

***MANCHESTER REGIONAL HIGH SCHOOL***

*70 Church Street, Haledon, NJ 07508*



**RENAISSANCE**

***2009 - 2010***

***CURRICULUM GUIDE***

**MANCHESTER REGIONAL HIGH SCHOOL**

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**GRADUATION REQUIREMENTS**

In order to qualify for graduation, a student must pass the state High School Proficiency Assessment (H.S.P.A) in Language Arts and Mathematics. In addition, students must be enrolled in 40 credits per year, 120 credits total, to include:

|   | <u>Minimum Credits</u>  |             |             |             |
|---|-------------------------|-------------|-------------|-------------|
|   | <u>Class of</u>         |             |             |             |
|   | <u>2009</u>             | <u>2010</u> | <u>2011</u> | <u>2012</u> |
| ENGLISH   | 20                      | 20          | 20          | 20          |
| MATHEMATICS   | 15                      | 15          | 15          | 15***       |
| UNITED STATES HISTORY   | 10                      | 10          | 10          | 10          |
| WORLD HISTORY   | 5                       | 5           | 5           | 5           |
| SCIENCE   | 15                      | 15          | 15          | 15**        |
| PHYSICAL/HEALTH EDUCATION   | 20                      | 20          | 20          | 20          |
| VISUAL, PERFORMING AND/OR PRACTICAL ARTS  | 5                       | 5           | 5           | 5           |
| WORLD LANGUAGE  | 5*                      | 5*          | 5*          | 5*          |
| CAREER EDUCATION AND CONSUMER, (FAMILY AND LIFE SKILLS OR VOCATIONAL-TECHNICAL EDUCATION) | 5                       | 5           | 5           | 5           |
| ELECTIVES   | 20                      | 20          | 20          | 20          |
| CROSS CONTENT WORK PLACE READINESS  | Infused Into Curriculum |             |             |             |

\*\*\* 1 year must include Algebra I or content equivalent

\*\* 1 year must include Biology or content equivalent

\*Students can also attain credits by a demonstration of proficiency as defined by the State Department of Education and by the Manchester Regional High School Board of Education.

**Seniors are expected to be enrolled in a minimum of 30 credits during their senior year.**

**PROMOTION**

All students are placed in a graduation class based on the number of credits they have earned and the successful completion or required courses; there is no automatic or social promotion.

For 10<sup>th</sup> grade status – A minimum of 30 credits

For 11<sup>th</sup> grade status – A minimum of 60 credits w/ successful completion of Algebra I, Geometry & English I, English II

For 12<sup>th</sup> grade status – A minimum of 90 credits

**Special Note: Repeaters** are students who fail to earn the necessary credits needed to advance to the next grade level.

## GRADING POLICY

The following grading scale will be enforced during the 2009-2010 school year:

| <u>NUMERICAL GRADE</u> | <u>LETTER EQUIVALENT</u> | <u>GRADE EQUIVALENT</u> |
|------------------------|--------------------------|-------------------------|
| 98-100                 | A+                       | 4.3                     |
| 92-97                  | A                        | 4.0                     |
| 90-91                  | A-                       | 3.7                     |
| 88-89                  | B+                       | 3.3                     |
| 82-87                  | B                        | 3.0                     |
| 80-81                  | B-                       | 2.7                     |
| 78-79                  | C+                       | 2.3                     |
| 72-77                  | C                        | 2.0                     |
| 70-71                  | C-                       | 1.7                     |
| 65-69                  | D                        | 1.0                     |
| 0-64                   | F                        | 0                       |

### A. **Incomplete Grade**

A report card grade of **Incomplete** will be given when a student has not completed assigned work (writing assignments, projects, tests, quizzes, etc.) before the end of the marking period due to absenteeism or other extenuating circumstances. Incompletes are not given to students who simply do not complete assignments.

Missing assignments are due within two weeks of the close of the previous marking period. Should the student fail to make up the incomplete work satisfactorily and in its entirety by **two weeks** after the close of marking periods 1, 2 or 3, the grades for missing work will convert to “0” and be averaged in with the student’s other grades. **No Incomplete grades will be given in the fourth marking period.**

Criteria for giving a grade of Incomplete:

1. Student is making progress towards completing all missing work. Work must be turned in by dates set by the teacher.
2. Student makes a consistent effort to come for extra help to complete difficult assignments.
3. Students who miss work due to absences or suspensions must make a genuine effort to find out what work is missing and complete it in two weeks.
4. All incompletes must be made up within 10 school days of the end of the marking period.

**B. Final Average**

20% = each marking period

20% = final exam

**C. No Credit (NC)**

A student who exceeds the number of absences (as identified in the Attendance Policy) for a given course will receive a grade of No Credit (NC). This grade is to be calculated with credits taken and should be computed with zero quality points when calculating the final average. Teachers are to discuss all NC grades with their immediate supervisor. Students who receive a grade of NC must repeat the course; they may not take such courses in summer school.

**D. Summer School/Night School**

A student who fails a subject may take the course in summer school as a make-up subject. A student who received NC due to absences must retake the course the following year.

**E. Exam Exemption**

Any senior with an average of 95 or better in any particular subject will be exempt from the final exam. Students may also be exempt from final exams through the Renaissance program.

**Renaissance Final Exam Exemption Procedure**

Gold cardholders are exempt from two exams provided their year-to-date average is at least 90. Silver cardholders are exempt from one exam, with the same proviso; a year-to-date grade of at least 90. Please note: The 90 is based on year-to-date...not marking period.

The gold and silver card exemption may be in addition to the traditional senior exemption: Any senior who carries a 95+ average for the year in a subject may be exempt from that exam. It has no bearing on the Renaissance exemptions, and the Renaissance exemptions can be in addition to the senior exemptions.

## **COURSE WEIGHT**

Every course offered at Manchester Regional High School has been assigned a “weight” based upon its level of difficulty and expected curricular outcomes. These weights are explained below.

| <b>Course Level</b> | <b>Weight</b> | <b>Description</b>   |
|---------------------|---------------|--|
| Advanced Placement  | 1.25          | College-level courses. Students will take the Advanced Placement exam upon the completion of the course. The exam will be at the expense of the Board of Education.  |
| Honors (Enriched)   | 1.15          | These courses require considerable extra class preparation and curricular activities with intensive focus on the skills of analysis, synthesis, evaluation and research, as appropriate.                         |
| Academic            | 1.00          | Preparation courses for post-secondary education, business, and careers. Students will be required to demonstrate their understanding of core curriculum content standards and the application of skills gained. |

## **HONORS AND ADVANCED PLACEMENT COURSE REQUIREMENTS**

Qualified students are encouraged to enroll in Honors and Advanced Placement courses. Eligibility will depend on an evaluation of factors including scores on standardized tests, grades, and teacher recommendation.

Students who do not complete the summer assignments and/or do not maintain a D average may withdraw from the course at the end of the first marking period with a grade of WF (withdraw Failing) or WP (Withdraw Passing) and complete the year in the College Prep course.

**CLASS RANK**

The primary purpose of class rank is to supply information requested by post-secondary institutions. Class rank is based upon the academic performance of each student in any given graduating class.

Students will be ranked at the end of their freshman, sophomore, junior and senior years, as well as at the end of the first semester of their senior year.

All subjects studied for credit toward graduation are included in determining a student's grade point average. One's grade point average is the sum of the quality points earned divided by the total credits attempted. (To determine the Quality Points earned in a given subject, multiply the Grade Equivalent (GE) times the Weight of Course times the Credits.)

Example:

| COURSE                 | # GRADE | GE  |   | WEIGHT |   | CREDITS      | = | QUALITY POINTS |
|------------------------|---------|-----|---|--------|---|--------------|---|----------------|
| A.P. Chem.             | 90-91   | 3.7 | x | 1.25   | x | 7.00         | = | 32.37          |
| Honors U.S. History II | 82-87   | 3.0 | x | 1.15   | x | 5.00         | = | 17.25          |
| P.E. 3                 | 88-89   | 3.3 | x | 1.00   | x | 3.75         | = | 12.37          |
| Health 3               | 0-64    | 0   | x | 1.00   | x | 1.25         | = | 0              |
| Honors Spanish 4       | 92-97   | 4.0 | x | 1.15   | x | 5.00         | = | 23.00          |
| Honors Calculus        | 80-81   | 2.7 | x | 1.15   | x | 5.00         | = | 15.52          |
| Choir                  | 92-97   | 4.0 | x | 1.00   | x | 5.00         | = | 20.00          |
| Art 1                  | 0-64    | 0   | x | 1.00   | x | 5.00         | = | 0              |
| <b>TOTALS</b>          |         |     |   |        |   | <b>37.00</b> |   | <b>120.51</b>  |

120.51 Divided by 37.00 = 3.257 GPA

The student with the highest cumulative GPA in a particular grade level is ranked number one in the class. The student with the second highest GPA is ranked number two, etc. It is possible for more than one student to share the same rank.

Any senior who has not been a student at MRHS for at least **two years** prior to the senior year is not eligible for valedictorian or salutatorian.

Fifth year seniors are ranked with their cohort group, (the group of peers that entered 9<sup>th</sup> grade with them).

**SPORTS ELIGIBILITY**

The N.J.S.I.A.A. has established academic eligibility requirements that students must meet before being permitted to join any sports team.

**Eligibility Requirements:**

1. To be eligible for the Fall and Winter seasons, a student must have accumulated the following credits during the previous school year:  
GRADE 9 - Eligible immediately  
GRADES 10/11/12 - 27 1/2 credits
  
2. To be eligible for the Spring season, a student must be earning:  
GRADES 9/10/11/12 - 13 3/4 credits  
(Based on 1<sup>st</sup> and 2<sup>nd</sup> Marking Period)

If a student is eligible at the start of a sports season, he/she remains eligible for that entire sports season regardless of his/her grades at the end of the marking period.

**ATTENDANCE, Policy # 5200**

**A. INTRODUCTION**

1. Every child is required by state law to attend school regularly "during all the days and hours that the public schools are in session in the district." (Title 18A 38-26)
2. A well-planned course of study in any subject demands regular attendance on the student's part if he/she is to master the course content.
3. The Manchester Regional High School District firmly believes that a student's major academic interests can be served in his/her regular classroom and that every effort should be made to retain the student there, unless he/she is disruptive to the learning climate of that class. The Board also believes that poor mastery of school content is directly related to habitual absence from school and that students should not receive credit for class time missed when required class work is not made up.
4. In keeping with the intent of the Board policy and state mandates, students are encouraged to hold in high priority their attendance to class and are required to make up all work missed when absent. Limitations are set to ensure that the educational process is not significantly reduced in quality.
5. Students who enroll in the high school after the school year has begun will follow the attendance/absence regulations as stipulated, except that the number of absences in the regulation will be pro-rated according to the number of days that the students are on the roll.

