduation.

### **ENGLISH I (A)**

Credits: 5.0

03212

Grade 9

Year

Prerequisite: None

A full-year course, in which students will receive extensive instruction in reading, writing, vocabulary development, oral speaking, and traditional grammar including parts of speech, functions of words in sentences, correct punctuation, and proper usage. The reading curriculum focuses upon the various genres, and students are exposed to plays, short stories, nonfiction, fiction, and poetry, some of which are considered to be among the "literary classics." The writing curriculum will emphasize developing and refining students' writing. Students also will give two oral presentations during the year, and their vocabulary will be enhanced by the utilization of a vocabulary textbook as well as the instructor's selection of vocabulary words from the assigned readings.

### **ENGLISH I (H)**

Credits: 5.0

03213

Grade: 9

Year

Prerequisite: None

English I (H) is a first year honors-level program in English for students who already have a solid understanding of the grammar of the English language. Students will receive extensive instruction in reading analysis, writing of the full -length essay, vocabulary development, and oral speaking. The reading curriculum focuses upon the various genres, and students are exposed to plays, short stories, nonfiction, fiction, and poetry, some of which are considered to be among the "literary classics." The writing curriculum will introduce and emphasize analytical thinking, the expository form, narratives, argumentative and persuasive writing. Students also will focus on public speaking techniques, and they will give at least two oral presentations during the year.

### **TECHNIQUES OF WRITING**

Credit 2.5

03255

Grades: 9-10

Semester

Prerequisite: Students will be placed in this class based on standardized test scores scores and 1<sup>st</sup> semester English grades.

This course will emphasize expository writing (e.g., paragraphs, essays). Students practice all stages of the writing process and refine their revising and editing skills (e.g., grammar, usage, punctuation, sentence structure, word choice). Students read and comment on published essays for attitude/voice and figurative language. SAT Question of the Day and Writing section questions are discussed. In a workshop setting, each student addresses individual writing problems. This course will be an intensive introduction to the academic skills necessary at BHS. The course will focus on analyzing literature, developing written arguments about a topic and providing evidence to support ideas using a variety of texts. The smaller class size allows for regular individualized instruction. *This course does not meet the English requirement.*

**ENGLISH II (A)** Credits: 5.0 03222  
Grade: 10 Year

English II (A) is a full-year course in which students will receive extensive instruction in reading, writing, vocabulary development, and speaking. Students will read primarily American literature with emphasis placed upon increasing their analytical skills as well as acquiring a further appreciation for and knowledge of contemporary American literature. There will be an emphasis placed on informational texts in the form of speeches, nonfiction works, and newspaper articles. At least two oral presentations and one vocabulary workshop text will be completed by the end of the year.

**ENGLISH II (H)** Credits: 5.0 03213  
Grade: 10 Year

Prerequisite: Successful completion of English I...*recommended for students with a final grade of B+ or above in English I (A), or completion of English I (H) with a final grade of B or above.*

English II (H) is a course for students with superior verbal skills who demonstrate a solid understanding of the English language. Students will examine masterpieces of American literature whereby they will be asked to think and analyze critically the words of the authors, playwrights, and poets. Students will be encouraged to express their thoughts using both the written and spoken word. They will collaborate by sharing ideas, examples, and insights in informal conversation and discussion. The writing curriculum will demand that the students will continue to write in an in depth, organized manner, utilizing the various organizational formats. Correctness of expression also will be reinforced. There will be an emphasis placed on informational texts in the form of speeches, nonfiction works, and newspaper articles. At least two oral presentations will be given as students' speaking techniques will be enhanced and refined.

**ENGLISH III (A)** Credits: 5.0 03232  
Grade: 11 Year  
Prerequisite: Successful completion of English II (any level)

English III (A) is a full-year course in which students will continue to improve their language arts skills - reading with a continuing awareness and expertise; writing with correctness, clarity, and sophistication; speaking with preciseness, intelligence, and accuracy. The literature to be read will be primarily English literature along with short story and poetry units. The writing curriculum includes the writing of the full-length expository essay and the literary analysis essay.

**ENGLISH III (H)** Credits: 5.0 03233  
Grade: 11 Year

Prerequisite: Successful completion of English II...*recommended for students with a final grade of B+ or above in English II (A), or completion of English II (H) with a final grade of B or above.*

English III (H) is a course for students with superior verbal and analytic skills. Students will examine masterpieces of British literature. Using the literature read, students will be encouraged to engage in intensive and extensive analysis of the readings. They will be required to articulate their insights using both the spoken and written word. Additional reading and/or research may be assigned so that the discussions might be even further enhanced. The writing curriculum will include the developmental in-depth exposition, narration, the college application essay and persuasion. Formal and informal oral presentations will be required.

**AP ENGLISH III - LANGUAGE AND COMPOSITION**

03238

Grade: 11

Credits: 5.0

Year

Prerequisite: Completion of English II (A) with a final grade of A or above, or completion of English II (H) with a final grade of B+ or above.

This class is designed for motivated juniors who are willing to undertake the challenge of college-level language and composition study. In addition to affording a learning experience comparable to that of an introductory college composition course, the class will require students to read and analyze major works of literature, primarily of British authorship, and a wide range of non-fiction writing. Students will strive to understand the many purposes of language, its power, and the numerous ways in which it may achieve its purposes. Primarily, students will develop their critical thinking, reading, and writing skills as they tackle significant literary works, essays, poems, and documents requiring careful consideration and mature thought. This course emphasizes how writers convey their messages/themes, at least as much as it deals with what those themes/messages are. As a result, students will become aware of, and proficient in the use of, the writing process, rhetorical modes, and rhetorical devices. In addition, students will use the many non-fiction readings as models to perfect their own writing. By the end of the course, students will be able to read sophisticated texts representing a variety of disciplines and write such texts – in preparation for productive college study and career success. Those who elect this class must be prepared to meet its rigorous academic standards and demands as of a significant reading load, frequent analytical writing assignments, oral presentations, group projects, and rigorous AP exam preparation. It is expected that students in this class will possess the motivation and maturity for sophisticated independent study and will contribute regularly to productive interaction in a seminar setting.

**ENGLISH IV**

Credits: 5.0

Grade: 12

Prerequisite: Successful completion of English III (any level)

Year

In this course, students continue developing a working knowledge of all facets of the English language, as well as experiencing practical applications of their language arts skills in a classroom setting. Primary focus will be placed on enhancing their speaking, listening, writing, and reading abilities. Students will participate in Reader's Workshop, a groundbreaking approach to literary study for which students use an extensive classroom and school library to choose their own texts for independent reading. In addition, students will focus intensely on writing styles and tasks for college and career settings. The course also will teach students to prepare all the necessary documents related to obtaining a job or applying to college, as well as exposing them to advantageous interviewing techniques.

**ENGLISH IV (A)**

Credits: 5.0

03241

Grade: 12

Year

Prerequisite: Successful completion of English III (any level)

English IV (A) is a full-year course in which students will continue to hone their language arts skills. Students will experience several genres of text through an increasingly independent and sophisticated means of study. They will continue to develop their expertise with regard to written forms of communication, writing with correctness, clarity, and sophistication; speaking with preciseness, intelligence, and accuracy.

## AP ENGLISH LITERATURE AND COMPOSITION

03244

Grade: 12

Credits:5.0

Year

Prerequisite: Completion of English III (A) with a final grade of A or above, or completion of English III (H) with a final grade of B or above, or completion of AP English III with a B- or above.

The AP English IV- Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through a careful, intensive study of representative works from various genres and periods, the student will build a basis from which to analyze maturely in both oral and written form. With that in mind, evidence of extensive annotation is expected with each reading assignment. The college composition course that this is intended to parallel is one of the most varied in the curriculum. As in the college course, the purpose of the AP Literature and Composition course is to enable students to read complex texts with understanding and to write prose that is rich enough and complex enough for mature readers. Since all students are encouraged to sit for the AP English Literature and Composition Exam in May, test preparation will be woven into the program. Each unit will incorporate assessments and activities to strengthen the skills needed for fulfilling interaction with and resultant persuasive analysis of the literature. All students will be required to complete successfully the Senior Portfolio, which is a graduation requirement.

## ENGLISH IV (H)

Grade: 12

Credits: 2.5

Sem.

Prerequisite: Successful completion of English III ...*recommended for students with a final grade of B- or above in English III (A), or completion of English III (H) or AP English III.*

The Senior Honors English courses provide students with an opportunity to continue developing their writing skills, while allowing students to choose different concentrations for the reading selections. **Each student will have to select, and pass, one English course for each semester of senior year.** Students may take additional courses (as electives, if space is available), but must pass a 1<sup>st</sup> semester English offering and a 2<sup>nd</sup> semester English offering. In each of these options, the analysis of literature, both written and oral, will emphasize the stylistic aspects of the works. The students will write critical reaction essays, literary analysis essays, and personal essays. Emphasis is placed on students' refinement of their listening and critical thinking skills and then developing a verbal or written expression of those thoughts in an articulate, sophisticated fashion. Highly critical evaluation, additional writing assignments, and sophisticated analytical discussions are demanded.

### Honors Options:

#### **SOCIAL ISSUES in LITERATURE**

03271

Writers from Sophocles to Swift, Twain to Vonnegut, have satirized the “inhumanity” of human social and political institutions and have championed unpopular causes. This course investigates the literature of social criticism and political protest, including literary genres such as current nonfiction books, fiction and poetry. There is also an emphasis on reading current day informational text through newspaper, magazine articles, speeches, surveys, reports and charts. Students will also view modern social issues through media such as Ted Talks, TV shows, podcasts, documentaries and movies. Students will examine the experiences of those who seek to expose and perhaps improve the human condition through these various avenues. The focal points of the class will be issues specifically related to technology, education, gender, class, age and war.

### **LITERATURE of the MIND**

03272

This course integrates the study of psychology and literature by exploring the psychological theories of such figures as Freud, Jung, Maslow, Perls, Rogers, Allport, Skinner, Horney and Fromm to help the student interpret and analyze literary texts which range from ancient to contemporary, and which represent such genres as the novel, drama, essay, poetry, short story and film. Students will learn to recognize and understand the psychological dynamics, which impact relationships as well as the archetypes, which make literary characters tick. Greater sensitivity to others and enhanced self-awareness is the overriding objective. Students will better understanding the mysteries of the human psyche and personality development by approaching literature from a psychological perspective. In other words, characters in literature are studied as “case examples” in which the psychological dimensions of their conflicts are examined. Topics include creativity and madness, repression and culture, and dreams and fairy tales. Class discussion will be based on readings and personal reflection. Drawing on their study of Freud and Jung, students also will keep a journal as a way to see and begin to understand the patterns developing in their lives.

### **MULTICULTURAL LITERATURE**

This course will engage students in a comparative study of literature from Africa, Asia, Europe, and Latin America. Global Voices explores multicultural literature and engages students in discussion, critical thinking, writing, and creative expression. While literary criticism and definition are typical composition modes for this class, writing in the course also includes non-fiction narratives specifically the college essay, as well as proposal issues, and evaluation essays of the student’s choice. By expanding their cultural boundaries, students will embrace diversity and challenge prejudice, while recognizing their role as global citizens. Students will be asked to explore connections to parts of the world; authors may include Coetzee, Fugard, Marquez, Chien, and Lahiri.

### **CONTEMPORARY NON-FICTION**

03274

In this course, students experience an entry-level college composition course that is designed to improve their critical reading and analytic writing. The texts used will fall under the thematic units of: “The Search for Understanding: How environment, interest, and science shape individuals and influence discovery fields of business and economics, sports, and politics” & “Truth and Consequences: The world of government, history, and political intrigue.” Texts may include such non-fiction works as *The Other Wes Moore*, *Half a Life*, *The Immortal Life of Henrietta Lacks*, *Open*, *Zeitoun*, *Killing Lincoln* and *Seal Team Six*, as well as modern and contemporary essays and speeches. By examining texts closely, students learn to read with a writer’s eye and write with a reader’s ear. Writing assignments range from the analytic and expository to the narrative and creative. The students will be introduced to contemporary life stories and important figures and developments in recent history. This semester course is meant to further analysis and writing developed throughout the first three years at BHS, but through a contemporary non-fiction lens. Students will learn about the rhetorical modes and strategies used by non-fiction authors, focusing more on the “how” of writing as it pertains to a piece’s tone and theme. Works read will also further enhance students’ knowledge in regards to various aspects of life particularly those relating to how we are affected by our society, personal interest, science, and government/politics.

### **SCIENCE FICTION and the IMAGINATION**

03270

This course will engage students in speculative fiction, specifically science fiction and fantasy. Students will step into the world of the imagination, encountering artificial intelligence, space and time travel, alternate universes, and utopic/dystopic societies. Students will learn the history of the genre and chart its evolution, as well as study the impact of technology on science fiction. Writing assignments will include journaling, creative pieces, and a culminating literary analysis on a chosen work. Among the titles for this course are: *The Hitchhiker’s Guide to the Galaxy*; *Ender’s Game*; *The Princess Bride*, *American Gods*; *I, Robot*; *Slaughterhouse-Five*; and *World War Z*.

