



**2018-2019**

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**Pleasantville  
High School  
Program of  
Studies**

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Home of the Greyhounds



**A Tool for Shaping Your  
Academic Future.**

**Education  
Success  
Graduation  
College**

# Pleasantville High School

## Program of Studies

### 2018 - 2019

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## **PLEASANTVILLE PUBLIC SCHOOLS**

801 Mill Road  
Pleasantville, NJ 08232

### **Board of Education**

Mrs. Carla Thomas, President  
Mr. James D. Barclay, Vice President  
Mr. James Buford  
Ms. Bernice Couch  
Mr. Hassan Callaway  
Ms. Hannah Erickson  
Mr. Lawrence Davenport  
Mrs. Anny Melo  
Ms. Elysa Sanchez

### **District Administration**

Dr. Clarence Alston – Superintendent  
Dr. Garnell Bailey – Assistant Superintendent  
– Human Resources  
Mr. Elisha Thompkins – Comptroller/Assistant Business Administrator

### **Board Solicitor**

The Carroll Law Firm

## **PLEASANTVILLE HIGH SCHOOL**

701 Mill Road  
Pleasantville, NJ 08232

### **Pleasantville High School Administration**

Mr. Howard Johnson – Principal  
Ms. Andrea Atkins-Turner – Assistant Principal  
Mrs. Constance Chapman – Assistant Principal  
Ms. Angelika Sims – Dean of Students

### **Guidance and Support Services**

Ms. Kelli Best – Coordinator of Guidance, Testing and Scheduling  
Ms. Michelle Cooper – Guidance Counselor  
Mr. Chris Sacco – Guidance Counselor  
Ms. Amaris Brown – Substance Abuse Counselor & HIB Specialist

### **Child Study Team**

Ms. Angela Gwathney – School Psychologist  
Ms. Deneen McQueen – Social Worker

### **Drop Out Prevention**

Ms. Turkessa Lee

# Guidance Overview Statement

The Guidance Department of Pleasantville High School seeks to provide maximum assistance to our present students and to all incoming students in making course selections that will help each student attain his/her educational and career goals. School counselors are resources to both students and parents/guardians in the development and monitoring of educational programs and are also available for consultation. Counselors consult and work cooperatively with all members of the school staff to facilitate the student's progress.

It is our belief that each student can be provided with educational programs that fit individual needs, however, good planning and course selection is necessary. The school counselors will work with each student to plan immediate and long-range goals while reviewing the courses selected in order to assist the student in determining the appropriateness of the choices. In addition, they can help the student evaluate personal strengths, weaknesses, likes and dislikes, which will assist in establishing and achieving realistic goals.

Members of the school guidance and counseling staff are available to discuss a student's program as often as necessary. Parents/guardians are encouraged to call the school for conferences as needed.

*“The Mission for Pleasantville High School, an integral part of the Pleasantville community, is to develop our students to meet and exceed all educational and social criteria that will allow them to compete in the 21<sup>st</sup> Century, global society.”*

## **VISION OF EXCELLENCE**

**“Preparing All Students for Success in a Global Economy”**

# Career Planning Guide

**Arts, E-Communication & Media-** Some careers associated with this area are related to fashion design, merchandising, choreographer, interpreters/translators, teacher, public relations, sports manager, reporters, cartoonist, media illustrator, Software Developer & Web Master, television/radio broadcasting, and journalism.

***Electives:***

Band I & II	Arts I & II	Graphic Design
Dance I & II	Marketing	Marketing
Theater I & II	Media Journalism	T.V. Production I, II & III
Fashion Marketing	Multimedia	World Language

**Science, Technology, Engineering, Math (S.T.E.M.):** Some careers associated with this area are related to the medical profession, sports medicine, teacher, scientific research and development, Forensic Psychology, alternative energy researcher, Environmental Engineer aviation, business services, banking, insurance agent, stock broker, Software Developer/Web Master, IT technician, animation/web designer, Engineer.

***Electives:***

AP Calculus	Financial Literacy	Probability & Statistics
AP Statistics	Introduction to Engineering	SAT Preparation
Computer Applications	MOS	Web Page Design
Environmental Science	Multimedia	
	Graphic Design	

**Hospitality Management:** Some careers associated with this area are related to Hotel management, public relations agent, travel agent, Hotel Operations, Accounting/Finance, Food and Beverage Operations.

***Electives:***

Computer Applications	Hospitality & Tourism	World Languages
Economics	Marketing	
Entrepreneurship	School-to-Careers	

**Management Information Systems General (Computer Applications):**

Some careers associated with this area are related to Office positions and management, Computer Diagnostics and Repair, Graphic Design, Web Master and any career where software and computers are involved.