6. Any student who is absent from class on any day must make up the work he/she has missed. This requirement is in effect regardless of the reason for absence. All absences are the same in their effect: the student is not present in the class during an instructional period, and thus misses the opportunity to interact with the teacher and the other students. In order to achieve credit for a course, the student is obligated to acquire and demonstrate mastery of specific skills and content. That obligation remains until the student is officially discharged from the class.
7. Attending class is necessary for earning course credit, because there is no adequate substitute for the interaction of teachers and students engaged in a productive task. But by itself attendance is no guarantee of success. The final determination about earning credit depends on the quality of the work performed, and the student's mastery of the course work.
8. Students returning from an absence have two school days from the date of return to arrange a schedule to make up missed work. **The actual dates of making up the work will be at the discretion of the teacher. The Guidance Office needs a minimum of 3 days' absence to honor homework requests.**

## **B. APPEALS**

1. All students have a maximum number of days to be absent from class. If the maximum number of days (**16** day limit full-year course) is exceeded (see limits on the following pages), he/she will automatically receive **NO CREDIT**. (See Page 5).
2. Waivers **will only** be considered under exceptional and extenuating circumstances (e.g. long-term illness).
3. The **student** must begin the appeal process with the submission of a completed Waiver Request Form to the student's guidance counselor. The necessary documentation must be included. The Waiver Request Review will be by the Attendance Appeals Committee (principal, disciplinarian, counselors, nurse). Their decision may be appealed to the Superintendent and Board of Education.
4. Absences which will not count toward the loss of credit will include:
  - a. Religious holidays as approved by the State Department of Education;
  - b. Death in the immediate family (parents, grandparents, brothers, sisters, aunts, uncles – 5 calendar day maximum – in or out of the country);
  - c. Professional appointments (e.g. college visitations, court appearances, road tests, etc.) which cannot be scheduled outside of school hours;
  - d. Attendance at school-sponsored functions, such as: school trips, class meetings, choir/band performances, etc.;
  - e. Serious illness or injury (long-term) with written verification from a physician and submitted to the school nurse within two days (48 hours) of the student's return to school.
  - f. Out of school suspensions.

5. Note that:
  - a. Submitting makeup work is a requirement for passing, but not a guarantee. The makeup work must be well done, and the rest of the student's work must be of high enough quality to justify awarding credit.
  - b. If a student loses credit in any given course due to absences, he/she will remain in class.
  - c. If the student's behavior in class interferes with the educational process, the student will be subjected to disciplinary penalties.
6. Absences, which will not be considered authorized, include:
  - a. Truancy
  - b. Cutting (this means all forms of selective absences from class, including leaving before the end of the school day and reporting to school after the end of a class period without a valid excuse). Cuts in any course will be counted as unauthorized absences, and will be punished as disciplinary infractions. Five (5) cuts will result in a loss of credit.
  - c. Family trips overseas during the school year.
7. All absences from school require:
  - a. Parent/Guardian must call school by 8:00 a.m. to inform Attendance Office of the student's absence.
  - a. All excuse notes must be received within 48 hours of the student's return to school. Students will be charged with truancy if they return to school without a note.

### C. ATTENDANCE AT A GLANCE

A maximum of 16 days' absence is established for full year courses (12 for physical education, 8 for a half-year course and 5 for a one-quarter course), except under exceptional and extenuating circumstances. Absences may not be "banked" to be used at the end of the instructional period: therefore, there is a maximum of 8 absences in any one marking period for a full-year course. There is a maximum of 4 absences in any one marking period for a half-year course.

#### FULL YEAR COURSE

| NOTIFICATION LETTERS   | 8<br>ABSENCES  | 12 & 16<br>ABSENCES  | 17 OR MORE ABSENCES   |
|--|--|--|---|
| Warning letters:<br>8 days<br>12 days<br>16 days<br>Loss of Credit:<br>17 days | Student must make up all work; may earn credit for course if work is passing | Student must make up work every single day's absence in order to be eligible to earn credit for course, if work is passing | Student will be denied credit for course, even if work had been passing |

#### PHYSICAL EDUCATION COURSE

| NOTIFICATION LETTERS   | 10<br>ABSENCES   | 12<br>ABSENCES   | 13 OR MORE ABSENCES   |
|--|--|--|---|
| Warning letters:<br>10 days<br>12 days<br>Loss of Credit:<br>13 days | Student must make up all work; may earn credit for course if work is passing | Student must make up work every single day's absence in order to be eligible to earn credit for course, if work is passing | Student will be denied credit for course, even if work had been passing |

### ½ YEAR COURSE

| NOTIFICATION LETTERS  | 7<br>ABSENCES  | 8<br>ABSENCES  | 9 OR MORE ABSENCES  |
|---|--|--|---|
| Warning letters:<br>7 days<br>8 days<br>Loss of Credit:<br>9 days | Student must make up all work; may earn credit for course if work is passing | Student must make up work every single day's absence in order to be eligible to earn credit for course, if work is passing | Student will be denied credit for course, even if work had been passing |

### HEALTH EDUCATION COURSE

| NOTIFICATION LETTERS   | 4<br>ABSENCES  | 5<br>ABSENCES  | 6 OR MORE ABSENCES  |
|--|--|--|---|
| Warning letter:<br>4 days<br>5 days<br>Loss of Credit:<br>6 days | Student must make up all work; may earn credit for course if work is passing | Student must make up work every single day's absence in order to be eligible to earn credit for course, if work is passing | Student will be denied credit for course, even if work had been passing |

#### D. LATENESS TO CLASS PROCEDURES

1. Every student is to report to class as quickly as possible. Students who come to school after 1<sup>st</sup> period should report directly to the attendance office to sign into school. Failure to do so will result in disciplinary action!
2. The teacher records lateness to class.
3. Any student who enters class after the late bell (within the first ten minutes) will be marked present but tardy and he/she will receive detention.
4. Detention, which will be held after school, must be served on the day of the tardy to class. Failure to serve detention will result in Suspension.
5. After 10 minutes into any period the student will be admitted to class but informed he/she will receive a cut for the period. The teacher will submit the cut form to the attendance office. The disciplinarian will assign the appropriate discipline for the cut. The student will:
  - a. Remain in class and be involved in the learning process
  - b. Face further disciplinary action if he/she is disruptive

#### E. SCHOOL POLICIES

1. No head coverings are permitted in the school without prior authorization. Head coverings worn in the school will be confiscated. Detention must be served for the return of the head covering.
2. Eating and/or drinking in class or hallways is prohibited. Student is subject to disciplinary action.
3. Radios, walkmans, or any other personal listening devices, of any type are not allowed in the building. They will be confiscated. Detention will be assigned for the return of such items. Laser lights are not allowed in the building. They will be confiscated and returned upon a parent conference.

## **GUIDANCE DEPARTMENT**

The Manchester Regional High School Guidance Department is organized to offer services to students that will complement the learning process. Upon entering high school, each student is assigned a counselor with whom that student will remain for his/her tenure at Manchester Regional High School.

At the high school level, the focus is on preparing students for post-secondary options. The common goal is for counselors to be partners in the educational process so that each student has the ability to make wise and rational decisions, develop his/her potential, set realistic goals, and become a self-sustaining member of society.

Each student in grades 9, 10, and 11 will meet with their counselor at a Scheduling Conference to plan the academic program for the following school year. Scheduling Conferences will begin in mid-January and run through the end of March. If the parent/guardian wishes to be present at the Scheduling Conference, they may call 973-389-2830 and arrange a date and time.

## **PROGRAM CHANGES**

Students will have the opportunity to review their tentative schedules with their counselor before the end of the school year. They are free to make any changes in their elective choices up until the end of March. **As of April 1, only changes necessitated by failures, the completion of summer school courses and/or night school will be accepted.**

**The guidance counselors will make every effort to give each student their elective choices, however, elective choices cannot be guaranteed.**

## **SUMMER AND EVENING SCHOOL**

A summer school program is available at MRHS through the Passaic County Educational Services Commission on a fee basis. Students who have failed courses during the school year may take review courses to make up credit lost. **Students who received No Credit because of absenteeism may not take review courses in summer school.**

Evening classes for new/review credit may be available at Manchester Regional High School through the community school. Contact the Guidance Department at 973-380-2830 for further information.

## SAMPLE PROGRAMS (COURSE SELECTIONS)

### 9<sup>th</sup>

English 1  
World History  
Algebra 1  
Geophysical Science  
Physical Education/Health 1  
Freshman Seminar  
Foreign Language  
Visual/Performing Arts

### 10<sup>th</sup>

English 2  
U.S. History I  
Geometry  
Biology 1  
Physical Education/Health 2  
Foreign Language  
Visual/Performing Arts  
Elective

### 11<sup>th</sup>

English 3  
Algebra II  
Chemistry  
U.S. History II  
Foreign Language  
Physical Education/Health 3  
Elective  
Elective

### 12<sup>th</sup>

English 4  
Pre Calculus  
Physics  
Foreign Language  
Physical Education/Health 4  
Elective  
Elective  
Elective

Grade 9 and Grade 10 students must enroll for eight periods of class each day. Only students on Work-Study Programs and the WPU C.L.A.S.S. Program may be excused from school early. There is no provision for “late” arrival. School begins at 7:45 A.M. for every student.

- NOTE: These are not necessarily the suggested order of periods.

**BUSINESS / TECHNOLOGY DEPARTMENT  
RECOMMENDED SCOPE AND SEQUENCE**

**BUSINESS**

**GRADE 9**

Freshman Seminar

**GRADES 9-12**

Accounting 1

Business Law

Introduction to Business

Personal Money Management

Sales/Advertising

**GRADES 10-12**

Accounting 2

Advanced Computer Applications/  
MS-Office

**GRADE 12**

Cooperative Education

Marketing Education

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**ACCOUNTING 1**

*Grades 9-12*

*Credits 5.00*

A skill level course of value to all students pursuing a strong background in business, marketing, and management. This course includes planned learning experiences that develop initial and basic skills used in systematical classifying, recording, verifying, and maintaining numerical data involved in financial and product control records including the paying and receiving of money. Accounting computer applications will be integrated throughout the course where applicable.

**ACCOUNTING 2 (PREREQUISITE: ACCOUNTING 1)**

*Grades 10-12*

*Credits 5.00*

Accounting 2 is designed to enhance skills learned in Accounting 1 by including special realistic business projects and simulations. This class is available to students desiring to further develop their accounting skills as applied to partnership and corporations.

**ADVANCED COMPUTER APPLICATIONS / MS-OFFICE (PREREQUISITE: FRESHMAN SEMINAR)**

*Grades 10-12*

*Credits 5.00*

Students will become proficient in the use of the Microsoft Office package. This proficiency will help prepare them for an entry-level job in the business world, and/or prepare them for college by giving experience with these commonly used programs. Included in the package are the following programs: Microsoft Word, Excel, PowerPoint and Publisher. Throughout the year, the implementation and combining of all Microsoft programs will come into effect to produce creative and innovative projects.