**CREATIVE WRITING**

Credits: 2.5

03250

Grades: 9-12

Semester

Prerequisites: None

This course is designed for students who wish to develop their writing skills. Students will express themselves through original poems, short stories, plays, non-fiction, journals, and expository writing. Topics will come from a variety of assignments, as well as from students' own experiences and sensory impressions. Students will read and discuss literary models, utilize peer review, conference with the instructor and share final products with the class. In addition, students will learn the terms and devices used in improving their writing craft. Students will submit writings to *The Pinnacle*, the high school art and literary magazine. *This elective course does not fulfill the English requirement.*

**INTRODUCTION TO JOURNALISM**

Credits: 2.5

03263

Grades: 9-11

Semester

Prerequisites: None

This is a semester course open to all interested students. Journalism is designed as an introductory course to print journalism. The fundamentals of journalistic writing and newspaper production will be introduced. Students will learn to write in a variety of forms and voices; students will explore the following types of writing: leads, headlines, captions, news briefs, features, editorial/opinion, sports, reviews, survey analysis, news articles, personal profiles, and many others; students will learn and use appropriate grammar, spelling, and mechanics in writing; students will use critical and creative thinking, logic, problem solving, and cooperative group skills. Reading and analysis of the *New York Times* supplement the text. *This elective course does not fulfill the English requirement.*

**ADVANCED JOURNALISM**

Credits: 2.5

03260

Grades: 10-12

Semester

Prerequisites: B- or higher in Introduction to Journalism

This is a yearlong course open to all students who have completed Intro to Journalism successfully. Students will expand upon and utilize knowledge from Intro to Journalism and apply it to the production and distribution of the student newspaper, *The Crimson*. The students will be responsible for writing: leads, headlines, captions, news briefs, features, editorial/opinion, sports, reviews, survey analysis, news articles, and personal profiles. Students also will be responsible for page layout, editing of articles, and production. *This elective course does not fulfill the English requirement.*

**PUBLICATIONS**

Credits: 5.0

03256

Grades: 11-12

Year

Prerequisites: Successful completion of Introduction to Journalism; permission of the English supervisor.

This is a full-year course designed for editors of the school newspaper, literary magazine, and yearbook, allowing them to work on these publications with the support of a journalism teacher. The editors conduct meetings to make story assignments, design the paper/yearbook, report and write stories, edit stories, conduct public relations campaigns, and meet with other student organization leaders. This course also offers opportunities for further exploration of issues presented in the Advanced Journalism course and for meetings with the publication sponsor. Editors should expect to spend several hours a week after school working on these publications. *This elective course does not meet the English requirement.*

**PUBLIC SPEAKING**

Credits: 2.5

03248

Grades: 9-12

Semester

Prerequisites: None

By familiarizing students with how to organize and deliver differing types of conventional public speeches, this course aims to increase student confidence, build student poise, and teach the student how to be an interesting and effective public speaker. In addition to establishing correct standards of good speech, the course focuses on listening excellence, group speaking situations, principles of interpersonal communication, appropriate use of body language, and principles of delivery and critiquing. Students will be required to speak in front of large groups in order to receive credit for this course. *This elective course does not fulfill the English requirement.*

**DEBATE (A)**

Credits: 2.5

03253

Grades: 9-12

Semester

Prerequisites: None

This semester-long course will act as a “sibling” to the Public Speaking course; students can take either or both. With the increased role of oral presentations in the Common Core, this course provides more opportunities to our students. The experiential and performance-based approach will focus on Public-Forum Debate – a two-person team event whereby students argue both sides of controversial national issues. Specifically, students will work collaboratively and learn and adhere to the rules of this style of debating. They will develop logic and reasoning skills through depth of analysis and case development. Students will utilize research and evidence, present a clash of ideas in a rebuttal; effectively listen and communicate ideas with clarity, organization, eloquence and professional decorum. *This elective course does not fulfill the English requirement.*

**TEST PREPARATION**

Credits: 2.5

03247

Grades: 10-11

Semester

Prerequisites: None

This elective course targets math and verbal SAT/ACT preparation for those students who are planning to take these tests. It is designed to increase student awareness of important test-taking strategies, and more importantly, to enhance higher order problem solving and thinking skills. One marking period will be devoted to verbal skills and one to math skills. *This elective course does not fulfill the English requirement.*

**BEGINNING ENGLISH ESL**

Credits: 5.0

03209

Grades: 9-12

Year

Prerequisites: Teacher Recommendation

Beginning English ESL is a full-year course in which students with limited English proficiency will receive instruction in reading, writing, speaking, vocabulary development, and study skills. Students will read and respond orally and in writing to various forms of literature, including novels, short stories, newspaper and magazine articles, nonfiction, and poetry.

**INTERMEDIATE ENGLISH ESL**

Credits: 5.0

03210

Grades: 9-12

Year

Prerequisites: Teacher Recommendation

Intermediate English ESL is a full-year course in which students with limited English proficiency will receive instruction in reading, writing, speaking, vocabulary development and study skills. Students will read and respond orally and in writing to various forms of literature, including novels, short stories, newspaper and magazine articles, nonfiction, and poetry.

## Four Year Course Sequences MATHEMATICS

Grade 9	Grade 10	Grade 11	Grade 12
Algebra I	Geometry	Algebra II Test Preparation*	Math Concepts* Probability & Statistics (A)
Algebra I (A)	Geometry (A) AP Computer Principles*	Algebra II (A) Test Preparation* AP Computer Principles*	Math Concepts* AP Statistics PreCalculus PreCalculus (A) Probability & Statistics (A) AP Computer Principles*
Geometry (A)	Algebra II (A) Test Preparation* AP Computer Principles*	PreCalculus (A) Probability & Statistics (A) Test Preparation* AP Computer Principles* AP Statistics	Probability & Statistics (A) PreCalculus AP Statistics Calculus (H) AP Calculus AB AP Computer Principles* AP Computer Science*
Geometry (H)	Algebra II (H) Test Preparation* AP Computer Principles*	PreCalculus (H) Test Preparation* AP Computer Principles* AP Statistics	Calculus (H) AP Calculus AB AP Calculus BC AP Statistics AP Computer Principles* AP Computer Science*

*\*Mathematics Electives - These courses do not fulfill graduation requirements*

### The academic level categories are as follows:

Academic: Courses with the core academic curriculum for all levels.

Accelerated (A): College preparatory courses that have a high academic demand and requirements. This course of study will challenge students and prepare them well as they pursue a post-secondary education.

Honors (H): Honors courses require a high level of academic maturity, interest, ability, intellectual curiosity, and the ability to study and work independently. The pace is rigorous and enrollment is selective.

Advanced Placement (AP): Advanced Placement is the most academically demanding course level possible. Successful completion of the course may lead to college credit. Enrollment is highly selective and honors credit is earned. Students are strongly encouraged and expected to take the AP exams in May.

## Course Offerings in MATHEMATICS

A significant number of students at BHS elect to take four years of mathematics even though there is only a three-year requirement for graduation. The multitude of math electives offered provides students the opportunity for a complete and thorough mathematics experience. For students seeking a rigorous mathematics program, AP Calculus AB, AP Calculus BC, and AP Statistics are offered.

Because of the personal and professional challenges that will face the BHS graduates, the Mathematics Department encourages all students to keep mathematics in their high school program all four years. Students are strongly encouraged to bring their own graphing calculators to all high school math courses. Students in mathematics courses will be encouraged to participate in local, state and national mathematics competitions.

<b>ALGEBRA I</b>	Credits: 5.0	03436
Grades: 9-12		Year
Prerequisite: None		

This course is designed as a first-year high school algebra course. The topics are derived from the Common Core State Standards and include the real number system, algebraic expressions, equations and inequalities, linear functions, graphing functions, systems of equations and inequalities, exponents, and polynomials. This course will cover essential topics of algebra at an appropriate pace and level of difficulty. The approach to algebra in this course is characterized by visualization of problems, logical reasoning, applying the principles taught in class, completing projects, and employing technology such as graphing calculators and online resources.

<b>ALGEBRA I (A)</b>	Credits: 5.0	03422
Grades: 9-12		Year
Prerequisite: None		

This course is designed as a first-year high school algebra course. The topics are derived from the Common Core State Standards and include the real number system, algebraic expressions, equations and inequalities, linear functions, quadratic functions, polynomial functions, exponential functions, radical functions, systems of equations and inequalities, and probability and statistics. Students will represent quantitative relationships in various ways, distinguish linear, quadratic, and exponential relations, and choose a model to best fit any given data among those relations. The approach to algebra in this course is characterized by utilizing the textbook, extending the lesson, applying the principles taught in class, employing technology such as graphing calculators and online resources, and drawing conclusions based on logical and mathematical reasoning.

<b>GEOMETRY</b>	Credits: 5.0	03425
Grades: 9-12		Year
Prerequisite: Successful completion of Algebra I (any level)		

The course commences with an overview of geometry by using the Common Core State Standards and through elementary concepts and terminology. Emphasis is placed upon the logical structure of the course by introducing various methods of reasoning. Students develop their reasoning powers through the construction of informal proofs dealing with geometric shapes and with hands-on learning opportunities. Transformations will be presented as they apply to translations, reflections, rotations, and glide reflections. Other concepts covered will include similarity, congruence, properties of polygons, the Pythagorean Theorem, properties of circles, perimeter, area, surface area and volume of geometric shapes, basic rules of logic and reasoning, coordinate geometry, units of measurement, and constructions by hand and with the computer.

**GEOMETRY (A)** Credits: 5.0 03432  
Grades: 9-12 Year  
Prerequisite: Successful completion of Algebra I (any level)

The course commences with an overview of geometry by using the Common Core State Standards and through elementary concepts and terminology. Emphasis is placed upon the logical structure of the course by introducing various methods of reasoning. Students develop their reasoning powers through the construction of informal proofs dealing with geometric shapes and with hands-on learning opportunities. Transformations will be presented as they apply to translations, reflections, rotations, and glide reflections. Other concepts covered will include similarity, congruence, properties of polygons, the Pythagorean Theorem, properties of circles, perimeter, area, surface area and volume of geometric shapes, basic rules of logic and reasoning, coordinate geometry, units of measurement, and constructions by hand and with the computer.

**GEOMETRY (H)** Credits: 5.0 03433  
Grades: 9-12 Year  
Prerequisite: Successful completion of Algebra I (any level)

The power and practice of deductive reasoning is stressed in this course. The analytical approach to problem solving and the importance of technique and structure will undergird all the work to be mastered by students who possess an excellent foundation in algebra. The course content is similar to the content listed for the Geometry (A) course but the pace and level of the work will be accelerated and extremely challenging. More time is dedicated to proofs, advanced problem solving, using Geometer's Sketch Pad in the computer lab and basic trigonometric relationships to solve right triangle problems.

**ALGEBRA II** Credits: 5.0 03428  
Grades: 9-12 Year  
Prerequisite: Successful completion of Algebra I (any level)

This course is a natural extension and enrichment of the Algebra I curriculum. Topics in this course are derived from the Common Core State Standards and include absolute value and polynomial functions, the complex number system, exponential and logarithmic functions, rational functions, arithmetic and geometric sequences and series, probability and statistics, data analysis, interpretation and conclusions, factoring, inverse functions, trigonometric functions as applied to right triangles and their graphs, radian measure, and the unit circle. Students will be encouraged to solve problems, communicate mathematically, make connections, reason, represent ideas and use technology.

**ALGEBRA II (A)** Credits: 5.0 03442  
Grades: 9-12 Year  
Prerequisite: Successful completion of Algebra I (any level)

This course is a natural extension and enrichment of the Algebra I curriculum. Topics in this course are derived from the Common Core State Standards and include absolute value and polynomial functions, the complex number system, exponential and logarithmic functions, rational functions, arithmetic and geometric sequences and series, probability and statistics, data analysis, interpretation and conclusions, factoring, inverse functions, trigonometric functions as applied to right triangles and their graphs, radian measure, and the unit circle. Students will be encouraged to solve problems, communicate mathematically, make connections, reason, represent ideas and use technology.

**ALGEBRA II (H)**

Credits: 5.0

03443

Grades: 10-12

Year

Prerequisite: Successful completion of Geometry (A/H)

This course is a natural extension and enrichment of the Algebra I curriculum. Topics in this course are derived from the Common Core State Standards and include absolute value and polynomial functions, the complex number system, exponential and logarithmic functions, rational functions, arithmetic and geometric sequences and series, probability and statistics, data analysis, interpretation and conclusions, factoring, inverse functions, trigonometric functions as applied to right triangles and their graphs, radian measure, and the unit circle. Although the course content is similar in nature to the Algebra II (A) course, the pace of the class is accelerated, the degree of difficulty of the work assigned is heightened, and the concepts and skills are investigated more in depth to provide a challenge to the honors student. Students will be encouraged to solve problems, communicate mathematically, make connections, reason, represent ideas and use technology.

**PROBABILITY AND STATISTICS (A)**

Credits: 5.0

03453

Grades: 11-12

Year

Prerequisite: Algebra II (A) OR Algebra II and departmental permission

This course will introduce students to the major concepts and tools of probability and statistics. It will allow students to explore the basic constructs of probability, including permutations and combinations, experimental versus theoretical probability, dependent and independent events, simple and conditional probability. Normal distributions, binomial distributions and z-scores will be created, analyzed and interpreted. Methods of collecting, organizing, displaying, describing and analyzing data will be investigated. Statistical computational skills such as mean, mode, quartiles, outliers, variance, range, median, and standard deviation will be learned, analyzed, interpreted and applied. Regressions of many types will be used to understand data and those regression equations will be used to make predictions of events not measured. Experiments and observational studies will be used to allow students to use critical thinking and analytic skills based on numeric evidence. Experiments and observational studies will be used to allow students to use critical thinking and analytic skills based on numeric evidence. Assessments in this course will include traditional tests and quizzes as well as labs, group projects, experiments, and/or class activities.

**MATH CONCEPTS**

Credits: 5.0

03437

Grade: 12

Year

Prerequisites: Successful completion of Algebra II (any level)

Math Concepts is designed to build confidence and encourage an appreciation of mathematics. Students will see every day uses and practical applications of the mathematics they are studying and appreciate the universality of mathematics. This course enables students to broaden their understanding of mathematics as it is applied in the workplace, in post-secondary education, and in daily life. Students will investigate questions involving the use of statistics, explore personal finances, apply geometric concepts for practical design purposes, and/or develop problem solving strategies. Students will synthesize their mathematical skills as they solve problems and communicate their thinking. The objective for the course is to introduce students to additional interesting and practical math topics, promote clear and precise thinking, and better prepare the student for the future through math content and technology. *This course does not fulfill mathematics graduation requirements.*

**PRECALCULUS (A)**

Credits: 5.0

03463

Grades: 11-12

Year

Prerequisite: Successful completion of Algebra II (A)

Students will review related algebraic concepts while studying advanced math topics. Functions will be emphasized and will include mapping, domain, range, zeroes, composition, inverses, piece-wise definitions, translations, solutions, graphs and applications. Polynomial, exponential, logarithmic, and rational functions will be addressed in each of these areas. Trigonometry will be approached via circular functions, and then related to the acute angles of the right triangle. The six basic trigonometric functions, inverses and graphs will be developed, including amplitude, period, phase shifts and reflections. The Law of Sines and Law of Cosines as well as applications will be explored. Trigonometric identities will be verified and trigonometric equations will be solved. Conic sections will be addressed in this course and will include a study of circles, ellipses, hyperbolas and parabolas.