***Electives:***

Computer Applications	Multimedia	School to Careers
MOS	Graphic Design	Web Page Design

**Radio, Television & Digital Communication:**

Some careers within this area are related to Television Broadcasting, Television Production, Radio Broadcasting, Radio Production, Technical Writer, Multimedia and Design.

***Electives:***

Television Production	Graphic Design	Computer Applications
Multimedia	School-to-Careers	Web Page Design

**Other:** Some careers within this area are related to military services, apprenticeships, and the workforce.

***Electives:***

JROTC
School to Careers & Work Experience

# Four Year Program Planning Worksheet

## GRADUATION REQUIREMENTS

9TH GRADE	
Semester 1	Semester 2
English I	Science
World History	
PE/Health 9	
Math	

10TH GRADE	
Semester 1	Semester 2
English 2	Science
U.S. History 1	
PE/Health 10	
Math	

11TH GRADE	
Semester 1	Semester 2
English 3	Science
U.S. History 2	
PE/Health 11	
Math	

12TH GRADE	
Semester 1	Semester 2
English 4	
PE/Health 12	

<b>English</b>	1	2	3	4
<b>P.E.</b>	1	2	3	4
<b>Math</b>	Alg. 1	Geom	3	
<b>Science</b>	1	Bio	3	
<b>U.S. History</b>	1	2		
<b>World History</b>	1	2		
<b>World Languages</b>	1	2		
<b>Visual/Performing Art</b>	1			
<b>21<sup>st</sup> Century Life/Careers</b>	1			
<b>Financial, Economic and Entrepreneurial Literacy</b>	1			
<b>TOTAL CREDITS</b>	_____			

## TESTING REQUIREMENTS

PARCC ELA	PARCC Math	PSAT Critical Reading	PSAT Math
9 (750)	Alg. 1 (750)	9 (22)	9 (22)
10 (750)	Geom. (725)	10 (22)	10 (22)
11 (725)	Alg 2. (725)	11 (22)	11 (22)

SAT EBRW (450)	SAT Math (440)	ACT Reading (16)	ACT Math (16)

ASVAB (31)	Accuplacer Writing	Accuplacer (76)	

## Visual/Performing Arts, 21<sup>st</sup> Century Life and Careers and Financial, Economics and Entrepreneurial Literacy

### *Requirements for Visual/Performing Arts:*

- **All Visual Arts Courses:** Arts (I, II), Graphic Arts, Graphic Design (I, II)
- **All Performing Arts Courses:** Music Appreciation, Dance (I, II), Band (I, II) Theatre (I, II)
- **Technology Education Courses:** TV Production (I, II, III)
- **Business Education Courses:** Multimedia, Media Journalism (I, II)

### *Requirement for 21st Century Life and Careers or Career- Technical Education:*

- **All Business Education Courses:** Accounting, Entrepreneurship, Marketing, Sports Marketing, Hospitality & tourism, Fashion Marketing, Media Journalism (I, II)
- **All Technology Education Courses:** Computer Applications, MOS, Multimedia, Media Journalism (I, II), Schools-to-Careers, School-to-Careers Work Experience

### *Requirement for Financial, Economic, and Entrepreneurial Literacy:*

- **Business Education Courses:** Accounting, Entrepreneurship, Financial Literacy, Economics

#### GRADING SYSTEM

Grade	Numeric Equivalent
A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

#### ATTENDENCE POLICY

- State law requires students to attend school for a minimum of 160 days.
- In order to receive credit, students must meet the district's requirement of 164 days in each class.
- Students are required to be present and on-time every day and every hour that school is in session.
- Students who are absent from school due to illness must submit a doctor's note to the Attendance Office within ten (10) calendar days of the absences.

#### CREDITS REQUIRED FOR PROMOTION

Grade 9	0 – 29 Credits
Grade 10	30 – 59 Credits
Grade 11	60 – 89 Credits
Grade 12	90+ Credits
<b>Graduation</b>	<b>120 Credits (encompassing all requirements)</b>



# Graduation Requirements

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

## TESTING

The minimum graduation requirements shall include successful completion of the following:

Class of 2019 (12th Grade)	Class of 2020 (11th Grade)	Class of 2021 (10th Grade)	Class of 2022 (9th Grade)
<b>PARCC ASSESSMENTS</b>			
ELA Grade 9 $\geq$ 750 Level 4) ELA Grade 10 $\geq$ 750 Level 4) ELA Grade 11 $\geq$ 725 (Level 3) Algebra I $\geq$ 750 (Level 4) <b>or</b> Geometry $\geq$ 725 (Level 3) <b>or</b> Algebra II $\geq$ 725 (Level 3)	ELA Grade 10 $\geq$ 750 Level 4) Algebra I $\geq$ 750 (Level 4) <b>or</b>	ELA Grade 10 $\geq$ 750 Level 4) Algebra I $\geq$ 750 (Level 4) <b>or</b>	ELA Grade 10 $\geq$ 750 Level 4) Algebra I $\geq$ 750 (Level 4)
<i>*Must take each PARCC Assessment in order to utilize a substitute measure of competency.</i>			
<b>SUBSTITUTE COMPETENCY TESTS 2018-2020</b>			
<ul style="list-style-type: none"> <li>• PARCC ELA Grade 9 <math>\geq</math>750 (Level 4) <b>OR</b></li> <li>• PARCC ELA Grade 11 <math>\geq</math>725 (Level 3)</li> <li>• SAT Critical Reading <math>\geq</math> 400 (taken before 3/1/16) <b>OR</b></li> <li>• SAT Evidence-Based Reading and Writing Section <math>\geq</math> 450 (taken 3/1/16 or later) <b>OR</b></li> <li>• SAT Reading Test <math>\geq</math> 22 (taken 3/1/16 or later) or ACT Reading <b>OR</b></li> <li>• ACT PLAN Reading* <math>\geq</math> 16 <b>OR</b></li> <li>• Accuplacer WritePlacer <math>\geq</math> 6 <b>OR</b></li> <li>• Accuplacer WritePlacer ESL <math>\geq</math> 4 <b>OR</b></li> <li>• PSAT10 Reading or PSAT/NMSQT Reading <math>\geq</math> 40 (taken before 10/1/15) <b>OR</b></li> <li>• PSAT10 Reading <b>OR</b></li> <li>• PSAT/NMSQT Reading <math>\geq</math> 22 (taken 10/1/15 or later) <b>OR</b></li> <li>• ACT Aspire Reading* <math>\geq</math> 422 <b>OR</b></li> <li>• OR ASVAB-AFQT Composite <math>\geq</math> 31</li> </ul>		<ul style="list-style-type: none"> <li>• PARCC Geometry <math>\geq</math>725 (Level 3)<b>OR</b></li> <li>• PARCC Algebra II <math>\geq</math>725 (Level 3)<b>OR</b></li> <li>• SAT Math <math>\geq</math> 400 (taken before 3/1/16) <b>OR</b></li> <li>• SAT Math Section <math>\geq</math> 440 (taken 3/1/16 or later) <b>OR</b></li> <li>• SAT Math Test <math>\geq</math> 22 (taken 3/1/16 or later) <b>OR</b></li> <li>• ACT or ACT PLAN* Math <math>\geq</math> 16 <b>OR</b></li> <li>• Accuplacer Elementary Algebra <math>\geq</math> 76 <b>OR</b></li> <li>• PSAT10 Math or PSAT/NMSQT Math <math>\geq</math> 40 (taken before 10/1/15) <b>OR</b></li> <li>• PSAT10 Math or PSAT/NMSQT Math <math>\geq</math> 22 (taken 10/1/15 or later) <b>OR</b></li> <li>• ACT Aspire Math* <math>\geq</math> 422 <b>OR</b></li> <li>• ASVAB-AFQT Composite <math>\geq</math> 31</li> </ul>	
<b>NJDOE Portfolio Appeal For students who do not meet the above competencies</b>			
<b><i>*For Class of 2021 and beyond the NJDOE Portfolio Appeal is the only substitute competency available but you must take each PARCC Assessment in order to be eligible for the Portfolio Appeal.*</i></b>			



The programs include the **NEW JERSEY STUDENT LEARNING STANDARDS**, as set forth by the Department of Education.

The curriculum listed in this catalog was adopted and approved by the Pleasantville Board of Education.

The courses in this catalog are subject to revision or deletion depending upon student subscription, the curricular needs of the District, and/or the changing requirements of the New Jersey Department of Education.

Pleasantville High School has an obligation to ensure that students are scheduled for classes in which they are likely to meet academic challenges successfully. Students who demonstrate a deficiency in basic academic areas get the supportive instruction considered appropriate to their deficiency. This philosophy is basic to all district courses.

### **HONORS AND ADVANCED PLACEMENT PROGRAMS**

Some students may be recommended to select an Honors or Advanced Placement course. Enrolling in an Honors or Advanced Placement course often involves the completion of a summer packet of instructional materials. Students should consult with the teachers and the department supervisor regarding the requirement of a summer packet.