**BUSINESS LAW**

*Grades 9-12*

*Credits 5.00*

Instruction in this area addresses laws affecting both businesses and families. As laws emanate from different governmental and judicial entities, students must have a basic understanding of law and the foundation of the legal system. The impact of international business and technology has created an additional demand for students to include this course in their academic preparation.

**COOPERATIVE EDUCATION**

*Grade 12*

*Credits 10.00*

Cooperative Education is taken in conjunction with Marketing Education. It is a program designed to give the student an opportunity to work within the local business community while attending high school. The student will attend regular classes in the morning, and is supervised on-the-job in the afternoon. Students combine both academic and business experiences to gain perspective in career planning.

**FRESHMAN SEMINAR**

*Grade 9*

*Credits 5.00*

Freshman Seminar is a required course for all incoming 9<sup>th</sup> Graders. It replaces Computer Applications, but includes skills and material that were taught in the prior Computer Applications course. This includes one marking period of basic keyboarding and one marking period of software applications that are part of the Microsoft Office 2000 suite comprised of MSWord, PowerPoint, and Excel. Freshman seminar includes one marking period of Consumer & Family Life Skills and one marking period of Career Planning. Freshman Seminar is designed to satisfy the graduation requirements for 5 credits in career education, consumer family and life skills, and technological literacy.

## **INTRODUCTION TO BUSINESS**

*Grades 9-12*

*Credits 5.00*

An introductory course planned to introduce students to the functions and role of business in our economic system as well as to prepare students for a more meaningful and beneficial interaction with business as citizens and consumers. Basic methods and record keeping procedures of a business are emphasized as well as the role of the computer in carrying out the various aspects of a business.

## **MARKETING EDUCATION**

*Grade 12*

*Credits 5.00*

Marketing Education is the required course to be taken to supplement Cooperative Education. The course will cover promotion, pricing, product planning, marketing management, and “marketing yourself”. In addition, the course will provide strategies for communication with customers, employers and co-workers and entrepreneurship as it relates to the current marketplace. The students have the opportunity to join DECA Marketing Club, a co-curricular club that lets students compete against various Marketing students throughout the state and country.

## **PERSONAL MONEY MANAGEMENT**

*Grades 9-12*

*Credits 5.00*

Focuses on personal finance in areas of employment, money management, banking, investments, taxes, credit management, risk management, insurance and the stock market. Students will use electronic calculators, computer programs and the Internet.

## **SALES AND ADVERTISING**

*Grades 9-12*

*Credits 5.00*

The purpose of this course is to introduce the student to many skills needed to function in the business and advertising world as both a consumer and as a potential businessperson. He/she will develop an understanding of our business system and the economic setting in which it functions. The student will also learn how to reach potential consumers through many types of advertising and how it has rapidly expanded in the past 20 years. The student will see how the connection between sales and advertising works through the eyes of the businessperson and consumer.

## TECHNOLOGY

### GRADES 9 – 12

CAD I (Intro to Computer Aided Design)  
Introduction to Networking Technologies  
Computer Arts 1  
Introduction to Visual Basic  
Introduction to Java

### GRADES 10 – 12

CAD II  
Cisco Networking Academy  
Discovery Part 1  
Computer Art 2  
TV & Video Production 1  
Advanced Computer Programming

### GRADES 11-12

Cisco Networking Academy Discovery (Part II)  
Computer Art 3  
TV & Video Production 2

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### **ADVANCED COMPUTER PROGRAMMING (PRE-REQUISITES– ALGEBRA I, INTRO. TO COMPUTER PROGRAMMING)**

*Grades 10-12*

*Credits 5.00*

This is an advanced computer programming course utilizing the Java Programming language as a basis for constructing Object Oriented Programs to create applets and applications. Java will be explored in depth, covering such topics as inheritance and polymorphism, security, classes, objects, arrays and array lists. This course will also explore the processes of input and output of data in Java.

*(This course is recommended for students who may be interested in a career in computer engineering, web design or data base construction and management or for students who have taken or may be taking either Computer Arts 1 & 2).*

### **CAD I (INTRO TO COMPUTER AIDED DESIGN)**

*Grades 9-12*

*Credits 5.00*

Computer Aided Design I introduces the student to the equipment, drafting industry standards and terminology. Students will be introduced to basic drafting and design procedures and standards. The student will become familiar with AutoCAD 2000i, the Windows 95/98 operating systems, directory structure, menus, files, and problem solving. The program is designed to give the student the skills utilizing the computer to solve drafting and design-related problems and the ability to produce accurate working drawings.

Areas of concentration include single view drawings, geometric constructions, orthographic projection, dimensioning, and pictorial drawings with an emphasis on 2D drawing practices.

## **CAD II (PREREQUISITE: CAD I)**

*Grades 10-12*

*Credits 5.00*

CAD II enhances the skills learned during the first level offering and continues the study in the use of computer with attention to more challenging projects and the fine points of drafting standards.

Instruction in: advanced orthographic projection and dimensioning, sectional views, auxiliary views, revolutions, threads and fasteners, developments and intersections, advanced pictorials with an introduction to architectural drafting and 3D drawing.

### **(Architectural)**

After an introduction to architecture in the second level course, the student will enhance skills required to develop and produce a set of working drawings for a single-family residential structure. The student will be introduced to the construction industry, building techniques and blueprint reading. Development of a set of plans that include: sectional plans, foundation and floor plans, elevations, dimensioning and electrical plan, a plot plans, window and door schedules, perspective rendering and a variety of detail drawings will be completed. The experience will culminate in the construction of a scale model of the student's design.

### **(Mechanical)**

Students will develop and enhance their drawing and computer skills under supervised independent study in three major areas: parametric mechanical design, 3D modeling, and scene creation and animation. Student will also use CAD to resolve mechanical problems such as computing stress points and moments, areas, volumes, and other geometric calculations. Students will also develop web-based drawings and utilize web based tools to collaborate on design projects. In this process students will work to design, research, and complete assigned projects both individually and in groups.

## **INTRODUCTION TO VISUAL BASIC**

*Grade 9-12*

*Credits 5.00*

Using

Using the Graphical Users Interface capabilities of Visual Basic, the student will learn Object Oriented Programming (OOP). This state-of-the-art programming paradigm deals with the definition of objects via attributes and events associated with a particular object. In the process of using GUI to program, the usual structures of sequential programming are also mastered, preparing the student to learn any other programming language as well as using this tool to build an end product application directly. It requires a Microsoft development environment for Visual Basic on each student's computer. The grade is determined by both grasp of the essentials as well as a final project implementing these concepts.

## **CISCO NETWORKING ACADEMY DISCOVERY (Part I)**

*Grades 10 – 12*

*Credits 5.00*

### **OVERVIEW**

The CCNA Discovery curriculum covers computer networking in four sequential parts as it applies to practical networks that a student may encounter – from simple small home or office networks to more complex enterprise models. Students will learn the technical and software-based skills necessary to succeed in entry-level networking professions (ex. network installer, help-desk technician, pre-sales support technician, or network technician). Additionally, CCNA Discovery teaches necessary skills for acquiring two Cisco industry certifications, CCENT (Cisco Certified Entry Networking Technician) and CCNA (Cisco Certified Network Associate). Both courses utilize actual Cisco hardware, as well as industry-specific simulation software to create an authentic workplace experience for motivated student technicians.

Cisco Networking Academy Discovery Part I covers semesters 1 and 2 of the CCNA Discovery curricula, including networking for home and small business (setting up a personal computer and operating system, troubleshooting network and internet connectivity sharing resources on a network, and configuring a wireless access point and client) and working at a small-to-medium business (installing, configuring and troubleshooting Cisco IOS devices, planning a network infrastructure, implementing basic WAN connectivity, and demonstrating proper disaster recovery procedures).

## **INTRODUCTION TO JAVA (PREQUISITE: GRADE ‘B’ OR BETTER IN GEOMETRY)**

*Grade 9-12*

*Credits 5.00*

This course serves as a foundation course for the studies of computer programming. The course will provide the students with exposure to interpreted and compiled programming execution and procedural and object oriented programming structures. Students will then learn basic computer algorithms used in counting, looping, decision making (Boolean), and input/output. The Java programming language will be utilized to learn and apply basic computer programming structures and techniques to simple programs.

*(Recommended for students studying Computer Art).*

**CISCO NETWORKING ACADEMY DISCOVERY (Part II) (PREREQUISITE: CISCO NETWORKING ACADEMY DISCOVERY (Part I))**

*Grades 11 – 12*

*Credits 5.00*

**OVERVIEW**

The CCNA Discovery curriculum covers computer networking in four sequential parts as it applies to practical networks that a student may encounter – from simple small home or office networks to more complex enterprise models. Students will learn the technical and software-based skills necessary to succeed in entry-level networking professions (ex. network installer, help-desk technician, pre-sales support technician, or network technician). Additionally, CCNA Discovery teaches necessary skills for acquiring two Cisco industry certifications, CCENT (Cisco Certified Entry Networking Technician) and CCNA (Cisco Certified Network Associate). Both courses utilize actual Cisco hardware, as well as industry-specific simulation software to create and authentic workplace experience for motivated student technicians.

Cisco Networking Academy Discovery Part I covers semesters 3 and 4 of the CCNA Discovery curricula, including basic routing and switching in an enterprise business (configuring and troubleshooting switches, VLANs, WAN Links, and routing protocols – all utilizing the OSI model of network communications) and designing computer networks (gathering customer requirements, using those requirements to build custom networks catering to specific needs, implementing IP and resource-sharing in said networks, and upgrading Cisco IOS software in Cisco devices).

**COMPUTER ART 1**  
**(PREREQUISITE: ART 1)**

*Grades 9 - 12*

*Credits 5.00*

This full year course will expose students to the world of computer graphics. Students will utilize computer programs such as Adobe Photoshop, Illustrator and PageMaker to create artwork and illustrations that can be incorporated into desktop publishing documents, posters, banners, business cards and websites. This is a project based course that will include applying art and language skills to develop graphic designs that can be utilized in print based and web based documents. This course will also expose the students to basic document structure, font utilization, use of color (color, monochrome and grayscale), and “golden rule” of publishing and writing. The program serves as a foundation Advanced Computer Graphics – Web design and animation and Advanced Computer Graphic – Desktop publishing and commercial art.

## **COMPUTER ART 2**

### **(PREREQUISITE: COMPUTER ART 1)**

*Grades 10 – 12*

*Credits 5.00*

The core of this course is the application of art, computer graphics and writing for the web. Students will learn to design web documents and web sites that include artwork, photography, animation and multimedia content. Writing and editing text content for web documents will be stressed as part of the design process. Implementation of forms and databases to create interactive websites will also be explored. Students in this class will also be creating and maintaining content for the school website.