**PRECALCULUS (H)**

Credits: 5.0

03465

Grades: 11-12

Year

Prerequisite: Successful completion of Algebra II (H)

The course content is similar in nature to Pre-Calculus (A) course but the entire course content is treated in greater detail. DeMoivre's theorem, conic sections, parametric and polar equations, the binomial expansion theorem, logistic functions, vectors, conversions among number bases, limits and the definition of a derivative, and conversions between rectangular, polar and trigonometric coordinates are also included in this course. The pace and level of the work in this honors level course will be accelerated and extremely challenging. More time is dedicated to graphing, advanced problem solving and more complex graphing skills. Students are exposed to transcendental functions, curve sketching, and other topics that will prove to be a worthwhile challenge and appropriate preparation for the next levels of mathematics.

**CALCULUS (H)**

Credits: 5.0

03469

Grade: 12

Year

Prerequisite: Successful completion of PreCalculus (A/H)

The course starts with a thorough presentation of limits and continuity. The differential branch of Calculus is developed and applied to polynomial, rational, exponential, logarithmic, and circular functions with applications that include related rates, position, velocity, acceleration, finding maximum and minimum points and the concavity of graphs. Definite and indefinite integrals are studied as the inverse operation of the derivative. Applications to model physical, biological or economic situations also serve to broaden the calculus experience. Techniques to find areas and volumes of various shapes are studied and applied.

**AP CALCULUS (AB)** Credits: 5.0 03483  
Grade: 12 Year  
Prerequisite: Successful completion of PreCalculus (A/H)

The course starts with a thorough presentation of limits and continuity. The differential branch of Calculus is developed and applied to polynomial, rational, exponential, logarithmic, logistic, and circular functions with applications that include related rates, position, velocity, acceleration, finding maximum and minimum points and the concavity of graphs. Definite and indefinite integrals are studied as the inverse operation of the derivative. Techniques to find areas and volumes of various shapes are studied and applied. Applications to model physical, biological or economic situations also serve to broaden the calculus experience. The AP Curriculum will be followed in this course, and students are encouraged to take the AP exam in May.

**AP CALCULUS (BC)** Credits: 5.0 03488  
Grades: 12 Year  
Prerequisite: Successful completion of AP Calculus (AB); or final grade of A or above in PreCalculus (H)

The AP Calculus BC course contains all of the topics taught in the AB curriculum with an intensive focus on theory and applications. Additional topics covered are indeterminate form, improper integrals, Euler's Method, lengths of curves, integration with partial fractions, polar and parametric equations and graphs and the calculus applications of these equations, convergence and divergence, infinite series, power series, Taylor polynomials and series, LaGrange error, slope fields and vector functions. The AP BC curriculum will be followed in this course, and students are encouraged to take the AP exam in May.

**AP STATISTICS** Credits: 5.0 03497  
Grades: 10-12 Year  
Prerequisite: Final grade of "B+" or better in Algebra II (H) OR final grade of "A" or better in Algebra II (A) OR successful completion of PreCalculus (A)

The four conceptual themes of this course are exploring data, observing patterns and departures from patterns; planning a study, deciding what to measure and how to measure it; anticipating patterns, introducing probability and simulation; and inferring from the sample data, confirming models for explanations of patterns. A few important skills for success in this course include good reading comprehension, clear written communication, quantitative reasoning, and technology (graphing calculator and statistical software) skills. The AP Statistics curriculum will be followed in this course, and all students enrolled in this course are expected to take the AP exam in May.

**TEST PREPARATION** Credits: 2.5 03247  
Grades: 10-11 Semester  
Prerequisite: Geometry (any level)

This elective course targets math and verbal SAT/ACT preparation for those students who are planning to take the SAT/ACT. It is designed to increase student awareness of important test-taking strategies, and more importantly, to enhance higher order problem solving and thinking skills. One marking period will be devoted to verbal skills and one to math skills. *This course does not fulfill mathematics graduation requirements.*

**AP COMPUTER PRINCIPLES**

Credits: 5.0

03391

Grades: 10-12

Year

Prerequisite: Final grade of “B” or better in Algebra I (A)

Students in AP Computer Science Principles will be introduced to the central ideas of computer science, instilling the ideas and practices of computer thinking and inviting students to understand how computer changes the world. The course will engage students in deep learning of computational content, develop computer thinking skills, and explore creative aspects of the field. The course will focus on fostering students to be creative. Students will apply creative processes when developing computational artifacts, and think creatively while using simulations to explore questions that interest them. The course will introduce programming as a means to solve computational problems and create exciting and personally relevant projects. In addition to programming there are six other major themes which include creativity, abstraction, data and information, algorithms, internet and global impact. Students will design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life. *This course does not fulfill mathematics graduation requirements.*

**AP COMPUTER SCIENCE**

Credits: 5.0

03489

Grades: 11-12

Year

Prerequisite: Successful completion of Computer Programming

Students will review and continue the studies of concepts learned in the Introduction to Computer Programming Course in far greater depth, including object relationships in object-oriented programming, polymorphism, inheritance, and abstraction. Students will extend the idea of arrays to lists and learn the different sorting methods and of arrays as well as their efficiency, including the Big notation. Students will also develop preliminary ideas of data structures design, problem solving, and abstraction. As part of the AP subset, students will be exposed to a large data study, Gridworld, and revise and edit the programs in that study. Goals of this course will be to have students not only comprehend the Java programming language itself but also to apply newly found algorithm and problem solving skills towards other programming languages as well. Students will be prepared and encouraged to take the AP Computer Science A exam in May. *This course does not fulfill mathematics graduation requirements.*

## Four Year Course Sequences SCIENCE

Grade 9	Grade 10	Grade 11	Grade 12
Biology*	Chemistry	Physics Environmental Science (A)	Environmental Science (A) Anatomy for Life * and **
Biology (A)*	Chemistry (A)	Physics Physics (A) Physics (H) Environmental Science (A) Anatomy & Physiology (A)*	Environmental Science (A) Anatomy & Physiology (A)*
Biology (H)*	Chemistry (H)	Physics (H) AP Physics 1 AP Biology* AP Chemistry AP Environmental Science Anatomy & Physiology (A)*	AP Biology* AP Chemistry AP Physics 2 AP Physics C AP Environmental Science Anatomy & Physiology (A)*

**\* DISSECTION OPTION STATEMENT:**

Pursuant to NJ Statute 18A:3S-4.2S (available at: <http://www.nj.gov/njded/aps/cccs/science/dissection/>), students have the right to decline to dissect, vivisection, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction. If parents desire to exempt their students from participation in such activities, they must notify the school within 2 weeks of their student's enrollment in the course.

If students do not participate in lab experiences involving the use of animals as described above, their grades will not be affected as long as they master the agreed-upon learning objectives and expectations. In order to meet prescribed learning objectives and expectations, alternative means of instruction may be utilized. Acceptable alternatives to the activities include videos, models, computer programs, books and the use of manipulatives.

If you have any questions regarding this notification or if you would like to exercise your right to exempt your student, please contact the Science Supervisor.

\*\*This course is a science elective and does not meet a graduation requirement.

**The academic level categories are as follows:**

Academic: Courses with the core academic curriculum for all levels.

Accelerated (A): College preparatory courses that have a high academic demand and requirements. This course of study will challenge students and prepare them well as they pursue a post-secondary education.

Honors (H): Honors courses require a high level of academic maturity, interest, ability, intellectual curiosity, and the ability to study and work independently. The pace is rigorous and enrollment is selective.

Advanced Placement (AP): Advanced Placement is the most academically demanding course level possible. Successful completion of the course may lead to college credit. Enrollment is highly selective and honors credit is earned. Students are strongly encouraged and expected to take the AP exams in May.

## Course Offerings in SCIENCE

At least three years of coursework in science are required for graduation from Bernards High. The goal of this department is to introduce students to as many areas of science as possible in the hopes that some of the excitement generated by our science faculty will spark a similar interest in students. All are encouraged to take four years of science even if they do not plan to major in science after high school; the need for a strong science background increases as our dependence on technology increases.

The vast majority of students complete a sequence of Biology, Chemistry and Physics. Students can continue in their senior year with second levels of Biology, Chemistry, or Physics, and/or Environmental Science or Anatomy and Physiology. Students may wish to take two sciences in a given year and may do so beginning in the sophomore year. Taking this option, however, can limit other scheduled courses and create potential conflicts. Varying levels of each course are available to challenge every student.

<b>BIOLOGY</b>	Credits: 5.0	03630
Grade: 9		Year
Prerequisite: None		

Biology is a science that affects all our lives as we frequently make decisions related to biological issues. The main objective of this hands-on, socially relevant course is to produce informed and confident decision-makers. Students will be provided with a solid foundation in biological science as it directly applies to their daily and future lives. Emphasis will be placed on activity, laboratory experience, and opportunities for critical thinking as students tackle issues such as health care, environmental concerns, nutritional decisions, career choices and home/family life.

<b>BIOLOGY (A)</b>	Credits: 6.0	03632
Grade: 9		Year
Prerequisite: None		

Biology is a science that affects all of our lives as we make frequent decisions related to biological issues. In this survey of Biology course students will explore living things from the level of the cell to the level of the ecosystem. A basic working knowledge in cellular structure and function, genetics, evolution, environmental concerns, and the diversity of life will allow them to make more informed decisions about their world. Emphasis will be placed on laboratory experience and opportunities for critical thinking.

<b>BIOLOGY (H)</b>	Credits: 6.0	03634
Grade: 9		Year
Prerequisite: None		

Honors Biology will focus on the content of Biology at the molecular/cellular level and will provide students with insight into the rapidly advancing field of biological science. In addition, Honors Biology will provide a comprehensive exploration of all levels of biological organization. Students will gain insight into the scientific process as they perform a diverse array of experiments, both classical and modern. Computer data acquisition and simulations will assist students in functioning as scientists. Biology (H) is designed to prepare students for the SAT Subject Test in Biology.

**AP BIOLOGY**

Credits: 7.0

03638

Grades: 11-12

Year

Prerequisite: Successful completion of Biology (A)

The AP Biology course focuses on enduring, conceptual understandings and the content that supports them. This approach will enable students to spend more time on inquiry-based learning of essential concepts, and will help them develop the reasoning skills necessary to engage in the science practices used throughout their study of AP Biology. The key concepts and related content that define the revised AP Biology course and exam are organized around a few underlying principles called the big ideas, which encompass the core scientific principles, theories and processes governing living organisms and biological systems. For each of the big ideas, enduring understandings, which incorporate the core concepts that students should retain from the learning experience, are also identified. Students who take the AP Biology course designed using this curriculum framework as its foundation will also develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The result will be readiness for the study of advanced topics in subsequent college courses. Honors Biology is the best preparation for AP Biology. Students will be expected to take the AP exam.

**CHEMISTRY**

Credits: 5.0

03643

Grade: 10

Year

Prerequisite: None

Chemistry is designed for the student who is naturally curious, who may not concentrate in science at the college level, and who wants to have as varied a science background as possible. Representative topics will be: techniques in measurement, representing data, writing lab reports, physical states of matter, chemical bonding, solutions, energy in chemical processes, acids and bases, simple oxidation and reduction reactions, environmental chemistry, and nuclear chemistry. Students will be expected to use basic mathematics and a four-function calculator. Lab activities will provide opportunities for hands on experimentation. Special emphasis will be placed on the chemistry of everyday living with references to environmental concerns.

**CHEMISTRY (A)**

Credits: 6.0

03642

Grade: 10

Year

Prerequisite: Algebra I (A)

Students will focus on properties of matter and changes to matter. Students will learn how to write and balance equations, how to predict products of reactions, and how to perform stoichiometric calculations. Students will also study behavior of gases, thermochemistry, solutions, and acid/base chemistry. Emphasis throughout the year will be placed on bonding and periodicity. Theory and mathematical concepts are stressed. All students should bring a calculator to class daily.

**CHEMISTRY (H)**

Credits: 6.0

03641

Grade 10

Year

Prerequisite: Algebra I (A) or above

This is a first year chemistry course, which stresses problem solving in science. The student is asked to participate in scientific activity and share in the excitement of discovery. Theory and mathematical concepts are highly stressed. Students with strong mathematical backgrounds, who are interested in a career in the sciences, mathematics, engineering, or medicine, are advised to enroll in this course. Honors Chemistry is designed to prepare students for the SAT Subject Test in Chemistry. Students planning to take AP Chemistry should take Chemistry H. All students should bring a scientific calculator to class daily.

**AP CHEMISTRY**

Credits: 7.0

03648

Grades: 11-12

Year

Prerequisite: Successful completion of Chemistry (H) or (A).

The Advanced Placement course work emphasizes the mathematical and theoretical aspects of inorganic chemistry at the freshman college level. Laboratory work involves freshman college experiments in inorganic chemistry and semi-micro qualitative analysis. Students will be expected to take the AP Exam and will be encouraged to take the SAT II subject test in chemistry. AP Chemistry can be taken in the junior or senior year. All students should bring a scientific calculator to class daily.

**ANATOMY FOR LIFE**

Credits: 5.0

03618

Grades: 12

Year

Prerequisite: 3 Years of Science - This course does not fulfill a graduation requirement.