#### **HONORS COURSES**

Algebra I	English III	Pre-Calculus
Algebra II	English IV	US History I
Biology	Geometry	US History II
Chemistry	Genetics	World History
Criminal Justice	Introduction to College	
English I	Algebra	
English II	Physics	

#### **ADVANCED PLACEMENT COURSES**

*Student in all AP courses are required to take the AP examinations.*

AP Calculus AB	AP Literature and Composition
AP Government	AP Statistics
AP Language and Composition	

### **WEIGHTED GRADE POINT AVERAGE**

Pleasantville High School will utilize a Weighted GPA to determine Class Rank. Advanced Placement Courses will receive a weight of 2.0, Honors Courses will have a weight of 1.5, and all other courses will receive a weight of 1.0.

# Early Graduation

Occasionally, students may wish to complete their high school experience early and graduate in three years. The Board of Education will award a State-endorsed diploma to a student that has met all State and local requirements for high school graduation. In addition, the Board shall award a State-endorsed high school diploma to any currently enrolled student in accordance with the provisions of N.J.A.C. 6A:8-5.2(e). In accordance with the provisions of N.J.A.C. 6A:8-5.2(e). Students are considered for early graduation under the following conditions:

- A. Prior approval for early graduation must be obtained from the high school principal. A written request must be submitted by the parents/guardians no later than March 1<sup>st</sup> of the tenth grade year.
- B. Students must have a cumulative Grade Point Average of at least a 3.0 and must have earned at least 70 credits by the end of 10<sup>th</sup> grade.
- C. Students must meet all graduation requirements. In addition to earning credits through successful completion of courses shown in the Program of Studies Booklet, students may satisfy their graduation requirements by taking advanced credit courses from another accredited high school and/or taking courses from an accredited college or university. Students should consult with their guidance counselor for further details in that regard.

# Course Selection Process

The guidance program is an integral part of the total educational program. One aim is to foster self-examination, self-evaluation, and consideration of alternative strategies through individual and group counseling. Career and academic planning are important components of the department's services.

## **TO THE STUDENT AND PARENT/GUARDIAN**

This program of studies is a valuable reference for students, parents, and school personnel actively involved in curriculum planning at Pleasantville High School. Parents should take an active role in this process and carefully review the selections made before signing the course selection sheet.

Planning for course selections and the student's high school program of studies, demands cooperation among the student, the home, and the school. In making selections, the program of studies should reflect the student's aspirations, achievements, aptitudes, and skills. Therefore, students are encouraged to select courses that would be academically challenging and personally stimulating and enriching.

# College Planning

## **SUGGESTED COLLEGE PLANNING CALENDAR**

The college decision-making process can be productive if you follow a well-organized plan. Although you may have a clear idea, there is no substitute, of course, for your seeking the advice of your guidance counselor.

### **JUNIOR YEAR**

#### FALL (AUG – NOV)

- Take the PSAT/NMSQT in October.
- Get started on your college planning research by reading about majors and careers (CollegeBoard, MyRoad).
- Go online (CollegeBoard, MyRoad) to search for colleges that you may be interested in learning about.
- Prepare for the SAT – Use CollegeBoard SAT Preparation Center, sign up for the SAT Question of the day email, take practice tests, and consider other SAT prep courses that may be available.
- Assess your academic standing – Are you really doing your best? Remember, colleges will be evaluating you based on your junior year transcript, so hit the books!

#### WINTER (DEC – FEB)

- Continue to develop and refine a list of colleges, majors, and careers that you are interested in.
- Register for an early spring SAT test at [www.collegeboard.org](http://www.collegeboard.org)
- See your counselor for SAT fee waivers (You qualify for a fee waiver if you receive free or reduced lunch). You may use only 2 SAT fee waivers and 4 college application fee waivers during your 4 years in high school.

#### SPRING (MARCH – MAY)

- Take the SAT during the spring semester of your Junior year.
- Sign up for college fairs/college field trips in the guidance office
- Begin to narrow down your list of potential colleges to 3 – 6 schools (by the end of Junior year). These are the schools you will eventually apply to.
- Consider visiting colleges on the weekends or attend college open houses.
- Prepare your resume.
- Request two to three letters of recommendation from teachers and/or employers. If possible, provide a copy of your resume or a list of activities/clubs/sports in which you have participated to help guide them when writing your letter.
- Look into information regarding scholarships. Check under the scholarship section on the PHS High School Guidance Page. Also, check [www.fastweb.com](http://www.fastweb.com), NJ STARS I and II. Most scholarships are only available to seniors, but occasionally you will find one you can apply for now. By reviewing it early, you will have a good idea of which ones you will be interested in applying for during your senior year.