*(Recommended for those interested in computer engineering, animation, database design, web design, education, advertising, journalism, marketing or communications.)*

*Note: This is a great companion course for students taking a computer science course.*

## **COMPUTER ART 3 (PREREQUISITE: COMPUTER ART 2)**

*Grades 11-12*

*Credits 5.00*

The core of this course is the application of art, computer graphics and writing for printed documents, such as newspapers, magazines, books, instructional documents and commercial advertising. Emphasis will be on use of visualization techniques to emphasize content and generate interest. Writing and editing content will be a component of the study of desktop publishing. Writing projects will include such things as short stories, headlines, document titles and slogans for advertisements. Emphasis will be on organization of printed documents following the “golden rule” governing location of information and font usage. Additionally the application of fonts, color, photographs and artwork to generate interest and enhance readability will be explored. This course is project based and students will have the opportunity to practice and utilize these skills for the layout and production of such documents as school flyers, the school newspaper, school and community newsletters, posters for clubs and banners.

*(This course is highly recommended for students who may have an interest in journalism, business, law, language studies, commercial art, advertising, education, marketing or communications.)*

## **INTRODUCTION TO NETWORKING TECHNOLOGIES**

*Grades 9 – 12*

*Credits 5.00*

This course teaches the student to install, configure, upgrade, troubleshoot and repair personal computers. Students will learn basic knowledge of desktop and portable computers, printers and basic networking concepts. This course covers knowledge of safety and common preventative maintenance procedures.

Course content is general and includes both the study of the theoretical aspects of computer and network operation and lab activities, which include creation of physical network connections and establishing communication between computers and other computer

networks. Study also includes an introduction to NOS (network operating systems), such as Novell, Windows NT, and Linux.

The course content serves as a foundation for future studies in the Information Technology field. Students completing this course will be prepared to pursue study and certification in areas such as: Cisco CCNA, Microsoft MCP and MCSE, Novell CNA, A+ and Network+. This course is a must for anyone interested in pursuing a career in any area of Information and Computer Technologies.

*It is recommended that this course be taken prior to Cisco Networking Academy Discovery 1 or in conjunction with Cisco Networking Academy Discovery 2).*

### **TELEVISION & VIDEO PRODUCTION I (PRE-REQUISITE:COMPUTER ART 1)**

*Grades 10-12*

*Credits 5.00*

TV and Video Production introduces the student to the complete process of writing, filming, and editing a television or video program. The student will use computer-based non-linear editing software to create full-length, broadcast quality scenes, shows, and mini-movies. The student will also learn the process of creating a television program from idea to final product.

Other topics included in this course will be scriptwriting, storyboarding, how to correctly operate a digital video camera, lighting techniques, directing talent and camera operators, editing video into sequences that are composites of different takes, and finalizing a product onto a professional-quality tape or DVD.

Approximately one half of the year will be learning pre-production techniques, and how to safely (and carefully) operate equipment. The remainder of the year will be project-based learning consisting of working both as an individual and in a group.

Resources and “studio time” are limited and will require lab usage before and after school hours. Filming of scenes and events may also require students to participate in class related activities outside of regular school hours.

*(This course is highly recommended for students who may have an interest in communications, marketing, advertising, business, video journalism or education.)*

*Note: This offering is also a great companion course for COMPUTER ARTS 2)*

### **TELEVISION & VIDEO PRODUCTION II (PRE-REQUISITE: TELEVISION AND VIDEO PRODUCTION I)**

*Grades 11-12*

*Credits 5.00*

The focus is on creating original content for MRHS TV, Manchester’s public, educational and government station. Class includes project-based learning, creating serialized television shows and short movies which spotlight community groups and organizations. Students will learn advanced editing techniques, use software to compliment non-linear based editing, utilize stop-motion techniques and special effects including green screen production.

**ENGLISH DEPARTMENT  
RECOMMENDED SCOPE AND SEQUENCE**

**REQUIRED COURSES**

**GRADES 9 – 12**

English as a Second Language (ESL)  
[Beginning, Intermediate and Advanced]

**GRADE 9**

English I, Level 1 (College Preparatory)  
English I, Level 2 (General)  
Honors English I

**GRADE 10**

English II, Level 1 (College Preparatory)  
English II, Level 2 (General)  
Honors English II

**GRADE 11**

English III, Level 1 (College Preparatory)  
English III, Level 2 (General)  
Honors English III

**GRADE 12**

English IV, Level 1 (College Preparatory)  
English IV, Level 2 (General)  
Honors English IV  
Advanced Placement English IV

**ELECTIVES**

**GRADES 9 – 12**

ESL Academic Support  
Theatre Arts

**GRADES 10-12**

Imaginative Literature  
Speech and Communications  
Films and Literature  
Short Stories

**GRADES 11 -12**

Journalism



**ENGLISH AS A SECOND LANGUAGE (ESL) - BEGINNING, INTERMEDIATE  
AND ADVANCED**

*Grades 9 -12*

*Credits 5.00*

In the English as a Second Language Program, the teacher provides individualized and group instruction with the aim of strengthening each student's basic communication skills, improving his/her performance in content area classrooms. Instruction incorporates listening, speaking, reading and writing. Each student has an Individual Student Improvement Plan which contains daily work, tests, parent communication, etc.

## **ESL ACADEMIC SUPPORT**

*Grades 9 -12*

*Credits 5.00*

This multi-leveled, multi-grade course is designed for individual instruction to assist ESL students with their content area classes. Students are provided with conceptual and vocabulary support, as well as semi-guided preparation time for projects, quizzes and tests. In addition, the course focuses on essential academic skills such as note-taking, test-taking, test preparation and organization. Students are exposed to a variety of teaching techniques and appropriate multi-media materials that they might otherwise not experience.

## **ENGLISH I, LEVEL 1**

*Grade 9*

*Credits 5.00*

The ninth grade English course-work encompasses an introduction to the following genres via selections from world literature: mythology, drama, novel, poetry, and short story. Listening skills and presentations, as well as vocabulary development and grammar usage, are stressed. Writing focuses on a variety of essay types. Emphasis is also placed upon orientation to high school and development of study skills.

## **ENGLISH I, LEVEL 2**

*Grade 9*

*Credits 10.00*

The curriculum of this ninth grade English course essentially mirrors that of English I, Level 1. However, greater emphasis is placed on the building of literacy in the five language skill areas: speaking, listening, reading, writing, and viewing. More specifically, intensive instruction is provided in vocabulary building, grammar, and reading strategies. To this end, students are exposed to a variety of teaching techniques and appropriate multi-media materials that they might otherwise not experience.

## **HONORS ENGLISH I**

*Grade 9*

*Credits 5.00*

This course introduces students to the following genres via selections from world literature: mythology, drama, novel, poetry and short story. Listening skills and oral presentations, as well as vocabulary development and grammar usage, are stressed. Expository writing, as well as research techniques such as paraphrasing, summarizing, and note-taking are incorporated. Emphasis is also placed upon student orientation to high school and the development of study skills. Failure to complete all of the Summer Reading Assignments results in dismissal from the course.

## **ENGLISH II, LEVEL 1**

*Grade 10*

*Credits 5.00*

The tenth grade English course-work is organized around three (3) major areas: vocabulary study, writing improvement, and literature study. The focus of the vocabulary unit is expansion of vocabulary through the study of roots, synonyms, and antonyms. Writing improvement focuses on the writing process and culminates with the completion of a research paper. Literature study incorporates selections from the American colonial and revolutionary periods, providing an overview of all-major genres (short story, novel, non-fiction, poetry, and drama).

## **ENGLISH II, LEVEL 2**

*Grade 10*

*Credits 10.00*

The curriculum of this tenth grade English course essentially mirrors that of English II, Level 1. However, greater emphasis is placed on the building of literacy in the five language skill areas: speaking, listening, reading, writing, and viewing. More specifically, intensive instruction is provided in vocabulary building, grammar and reading strategies. To this end, students are exposed to a variety of teaching techniques and appropriate multi-media materials that they might otherwise not experience.

## **HONORS ENGLISH II**

*Grade 10*

*Credits 5.00*

This accelerated course will introduce students to the in-depth study of literature in all the major genres, (short story, novel, non-fiction, poetry and drama), as well as selections from the American colonial and revolutionary periods. Other units of study include vocabulary development, which stresses the study of synonyms, antonyms, and analogies, and writing improvement, which stresses the writing process and culminates with preparation of a research paper. Failure to complete all of the Summer Reading Assignments results in dismissal from the course.

## **ENGLISH III, LEVEL 1**

*Grade 11*

*Credits 5.00*

The eleventh grade English course emphasizes the enhancement of vocabulary skills, as well as oral and written communication. A survey of American literature, with focus on the 20th century, incorporates the following genres: novel, drama, short story and poetry. A major unit involves preparation of a paper involving the research of the social significance of an American novel.

## **ENGLISH III, LEVEL 2**

*Grade 11*

*Credits 10.00*

The curriculum of this eleventh grade English course essentially mirrors that of English III, Level 1. However, greater emphasis is placed on the building of the five language skill areas: speaking, listening, reading, writing, and viewing. More specifically, intensive instruction is provided in vocabulary building, grammar, writing skills, and reading strategies. To this end, students are exposed to a variety of teaching techniques and appropriate multi-media materials that they might otherwise not experience. The culminating research paper will focus on a current events issue.

## **HONORS ENGLISH III**

*Grade 11*

*Credits 5.00*

This accelerated English III course focuses on American literature, with emphasis on 20<sup>th</sup> century novels, drama and poetry. It incorporates continued refinement of communication skills with emphasis on process writing and literature-based writing assignments, oral presentations and class discussions. A literary criticism of an American author is required. Vocabulary study is primarily literature-based and relates to college entrance exams. Failure to complete all of the Summer Reading Assignments results in dismissal from the course.

## **ENGLISH IV, LEVEL 1**

*Grade 12*

*Credits 5.00*

The twelfth grade English course incorporates vocabulary study, writing enhancement, language development, and literature study. English IV, Level 1 is a preparation course for college. Critical thinking skills are emphasized throughout the course of study, as well as creativity and imagination. The language unit traces the development of British Literature from the Anglo Saxons to 20<sup>th</sup> Century Literature. The course incorporates historical fiction, poetry, novels, drama, and non-fiction. All English IV students are required to turn in a senior thesis paper that will be assigned mid-year and developed through several stages over the course of the remainder of the year. In addition, early in the year, the students will investigate colleges and prepare college entrance applications and accompanying essays.

## **ENGLISH IV, LEVEL 2**

*Grade 12*

*Credits 5.00*

The curriculum of this twelfth grade English course essentially mirrors that of English IV, Level 1. However, greater emphasis is placed on the building of the five language skill areas: speaking, listening, reading, writing, and viewing. More specifically, intensive instruction is provided in vocabulary building, grammar and reading strategies in order to better prepare the students for the HSPA and/or the SRA process (students must pass one of these assessments in order to graduate). Students are exposed to a variety of teaching techniques and appropriate multi-media materials that they might otherwise not experience.