This course deals mainly with the human body, focusing on the concepts of anatomy and physiology that are directly related to everyday life. Emphasis will be placed on the immune system, digestive system, circulatory system and reproductive system. Each system will be taught using current events, guest speakers, and real life situations so that students can make direct connections between the content and their daily lives. The course will begin with a review of the cell, and levels of organization of the human body and it will then cover the human systems paying particular attention to topics such as: MRSA, Swine flu, skin cancer, nutrition, injuries (sprains, breaks, burns, rashes), common illnesses (cold, flu, conjunctivitis, headaches, stomach virus, poison ivy, basic first aid, etc.) This course does not fulfill a graduation requirement.

**ANATOMY & PHYSIOLOGY (A)**

Credits: 5.0

03620

Grades: 11-12

Year

Prerequisite: Successful Completion of Biology and Chemistry

This is a full year elective that deals mainly with the human body and its related functions. To understand the human body, it is necessary to understand how its parts are put together and how they work in conjunction with one another. The course will begin with a review of the cell, the levels of organization (from cell to organism), anatomical terminology, an overview of the ten body systems, and a brief look into tissue systems and organization. Students will be expected to complete case study investigations and apply their understandings of the human body. This course will help prepare students interested in medicine, nursing, research, EMT, physical therapy, pharmacy, sports training, and other related fields of study including art (human form), psychology, and/or anthropology. Dissections are mandatory for this elective course.

**ENVIRONMENTAL SCIENCE (A)**

Credits: 7.0

03620

Grades: 11-12

Year

Prerequisite: Successful completion of Biology and Chemistry

Environmental Science is an introductory college preparatory course aimed at providing information on the physical, chemical, and biological processes which occur in our ecosystem, as well as the relationships among humans, other living species, and their environments. The course will focus on the ways in which these are linked or are interdependent and affect the health, well-being, and continued existence of humans. Students will develop the knowledge, skills, and values basic to solving environmental problems. This course provides active investigation in the lab and in the field, researching a wide variety of sources for current information will be involved, and students will be expected to learn to make informed choices based on available information that will help protect, repair, or improve our environment. A significant amount of outside reading will be required.

**AP ENVIRONMENTAL SCIENCE**

Credits: 7.0

03628

Grades: 11-12

Year

Prerequisites: Successful completion of Biology and Chemistry

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science as outlined in the Course Description for AP Environmental Science. The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving and/or preventing them. Field experiences, in-class labs, and data-based activities are used to expose students to the methodologies utilized by environmental scientists and to illustrate the principles and concepts of environmental science. The environmental science program focuses on the environmental richness of New Jersey, particularly the Jersey Shore area, the Great Swamp, and the watersheds of the Passaic and Raritan Rivers.

**PHYSICS**

Credits: 5.0

03650

Grade: 11

Year

Prerequisite: None

Physics is the most basic science upon which all other sciences depend. Understanding physics leads to understanding how "nature" works. Physics is designed for students who do not plan on continuing in science or technology at the college level, but who are still curious about the world around them and how and why things work. Concepts are developed by discussion, demonstration, and experimentation. Only basic math is utilized.

**PHYSICS (A)**

Credits: 6.0

03652

Grade: 11

Year

Prerequisite: Algebra I (A); Co-Requisite: Algebra II (A)

Physics focuses on the most basic concepts on which all other sciences build, since it examines the fundamental reasons for both microscopic and macroscopic events. Throughout this class, students will gain a better understanding of how their own individual, real world experiences are driven. Designed for college-bound juniors and seniors, students will have the opportunity to apply these concepts to real world problems using only a moderate level of math.

**PHYSICS (H)**

Credits: 6.0

03654

Grade: 11

Year

Co-requisite: Algebra II (A)

Physics focuses on the most basic concepts on which all other sciences build, since it examines the fundamental reasons for both microscopic and macroscopic events. Throughout this class, students will gain a better understanding of how their own individual, real world experiences are driven. This course is designed for students that wish to pursue a highly academic science program with an emphasis on applying concepts to quantitative problem solving. Students taking this course will be prepared for later study in any college level science course.

**AP PHYSICS 1**

Credits: 7.0

03655

Grades: 11-12

Year

Co-Requisite: Precalculus (A)

AP Physics 1 is a first-year algebra-based physics course equivalent to a first semester college physics course, designed for strong science students who may pursue science/engineering or pre-medicine in college. It is designed to provide a deep conceptual understanding of physics through a student-centered, inquiry-based instructional approach. This framework focuses on several overarching ideas that provide students with enduring, conceptual understandings that help students develop the critical thinking skills and reasoning skills necessary to engage in science practices used throughout their study of physics and subsequent coursework in science. Students will be expected to take the AP Physics 1 exam.

**AP PHYSICS 2**

Credits: 7.0

03661

Grade: 12

Year

Prerequisite: Physics (H) or AP Physics 1

AP Physics 2 is the second-year of a two-year sequence in algebra-based college level physics and is taught in the same style as AP Physics 1 which focuses on a deep conceptual understanding of physics through a student-centered, inquiry-based instructional approach. It is equivalent to a second semester college physics course. Topics covered by AP Physics 2 are broader and less rigorous than AP Physics C and are designed for students who are not likely to pursue engineering in college. Students will be expected to take the AP Physics 2 exam.

**AP PHYSICS C**

Credits: 7.0

03656

Grade: 12

Year

AP Physics C is a second-year physics course utilizing calculus that is designed for students with strong mathematical skills that may pursue science/engineering in college. It is presented at the first year college level and provides the opportunity for the student to gain advanced standing/college credit in engineering physics by taking the AP Physics C exam. Topics are narrower in scope but provide a more in-depth coverage of some of the topics covered in the first year physics courses. Concepts are developed by mathematical derivation, mathematical application, discussion, demonstration, and experimentation. Students will be expected to take the AP exams ("Mechanics" and "Electricity & Magnetism").

## Four Year Course Sequence SOCIAL STUDIES

Grade 9	Grade 10	Grade 11	Grade 12
World History	US History I US History I (A) Comparative World Religions*	US History II US History II (A) Economics (A)* Psychology (A)* Popular Music in American History* Comparative World Religions*	Economics (A)* Psychology (A)* Sociology* 20 <sup>th</sup> Century History through Film* Popular Music in American History* Comparative World Religions*
World History (A)	US History I (A) US History I (H) AP US History I Comparative World Religions*	US History II (A) US History II (H) AP US History II Economics (A)* AP Economics* Psychology (A)* AP Psychology* AP US Gov/Pol* AP World History* Popular Music in American History* Comparative World Religions* Contemporary Global Issues*	AP Euro History* AP US Gov/Pol* Economics (A)* AP Economics* Psychology (A)* AP Psychology* Sociology* 20 <sup>th</sup> Century History through Film* Popular Music in American History* Comparative World Religions* Contemporary Global Issues*
World History (H)	US History I (A) US History I (H) AP US History I Comparative World Religions* AP Psychology* AP World History*	US History II (A) US History II (H) AP US History II Economics (A)* AP Economics* Psychology (A)* AP Psychology* AP US Gov/Pol* Popular Music in American History* Comparative World Religions* Contemporary Global Issues* AP World History* AP European History*	AP US Gov/Pol* AP World History* AP European History* Economics (A)* AP Economics* Psychology (A)* AP Psychology* Sociology* 20 <sup>th</sup> Century History through Film* Popular Music in American History* Comparative World Religions* Contemporary Global Issues*

*\*Social Studies Electives - These courses do not fulfill graduation requirements.*

### The academic level categories are as follows:

**Academic:** Courses with the core academic curriculum for all levels.

**Accelerated (A):** College preparatory courses that have a high academic demand and requirements. This course of study will challenge students and prepare them well as they pursue a post-secondary education.

**Honors (H):** Honors courses require a high level of academic maturity, interest, ability, intellectual curiosity, and the ability to study and work independently. The pace is rigorous and enrollment is selective.

**Advanced Placement (AP):** Advanced Placement is the most academically demanding course level possible. Successful completion of the course may lead to college credit. Enrollment is highly selective and honors credit is earned. Students are strongly encouraged and expected to take the AP exams in May.

## Course Offerings in SOCIAL STUDIES

In the Bernards High School Social Studies program, the primary objective is the development and extension of students' knowledge, skills, values, and attitudes that will result in that mode of behavior essential for effective and responsible life and citizenship. The Social Studies program at BHS provides an integrated study of civics, economics, geography, history, geography, psychology, and sociology. The courses emphasize active engagement in the learning process, research and inquiry, utilization of current technologies, and service to others. The ultimate goal of the program is to help young people develop the ability to make informed and reasoned decisions as members of a culturally diverse, democratic society in an interdependent world. To meet New Jersey and district graduation requirements, students must successfully complete one year of World History and two years of US History. The preferred course sequence at BHS is as follows: World History in grade 9, US History I in grade 10, and US History II in grade 11. Students who are particularly interested in pursuing studies in the humanities after high school are strongly encouraged to elect additional course work in the social studies. Courses that provide an in-depth investigation of the traditions of Western culture or an introduction to human behavior add valuable dimensions to a student's background in the social sciences.

### **WORLD HISTORY**

Credits: 5.0

03710

Grades: 9-12

Year

Prerequisite: None

This course investigates the birth of democracy, the age of imperialism and nationalism, and future world trends. Attention is given to historical developments in Latin America, the Far East, India, and Africa. Students will be engaged in historical research and writing designed to permit them to apply their learning and to expand that learning. In order to be aligned with the Core Curriculum Standards, this course will be devoted to the study of world events from the Renaissance to the Modern Era. Students must complete successfully the assigned research project in order to receive credit for the course.

### **WORLD HISTORY (A)**

Credits: 5.0

03712

Grades: 9-12

Year

Prerequisite: None

This survey course examines the history of both Western and non-Western civilizations. Each is analyzed in the terms of daily life, political and economic history, and physical geography. Development of basic social science research skills is encouraged. The issues and events concerning prehistoric man, classical civilizations, Christianity and Islam, Africa and the Americas, and Early Asia are chronologically and topically investigated. This course will also focus on the issues and events concerning the rise of the West, revolutionary and evolutionary changes in the West, the non-West in upheaval, and the contemporary world. In order to be aligned with the Core Content Standards, this course will be devoted to the study of world events from the Renaissance to the Modern Era. Students must complete successfully the assigned research project in order to receive credit for the course.

### **WORLD HISTORY (H)**

Credits: 5.0

03714

Grades: 9-12

Year

Prerequisite: A strong interest in history and proficiency in writing are recommended.

This course is designed to appeal to the most highly motivated and competent student by examining the characteristics of Western and non-Western civilizations in terms of their political, social, and economic systems, their philosophies and art forms, and the impact of physical geography on their cultural histories. In order to be aligned with the Core Content Standards, this course will be devoted to study of world events from the Renaissance to the Modern Era. Emphasis will be placed on the development of the analytical skills required to engage in historical research and writing. Primary and secondary sources will be used as well as audio-visual material. Students must complete successfully the assigned research project in order to receive credit for the course.

**US HISTORY I**

Credits: 5.0

03720

Grades: 10-11

Year

Prerequisite: None

This course is a survey of the period 1750 to 1900. Students will gain an understanding of the major domestic and foreign issues of the time period. Concentrating on the political, economic, social and cultural development in our nation's history, this course provides both an understanding of our growth and promotes a deeper appreciation of the democratic process. Instruction in strategies that develop study and critical thinking skills is of equal importance to content. Students must complete successfully the assigned research project in order to receive credit for the course.

**UNITED STATES HISTORY I (A)**

Credits: 5.0

03722

Grades: 10-11

Year

Prerequisite: None

This course is a survey of the period 1750 to 1900. Students will gain an understanding of the major domestic and foreign issues of the time period. Concentrating on the political, economic, social and cultural development in our nation's history, this course provides both an understanding of our growth and promotes a deeper appreciation of the democratic process. Instruction in strategies that continue to develop critical thinking skills is of equal importance to content. Interrelationships, including causes and effects, will be established throughout the course. Students must complete successfully the assigned research project in order to receive credit for the course.

**UNITED STATES HISTORY I (H)**

Credits: 5.0

03723

Grades: 10-11

Year

Prerequisite: Successful completion of World History...*recommended for students with a final grade of B+ or above in World History (A), or completion of World History (H) with a final grade of B- or above.*

This course is a survey of the period 1650 to 1900. Students will gain an understanding of the major domestic and foreign issues of the time period. Concentrating on the political, economic, social and cultural development in our nation's history, this course provides both an understanding of our growth and promotes a deeper appreciation of the democratic process. Intended for highly motivated history students, this course features significant amount of reading, and analytical composition. Students will employ critical thinking skills throughout the course. Instruction in strategies that continue to develop critical thinking skills is of equal importance to content. Students will be expected to write extensively. Students must complete successfully the assigned research project in order to receive credit for the course.

**AP UNITED STATES HISTORY I**

Credits: 5.0

03729

Grades: 10-11

Year

Prerequisite: Successful completion of World History... *recommended for students with a final grade of B+ or above in World History (H).*

This course traces the history of the United States from the history of indigenous groups and European colonization to the beginnings of the 20th century. This course features extensive reading, analytical composition and serious consideration of those issues and events which occurred during the period above. Meant to prepare students for the AP Examination which will be given at the completion of AP United States History II, this course will undergird its learnings by using primary and secondary sources as well as assigned research projects.

**UNITED STATES HISTORY II** Credits: 5.0 03730  
Grades: 11-12 Year  
Prerequisite: Successful completion of US History I

This course is a survey of the period 1900 to the present. Students will gain an understanding of the major domestic and foreign issues of the time period. Concentrating on the political, economic, social and cultural development in our nation's history, this course provides both an understanding of our growth and promotes a deeper appreciation of the democratic process. Instruction in strategies that continue to develop critical thinking skills is of equal importance to content. Students must complete successfully the assigned research project in order to receive credit for the course.

**UNITED STATES HISTORY II (A)** Credits: 5.0 03730  
Grades: 11-12 Year  
Prerequisite: Successful completion of US History I (any level)

This course is a survey of the period 1900 to the present. Students will gain an understanding of the major domestic and foreign issues of the time period. Concentrating on the political, economic, social and cultural development in our nation's history, this course provides both an understanding of our growth and promotes a deeper appreciation of the democratic process. Instruction in strategies that continue to develop critical thinking skills is of equal importance to content. Students must complete successfully the assigned research project in order to receive credit for the course.