## **SENIOR YEAR**

### FALL (AUG-NOV)

- Complete your list of college finalists. Determine which schools best suit your needs and meet your criteria: Size, Cost, Location, A+ and other Scholarships
- Be mindful of all application deadlines.
- Obtain 2-3 letters of recommendation from teachers/coaches
- Schedule an appointment with your guidance counselor to gain assistance completing applications if needed.
- Make sure you are or have completed or registered for any or all required entrance exams:
- Review your entrance scores to make certain they meet criteria for programs/schools you are interested in.
- Review your high school coursework with the counselor to ensure you meet all requirements for program/school entrance.
- Attend a college fair where you can obtain information to compare schools of interest.
- Request that your “Unofficial” transcript be sent to the schools you are applying to. Official and final transcripts will be sent upon completion of coursework and following graduation. Most transcripts are mailed or electronically sent to schools at the end of June.
- Log on to [www.commonapp.org](http://www.commonapp.org) to see if colleges you want to apply to are listed on there.

### WINTER (DEC-FEB)

- Schedule any college visits/interviews if you have not already completed these.
- Complete your FAFSA online (Free Application for Federal Student Aid) to ensure you are eligible for all grants and loans, try to have this completed no later than April 1st. For more information on this program visit [www.fafsa.ed.gov](http://www.fafsa.ed.gov)
- Attend the FAFSA Information Workshop at PHS.
- Have your parents and your completed tax returns ready for FAFSA completion before April 1st.
- Look at all options for the schools you are considering after you have received your financial aid award notifications. Compare which school you can attend with the least amount of loans. Remember, they have to be paid back.
- Continue to check your e mails for FAFSA notifications of award or verification status.

### SPRING (MARCH-MAY)

- Once you have received your admission responses and potential financial aid packages from your selected colleges, make an informed decision on the best fit for you.
- Contact your choice of college and verify your financial aid.
- Review options for dates, times, places of required college orientations. These must be scheduled in advance and often are “first come, first served” basis.
- If you will be living on campus, make sure you pay close attention to deposit deadlines so you are ensured proper housing.
- Let the counseling office know where to send your final transcripts post-graduation.
- Meet again with your counselor to double check all requirements for graduation are in order.

# Articulated and Dual Credit Courses

## **ARTICULATED COURSES:**

Articulated courses are offered in conjunction with Atlantic Cape Community College. Students take required courses or electives during high school that are aligned with Atlantic Cape's academic standards. Students who successfully complete the articulated courses earn college credit once they have applied for admission into Atlantic Cape and fulfilled the majority of their graduation requirements. Credit for courses is only accepted at Atlantic Cape Community College.

### *Atlantic Cape Community College Articulated Courses:*

Criminal Justice Honors

Dance I

Entrepreneurship

MOS Certification

Theatre I

Theatre II

## **DUAL CREDIT:**

Dual credit courses are delivered at the high school level and are applied when accepted at any New Jersey public college. Students receive a transcript from the college upon graduation, certifying their credit. The high school classes are honors level courses, taught in compliance with rigorous collegiate standards. Participation in the dual credit program is contingent upon academic history and teacher recommendation, in addition to the following requirements:

### **Atlantic Cape Community College Dual Credit**

#### *Requirements:*

- Complete and submit Atlantic Cape Admission Application (with a fee) by deadline
- Meet minimum score requirements on the Accuplacer exam or submit proof of cut-off score on SAT, ACT, PARCC
- Pay a fee\* per ACCC credit to the college.
- Receive a grade of 80 or higher in the dual credit course

\*Fees are subject to change as determined by the college and financial assistance may be available.

#### *Atlantic Cape Community College Dual Credit Courses:*

Introduction to College Algebra Dual Credit

World Myths and Legends Dual Credit

Chemistry Dual Credit

Pre-Calculus Dual Credit

Probability and Statistics Dual Credit

### **Stockton University Dual Credit:**

#### *Requirements:*

- Complete and submit a Stockton University Dual Credit Application by deadline
- Meet minimum score requirements on the Accuplacer exam or submit proof of cut-off score on SAT, ACT, PARCC
- Pay a fee\* per Stockton credit to the university.
- Receive a grade of 80 or higher in the dual credit course\*\*

\*Fees are subject to change as determined by the college and financial assistance may be available.

\*\*Requirements for credit vary, depending on the dual credit program

#### *Stockton University Dual Credit Courses:*

Holocaust and Genocide Dual Credit

African American Studies Dual Credit

# Early College High School

## **ECHS OVERVIEW:**

Pleasantville Public Schools, in partnership with The George Washington Carver Education Foundation, is proud to enroll our inaugural class of students into the Early College Program.