## **HONORS ENGLISH IV**

*Grade 12*

*Credits 5:00*

*Prerequisites: English III teacher recommendation and a B+ or higher average in English III.*

This course concentrates on British Literature, spanning from Anglo-Saxon times through the 21st century, and examines other authors' works in translation (such as Moliere, Anouilh, Kafka, Achebe, Allende, and Cavafy). Literary genres such as poetry, novels, essays, and short stories will be explored. An emphasis is placed on writing the five-paragraph essay and on writing literary critiques and analyses. Requirements include an analysis paper and an independent reading assignment for each of the first three marking periods. Participation in discussions and presentation of I-Search projects are incorporated in the daily class routine. Failure to complete all of the Summer Reading Assignments results in dismissal from the course.

## **ADVANCED PLACEMENT ENGLISH IV**

*Grade 12*

*Credits 5.00*

*Prerequisites: English III teacher recommendation and a B+ or higher average in English III.*

Advanced Placement English IV is a full-year course, exploring literature and composition at the college-level. In a seminar atmosphere, students study literary classics and contemporary fiction, considering each work's structure, style and theme. Special interest is placed on increased awareness of literary and poetic devices, such as connotation, syntax, symbolism, irony, metaphor and tone. Students concentrate on improving their writing skills; special emphasis is placed on structure, analysis, evaluation and synthesis. Failure to complete all of the Summer Reading Assignments results in dismissal from the course. Students are **required** to take the AP Exam in the spring.

## **DRAMA WORKSHOP**

*Grades 10-12*

*Credits 5.00*

This full-year elective course is designed for those students with experience in the theatre arts who wish to continue their studies. Students work in groups to select, direct, design, and act in a variety of productions including monologues, scenes, and one-act plays from all dramatic genres.

## **FILMS AND LITERATURE**

*Grades 10-12*

*Credits 2.50*

This course offers an opportunity to study selected stories, plays and novels and their film adaptations. Critical analyses of the films, and an examination of the challenges of adapting the written word to film, will enable students to appreciate the effect of film on modern society and life. Students will comprehend how converting text to celluloid has made great

literary works more accessible to the general public. Furthermore, this course will introduce students to literary works that are not covered in traditional English classes.

### **IMAGINATIVE LITERATURE (READINGS IN THE FANTASY, SCIENCE FICTION, MYSTERY AND THRILLER GENRES)**

*Grades 10-12*

*Credits 2.50*

This course serves as an introduction to science fiction and fantasy as well as an opportunity for students to start thinking about the future and their roles in it. Current events will be discussed at length in order for the students to understand their relationship to science and therefore to science fiction. Students will become more aware of the present and how today's actions affect the future. Short stories will be read and examined, and students will write several of their own science fiction/fantasy short stories.

### **JOURNALISM**

*Grades 11-12*

*Credits 5.00*

Journalism introduces students to the exciting world of print media. Students will learn about the history of mass media and its effect on society, as well as learning practical journalism: how to gather information, interview effectively and write professional, straight news stories. The course includes a study and discussion of issues such as ethics, sexism, racism, objectivity, management, teamwork, advertising, and design. This course is designed to expand students' interest in print communications and is perfect for students who wish to work on the high school newspaper and yearbook.

### **SHORT STORIES**

*Grades 10-12*

*Credits 2.50*

This survey course is designed for the student who is interested in exploring a broad range of literary genres and is a preparatory tool for college English classes. The books and stories discussed will help students become aware of a variety of genres such as horror/war/mystery/suspense, adventure/travel, biography/autobiography/memoirs, myth/legend/folklore, science fiction/fantasy, romance, and contemporary fiction and non-fiction. Additionally, vocabulary and word usage will be addressed to further prepare students for success on the SAT and in college-level English courses.

### **SPEECH AND COMMUNICATIONS**

*Grades 10-12*

*Credits 2.50*

Speech and Communications is designed to help students develop a strong command of the skills of oral expression, listening, and an advanced study in major speech disciplines. The course is intended to help students clearly convey a message which can stimulate the minds of their audiences and to prepare students for leadership roles in their educational, professional and social endeavors.

## **THEATER ARTS**

*Grades 9-12*

*Credits 5.00*

Theatre Arts is an introductory course designed for those students interested in exploring the world of dramatic arts. Students will be introduced to and participate in all aspects of theatre production, including acting, directing, costume and set design, while building their verbal and non-verbal communication skills. Students will put into practice those theories and methods learned on stage, off stage, and back stage.

**MATHEMATICS DEPARTMENT  
RECOMMENDED SCOPE AND SEQUENCE**

**GRADE 8**

Honors Algebra 1

**GRADE 9**

Algebra 1

Honors Geometry

**GRADE 10**

Geometry

Plane Geometry

Honors Algebra 2

**GRADES 11-12**

Algebra 2

Pre-Calculus

Advanced Placement Statistics

Honors Pre-Calculus

Probability and Statistics

Honors Calculus

**MATHEMATICS**

**ADVANCED PLACEMENT STATISTICS (PREREQUISITE: PROBABILITY AND STATISTICS)**

*Grades 11-12*

*Credits 5.00*

The purpose of the Advanced Placement course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploratory analysis of data, overview of data collection methods, anticipating patterns in distributions of data, and the selection of appropriate models to use to draw conclusions from data, including the study of confidence intervals and tests of significance. Students enrolled in this course are **required** to take the Advanced Placement examination in the spring.

**ALGEBRA 1**

*Grades 9-11*

*Credits 5.00*

The four basic operations will be applied to integers, monomials, polynomials, rational and irrational expressions and used to find solutions to one and two variable equations as well as verbal problems. Polynomial expressions and second-degree equations will be thoroughly covered. The coordinate plane, linear equations in two variables and systems of two linear equations will be heavily emphasized.

**ALGEBRA 2 (PREREQUISITE: ALGEBRA 1 AND GEOMETRY)**

*Grades 10-12*

*Credits 5.00*

This course extends the knowledge, skills and understanding developed in Algebra 1. New topics include a study of the conic sections, quadratic functions and relations, the quadratic formula, properties of other special functions, theory of logarithms, complex numbers and an introductory unit of trigonometry.

**GEOMETRY (PREREQUISITE: ALGEBRA 1, HONORS ALGEBRA 1)**

*Grades 9-11*

*Credits 5.00*

This is a rigorous study of modern Euclidean Geometry presented as a mathematical system founded on definitions, axioms and postulates used in proving and applying theorems. The course will include congruence, similarity, polygons, circles, coordinate geometry and exploration of three space or solid geometry.

**HONORS ALGEBRA 2 (PREREQUISITE: HONORS GEOMETRY)**

*Grades 10-11*

*Credits 5.00*

This accelerated course is rigorous and challenging. It provides the student with the understanding and confidence necessary for success with higher mathematics. All the material of the regular Algebra 2 course and additional concepts will be developed including the binomial expansion and formula, matrices and determinants, logic, higher degree functions, abstract algebra and field axioms.

**HONORS CALCULUS (PREREQUISITE: PRE-CALCULUS GRADE OF A OR B)**

*Grade 12*

*Credits 5.00*

This course is an elective for seniors who plan to major in a mathematics related field. The course is designed to give an in-depth study of the techniques of differential and integral calculus. Students will learn to apply this powerful tool of mathematics to solving problems in Physics, Engineering, Business, Medicine and Pure Mathematics. As a result, they will be well prepared for the more intensive math and science programs encountered at the college level.

**HONORS GEOMETRY (PREREQUISITE: HONORS ALGEBRA I)**

*Grades 9-11*

*Credits 5.00*

This accelerated course is for students who have demonstrated an exceptional ability in math. Emphasis is placed on geometry as a logical structure and on sustaining conclusions. Two and three-dimensional situations are studied, analytic geometry will be integrated into the course and certain non-Euclidean geometric will be investigated.

**HONORS PRE-CALCULUS (PREREQUISITE: GRADE OF ‘B’ OR BETTER IN ALGEBRA 2 AND/OR TEACHER RECOMMENDATION)**

*Grades 11-12*

*Credits 5.00*

This course is intended for students with above average interest and ability in math. It should follow Algebra 2 and precede Calculus. Basic principles from Trigonometry and Analytic and Solid Geometry are introduced and developed. Included among those principles are trigonometric ratios and equations, solutions of triangle radian measure, graphing conic sections and areas and volumes of geometric solids. Learned skills are useful in architecture, engineering, advanced sciences and math related fields.

**PLANE GEOMETRY (PREREQUISITE: ALGEBRA 1)**

*Grade 10*

*Credits 5.00*

A study of geometric figures in two dimensions is the subject of this course. Some of the topics covered include congruent and similar triangles, parallel and perpendicular lines, circle, proportional line segments and area. Emphasis is placed on the development and growth of the student’s ability to think deductively.

**PRE-CALCULUS (GRADE OF ‘C’ OR BETTER IN ALGEBRA 2)**

*Grades 11-12*

*Credits 5.00*

It should follow Algebra 2 and precede Calculus. Basic principles from the disciplines of trigonometry and analytic and solid geometry are introduced and developed. Included among those principles are trigonometric ratios and equations, solutions of triangle radian measure, graphing of conic sections and areas and volumes of geometric solids. The skills involved are useful in careers such as architecture, engineering, advanced sciences and a variety of math related fields.

**PROBABILITY AND STATISTICS (PREREQUISITE: GEOMETRY)**

*Grade 11-12*

*Credits 5.00*

This course will introduce the students to the concepts and applications of probability and statistics. The major concepts and tools for data collection, analysis and drawing of conclusions from data will be covered. Emphasis is placed on the conceptual themes of exploring data, observing of patterns, deciding what and how to measure, introducing models and making statistical inferences. Computer software will be introduced. This is an ideal course for students seeking a “math elective”.

**MUSIC DEPARTMENT  
RECOMMENDED SCOPE AND SEQUENCE**

**GRADES 9 – 11**

Beginning Band  
Beginning Band-Keyboard

**GRADES 9 – 12**

Band  
General Chorus  
Concert Chorus

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**MUSIC**

**BAND (PREREQUISITE: BEGINNING BAND OR SOME MUSIC TRAINING AND A PERFORMANCE TEST)**

*Grades 9-12*

*Credits 5.00*

Band, the follow-up course to Beginning Band, focuses on the study of high school level concert band music. Student ensembles are created and each "unit" works to achieve common goals. Through performing at such functions as concerts and the all-school musical, students gain feelings of accomplishment and self-worth.

**BEGINNING BAND**

*Grades 9-11*

*Credits 5.00*

The Beginning Band course is the foundation of the instrumental music program. Each student is taught the basics of playing a musical instrument and reading musical score. The goal is to develop ensembles that are capable of playing selected pieces of music. The teacher continuously promotes feelings of self-worth as the student's work toward their common goal.