**UNITED STATES HISTORY II (H)** Credits: 5.0 03723  
Grades: 10-11 Year  
Prerequisite: Successful completion of US History I...*recommended for students with a final grade of B+ or above in US History I (A), or completion of US History I (H) with a final grade of B- or above.*

This course is a survey of the period 1900 to the present. Students will gain an understanding of the major domestic and foreign issues of the time period. Concentrating on the political, economic, social and cultural development in our nation's history this course provides both an understanding of our growth and promotes a deeper appreciation of the democratic process. Instruction in strategies that continue to develop critical thinking skills is of equal importance to content. Geography skills will be developed through frequent map exercises and activities. Students will be expected to write extensively, and there will be several supplementary readers utilized. A strong interest in history is recommended. Students must complete successfully the assigned research project in order to receive credit for the course.

**AP UNITED STATES HISTORY II** Credits: 5.0 03729  
Grades: 11-12 Year  
Prerequisite: Successful completion of History I... *recommended for students with a final grade of B- or above in AP US History I*

This course takes students from the beginning of the 20<sup>th</sup> century to the present. Intended to prepare students for the Advanced Placement examination and to deepen their historical competence, this course relies heavily on extensive analytical writing and in-depth reading. Students must complete successfully the assigned research project in order to receive credit for the course. Students will be expected to take the AP Exam in US History.

**SOCIOLOGY**

Credits: 2.5

03740

Grade: 12

Semester

Prerequisite: None

Sociology is a young and dynamic science that deals with society. It examines the ways in which people interact with one another. It involves learning about relationships within groups and social institutions and the organizations of societies. This course deals with the various relationships between humans and their physical, social and cultural environment.

**20th CENTURY HISTORY THROUGH FILM**

Credits: 2.5

03754

Grade: 12

Semester

Prerequisite: None

This course enables students to examine the ways in which entertainment and history are intertwined. Starting with the early years of the century, and the first full feature, students will venture into the excess of the 1920s, the depression in the 30s, and the war and home front throughout the 40s and 50s. During the second marking period, students will examine the significance of the Cold War, the juxtaposition of conformity and rebellion in the 1950s and 1960s, the cynicism of the 1970s, and the Americana of the 1980s and 1990s. Students will take notes so that they can provide an analysis of the film through cultural components. Open -ended questions will be structured to enable students to connect social behavior exhibited in films to historical context. All assignments and activities are to be considered as a step toward the goal of understanding the American cultural changes in their historical context during the 20<sup>th</sup> century and realizing the continuum to the present day. Cultural materials, outside readings and visual aides to stimulate interest and provide additional information will be integrated into the classroom.

**COMPARATIVE WORLD RELIGIONS**

Credits 2.5

03743

Grades: 10-12

Semester

Prerequisites: Successful completion of World History

This course will focus on major world religions (Hinduism, Buddhism, Jainism, Sikhism, Confucianism, Taoism, Zen Buddhism, Shintoism, Judaism, Islam, and Christianity), by presenting the characteristic elements of each. The religions will be viewed as traditions that develop and evolve as responses to the deep questions we ask about our existence. Where did we come from? Where are we going? Why are we here? What is the nature of the world, and what is ultimate reality? The way in which each religion seeks to answer these questions they provide for their followers a way of living and dying meaningfully. Students will approach each religion from the context of origins and history, theology and sacred writings. Discussion will focus not only on what religions say or write in books, but on what people do in following their religion and what the religion does for them. A desired outcome of this course is that students will have both a greater understanding of and appreciation for the different world religions. There will be an emphasis on reading the sacred texts of religions and writing exercises. Field trips, outside of school hours, to various houses of worship will be required of students enrolled.

**POPULAR MUSIC IN AMERICAN HISTORY**

Credits 2.5

03753

Grades: 11-12

Semester

Prerequisite: None

This course allows students to critically examine American popular music of the 20<sup>th</sup> century to learn how it has reflected and helped to shape our society. Students will listen to and interact with (sing/ dance) popular selections as documented by recognized ratings services. They will be exposed to the "poetry" of the lyrics of all styles and record their reactions so that with other pertinent information (performer/composer biographies) they will have a better understanding of that which was so important to and illustrative of the preceding generations, as well as their own. Students will be evaluated on their grasp of the what, why and when of popular music. Readings will be assigned to provide background for the genre/time period to be examined. Each of the time periods of the 20<sup>th</sup> century will be covered. Students will take notes so that they can provide an analysis of the music through cultural components. Small group work will be used to allow students to discuss the music as critics. This strategy will provide a greater opportunity to comprehend how the music reflected the contemporary society. Open-ended questions will be structured to enable students to connect the social behavior described in the music to their historical context.

**ECONOMICS (A)**

Credits: 2.5

03737

Grades: 11-12

Semester

Students will examine basic economic concepts such as the business cycle and the law of supply and demand, as well as the economic activities of both business and government. After being exposed to such economic thinking and principles, students will be able to explain the economic structure and their relationship to it.

**AP ECONOMICS**

Credits: 5.0

03763

Grades: 11-12

Year

Prerequisite: None... *recommended for students with a final grade of A or above in US History I (A), or completion of US History I (H) with a final grade of B or above.*

The purpose of the Advanced Placement course in Economics is to provide in-depth analysis of economic concepts and to prepare students to succeed on the AP Exams in Microeconomics and Macroeconomics. The first half of the course focuses on basic economic concepts (scarcity, choice, opportunity cost, etc.), and then focuses on the nature and function of product markets, factor markets, the history of economic thought, and the role of government. Students will practice interpreting a variety of models. The second half of the course emphasizes economic principles as applied to the economy as a whole. Topics discussed include basic concepts, measurements of economic performance (GDP, price indices, unemployment), price determination and national income, the financial sector (money, banking, and financial markets), and international trade & finance. Students will be expected to take the AP Exams in both Microeconomics and Macroeconomics.

**PSYCHOLOGY (A)**

Credits: 2.5

03751  
Semester

Grades: 11-12

Prerequisites: None

This is an introductory course in Psychology. The course is taught with two basic purposes in mind. The first is to teach the students a variety of subject matter including: experimental research design, brain-based behavior, human development, learning theory, personality theory, and abnormal psychology. In addition, students will be exposed to many of the contributing psychologists and significant research studies, both historical and current. The second goal is to have the students come to a greater understanding of themselves through the study of the course content.

**AP PSYCHOLOGY**

Credits: 5.0

03756  
Year

Grades: 10-12

Prerequisite: None... *recommended for students with a final grade of A or above in World History (H), or completion of US History I(A) with a final grade of A or above, or completion of US History I (H) with a final grade of B or above. Rising 10<sup>th</sup> graders will not be able to waive into this class if they did not earn an A or above in World History (H).*

The purpose of the Advanced Placement course in Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within Psychology. Further, students will develop critical thinking skills by applying psychological principles and understanding connections between ideas and theories. In addition, students will be exposed to many of the contributing psychologists and significant research studies, both historical and current. They will learn about the methods psychologists use in their science and practice, and gain an appreciation of the ethical procedures that produce such knowledge. This survey course will sharpen written and oral expression, and enable students to collect, describe and analyze data used in studies of society, to test hypotheses and interpret data. Students will be expected to take the AP Exam in Psychology.

**CONTEMPORARY GLOBAL ISSUES**

Credits: 2.5

03744  
Semester

Grades: 11-12

Prerequisites: Successful completion of World History and US History I

This course will begin with a quick introduction to US political structure, law, and economics, and then segue into discussion of the EU, the Middle East, the Pacific Rim, and the African Union. While examining international relations regarding economics, the environment, religion, and health care/humanitarian issues, students would obtain geographic knowledge, historical perspective, the development of critical reading skills (using various sources and viewpoints), and become more well-versed in discussions about the world in which they live. There will be multiple projects, based upon current events and research of previous conflicts, for students in this class.

**AP WORLD HISTORY**

Credits: 5.0

03764  
Year

Grades: 10-12

Prerequisite: None... *recommended for students with a final grade of A or above in World History (H), or completion of US History I (A) with a final grade of A or above, or completion of US History I (H) with a final grade of B+ or above. Rising 10<sup>th</sup> graders will not be able to waive into this class if they did not earn an A or above in World History (H).*

This is a college level history course designed to meet the needs of highly motivated students who have a strong interest and ability in history. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will read and analyze both primary and secondary source materials and interpret and evaluate these sources in essay form. The course is content driven with heavy emphasis on written critical analysis, and focuses on five main themes: interaction between humans and the environment; development and interaction of cultures; state-building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. Extensive reading writing and class discussions are integral components of the program. Students will be expected to take the AP Exam in World History, as well as the SAT II in World History.

**AP US GOVERNMENT & POLITICS**

Credits: 5.0

03760

Grades: 11-12

Year

Prerequisite: None... *recommended for students with a final grade of A or above in US History I (A), or completion of US History I (H) with a final grade of B or above.*

The Advanced Placement course in US Government & Politics gives students a critical perspective on politics and government, and is the equivalent of a college-level introductory course in American government. Students will study general concepts used to interpret US politics and analyze specific case studies, in order to gain familiarity with the various institutions, constituencies, beliefs and ideas that constitute our political reality. Students must have knowledge of current political events, and their history. It is essential that some class time be spent reviewing this information as it unfolds in the news. Students will read newspapers, listen to news radio and watch news programs to learn about the issues, people and events that are part of modern politics. In order to provide hands-on learning and experience working with data, the students will conduct poll research, simulate congressional budget hearings and meetings, debate current events and constitutional amendments as well as work on group and individual research projects. Students will employ critical thinking skills throughout the course. These will include interpretation of data in the form of charts, graphs and statistical information, as well as multiple opportunities to write directed essays and position papers. There will be an emphasis on our system today and how it got that way. Students will be expected to take the AP Exam in US Government & Politics.

**AP EUROPEAN HISTORY**

Credits: 5.0

03771

Grades: 11-12

Year

Prerequisite: None... *recommended for students who complete US History II (A) with a final grade of A or above, or completion of US History II (H) with a final grade of B+ or above, or completion of AP US History with a final grade of B- or above.*

The goals of the AP European History course are for students to gain knowledge of basic chronology and major events and trends from approximately 1450 to the present. The course will advance the students' ability to develop an understanding of the principal themes in modern European history, to analyze historical evidence, and to analyze and express historical understanding in writing. Themes to be included will be: changes in religious thought and institutions, the secularization of learning and culture, scientific and technological developments and their consequences, developments in social, political, and economic thought, developments in literacy, education, communication, relationships between domestic and foreign policies, war and civil conflict, the origins, development, and consequences of industrialization, and the relations between Europe and other parts of the world as they pertain to colonialism, imperialism, and global interdependence. Students will be expected to take the AP Exam in European History.

## Four Year Course Sequence WORLD LANGUAGES

Grade 9	Grade 10	Grade 11	Grade 12
French I (A)	French II (A)	French III (A) French III (H)	French IV (A) French IV (H)
French II (A)	French III (A) French III (H)	French IV (A) French IV (H)	AP French
Latin I (A)	Latin II (A)	Latin III (H)	Latin IV (H)
Latin II (A)	Latin III (H)	Latin IV (H)	AP Latin
Spanish I (A)	Spanish II (A)	Spanish III (A) Spanish III (H)	Spanish IV (A) Spanish IV (H) Culture & Communication (H)
Spanish II (A)	Spanish III (A) Spanish III (H)	Spanish IV (A) Spanish IV (H) Culture & Communication (H)	AP Spanish Culture & Communication (H)

**The academic level categories are as follows:**

Academic: Courses with the core academic curriculum for all levels.

Accelerated (A): College preparatory courses that have a high academic demand and requirements. This course of study will challenge students and prepare them well as they pursue a post-secondary education.

Honors (H): Honors courses require a high level of academic maturity, interest, ability, intellectual curiosity, and the ability to study and work independently. The pace is rigorous and enrollment is selective.

Advanced Placement (AP): Advanced Placement is the most academically demanding course level possible. Successful completion of the course may lead to college credit. Enrollment is highly selective and honors credit is earned. Students are strongly encouraged and expected to take the AP exams in May.

## Course Offerings in WORLD LANGUAGES

Bernards High School offers five levels of French, Latin and Spanish. French and Spanish, which explore the cultures of the Francophone and Hispanic world, are taught in the target language using an oral proficiency approach. Latin explores the Roman cultures and provides students with a rich foundation in grammar and vocabulary, enabling them to better understand English and other Romance languages. Coursework also includes listening, reading and writing proficiencies. The World Language Department encourages all students to study a four-year sequence of the same language.

**FRENCH I (A)** Credits: 5.0 03910  
Grades: 9-12 Year  
Prerequisite: None

Using an oral proficiency approach, students in this course learn to use and understand the fundamental elements of the language, vocabulary, grammar and sound system. Dialogues, situational role-playing and online activities are used to provide practice and develop mastery. Although conversation is stressed, comprehension, reading and writing are also taught. Videos, transparencies, taped and recorded materials provide opportunities for using and understanding the language and its culture.

**FRENCH II (A)** Credits: 5.0 03911  
Grades: 9-12 Year  
Prerequisite: Successful completion of French I

French II continues to stress oral and written production of language, vocabulary building and usage through expanded use of dialogues and situations. There is further reading for comprehension and cultural study. Classes are conducted primarily in the target language. Most basic grammar will be covered by the end of the second year.

**FRENCH III (A)** Credits: 5.0 03912  
Grades: 9-12 Year  
Prerequisite: Successful completion of French II

French III (A) stresses the need to practice the language so that it becomes a working tool for both written and oral communication. This course provides opportunities for the study of intermediate grammar and for the development of a versatile vocabulary. It includes reading selections drawn from culturally oriented materials. Current events and social trends are examined through conversational exercises.