Incoming 9th and 10th grade students, enrolling at Pleasantville High School, will have the opportunity to take high school and college courses, arranged to promote careers in demand and/or job-related skills, while earning a college Associate Degree. Students chose from the different pathways which direction they are interested in pursuing. They are as follows:

## **STEM: (SCIENCE/TECHNOLOGY/ENGINEERING/MATHEMATICS), ASSOCIATE IN SCIENCE:**

The goal of the Pleasantville High School's STEM Pathway is to prepare students for the increasing demand for Science, Technology, Engineering & Mathematics, or STEM, careers. Students can choose between Computer Technician Specialist, Computer Security Specialist, Health Sciences and Unmanned Aircraft System Specialist. Students will develop their critical thinking, public speaking, and role in a global society. They will be given opportunities to visit STEM-based companies and government locations, as well as colleges and universities to begin their college search. The students will also develop relationships and network with local employers to gain a bigger insight on what prospects are available as they continue in this pathway.

## **COLLEGE OF ARTS: ASSOCIATE IN ARTS, LIBERAL ARTS**

### **Web Page Design**

This allows PHS students to gain real-world access to graphic design experience while earning college credit. Graphic design students will be trained using industry standard technology like iMac Desktop computers, Adobe Creative Cloud software. Students will be feeling like a true graphic designer in no time! Their teachings will be put to the test by designing for PHS, and interning while in high school.

### **Performing Arts**

Students entering the Performing Arts program develop their artistic strengths through rigorous dance, theater and music courses. Utilizing the state-of-the-art theater at Pleasantville High School, students showcase their skills, abilities and craft within their community and beyond under the guidance of both high school and college faculty.

## **SCHOOL OF EDUCATION: CHILD DEVELOPMENT ASSOCIATE (CDA)**

This program prepares students to work with children in early childhood centers and elementary. Students gain real-world experience working with younger children and develop a theory-based educational foundation. Additionally, the Child Development Associate is embedded in this major, thus certifying students to work in private preschools upon completing their Associate's degree.



# Academic Eligibility

The Pleasantville Board of Education and staff believe that one of the important goals of education is to provide opportunities for students to develop their full potential. As such, the Pleasantville Board of Education and staff, recognizes the importance of student participation in extra-curricular and co-curricular activities. This participation should contribute to the full development of the student. *One of the differences among the three divisions is that colleges and universities in Divisions I and II may offer athletics scholarships, while Division III colleges and universities may not.*

## CORE-COURSE REQUIREMENTS

A core course is a recognized college-preparatory course taught by a qualified instructor. The course must fulfill a graduation requirement in the appropriate academic area at Pleasantville High School. Remedial or basic-level courses are not core courses. Pleasantville has a list of approved core courses, as outlined in this book, and once submitted to the clearinghouse, will be available for anyone who wishes to view it on the clearinghouse Web site at [www.eligibilitycenter.org](http://www.eligibilitycenter.org) or [www.ncaa.org](http://www.ncaa.org)

A Core course must:

- Be an academic course in one or a combination of these areas: English, mathematics, natural/physical science, social science, foreign language, non-doctrinal religion, or philosophy;
- Be four-year college preparatory;
- Be at or above Pleasantville's regular academic level (no remedial, special education or compensatory courses); and
- Be completed not later than the high school graduation date of your class (as determined by the first year of enrollment in high school {ninth grade) or the international equivalent).

## TEST-SCORE REQUIREMENTS

You must achieve the required score on an SAT or ACT test before your full-time college enrollment. This must be done whether you are a citizen of the United States or of a foreign country. The national test must be taken according to the dates outlined in the most recent CollegeBoard SAT or ACT booklet. **\*\*IMPORTANT** – All SAT and ACT scores **must** be reported to the Eligibility Center **directly** from the testing agency. Test scores will **not** be accepted if reported on a high school transcript. When registering for the SAT or ACT, input the Eligibility Center code of **9999** to make sure the score is reported directly to the Eligibility Center.

## CREDITS

- A. To be eligible for the first semester of a given year, with the exception of grade nine, a student must pass 30 credits in the previous school year.
- B. To be eligible for the second semester of a school year, a student must have a passing numerical average in at least 15 credits of first semester subjects.

## SECOND SEMESTER ELIGIBILITY

If a student is eligible at the start of a season, he/she may complete the season.

## ELIGIBILITY RULES FOR TRANSFER STUDENTS

- A. Students who transfer in during the first semester must have passed 30 credits from the previous academic year
- B. Students who transfer in during the second semester must have passed 15 credits required from the previous semester.