**BEGINNING BAND – KEYBOARD EMPHASIS**

*Grades 9-11*

*Credits 5.00*

The Beginning Band course is the foundation of the instrumental music program. Each student is taught the basics of playing the keyboard and reading a musical score. Students will learn to read both treble and bass clefs and gain an understanding of a musical score for ensemble playing. Knowledge of the keyboard provides a strong foundation for the student who wishes to continue with many other instruments. The goal is to develop ensembles that are capable of playing selected pieces of music. The teacher continuously promotes feelings of self-worth as the students toward their common goal.

**CONCERT CHORUS (PREREQUISITE: CONCERT CHOIR OR SELECT CHOIR, OR BY AUDITION FOR 9TH-12TH GRADERS NOT PREVIOUSLY IN ONE OF THESE GROUPS)**

*Grades 9-12*

*Credits 5.00*

The basics of music fundamentals, advanced vocal technique, advanced harmonies; (3 to 4 parts) will be covered. Exposure to a wider scope of choral literature will broaden student knowledge. Group unity and working toward a common goal will be stressed, with the enhancement of self-esteem and personal worth achieved through performances at school concerts and community events.

**GENERAL CHORUS**

*Grades 9-12*

*Credits 5.00*

Chorus is open to all students since no previous training is required. The course focus is on basic voice training, ear training, music fundamentals and music literature. Student feelings of achievement and self-worth are enhanced through achievement of quality vocal performance in class with two-part harmony as the goal. Performance in concerts will depend on the level of vocal ability at the director's discretion. The purpose of the course is to increase the ability of each student with regard to voice quality as well as the ability to lead and sing his/her part in a harmonic setting.

## PHYSICAL AND HEALTH EDUCATION

**TO EARN CREDIT IN PHYSICAL EDUCATION COURSES STUDENTS MUST PASS BOTH THE CLASSROOM AND THE ACTIVITY SEGMENT OF THE COURSE.**



Each year all students are scheduled for co-educational Health and Physical Education. During the course of the year, each student is enrolled in a Health course for one marking period and Physical Education for three marking periods.

### **PHYSICAL EDUCATION**

*Grades 9 -12*

*Credits 3.75*

These courses will introduce each student to a variety of activities in order to enable the student to choose activities that will allow them to lead a healthful and enjoyable life.

The activities included are cardiovascular and muscular development through the use of our track and weight training facility. Team and individual sports are introduced and developed throughout the students' four years at Manchester. Project Adventure is an activity which allows each student to explore his/her individual level of taking risks and making choices. Project Adventure uses a variety of trust building activities that progress to a higher level of trust during our climbing unit. The students are instructed on climbing, relaying, back-up and encouragement skills.

- Grade 9: Development of cardiovascular and muscular systems. Introduction to Project Adventure Activities. Introduction to skills and basic knowledge of team and individual sports.
- Grade 10: Development of cardiovascular and muscular systems. Development of skills and basic knowledge of team and individual sports.
- Grade 11: Development of cardiovascular and muscular systems. Concentration on the development of team and individual sports.
- Grade 12: Development of cardiovascular and muscular systems. Develop a mastery of team play and carry over activities.

## **HEALTH EDUCATION**

*Grades 9 -12*

*Credits 1.25*

Health instruction has two principal aims. The first is to help the student appreciate the value of physical, mental and social health. The second is to help the student acquire and maintain a state of well being. In addition to the minimum ten hours of drug and alcohol education taught each year, the course content for each grade include the following:

- Grade 9: The study of the cardiovascular system, risk factors of cardiovascular disease, reproductive systems, birth control, sexually transmitted diseases, and steroid abuse.
- Grade 10: The study of driver education theory.
- Grade 11: The study of first aid procedures, personal safety, values and decision-making.
- Grade 12: Family life education, including parenthood, reproductive systems, social diseases and mental health.

## **ADAPTIVE PHYSICAL EDUCATION/HEALTH**

*Grades 9-12*

*Credits 5.00*

This program enables those students who are multi-handicapped, as diagnosed through medical documentation, and are unable to be mainstreamed into a regular physical education course, the opportunity to engage in physical activities. Each individual is instructed according to their Individual Education Program.

## **SCIENCE DEPARTMENT: A SCOPE AND SEQUENCE 2009-2010 School Year**

### **GRADE 9 (10)**

Geoscience (L)  
Honors Biology▣ (L)  
Marine Science (L)

### **GRADE 10 (11/12)**

Biology▣\* (L)  
College Prep Chemistry (L)  
Honors Chemistry (L)  
Medical Science I (NL)  
Environmental Science (L)  
Marine Science (L)

\* Lab Biology: graduation requirement beginning Class of '12

▣ Mandated Statewide NJ End of Course Test given in May

### **GRADES (10) 11, 12**

Advanced Placement Biology (L)  
Astronomy (NL)  
Marine Science (L)  
College Prep Chemistry (L)  
Honors Chemistry (L)  
Honors Physics (L)  
College Prep Anatomy/Physiology (L)  
College Prep Physics (L)  
Medical Science I (NL)  
Medical Science II (L)  
Environmental Science (L)

L = Laboratory Course

NL = Non Lab Course

### **ADVANCED PLACEMENT BIOLOGY (PREREQUISITE: HIGHLY SUCCESSFUL IN COMPLETING BIOLOGY AND CHEMISTRY; TEACHER RECOMMENDATION)**

*Grades 11-12 Credits 10.00*

The course content reflects the curriculum recommendations of the College Entrance Examination Board. Lectures and discussions are coupled with extensive laboratory preparations as a primary means of investigation. Material will include areas of human physiology that are not covered in great detail in Biology. Students enrolled in this course are **required** to take the Advanced Placement Examination in the spring. The course will meet for a double period every day. There is a summer reading requirement for the course with a writing assignment due during the summer. The course requires extensive reading, writing and research during the year. The curriculum and syllabus for this course has been approved by the College Board, which certifies the class as a true Advanced Placement level class.

### **ASTRONOMY (PREREQUISITE: SUCCESSFUL COMPLETION OF ANY ONE SCIENCE COURSE)**

*Grades 10, 11, 12 Credits 5.00*

This elective course covers the scope of the universe beginning with our solar system. Astronomical techniques, instruments, and modes of discovery will be taught. The influence of astronomical discoveries on the progress and development of scientific study will be stressed, as will the effects on the growth and history of western society and civilization. Mathematics will be utilized only when necessary for a firm understanding and will be limited to elementary algebra. Laboratory experiences will be provided on an occasional basis and will be such as can be performed in class or at home. Appropriate scientific concepts from other areas will be developed when they serve to illustrate our understanding of the universe.

**BIOLOGY (PREREQUISITE: C- or better in GEOSCIENCE)**

*Grades 10-11 Credits 6.00*

Beginning in May of 2008, the State of New Jersey will require a standardized End of Course Assessment given to all students taking a first year Biological science course. This will replace the science section of the High School Proficiency Assessment as a graduation requirement. This course is an exploration of life processes through the study of living things in the plant and animal worlds. The student is acquainted with the structures, functions and the natural relationships of plants and animals, their conservation and uses to man. Included are units on the problems of disease and inheritance. Laboratory experiences are provided whereby the physical and observational skills of the student are developed. *The successful completion of this laboratory course is required for graduation from NJ high schools beginning with the Freshman Class entering 2008-2009.*

**CHEMISTRY (PREREQUISITE/CO-REQUISITE: ALGEBRA II, LEVEL 1)**

*Grades 10-12 Credits 6.00*

Chemistry is a study of the nature and composition of the elements and some of the compounds they form. Experiments are used to introduce principles of chemical reactions and atomic structure, which are later emphasized in class discussion and in solving problems. Topics studied include gasses, liquids, solids, models of atomic structure, bonding, energy effects in chemical reactions, and acids and bases. Class time is divided into four periods of lecture and/or discussion and one double period per week in which laboratory experiences *may* be engaged.

**GEOSCIENCE (NO PREREQUISITE; RECOMMENDED AS INTRODUCTORY SCIENCE FOR MOST INCOMING FRESHMEN)**

*Grades 9 Credits 6.00*

Geoscience is a one-year laboratory science course that aims to develop basic scientific skills and attitudes that can be used in life. Topics from the disciplines of earth/space science, chemistry and physics are selected to help the student develop skills in measuring, recording and interpreting information and preparing and reading graphs. Development of critical thinking skills is emphasized along with reading in the science content areas.

**HONORS BIOLOGY (PREREQUISITE: SUPERIOR RECOMMENDATION RUBRIC COMBINING ELEMENTARY SCHOOL PERFORMANCE AND GEPA SCORES WITH FINAL APPROVAL BY SCIENCE DEPARTMENT SUPERVISOR)**

*Grade 9 or 10 Credits 6.00*

This accelerated course is offered to students in grade 9 who have demonstrated excellence in science and mathematics. Because of the extensive reading requirements, the course is recommended for only those 9<sup>th</sup> graders who are advanced proficient in Reading Comprehension. The unity and diversity of living things are explored. Laboratory investigations will promote higher order thinking, scientific inquiry and critical thinking.

Oral and written reports and projects will be required. There is a summer reading requirement for the course with a writing assignment due in September. The course requires extensive reading, writing and research during the year. **Beginning in May of 2008, the State of New Jersey will require a standardized End of Course Assessment given to all students taking a first year Biological science course. This laboratory biology course is a requirement for high school graduation in New Jersey public schools beginning with the Freshman Class of 2008-2009.**

**HONORS CHEMISTRY (PREREQUISITE: GRADE OF “A” IN BIOLOGY AND ALGEBRA 1; “B” OR BETTER IN BIOLOGY HONORS with CO-REQUISITE GEOMETRY / HONORS GEOMETRY); TEACHER RECOMMENDATION.**

*Grades 10-11 Credits 6.00*

This accelerated course is designed for students of high ability, to study chemistry in greater depth and speed than the college prep chemistry program. The topics are studied with the use of the Textbook, Lecture, Demonstrations, Supplemental Work sheets, Laboratory Inquiry and other appropriate means. Students are expected to be proficient in Algebra 1, Geometry, graphing, the use of a scientific calculator, report writing as well as independent and group study skills. There is a summer reading requirement for the course with a writing assignment due in September. The course requires extensive reading, writing and research during the year.

**HONORS PHYSICS (PREREQUISITE: ALGEBRA II, COREQUISITE: PRECALCULUS OR HONORS CALCULUS); TEACHER RECOMMENDATION.**

*Grades 11-12 Credits 6.00*

This course is an accelerated program dealing with the concepts of velocity and acceleration graphing; vectors; Newton’s three laws of motion; particle and wave motion; conservation of momentum and energy; light; sound; electro-magnetism and nuclear physics. The approach stresses physics from a mathematical point of view. Weekly laboratory experiences are provided to emphasize basic principles and to acquaint students with various measuring instruments. Skills in presenting, analyzing and interpreting experimental results are also emphasized. There is a summer reading requirement for the course with a writing assignment due in September. The course requires extensive reading, writing and research during the year.