**FRENCH III (H)** Credits: 5.0 03919  
Grades: 9-12 Year  
Prerequisite: Successful completion of French II...*recommended for students who complete French II with a grade of B+ or above*

French III (H) students begin the year with a comprehensive review of French II grammar and vocabulary followed by further building of vocabulary and mastery of the more sophisticated elements of French grammar. This is approached through reading selections from culturally oriented materials, such as info magazines (periodical culture-based readings), longer literary short story selections that develop skills in reading fiction, and cultural readings from French and francophone literature; such as, La Chanson de Roland (introduction), and works of La Fontaine, La Fayette, Victor Hugo, Guy de Maupassant, Ionesco, Maurois and Jacques Frevert. Current events and social trends are examined through conversational exercises. French III (H) also takes advantage of students' interest in films to expand their contact with authentic language and culture. This course emphasizes critical thinking and encourages students to "think" in French. All the activities in French III (H) are correlated to a listening, speaking, reading or writing pre-AP skill. Desired outcomes for this course include students' furthering their ability to converse naturally with correct verb tenses and to communicate effectively in French in both formal and informal formats.

**FRENCH IV (A)** Credits: 5.0 03908  
 Grades: 10-12 Year  
 Prerequisite: Successful completion of French III ... *recommended for students who complete French III (A) with a grade of B or above, or earn a final grade of B- or above in French III (H)*

This course is designed for capable students who want to advance in French conversation, grammar and reading without the rigorous pace of the French IV (H) level. Aims of the course include the study and use of advanced grammar in both written and oral expression and an extensive growth in student vocabulary. The use of current French literary selections for young people will serve as a basis for exploration of cultural trends and social events in France. Written compositions as well as oral and written reports are important components of this class.

**FRENCH IV (H)** Credits: 5.0 03913  
 Grades: 10-12 Year  
 Prerequisite: Successful completion of French III ... *recommended for students who complete French III (A) with a grade of A or above, or earn a final grade of B+ or above in French III (H)*

A program of advanced studies, involving grammar, conversation and literature is offered. Aims of the course include the perfecting of both written and oral expression. Original literary works of well-known authors are read and analyzed. Written compositions on literary and contemporary subjects, as well as oral reports, are required. Students are given preparation for the French SAT II test.

**AP FRENCH** Credits: 5.0 03915  
 Grades: 11-12 Year  
 Prerequisite: Completion of French IV (A) with a grade of A or above, or completion of French IV (H) with a grade of B+ or above.

A program of advanced studies, involving grammar, conversation and literature is offered. Aims of the course include the perfecting of both written and oral expression. Original literary works of well-known authors are read and analyzed. Written compositions on literary and contemporary subjects are required, as well as oral reports. Students are expected to take the French SAT II and the AP French Language Exams.

**LATIN I (A)** Credits: 5.0 03920  
 Grades: 9-12 Year  
 Prerequisite: None

Latin I (A) students read and translate stories about the city of Pompeii and the Roman provinces while building vocabulary and learning the elements of Latin grammar. Likenesses to English words and sentence structure as well as other practical aspects of Latin are stressed. Among the ultimate objectives in the Latin courses are an ability to read Roman literature, an increased understanding of English and an appreciation of Rome's history and culture. In addition, an understanding of the importance of archaeology in the knowledge of ancient history is stressed. Desired outcomes for this course include the students' ability to produce fluent English translations or summaries of Latin stories, understand Latin foundations of other languages and develop an appreciation of the ancient cultures of Rome and its provinces. In the spring, students who take this course will sit for the National Latin Exam I.

**LATIN II (A)**

Credits: 5.0

03921

Grades: 9-12

Year

Prerequisites: None

This course continues to develop the student's appreciation of Ancient Rome, its language, culture, history and mythology by means of textbooks and other resources. There will be continued study of vocabulary and grammar for the student and continued development of translation skills through the reading of many stories that deal with life during Imperial Rome. Desired outcomes for this course include a student improving their ability to produce fluent English translations or summaries of the Latin stories; a student employing knowledge of Latin vocabulary as a means to recognize the roots of Latin words in other languages and the structure of Latin in other languages; and for a student to continue to develop an appreciation of the contribution of the ancient cultures of Rome and its provinces to our modern society.

**LATIN III (H)**

Credits: 5.0

03922

Grades: 10-12

Prerequisite: Successful completion of Latin II. . . . .*recommended for students who complete Latin II with a grade of B+ or above.*

Students begin the year with a comprehensive review of Latin II grammar and vocabulary followed by a further building of vocabulary and a further mastery of the more sophisticated elements of Latin grammar. This is approached through continued readings that deal with Roman history, society and mythology in the target language. Much of this course functions in the same way as an English literature class. A variety of authors are read, including Ovid, Catullus, and Pliny the Younger, while historical backgrounds are studied. Desired outcomes for this course include a student improving their ability both to produce fluent English translations or summaries of Latin stories; and a student honing their ability to write and translate from English to Latin with more ease and confidence.

**LATIN IV (H)**

Credits: 5.0

03923

Grades: 10-12

Year

Prerequisites: Successful completion of Latin III. . . . .*recommended for students who complete Latin III with a grade of B- or above.*

This is an upper-level Latin course based on ancient Roman literature. The course will provide information to the student in the areas of advanced syntax, word etymology, Roman culture and philosophy. Materials for the course will include various readings of ancient authors (both in Latin and in English). Close attention will be given to the study of each author's place in history, as well as to his syntax, including sentence, clause and phrase construction. Students will learn the intricacies of scanning various forms of Latin meter. Emphasis will be placed on comparing and contrasting the thoughts and feelings of the ancient Romans and their life experiences to those of people today. Among the literature that students will read during this year are works by Ovid and Virgil.

**AP LATIN**

Credits: 5.0

03935

Grades: 11-12

Year

Prerequisite: Successful completion of Latin IV

This is an upper-level Latin course based upon ancient Roman literature. The course will provide information to the student in the areas of advanced syntax, word etymology, Roman culture and philosophy. Materials for the course shall include various readings of ancient authors (both in Latin and in English). Close attention will be given to the study of each author's place in history as well as to his sentence construction and syntax. The course includes significant amounts of translation as well as close readings of the text, its themes and historical contexts. Students refine their mastery of Latin grammar as well as their critical thinking skills and essay writing. Students who take this course are well prepared for the Latin AP exam. Understood goals: ability to translate with accuracy and speed; ability to analyze Latin texts in coherent and persuasive essays; deeper understanding of Roman history and literature, particularly of the late - Republican and early-Imperial period. Students are expected to take the AP Exam in Latin.

<b>CONVERSATIONAL SPANISH</b>	Credits: 5.0	03829
Grades: 10-12		Year
Prerequisite: Guidance Recommendation		
This is a beginning course designed to meet the Core Curriculum Content Standards and requirements established for World Language. This course will provide an alternative to the traditional Spanish course and introduce students to the Spanish language and Spanish-speaking cultures through the basic skills of listening, speaking, reading, and writing. Communicative topics and grammar concepts include Spanish word order, present tense, and noun adjective agreement. Listening comprehension and speaking are developed through consistent daily use of Spanish in the classroom and the language lab. Cultural topics focus on Spain, Puerto Rico, Costa Rica, Chile, Mexico, and Argentina, and on Texas and Florida in the United States, including famous people from those countries as well as holidays, food, art, and architecture. Students increase their language proficiency and cultural awareness by viewing a video series and various video and Internet clips.		
<b>SPANISH I (A)</b>	Credits: 5.0	03930
Grades: 9-12		Year
Prerequisites: None		
Using an oral proficiency approach, students in this course learn to use and understand the fundamental elements of Spanish, vocabulary, grammar and sound system. Dialogues, situational role playing, songs and computer based projects are used to provide practice and develop mastery. Although conversation is stressed, comprehension, reading and writing are taught. Videos, transparencies, tapes and recorded materials provide opportunities for using and understanding the language and its culture.		
<b>SPANISH II (A)</b>	Credits: 5.0	03931
Grades: 9-12		Year
Prerequisite: Successful completion of Spanish I		
Spanish II continues to stress the oral production of Spanish, vocabulary building and usage through expanded use of dialogues and situations. There is further reading for comprehension and cultural study. Classes are conducted primarily in the target language. Basic Grammar of the language will be demonstrated by the end of the second year and classes will be conducted in the target language.		
<b>SPANISH III (A)</b>	Credits: 5.0	03932
Grades: 9-12		Year
Prerequisite: Successful completion of Spanish II		
Spanish III stresses the need to practice the language so that it becomes a practical and working tool for both written and oral communication. This course provides opportunities for the study of intermediate grammar and for the development of a versatile vocabulary. It is highlighted by reading selections drawn from culturally oriented materials. Current events and social trends are examined through conversational exercises.		
<b>SPANISH III (H)</b>	Credits: 5.0	03934
Grades: 10-12		Year
Prerequisite: Successful completion of Spanish II... <i>recommended for students who complete Spanish II with a grade of B+ or above</i>		
Spanish III (H) students start the year with a general overview of Spanish II vocabulary, grammar and cultural concepts. Modern and classical literature would be used to foster development in comprehension, speaking, reading, writing and cultural understanding. In addition, social and cultural trends will be examined through supplementary multimedia resources. Spanish III (H) students will be challenged to think critically in the target language. Effective communication will be addressed and pre-AP skills will be supported.		

**SPANISH IV (A)** Credits: 5.0 03938  
Grades: 10-12 Year  
Prerequisite: Successful completion of Spanish III...*recommended for students who complete Spanish III (A) with a grade of B or above or earn a final grade of B- or above in Spanish III (H).*

Spanish IV (A) students would continue a program of advanced studies including grammar, conversation, culture and literature. Focus areas of this course include increasing proficiency in aural, oral and written expression of the target language. Literary masterpieces or the Spanish-speaking world are read and analyzed. Oral presentations on contemporary, cultural and historical themes are required.

**SPANISH IV (H)** Credits: 5.0 03933  
Grades: 10-12 Year  
Prerequisite: Successful completion of Spanish III... *recommended for students who complete Spanish III (A) with a grade of A or above, or earn a final grade of B+ or above in Spanish III (H)*

A program of advanced studies, involving grammar, conversation and literature is offered. Aims of the course include the perfecting of both written and oral expression. Original literary works of well-known authors are read and analyzed. Written compositions on literary masterpieces of the Spanish-speaking world are read and analyzed. Oral presentations on contemporary, cultural and historical themes are required.

**SPANISH CULTURE and COMMUNICATIONS** Credits: 5.0 03943  
Grades: 10-12 Year  
Prerequisite: Completion of Spanish III (A) with a grade of A or above, or completion of Spanish III (H) with a grade of B+ or above, or completion of Spanish IV, or instructor approval.

In this Upper Level Honors course, students will be exposed to many different forms of written and spoken Spanish through the study of poems, short stories, newspaper articles, along with radio and television broadcasts. You will take a virtual tour of Barcelona, view paintings in the Prado Museum in Madrid, listen to the top 40 hits on Madrid radio, and much, much more. This course will explore the history of Spain and its influence on Latin America and will focus on the geography, the politics, the economic situation, the arts and social life in our Hispanic world today. Current events will be analyzed in the context of the historical past. This course will focus on reading, writing, listening, and communication in the Spanish language.

**AP SPANISH** Credits: 5.0 03946  
Grades: 11-12 Year  
Prerequisite: Completion of Spanish IV (A) with a grade of A or above, or completion of Spanish IV (H) with a grade of B+ or above.

Spanish AP students read and translate articles and stories about the society, history, economics and politics of the Hispanic World while building vocabulary and learning the elements of Spanish grammar. Likenesses to English words and sentence structure as well as other practical aspects of Spanish are stressed. Among the ultimate objectives in the Spanish courses are an ability to read articles, news and literature and understand spoken Spanish as well as to obtain an increased understanding of English and an appreciation of Latin American and Spanish history and culture. Desired outcomes for this course include the students' ability to communicate in Spanish both orally and in writing. Other desired outcomes include understanding the nature of Spanish and the differences among her varieties and the appreciation of Hispanic traditions. Besides, another important outcome is to use Spanish as a tool to discuss internationally current topics, some of which are highly controversial, as well as to expand their learning to other academic fields such as biology, history and music. Students are expected to take the AP Exam in Spanish Language.

## Course Offerings in VISUAL AND PERFORMING ARTS

The arts are important to each person's overall education. They provide a distinct and vitally important way in which students learn about themselves and about how that aesthetic, emotional, and kinesthetic self-knowledge fits into the worlds of school-based and lifelong learning. Participation in the arts can make anyone more curious and more able to take the creative risks essential for success in their careers and their lives. Bernards High School offers programs in music, art, photography and theater. The programs are designed to encourage skill and technical virtuosity and to provide cultural enrichment and appreciation.

These courses meet the Visual and Performing Arts Requirements which must total 5 Credits	
Art I (semester)	AP Studio Art 2-D
Art II	Orchestra
Advanced Art (A)/(H)	Concert Band
Photoshop (semester)	Jazz Ensemble (H)*
Digital Photography (semester)	Music Theory and Musicianship I (semester)
Digital Imaging (semester)	Music Theory and Musicianship II (semester)
Photo Workshop	Music Technology I (semester)
AP Studio Art	Music Technology II (semester)
Chorus	Theatre Arts I (semester)
Concert Choir	Theatre Arts II (semester)
Madrigals (H)*	Acting Troupe

**ART I** Credits: 2.5 03810  
 Grades: 9-12 Semester  
 Prerequisite: None

This one-semester introductory art class is open to all students 9-12 and is a prerequisite for taking Art II. The students will explore the basic fundamentals of various art mediums such as drawing, color theory, painting, graphic design and printmaking. The students are required to maintain a sketchbook, and by the end of the semester, will have a 5 to 8 piece final portfolio.

**ART II** Credits: 5.0 03812  
 Grades: 9-12 Year  
 Prerequisite: Art I

This full year course is open to all students 9-12, and is a prerequisite for taking Advanced Art. Art II explores further the basic fundamentals of Art I, and includes more in-depth art studies and techniques. The students will explore further figure/gesture drawings, two-point perspective, color theory, several approaches to printmaking, bookmaking, and graphic design. At the end of the course the students will have an 8 to 10 piece final portfolio. The students are required to maintain a weekly sketchbook. The class will include Art History lessons, films, visits by guest artists, and representatives from art schools.