## STUDENTS WITH EDUCATION-IMPACTING DISABILITIES: SPECIAL CONDITIONS

A student with an education-impacting disability must meet the same requirements as all other students, but is provided certain accommodations to help meet these requirements. The Eligibility Center must be notified of your diagnosed education-impacting disability, only if you plan on using core courses after your eighth semester of high school and you plan on attending an NCAA Division I college or university

## OTHER POINTS TO CONSIDER

- Traditional vocational courses (typing, auto mechanics, accounting and health) are not acceptable.
- Home-schooled students who plan to enroll in a Division I or Division II college must register with the Eligibility Center and must meet the same requirements as all other students.
- Not all classes you take to meet high school graduation requirements may be used as core courses. Check the list of approved core courses for Pleasantville at [www.eligibilitycenter.org](http://www.eligibilitycenter.org)
- Meeting the NCAA academic rules does not guarantee your admission into a college. You still must apply for admission.
- A student-athlete who gains admission to a college or university may not meet NCAA initial-eligibility standards.
- Students enrolling at an NCAA Division I or Division II institution for the first time need to also complete the amateurism questionnaire through the eligibility Center Web site. Students need to request final amateurism certification prior to enrollment.

All student-athletes and parents must check with either the student's guidance counselor or coach for more detailed information on Division I, Division II, and Division III;

- The new 16 core-course rule (Division I) or the 14 core-course rule (Division II); and 16 core-course rule for student-athletes first entering college on or after August 1, 2013 (Division II).
- Core Grade Point Average (GPA) requirements and Sliding Scale for the National tests.
- Academic-Eligibility requirements for the particular year of enrollment to determine participation and athletic scholarships.
- Know what it means to be a qualifier or a partial qualifier.

## Extra-Curricular Sports

<b>SPORT</b>	<b>SEASON</b>	<b>OFFICIAL START</b>	<b>REQ. CRDTS</b>
Football	Fall	August	30 Previous Yr.
Girls Tennis	Fall	August	30 Previous Yr.
Boys/Girls Cross Country	Fall	August	30 Previous Yr.
Boys & Girls Soccer	Fall	August	30 Previous Yr.
Girls Volleyball	Fall	August	30 Previous Yr.
Cheerleading Football	Fall	August	30 Previous Yr.
Cheerleading Basketball	Winter	Mon after Thanksgiving	30 Previous Yr.
Weight Training Club	Fall	Mon after Labor Day	---
Weight Training Club	Winter	Mon after Thanksgiving	---
Weight Training Club	Spring	First Friday March	---
Boys/Girls Basketball	Winter	Mon after Thanksgiving	30 Previous Yr.
Swimming	Winter	November 15th	30 Previous Yr.
Co-Ed Indoor Track	Winter	Mon after Thanksgiving	30 Previous Yr.
Baseball	Spring	1 <sup>st</sup> Friday March	15 Previous Sem.
Softball	Spring	1 <sup>st</sup> Friday March	15 Previous. Sem.
Boys/Girls Track	Spring	1 <sup>st</sup> Friday March	15 Previous. Sem.
Boys Volleyball	Spring	1 <sup>st</sup> Friday March	15 Previous. Sem.

# Course Descriptions

Each course description includes the designation of prerequisites, the duration of the course, and the number of credits earned. Honors/AP courses are also designated. Course descriptions cover content only. Students are encouraged to consult with their present teachers and counselors to gather additional information, such as the techniques of instruction used, useful student aptitudes, relationship of courses to occupational interests, suitability of courses for post-high school educational placement, relative difficulty of courses, and most appropriate level. Course numbers in this Program of Studies do not suggest sequence. Courses are assigned numbers to expedite the development of a master schedule and individual student schedules.

\*\*Honors courses requirements will be based on a variation of the following criteria:

- PARCC scores from the previous year
- Lexile from Achieve
- Scale Math Score from STAR Math
- Current courses MP grade averages
- Teacher Recommendation

## English Language Arts

### Required: 4 Years of English

English I  
 English I Honors  
 English II  
 English II Honors  
 English III  
 English III Honors  
 English IV  
 English IV Honors  
 ESL Newcomers/ 9/10/11/12

### Electives

AP English Language and Composition  
 AP English Literature and Composition  
 African American Studies Dual Credit  
 World Myths and Legends Dual Credit  
 SAT Preparation

### **ENG130 ENGLISH I** **5-10 Credits Grade 9**

This multi-cultural, literature-based, integrated language arts course will assist students in problem solving, decision-making, conceptualizing, and analysis skills. Writing process skills will be emphasized by the use of literature. Outside reading and research are required. Students will prepare oral presentations and/or participate in informal discussions about their reading, developing both good speech and listening skills. Technology will be integrated in this course using web-based programs and twenty-first century resources.

### **ENG130 ENGLISH I HONORS\*\*** **5 Credits Grade 9**

This multi-cultural, literature-based, integrated language arts course will allow students a greater amount of instructional time devoted to higher order thinking skills such as, inductive and deductive reasoning, analysis, synthesis and evaluation. Emphasis is placed on extensive reading, process writing and research in preparation for higher education. Students will participate in formal and informal discussions based on their reading, designed to develop speaking and listening skills.