**HUMAN ANATOMY AND PHYSIOLOGY (PREREQUISITE: “B-“ OR BETTER IN PREVIOUS SCIENCE CLASSES; CANNOT BE TAKEN IN CONJUNCTION OR AFTER COMPLETION OF ADVANCED PLACEMENT BIOLOGY)**

*Grades 11-12 Credits 6.00*

This course is an elective course designed for those students preparing to enter health-related professions or preparing to enter into a more advanced study in biology. Systems of the body and their specific parts will be studied. The dependency and coordination of these systems upon one another will be emphasized. The course will be taught through class discussions, specimen manipulation and dissection, laboratory experiences, field activities, computer simulations, and guest speakers. It is assumed that enrolled students will participate in all scheduled activities.

**MEDICAL SCIENCE I (PREREQUISITE: MINIMUM “C” IN GEOSCIENCE)**

*Grade 10-12 Credits 5.00*

Medical Science I is a one-year course offered to students in grades 10-12. The objective of this course is to provide to the student a basic understanding of the fundamental practice of medicine and its various disciplines. The student also receives a general background in the use of technology in medicine. Topics covered include: introduction to medical terminology, overview of basic anatomy and physiology, medico-legal issues, introduction to medical specialties, patient history taking, vital signs, causes of disease, general introduction to microbiology and diagnostic imaging. Student reports and projects will be required. The students will participate in field trips to health care facilities as well as listen to guest speakers.

**MEDICAL SCIENCE II (PREREQUISITE: MEDICAL SCIENCE I OR AP BIOLOGY AND GRADE OF “C” OR BETTER IN BIOLOGY AND CHEMISTRY AND TEACHER RECOMMENDATION)**

*Grades 11-12 Credits 8.00*

Medical Science II is a one-year, two-period, laboratory science course offered to students in grades 11-12. The objective of this course is to provide the student a working knowledge of medical terminology, anatomy and physiology. The aim is to prepare the student for further study or employment in a variety of medical and paramedical office positions. Topics covered include: Medical Terminology, study of blood, heart, lymphatic system, respirator system, digestive system, urinary system, microbiology, disease and medical imaging. Student reports and projects will be required. Students will participate in shadowing program at area hospitals as well as listening to guest speakers.

**PHYSICS (PREREQUISITE: GRADE OF “C” OR BETTER IN ALGEBRA 1, COREQUISITE: ALGEBRA 2 OR PRECALCULUS)**

*Grades 11-12 Credits 6.00*

This course is an introductory program dealing with the concepts of velocity and acceleration graphing; vectors; Newton’s three laws of motion; particle and wave motion; conservation of momentum and energy; light; sound; electro-magnetism and nuclear physics. The approach stresses physics from a mathematical point of view. Weekly laboratory experiences are provided to emphasize basic principles and to acquaint students with various measuring instruments. Skills in presenting, analyzing and interpreting experimental results are also emphasized. This course stresses physics from a conceptual point of view along with mathematics. There is a summer reading requirement for the course with a writing assignment due in September. The course requires extensive reading, writing and research during the year.

**MARINE SCIENCE (PREREQUISITE: SUCCESSFUL COMPLETION OF A 9<sup>th</sup> GRADE SCIENCE CLASS)**

*Grades 10, 11, 12 Credits 6.00*

This marine science course focuses on students examining topics in ecology, chemistry, geology, technology, zoology, meteorology, botany, oceanography, and marine biology. Students explore the classification, anatomy, and physiology of organisms in the marine environment, as well as the ecological function of these organisms as members of complex biological communities. Students analyze the origin of the oceans, the geological aspects of the marine environment, and the ecology of various sea zones. Special attention is given to the characteristics of marine ecosystems and the relationship between human societies and the oceans. This laboratory course is designed to provide an overview on the marine environment. The student conducts laboratory investigations, uses scientific methods during investigations, and makes informed decisions using critical thinking and scientific problem-solving skills.

**ENVIRONMENTAL SCIENCE (PREREQUISITE: SUCCESSFUL COMPLETION OF A 9<sup>th</sup> GRADE SCIENCE CLASS)**

*Grades 10, 11, 12 Credits 6.00*

The Environmental Science course focuses on concepts and presents topics with a practical optimism that defines both problems and possible solutions. While not attempting to describe every environmental dilemma or scientific field of study, major issues are identified and appropriate examples are given. The approach and reading level cover the topics without overloading students with too much detail. Popular topics include ethics, law and policy, energy, and pollution of earth, air and water regarding environmental responsibility and global awareness. The course provides students with a solid grounding in principles and encourages them to think analytically and creatively on their own. The textbook is accessible on line and students will use the tables, illustrations, animations, maps and interactive components from home for assignments and enrichment activities. As a laboratory course, it incorporates significant hands, cooperative learning activities while maintaining the integrity of individual responsibility in the group dynamic. Data collection, analysis, synthesis, higher order thinking and exposure to research technology are infused throughout the course. The class is one of several across the country that is part of the Biocomplexity Initiative, which is an MRHS Board of Education approved program in association with higher education institutions. A grant is associated with the course providing hands on activities which are not typical of most environmental science courses. Performance assessments are more prominent in the grading practices than are traditional pen and paper tests. Regular attendance and participation in the class are of the utmost importance.

**SOCIAL STUDIES  
RECOMMENDED SCOPE AND SEQUENCE**

**GRADE 9**

Honors World Cultures  
World Cultures

**GRADE 10**

Honors U.S. History I  
U.S. History I

**GRADES 10 – 12**

\* World Geography  
\* American Government/ Contemporary World Affairs

**GRADE 11**

Honors U.S. History II  
U.S. History II

**GRADES 11 – 12**

\*\*Sociology/ Criminal Justice  
A.P Government & Politics  
AP U.S. History

\* - elective offerings given in alternate years  
\*\*- elective earning college credit from P.C.C.C.



**SOCIAL STUDIES**

**ADVANCED PLACEMENT GOVERNMENT AND POLITICS (PREREQUISITE:  
MINIMUM GRADE OF AN A IN UNITED STATES HISTORY I  
HONORS/MINIMUM GRADE OF AN A IN ENGLISH/COMPLETION OF  
SUMMER ASSIGNMENTS)**

*Grades 11-12*

*Credits 5.00*

The Advanced Placement Course in United States Government and Politics will provide and fashion students with an analytical perspective on government and politics as practiced in the U.S. from inception to the present day. Students will make use of a wide range of academic skills in keeping with the requisite demands of a college classroom environment. In addition, students will receive preparatory instruction as to content, format, and potential areas of focus for the Advanced Placement examination for United States Government and Politics.

Students will be provided an array of apposite primary and secondary literature from a diverse range of political perspectives. Class readings are designed to reinforce the text, deepen critical thinking skills, teach students to understand and detect author bias and improve overall comprehension.

**ADVANCED PLACEMENT UNITED STATES HISTORY**  
**(PREREQUISITE: HONORS US HISTORY, MINIMUM GRADE OF AN A IN ENGLISH/COMPLETION OF SUMMER ASSIGNMENTS)**

*Grades 10*

*Credits 5.00*

This full-year Advanced Placement program will help the student to take the Advanced Placement test in American History, which can be used for college credit. The course will cover American History from the Age of Discovery through the second half of the Twentieth Century. Emphasis will be placed on writing at levels of synthesis, analysis and evaluation. All students are required to take the Advanced Placement Examination in the spring. Summer reading is required. Approximately two chapters per week will be covered. At least one hour per night should be reserved for Advanced Placement United States History homework. A major research paper will be required each marking period.

**AMERICAN GOVERNMENT / CONTEMPORARY WORLD AFFAIRS**  
**(PRE/CO-REQUISITE: US HISTORY I)**

*Grade 10-12*

*Credits 2.5 / 2.5*

American Government will provide students with the basic information they need to make intelligent and informed political decisions as citizens of the United States. The course deals with the nature and processes of our democratic system as well as the influences that impact upon the choices made by public officials. Students may opt for the Advanced Placement Examination in United States Government after completion of the course.

Contemporary World Affairs is one semester elective course that examines current social, political, and economic topics occurring in the United States. The course is designed with the intention of the student being able to use the periodical materials of local newspapers (such as The Herald News, The Record, and The Star Ledger) and national newspapers (such as the New York Times and the Wall Street Journal) all of which can be found in our school library. Amongst topics which will be discussed are political elections, TV violence, gun control, hate crime laws, Internet censorship, death penalty, the energy crisis, political party's roles, and many more ongoing topics.

**SOCIOLOGY/CRIMINAL JUSTICE – (Available for 3 college credits each through Passaic County Community College)**

*Grades 11-12*

*Credits 2.5 / 2.5*

These one-semester courses will examine in depth, each discipline individually.

*Criminal Justice* is an introductory college level course designed to teach students the philosophy and history of law enforcement, including the police, the courts, the correction system, and the offender. Along with the course, students will be participating in the state and county wide mock trial team competition.

*Sociology*, as a discipline, seeks to explain human behavior in groups. To introduce the student to the study of basic concepts in social interaction, analyzing selected aspects of the immediate culture, defining and evaluating the individual personality in inter-group relations, social organization and processes, and elements of social control and deviance in a changing society.

**HONORS UNITED STATES HISTORY I  
(PREREQUISITE: WORLD CULTURES / HONORS WORLD CULTURES)**

*Grade 10*

*Credits 5.00*

The purpose of the United States History I Honors course is designed to give the students an understanding of the democratic ideals on which the American political, social and economic systems. They evolved from the Colonial Period to the emergence of America as a world power, with the major emphasis on Industrial America, Imperialism, and the Era of World War. In addition, the course will introduce the student to the history of New Jersey and contributions of minorities and women during this period in American History. It will also provide students with a framework which will aid in the development of critical thinking skills, problem solving and decision-making that will enable them to meet the challenges of a changing world creatively and intelligently. The instructor plans special projects and trips that enhance the student's participation in the course.

**HONORS UNITED STATES HISTORY II (PREREQUISITE: UNITED STATES HISTORY I / HONORS UNITED STATES HISTORY I)**

*Grade 11*

*Credits 5.00*

The purpose of the Honors United States History II course is to give the student a sense of our past and an understanding of the democratic ideas upon which American political, economic, and social developments have been based. Major units studied include: the Cold War, the Nuclear Confrontation, the Vietnam Era, the Conservative Revolution, the Persian Gulf Crisis, and the Clinton Administration. In addition, the course will continue the student's study of the History of New Jersey and the contributions of minorities from the time America emerged as a world power to the present. It will also provide students with a framework within which they can develop the skills of critical thinking, problem solving and decision-making that will enable them to meet the challenges of a changing world creatively and intelligently. The instructor plans special projects and trips that enhance the student's participation in the course.