**ADVANCED ART (A)**

Credits: 5.0

03814

Grades: 10-12

Year

Prerequisite: Art I &amp; II

Advanced Art classes are open to all students in grades 10-12 who have completed the Art II course. This enables students to complete 3 years of study in art. Students work independently along with several weekly technique exercises. With help and supervision from the instructor, the students will choose 3 to 5 different art mediums to work with throughout the year. The first marking period is devoted to concentrating on drawing skills. During the second marking period students begin their independent projects along with one required project which is painting a ceiling tile of a famous artwork. Along with the ceiling tile the students are required to write a paper on the artist chosen as well as information of the famous artwork. At the end of the course, each student will have a 10- to 15-piece final portfolio. This is necessary for those students who are seniors to prepare them for college or art school admission. The students are required to maintain a weekly sketchbook. The class will be augmented with brief Art History lessons, films, and visits by guest artists and representatives from art schools.

**ADVANCED ART (H)**

Credits: 5.0

03815

Grades: 11-12

Year

Prerequisites: Art I, Art II and Advanced Art

The Advanced Art honors course is open to students who have successfully completed the prerequisites for the department, Art II and Advanced Art, and have been recommended by the teacher and guidance department. This honors level course will allow the student to explore and expand their artistic abilities and creativity while exploring Art history and the events in the current Art world. Students are required to conduct an art therapy experiment resulting in a 3-5 page reflection paper. This course is recommended to students who plan on continuing art at the college level and will help provide a portfolio for pre-college admission.

**AP STUDIO ART**

Credits: 5.0

03816

Grades: 11-12

Year

Prerequisites: Art I, Art II and Advanced Art

The Advanced Placement offering in Studio Art is intended for highly motivated students who are seriously interested in the study of art. It is highly recommended that students who select this course will have had previous art courses including Art II and Advanced Art. This course involves significantly more commitment and accomplishment than a typical high school art course and is not for those with a casual interest. Students will need to work during and beyond classroom time. The AP Studio Art assessment is not based on a written examination but on the evaluation of two distinct portfolios that should reflect the quality and breadth of the work of first-year college level students. Students will be expected to take the AP Assessment.

**PHOTOSHOP**

Credits: 2.5

03141

Grades: 9-12

Semester

Prerequisites: None

This is a semester course open to all interested students. Students will become familiar with the skills necessary to pursue a career or hobby in digital imaging and or graphic design. Students will learn the basic skills to use the Photoshop program. Basic digital camera functions and importing digital images using Photoshop will be explored. The toolbar, layers, filters and masks will all be covered in this initial course. Student will develop the skills necessary to put together digital layouts, learn the basics of digital retouching create black and white images, explore digital hand coloring techniques, and multimedia processing. Students will learn how to interface images with the Internet, as well as advanced file management. Each student will develop a finished digital portfolio, as well as print and display their work. This course may not be repeated.

**DIGITAL PHOTOGRAPHY**

Credits: 2.5

03142  
Semester

Grades: 9-12

Prerequisites: None

This is a semester course open to all interested students. Students will become familiar with the skills necessary to pursue a career or hobby in digital photography, graphic design and the digital design field. Students will learn to utilize a digital camera, and learn the principals of photography. Students will learn to use the digital SLR and studio lighting. Students will create and manipulate digital images, and learn the fundamentals of composition and design. Students will develop skills to input and export media in a variety of creative ways, create a digital portfolio and learn to communicate through the use of digital photography and multimedia processes. Students will print and display their work. This course may not be repeated.

**DIGITAL IMAGING**

Credits: 2.5

03143  
Semester

Grades: 10-12

Prerequisites: Digital Photography or Photoshop

Students will explore the areas of photojournalism, the business of photography, digital restoration, careers in photography and portfolio development. The students will participate in "real life" projects during and beyond classroom time. Students will shoot school functions and events for local non-profit organizations. The students will complete a final portfolio, participate and advertise their own student show. This class will also include history lessons, films, presentations, guest artists and college speakers offering guidance for possible career paths. This course may not be repeated.

**PHOTO WORKSHOP**

Credits: 5.0

03146  
Year

Grades: 11-12

Prerequisites: Photoshop, Digital Photography; Teacher Recommendation

Students can pick an area of concentration in photo and explore other artists that are in the same area, keep an ongoing journal log, and shoot for a 30 photo portfolio reflecting their style. The students will participate in a photo show for their exam. This course may not be repeated.

**AP STUDIO ART 2-D**

Credits: 5.0

03849  
Year

Grades: 11-12

Prerequisite: Digital Photography, Photoshop, Digital Imaging with Teacher Recommendation

This Advanced Placement offering in 2D Digital Photography is intended for advanced, highly motivated students who are seriously interested in the study of photography. The course involves the development of an area of concentration in photography. The student will be required to research and explore a specific area of digital imaging, producing a journal of work that develops into a visual portfolio. The AP assessment will be based on the digital submission of this portfolio of work. The student will have to demonstrate, quality and in depth concentration in an area of photography equivalent to the work of a first year college student. Students will be expected to take the AP Assessment.

**CHORUS**

Credits: 5.0

03820  
Year

Grades: 9-12

Prerequisites: None

Chorus is available to students in grades 9 through 12. It is designed to increase each singer's knowledge and enjoyment of all forms of music and guide their development as an independent vocalist. The chorus performs as part of the winter and spring concerts and at competitions during the spring.

**CONCERT CHOIR** Credit: 5.0 03822  
Grades: 9-12 Year  
Prerequisite: Audition

Bernards High School Concert Choir is an auditioned group of high school students, grades 9 through 12. Objectives of the choir are: to give the student an advanced background in choral singing and vocal production; to offer representative works of the finest in choral literature from the masters; and to provide an in depth experience in the art of performance. The Concert Choir gives two evening concerts each year, participates in choral festivals and performs concert tours for additional musical experiences.

**MADRIGALS (H)** Credits: 5.0 03824  
Grades: 9-12 Year  
Prerequisite: Audition

The Madrigals (H) consists of an auditioned group of singers at Bernards High School that perform choral music at a very high level. The ensemble is chosen by audition based on musicianship, scholarship and ensemble balance and students must have previously demonstrated a high level of focus and passion for music-making on a daily basis. Students in the ensemble are required to learn and memorize all of the Concert Choir repertoire on their own while learning the more complex and musically demanding Madrigals (H) repertoire that represents all periods and styles of music history. Madrigals (H) gives numerous concerts during the year, performing for several events including festivals, benefits and competitions. In addition, students are expected to practice their music at home, work outside of school in regular student-led sectional rehearsals, attend all Concert Choir and Madrigals (H) rehearsals and concerts both outside and during school hours and are encouraged to take private voice lessons.

**ORCHESTRA** Credits: 5.0 03836  
Grades: 9-12 Year  
Prerequisite: None

The String Program is available to all string and piano players in grades 9 through 12. The Beginning String Program is available for students desiring to begin the study of a stringed instrument. After the fall season, woodwind, brass and percussion musicians from the band program will be selected (by audition) to join the string players in playing orchestral music.

**CONCERT BAND** Credits: 5.0 03832  
Grades: 9-12 Year  
Prerequisites: None

The goals of the concert band include individual musical growth, ensemble development, aesthetic awareness and music performance. The student accepts the in-school and out-of-school obligations of participation as integral components of their experience in the study of music. The band program at Bernards High School offers students an advanced level of music making experiences through a highly structured sequential training program. All members of the class are encouraged to participate in Marching Band as an integral part of the total Band experience. Upon graduation, students are prepared for membership in college level ensembles. Emphasis is placed on developing technical skill, characteristic tonality, musical sensitivity, ensemble awareness and developing a lifelong love and appreciation of music. Concert selections are of an intermediate level (level 3 to 3.5) progressing to literature suitable to college and professional bands (level 4 to 6).

**JAZZ ENSEMBLE (H)**

Credits: 5.0

03834

Grades: 9-12

Year

Prerequisites: Audition or Teacher Recommendation

Jazz Ensemble (H) provides a variety of technical and performance experiences for the instrumental music student. Jazz Ensemble (H) explores a variety of jazz styles from the 1920's through current compositions including blues, be-bop, post-bop, 1940's big band, 1950's cool jazz, 1960's progressive jazz, 1980's and 90's big band composers and current compositions. Jazz Ensemble (H) gives numerous concerts during the year, playing for several events such as festivals and benefits. Through active participation, each member develops his/her technical skill within a foundational study which leads to an advanced level of musicianship. Foundational study includes memorization of scales and modes, transcribing jazz solos and studying the styles of various jazz artists. Students also develop a clear understanding of the historical significance of jazz and the important role of that knowledge to their overall growth as a jazz musician, as well as increased mastery of one's own instrument. In addition, students will write critiques based on a variety of jazz styles and performances. Students in the ensemble are required to learn all of the Concert Band repertoire on their own while learning the more complex and musically demanding jazz repertoire that represents all periods and styles of jazz history. Students are expected to practice their music at home, attend all evening Concert Band and Jazz Ensemble (H) rehearsals and concerts both outside and during school hours.

**MUSIC TECHNOLOGY I**

Credits: 2.5

03843

Grades: 9-12

Semester

Prerequisites: None

This introductory course is open to any student with the desire to learn about the world of Music Technology. Students will become proficient in the use of loops, recording digital audio and MIDI. Sequencing techniques utilizing Sony Acid Pro, Audacity and iTunes will be studied. Students will leave this course with a basic understanding of recording techniques, sound systems and digital recording.

**MUSIC TECHNOLOGY II**

Credits: 2.5

03844

Grades: 9-12

Semester

Prerequisites: Successful completion of Music Technology I

This class will explore topics in Music Technology and will concentrate on practical applications. Radio Jingles, Film Scoring, and Compact Disc Production will be some of the topics studied. This course provides students an opportunity to develop their creativity through projects involving recording and editing. Students develop an understanding of the history of sound, microphones, sound systems, and music for film.

**MUSIC THEORY AND MUSICIANSHIP I**

Credits: 2.5

03841

Grades: 9-12

Semester

Prerequisites: None

This course provides students an opportunity to learn the basic elements of music through the rules and principles of music as an aural and written language. Students will listen to and analyze monumental works of music, fine-tune their musical listening ability, be able to read and write music using Western music notation (music theory and literacy), and begin to compose and arrange their own works.

**MUSIC THEORY AND MUSICIANSHIP II**

Credits: 2.5

03842

Grades: 9-12

Semester

Prerequisites: Successful completion of Music Theory and Musicianship I (or similar experience)

In this course, students build upon the principles learned in Musicianship I and study more complex, musical skills and students will continue to study monumental works of music at a more in-depth level. Learning to recognize chord progressions, intervals and instrumentation are taught aurally and through literacy, counterpoint is introduced, recognizing and understanding form and students will compose more complex works.

**THEATER ARTS I**

Credits: 2.5

03850

Grades: 9-12

Semester

Prerequisite: None

Theater is a form that concentrates on the experiences of human beings; their joys, sorrows, hopes, disappointments and relationships with one another. Theater I students will examine theater as a part of daily life, as a way of enhancing knowledge and skills, and as a means of expression. Students will explore the role of the audience, critic, and the production team. The study of theatrical history will show students the progression of this form of communication. Students will develop confidence through individual and group performance activities.

**THEATER ARTS II**

Credits: 2.5

03852

Grades: 9-12

Semester

Prerequisite: Successful completion of Theater Arts I

Theater II students will examine the role of the playwright and the structure of dramatic literature. Students will continue to develop actor training techniques acquired in Theater Arts I - increasing the development of the powers of observation, concentration, sense memory, and imagination; voice and movement; improvisation.

**ACTING TROUPE**

Credits: 5.0

03854

Grades: 10-12

Year

Prerequisite: Successful completion of Theater Arts II

This course is designed for the advanced acting student with serious intention to pursue further training or with a strong interest in acting. Acting Troupe is designed for the student who is ready for college-level honors work. Students will study advanced acting/directing techniques in objectives, character development, script analysis, and scene study, and upon completion will be prepared for college or pre-professional training. Acting Troupe students will participate in local and regional theater/forensic programs. Students may have the opportunity for public performance and attending professional productions.

## Course Offerings in 21<sup>st</sup> Century Life & Careers

These courses meet the 21 <sup>st</sup> Century Life & Careers Requirements which must total 5 Credits	
Architectural Drafting	Multimedia Technology 2
Engineering and Problem Solving (semester)	Multimedia Technology 3
Engineering II	Multimedia Technology 4
Technology & Research (semester) (Required)	Introduction to Woodworking (semester)
Multimedia Technology 1 (semester)	Advanced Wood Processes (semester)
Web Page Design (semester)	Machine Woods (semester)
Leadership Development & College Readiness	Cabinetmaking and Manufacturing
AP Computer Principles	AP Computer Science

We live in a technological age. Technology is the study of the human quest for solutions. The impact of technology on the individual, society, and the environment is great. Society needs people who understand technological forces and are prepared to help manage those forces. In the Design and Technology department students study a variety of themes including the historical development of technology, its impact, and techniques in problem solving through the application of technology, design, communication, and technology systems. **Technology & Research (T&R) is a required course for graduation.**

### TECHNOLOGY & RESEARCH

Credits: 2.5

03147

Grades: 9-12

Semester

Prerequisites: None

In this class, students will develop advanced computer application skills while developing products that are relative to both the educational setting and the 'real world'. Possible projects include digital imaging; digital portfolios; video game design and introductory computer programming; CADD; and digital video. Students will also learn advanced research and collaboration skills through the vast resources available over the internet, including those of our Media Center. Projects will focus on developing students' problem solving and critical thinking skills. Students will evaluate the impacts on society of technology, as well as the ethical and nonethical uses of technology. During this course students will participate in a career and interest assessment with the Guidance department. This course also serves as the springboard for the personal finance program required of all students.