## **HONORS WORLD CULTURES**

*Grade 9*

*Credits 5.00*

The Honors World Cultures course is a basic social studies course for grade nine, designed as a survey of the world with emphasis on the following units of study; Cultural Terms, Early Man, Ancient Middle East, China, Russia, Europe, and Current Events. This course will include the geography, history, and culture of each region. A major goal will be to help the student understand and appreciate the areas under study through critical thinking and historical interpretation. Activities include vocabulary, reading skills and map reading. It will also provide students with a framework, which will help them develop the skills of problem solving and decision making that will enable them to meet the challenges of a changing world creatively and intelligently. The instructor plans special projects and trips that enhance student participation in the course.

## **UNITED STATES HISTORY I**

**(PREREQUISITE: WORLD CULTURES / HONORS WORLD CULTURES)**

*Grade 10*

*Credits 5.00*

The approach in this required course is primarily chronological. Throughout, there is a definite effort to acquaint the student with basic concepts: how personalities in history have influenced culture and ideas and how government has handled problems relative to democratic way of life. Units include: the Colonial Period, the Revolution and Early National Period, the Age of Civil War and Reconstruction. The major emphasis will be focused on Industrial America, Imperialism, and the Era of World War. In addition, the course will introduce the student to the history of New Jersey, the contributions of minorities, and the role of women during this period in American History.

## **UNITED STATES HISTORY II (PREREQUISITE: UNITED STATES HISTORY I / HONORS UNITED STATES HISTORY I)**

*Grade 11*

*Credits 5.00*

This required course stresses on the major events in our country's history from the late nineteenth century to the emergence of the U.S. as a world power in the twentieth century. Major units studied include the Cold War, the Nuclear Confrontation, the Vietnam Era, the Reagan Revolution, the Persian Gulf Crisis, the Clinton Presidency and the war on terrorism. In addition, the course will continue the student's study of the history of New Jersey and the contributions of minorities from the time America emerges as a world power to the present.

## **WORLD GEOGRAPHY**

*Grades 10-12*

*Credits 5.00*

World Geography will focus on the interrelationship of geography, people, and the environment. It includes the study of maps, landforms, population movements, weather and climate, and the interdependence between people and the land they live in. A detail study on a region by region basis will take place during each unit.

## **WORLD CULTURES**

*Grade 9*

*Credits 5.00*

The World Cultures course is a basic social studies course for grade nine, designed as a survey of the world with emphasis on the following units of study; Cultural Terms, Early Man, Ancient Middle East, Middle East, China, Russia, Europe and Current Events. This course will include the geography, history and culture of each region. A major goal will be to help the student understand and appreciate the areas under study through critical thinking and historical interpretation.

**WORLD LANGUAGE DEPARTMENT  
RECOMMENDED SCOPE AND SEQUENCE**

**GRADES 9 – 12**

French 1, 2  
Honors French 3, 4  
German 1, 2  
Honors German 3, 4  
Spanish 1, 2  
Honors Spanish 3, 4  
Native Spanish I  
Advanced Native Spanish

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**FRENCH 1**

*Grades 9-12*

*Credits 5.00*

The fundamental skills and concepts of the French language and the culture of people from French-speaking countries are introduced. Students begin to understand, speak, read and write in French.

**FRENCH 2 (PREREQUISITE: FRENCH 1)**

*Grades 9-12*

*Credits 5.00*

Students increase proficiency in communication skills. New vocabulary and language patterns are learned through listening, speaking, reading and writing. Readings are the basis for the study of attitudes and customs in French-speaking countries throughout the world.

**HONORS FRENCH 3 (PREREQUISITE: FRENCH 2)**

*Grades 10-12*

*Credits 5.00*

Students strengthen understanding, speaking, reading and writing skills. Culture is an intrinsic part of reading. Emphasis will be placed upon historical events and cultural contributions.

**HONORS FRENCH 4 (PREREQUISITE: FRENCH 3)**

*Grades 11-12*

*Credits 5.00*

Students continue to strengthen oral/aural and written comprehension and fluency. Readings and compositions are based on the literature and the history of French-speaking people throughout the world. Students' projects synthesize all information to provide an understanding of the French national character.

## **GERMAN 1**

*Grades 9-12*

*Credits 5.00*

The fundamental skills and concepts of the German language and the culture of people from German-speaking countries are introduced. Students begin to understand, speak, read and write in German.

## **GERMAN 2 (PREREQUISITE: GERMAN 1)**

*Grades 10-12*

*Credits 5.00*

Students increase proficiency in communication skills. New vocabulary and language patterns are learned through listening, speaking, reading and writing. Knowledge of other German-speaking countries and cultures will be addressed.

## **HONORS GERMAN 3 (PREREQUISITE: GERMAN 2)**

*Grades 10-12*

*Credits 5.00*

Students strengthen understanding, speaking, reading and writing skills. Emphasis is on relevant vocabulary so a student may function in everyday situations. Students will write original conversations to selective topics.

## **HONORS GERMAN 4 (PREREQUISITE: GERMAN 3)**

*Grades 11-12*

*Credits 5.00*

Students continue to strengthen oral/aural and written comprehension and fluency. Culture is an intrinsic part of reading. Selected reading will give insight into the literature of German-speaking countries.

## **SPANISH 1**

*Grades 9-12*

*Credits 5.00*

This course provides students with a basic foundation for the future study of Spanish. It includes the following components: vocabulary study, language syntax, and aural/oral skills. It also fosters an appreciation for the culture of the Spanish-speaking world.

## **SPANISH 2 (PREREQUISITE: SPANISH 1 AND/OR NATIVE PROFICIENCY)**

*Grades 9-12*

*Credits 5.00*

This course fosters the continued development of skills needed for a complete understanding of Spanish through knowledge of new vocabulary and grammatical structures. It also offers cultural enrichment, the study of geography, and customs of the Spanish-speaking world.

**HONORS SPANISH 3 (PREREQUISITE: SPANISH 2)**

*Grades 10-12*

*Credits 5.00*

Students will strengthen and master speaking, comprehension, reading, and writing skills through individual and collaborative activities. Knowledge of Hispanic culture is gained through reading selections.

**HONORS SPANISH 4 (PREREQUISITE: SPANISH 3)**

*Grades 11-12*

*Credits 5.00*

Students will further develop the skills of reading, writing, speaking, and listening in the Spanish language in order to enjoy authentic texts on a variety of high-interest themes. Students will strengthen the previously studied grammatical structures as well as gain insight into the literature and history of Latin America and Spain. Students explore art, music and cinema in the target language.

**NATIVE SPANISH I (PREREQUISITE: TEACHER RECOMMENDATION  
BASED ON READING, WRITING AND ORAL EXAMINATION)**

*Grades 9-12*

*Credits 5.00*

This accelerated course is designed for students who are fluent in Spanish and have shown proficiency in the language. Native Spanish I will focus on using language in a variety of appropriate communicative tasks. Students will be able to enhance their proficiency in the language as well as get acquainted with the diverse cultures in the Hispanic world.

**ADVANCED NATIVE SPANISH (PREREQUISITE: NATIVE SPANISH I -  
ADVANCED SPANISH FOR SPANISH SPEAKERS)**

*Grades 10-12*

*Credits 5.00*

This is the advanced level of Native Spanish I, designed to offer Spanish-speaking students the opportunity to study Spanish formally in an academic setting in the same way that English speakers study English language arts. Students will continue to reactivate the language they already know and develop it further in various contexts. Through selected readings, students will become familiar with literature from well-known Latin American and Spanish authors and their works. Special attention will be given to grammar, reading comprehension, writing, vocabulary development, and exposure to the language and culture of the Hispanic communities.

## **SPECIAL PROGRAMS**

### **I. Course for Credit Program**

Through a cooperative agreement with Passaic County Community College, Junior and Senior students can receive college credit for specified High School courses offered at Manchester. The college credits earned fulfill High School Graduation requirements and are **totally** transferable to any college within New Jersey and most out of the state institutions. The courses offered are taught by Manchester staff, during regular school hours, and at a current cost of **\$100.00** per course.

Prerequisites for the Course for Credit Program include:

- (3) years of English
- (2) years of Physical Education/Health
- (2) years Mathematics
- (2) years of Science
- (2) years of Social Studies

Approval of parent and guidance counselor is required. Registration for these college courses will take place in May for the fall semester and in November for the spring semester.

### **II. C.L.A.S.S.**

Seniors with a minimum 3.0 G.P.A. and 1000 combined SAT score may be eligible to participate in the C.L.A.S.S. program at William Paterson University.

Senior students may take three (3) credit college courses during the Fall and Spring semesters at William Paterson University. After graduation, these credits may be transferred subject to the transfer policy of a particular college. Regular William Paterson University tuition/fees will be payable directly to the university.

Prerequisites for the C.L.A.S.S. Program include:

- (3) years of English
- (3) years of Physical Education/Health
- (3) years Mathematics
- (3) years of Science
- (3) years of Social Studies

Approval of parent and guidance counselor is required. Registration for these college courses will take place in May for the fall semester and in November for the spring semester.

### **III. Teen Pep**

Teen PEP is a year long health elective available to seniors. The program is designed to train students to be effective and affective health peer educators. Students will go through an application process in their junior year, and will be selected by a committee for enrollment for the next school year. Workshops and activities conducted through the program's health peer educators will focus on the following skills: communication, problem solving and decision making, negotiation and refusal; and self-management.

### **IV. Special Education Programs**

#### **Resource Program**

In the Resource Center Program, students are provided with individual or small group instruction. Instruction can take place in the general education class using an in-class support teacher or in a separate classroom with a special education teacher. Students in this program function below grade level and may require a modified instructional pace, greater degree of individualization and small group instruction. Students may also be provided with an Academic Support class. In this class a special education teacher provides assistance with assignments, projects and tests assigned by the student's subject area teachers. The academic Support teacher and the subject area teachers communicate regularly to ensure that the student's needs are being appropriately addressed.

### **Departmentalized Program for Students with Learning or Language Disabilities**

This special class program serves students who have similar educational needs. Instruction follows the New Jersey Core Content Curriculum Standards with modifications, as needed, to provide a successful educational experience for each student. Students often function significantly below grade level and require a substantially greater degree of individualization, reduced instructional pace and small group instruction to acquire the skills and content of the curriculum area.

### **Multiple Disabilities Program**

As part of the Multiple Disabilities Program, a special class addresses the needs of the students with significant academic, cognitive or physical disabilities. Individualized, and paired, small group and class instructional models are provided by the classroom teacher with the assistance of paraprofessionals. These students are provided with opportunities to interact with general education students and teachers through assemblies, special programs and lunch. When appropriate, these students are also instructed with general education students using the general education curriculum with modifications and supports from special education staff.

### **Behavioral Disabilities**

The students in this program present with significant behavioral disabilities which impede their learning or that of others. Individualized and group behavior plans are developed to address targeted behaviors which are impacting upon functioning in the school environment. A substantially greater degree of individualization and small group instruction is provided. Social Skills training is a key component of this program and lessons are planned to develop appropriate interactive behaviors. Instruction correlates with the New Jersey Core Curriculum Standards and instructional materials are individually selected according to each student's grade and functional level.