**MULTIMEDIA TECHNOLOGY 1**

Credits: 2.5

03101  
Semester

Grades: 9-12

Prerequisites: None

This course introduces students to the techniques and equipment used in the Bernards High School television studio. Students will learn to use portable and studio video cameras, linear and digital editing systems, character generators, and graphic and audio effects. Video projects will include interviews, commercials, music videos, instructional videos, and taping and editing of co-curricular events for broadcast. Completion of this course will enable the students to enroll in "Video Production and Broadcasting." This course may not be repeated.

**MULTIMEDIA TECHNOLOGY 2**

Credits: 5.0

03103  
Year

Grades: 9-12

Prerequisites: Multimedia Technology 1

This course is available to all students who have successfully completed "Multimedia Technology 1." Students will develop television productions to be broadcast to the community on the local cable system (Channel 14 BHS-TV). Production techniques will be explored through the use of scripts and storyboards, studio and portable cameras, lighting, sound, and digital editing systems. Student produced projects will include replications of TV and movie scenes, music videos, film analysis and movie mistakes, interviews, news programs, public service announcements, commercials, students as teachers, open videos (student developed/teacher approved topics), and taping and editing of co-curricular and community activities for broadcast. Guest speakers, field trips, and films will be used to broaden the students' experiences. This course may not be repeated.

**MULTIMEDIA TECHNOLOGY 3**

Credits: 5.0

03100  
Year

Grades: 11-12

Prerequisites: Multimedia Technology 1; Multimedia Technology 2

This class will focus on producing videos of BHS co-curricular events. The course will cover proper videotaping techniques, digital editing methods and voice-overs. All final productions will be played on channel 14 for the community to watch. This course may not be repeated.

**MULTIMEDIA TECHNOLOGY 4**

Credits: 5.0

03109  
Year

Grades: 11-12

Prerequisites: Multimedia Technology 1; Multimedia Technology 2

This full year course will provide students the opportunity to explore and develop the video technology skills acquired in "Multimedia Technology 2." Advanced video techniques will be utilized emphasizing filming, editing and production methods. Students in the advanced program will be required to effectively present the various athletic, musical, theatrical, scholastic and other important events that take place in and around the school. These programs will showcase the talents of students in the class while they highlight the diverse accomplishments of our student body. A major goal of the class will be to produce a monthly BHS program on BHS TV. This course may not be repeated.

**INTRODUCTION TO WOODWORKING** Credits: 2.5 03110  
Grades: 9-12 Semester  
Prerequisites: None

This is a semester course providing opportunities for students to develop woodworking skills using selected stationary power equipment. Machines that will be used include the jigsaw, drill press and the jointer. Course content includes the operation of the wood lathe. Hand tools, portable power tools, and various finishing techniques also will be studied.

**ADVANCED WOOD PROCESSES** Credits: 2.5 03114  
Grades: 9-12 Semester  
Prerequisites: Introduction to Woodworking

This is a semester course designed for the serious woodworker. Advanced woodworking techniques such as marquetry, laminating, veneering and carving will be studied. Course content also includes the process of bending wood. Hot water or steam bending are used to make such projects as cross country skis, toboggans, skateboards and snowboards.

**CABINET MAKING AND MANUFACTURING** Credits: 5.0 03116  
Grades: 10-12 Year  
Prerequisite: Introduction to Woodworking & Advanced Wood Processes or Machine Woods

This full-year course is for students who have completed Introduction to Woodworking and Advanced Wood Processes and/or Machine Woods. This course includes basic cabinetmaking and furniture construction techniques. The selection of a project will be based on the demonstrated ability of the student. The course also includes development of a corporation that will design, manufacture, and market a product. Corporate manufacturing procedures and policies will be studied.

**MACHINE WOODS** Credits: 2.5 03112  
Grades: 9-12 Semester  
Prerequisites: Introduction to Woodworking

This is a semester course providing opportunities for students to improve woodworking skills utilizing all stationary power equipment. Course content will include safety and introductory activities utilizing the table saw, jointer, band saw, radial arm saw and the overarm router. Basic cabinetmaking and furniture design also will be studied. Students will be allowed to select their own projects based upon demonstrated ability.

**ENGINEERING AND PROBLEM SOLVING** Credits: 2.5 03120  
Grades: 9-12 Semester  
Prerequisites: None

This course will provide students with hands on experience in the innovative world of engineering and design. Students will develop and apply various design skills including sketching, 2D and 3D computer aided design, instrument drawing, prototype modeling and marker rendering. These skills along with student's creative problem solving approaches and imagination will create solutions to real world challenges. This course may not be repeated.

**ARCHITECTURAL DRAFTING**

Credits: 5.0

03121

Grades: 10-12

Year

Prerequisites: Engineering and Problem Solving

Architectural Drafting is a basic architectural course focusing on the development of drawing and design fundamentals within the area of residential construction. After examining modern and traditional building styles, each student will design a residential structure including floor plans, elevations, detailed drawings, plot plan, specifications, and pictorial rendering. This course may not be repeated.

**ENGINEERING II**

Credits: 5.0

03122

Grades: 10-12

Year

Prerequisites: Engineering and Problem Solving

After having been introduced to engineering and problem solving skills in the prerequisite course, students will continue to tackle engineering challenges with the aid of computer drafting. Students will develop a working knowledge of the various computer aided design software programs as they complete engaging engineering problems. Students will also be exposed to computer modeling with the help of a 3D printer.

**WEB PAGE DESIGN**

Credits: 2.5

03160

Grades: 10-12

Semester

Prerequisites: T &amp; R

Practical uses of the Internet have grown in epic proportion in the last few years. Supporting the Internet is one of the fastest growing service industries and promises to provide employment opportunities well into the next millennium. This course will begin to prepare students to create and manage "Webs" using the latest software and techniques available. Students will learn how to create Web pages, add and format content, incorporate images and create Hypertext links between and within pages. Practical uses might include publishing student and club newsletters, creating and maintaining a district web page, art projects, poetry, and school -wide news and developing student multimedia portfolios.

**LEADERSHIP DEVELOPMENT & COLLEGE READINESS**

04100

Grades: 11-12

Credits: 2.5

Semester

Prerequisites: None

The Leadership Development and College Readiness course is geared to assist students prepare for the rest of their lives. In addition to a leadership development component and a series of presentations by business and community leaders, students will work closely with a Guidance Counselor on navigating the college application and selection process. There will be considerable writing expectations as students work on college essays, compile research on potential college options, complete personal learning style and aptitude surveys, and present an oral report to the class on a profession of their choosing. The course will be taken for credit towards graduation, but will not be factored into the GPA.

## **Course Offerings in HEALTH & PHYSICAL EDUCATION**

The comprehensive health and physical education program at Bernards High School encourages students to take responsibility for their own lives by acting conscientiously in the present and by establishing positive health practices that will support and enhance lifelong wellness. The goal of the BHS program is to develop citizens who are both health literate and physically educated.

<b>PHYSICAL EDUCATION</b>	Credits: 5.0 (Max)	03986
Grades: 9-12		
Prerequisite: None		

The Physical Education program provides a wide range of activities divided into three-week units. Students select those activities that address their needs or appeal to their desires. Students must complete a minimum of 8 units of individual sports, and 5 units of team sports. The Peer Leadership Program for freshmen is run through the physical education classes. Peer Leader ship's main responsibility is to facilitate the freshman orientation program, which includes the use of the BHS ropes course. This course is required for graduation for all students.

<b>LIFE SKILLS I</b>	Credits: 1.25 (Max)	03333/03448
Grades: 9-10		Quarter
Prerequisite: None		

The following four major areas are presented: interpersonal relationships, personal behavior, physical health, and mental/ emotional health. A few of the specific items covered under the above areas are family relationships, human sexuality, alcohol/ drugs, and suicide. This course is a Bernards High School graduation requirement for all students. New Jersey requires that all students must enroll in and satisfactorily complete this course except in cases covered by the following New Jersey Law: N.J.S.A. 18A:35-4.6-NJAC 6:29-7.1(1) "The local board of education shall establish procedures whereby any pupil whose parent or guardian presents to the school principal a signed statement that any part of the instruction in family life education is in conflict with his/her conscience, or sincerely held moral or religious beliefs, shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result herefrom."

<b>LIFE SKILLS II</b>	Credits: 1.25 (Max)	03334/03449
Grade: 12		Quarter
Prerequisite: Life Skills I		

This course deals with six major areas of study that are of concern for today's 12<sup>th</sup> grade students. These topics are: the problems of the American family, drugs/alcohol and tobacco, stress/self-esteem, organizing and managing life, establishing relationships and human sexuality, and the responsibilities associated with living the single or married life. The use of guest lecturers along with audiovisual materials makes this course both educational and enjoyable. This course is a Bernards High School graduation requirement for all students. New Jersey requires that all students must enroll in and satisfactorily complete this course except in cases covered by the following New Jersey Law: N.J.S.A. 18A:35-4.6-NJAC 6:29-7.1(1) "The local board of education shall establish procedures whereby any pupil whose parent or guardian presents to the school principal a signed statement that any part of the instruction in family life education is in conflict with his/her conscience, or sincerely held moral or religious beliefs, shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result herefrom."

**LIFE AND TRANSITION SKILLS 2**

Credits: 2.5 (Max)

03340

Grade: 12

Semester

Prerequisites: Life and Transition Skills 1 and CST Recommendation

This program of study continues where the previous course leaves off, with a shift in focus to post-secondary transition skills, including vocational and/or educational. A more comprehensive look at coordinating aspects of adult living also will be emphasized. Once again, experiential learning will be a major component of the course, including a simulated "job search" involving writing resumes, cover letters, and participating in mock employment. This course meets the BHS graduation requirement for those students recommended by the Child Study Team.

**AUTO SAFETY**

Credits: 1.25 (Max)

03997/03998

Grades: 10-12

Quarter

Prerequisites: None

Auto Safety is required of all 10<sup>th</sup> grade students. This program provides students with the facts and attitudes that will assist them in developing into a safe driver and providing them with an awareness of the responsibilities that they will assume upon acquiring a driver's license. This course is a graduation requirement for all students and is offered in marking periods 1 and 2. Students are seated in coordination with science labs. This course may not be requested in a specific quarter. (Behind-the-wheel driver training is not offered at BHS)

**FIRST AID**

Credits: 1.25 (Max)

03998/03989

Grades: 11-12

Quarter

Prerequisites: None

The American Red Cross Standard First Aid Course is taught by faculty members who are Certified Red Cross instructors. The course consists of at least 30 hours of the standard First Aid Theory and Skills. If the student attains a grade of B or higher, then he or she is entitled to receive the American Red Cross First Aid Certificate. This course is a graduation requirement for all students.

## Course Offerings in NON-TRADITIONAL ACADEMIC PROGRAMS

The non-traditional academic programs at Bernards High School are designed to extend the learning opportunities beyond the coursework offered in the standard curriculum.

**SERVICE LEARNING** Credits: .25 per year 03500-03503

Grades: 9-12

Prerequisites: None

Bernards High School recognizes the need to develop in students a sense of social responsibility in addition to a commitment to their academic and co-curricular endeavors. By providing students with numerous opportunities for service to their community we believe that we will help students to achieve their full potential as active and productive members of their society. All students earn and receive one (1) credit for performing 40 hours of service learning during their four year high school career. Students are required to complete ten (10) hours of service per year.

**VOCATIONAL/TECHNICAL HIGH SCHOOL** Credits: 15 AM-03510/PM-03511

Grades: 9-12

Year

Prerequisite: None

The Somerset County Vocational and Technical High School enrolls students from county high schools on both a shared-time and full-time basis. Ninth grade students enroll on a shared-time basis in a Freshmen Career Exploration Program. These students rotate through several shop areas to explore before a choice is made. 10<sup>th</sup> through 12<sup>th</sup> grade students enroll on a full-time or shared-time basis in a Regular Career Preparation Program. These students enroll in a three-year curriculum in a single shop area for sequential information and skill development.

**STUDY SKILLS** Credits: 5.0 03520

Grades: 9-12

Year

Prerequisites: CST Recommendation

This course is designed to meet the needs of special education students requiring instruction and support with regard to general study skills. This course is intended to provide review and reinforcement in content area coursework, instruction in study methods and strategies, promotion of independent organizational and time management skills, and academic self-advocacy. A small group setting allows for individualized instruction in order to meet the individualized learning goals of the students.

**LEADERSHIP DEVELOPMENT & COLLEGE READINESS** 04100

Grades: 11-12

Credits: 2.5

Semester

Prerequisites: None

The Leadership Development and College Readiness course is geared to assist students prepare for the rest of their lives. In addition to a leadership development component and a series of presentations by business and community leaders, students will work closely with a Guidance Counselor on navigating the college application and selection process. There will be considerable writing expectations as students work on college essays, compile research on potential college options, complete personal learning style and aptitude surveys, and present an oral report to the class on a profession of their choosing. The course will be taken for credit towards graduation, but will not be factored into the GPA.

**ELL INTEGRATED MATH**

Credits: 5.0

Grades: 9-12

Prerequisite: Teacher Recommendation

ELL Integrated math is a full-year course in which students who are new the country and are not yet proficient in English will receive instruction in basic mathematical skills. Students will work on various levels of basic math concepts in order to prepare them for eventual entry into Algebra I.

**ELL INTEGRATED SCIENCE/SOCIAL STUDIES`** Credits: 5.0

Grades: 9-12

Prerequisite: Teacher Recommendation

ELL Integrated Science/Social Studies is a full-year course in which students who are new to the country and are not yet proficient in English will receive instruction in basic Science and Social Studies. The class will rotate, veering social studies and science each day in order to build English proficiency in both content areas. Students will work on developing skills that will prepare them for eventual entry into Biology and World History.

**ELL TRANSITION SKILLS**

Credits: 5.0

Grade: 9-12

Prerequisite: Teacher Recommendation

ELL Transitional Skills is a full year course in which students who are new to the country and are not yet proficient in English will focus on post-secondary transition skills, whether it be vocational or educational. The course will feature activities that focus on preparing students for future careers including a simulated “job search” involving writing resumes, cover letters, and participating in mock employment.