### **ENG230 ENGLISH II** **5-10 Credits Grade 10**

#### ***Prerequisite: English I***

This course is designed to emphasize narrative, descriptive, expository, and persuasive writing techniques. An array of multicultural literature (short stories, drama, non-fiction, poetry, and the novel) will be used to enhance students' critical thinking skills. Outside reading and research are required. Students will prepare and/or participate in formal and informal speaking and listening activities.

### **ENG230 ENGLISH II HONORS** **5 Credits Grade 10**

#### ***Prerequisite: English I\*\****

This course is designed to emphasize narrative, descriptive, expository, and persuasive writing techniques. An array of multi-cultural literature (short stories, drama, non-fiction, poetry, and the novel) will be used to enhance students' critical thinking skills. Outside reading and research are required. Students will prepare and/or participate in formal and informal speaking and listening activities.

### **SAT201 SAT PREPARATION** **5 Credits Grade 10-12**

This one semester course presents review and practice of skills necessary for success on the SAT, a key requirement for college acceptance. Language skills would include improving sentence errors, writing essays and critical reading. Math review will cover numbers and operations, algebra & functions, geometry and measurement, data analysis, statistics and probability.

**ENG330 ENGLISH III** 5 Credits Grade 11

***Prerequisite: English II***

This course provides a chronological and thematic overview of American Literature, which encourages the comprehensive study of poetry, prose, fiction, nonfiction, drama, and the novel. A variety of multi-cultural literature is used to foster student appreciation of American Literature and develop an understanding of the impact of history in America's development and thought. Process writing and higher order thinking skills are integral parts of this course. Outside reading and research are required in this course. Students will prepare and/or participate in formal and informal speaking and listening situations.

**ENGH330 ENGLISH III HONORS** 5 Credits Grade 11

***Prerequisites: English II\*\****

This course is a chronological and thematic overview of American Literature, which includes the comprehensive study of poetry, prose, fiction, non-fiction, drama, and the novel. A variety of multi-cultural literature is used to foster student appreciation of American Literature and develop an understanding of the impact of history in America's development and thought. Process writing and higher order thinking skills are integral parts of this course. Also, extensive research is required in this course. Students will prepare and/or participate in formal and informal speaking and listening activities.

**MYTDC WORLD MYTHS AND LEGENDS** 5 Credits Grades 11-12

***Prerequisites: Completion of English I and II as well as World History and United States History I with a C or higher***

The study of the myths, legends and beliefs of diverse cultures including Greece and Rome, the Middle East, Far East and Pacific Islands, Africa, Northern Europe, British Isles and the Americas. Emphasis will be placed upon the transformation of the myths through time, connections to contemporary life and the connections of mythology to cultural formation. Students will explore the human archetypes that run throughout history and cultures through a mythological lens.

**AASDC AFRICAN AMERICAN STUDIES DUAL CREDIT** 5 Credits Grades 11-12

***Prerequisite: Completion of English I and II as well as World History and United States History I with a B or higher***

This course examines 20th Century literature written by persons of African descent, including writers from the Harlem Renaissance Period through the end of the 20th Century. The three primary literary genres—prose fiction, poetry, and drama will be explored. Readings will include selections from a variety of 20th Century writers. Students will use discussion, projects, collaborative activities, and written assignments to respond to the readings.

**ENG430 ENGLISH IV** 5 Credits Grade 12

***Prerequisites: English III***

This course is a survey course in English Literature in all genres from the Anglo-Saxon period up to and including the twentieth century, with emphasis on important literary figures and their contributions to American culture, thought and philosophy. Process writing and higher order thinking skills are an integral part of this course. Outside reading and research are required. Supplementary multi-cultural literature is infused to correlate with chronological periods in English Literature.

## **ENGH430 ENGLISH IV HONORS**

**5 Credits Grade 12**

***Prerequisites: English III\*\****

This course is a survey course in English Literature in all genres from the Anglo-Saxon period up to and including the twentieth century with emphasis on important literary figures and their contribution to American culture, thought and philosophy. Process writing and higher order thinking skills are an integral part of this course. Extensive outside research and reading are required. Supplementary multi-cultural literature is infused to correlate with chronological periods in English Literature. Students will prepare and/or participate in formal and informal speaking and listening activities. Technology will be integrated in this course using web-based programs and twenty-first century resources.

## **ENG510 AP ENGLISH LANGUAGE AND COMPOSITION 10 Credits Grade 11-12**

***Prerequisites: A GPA of 3.0 or better in English II Honors, an English II teacher's recommendation, approval of the AP team/committee.***

Following the College Board's suggested curriculum designed to parallel college-level English courses, AP English Language and Composition courses expose students to prose written in a variety of periods, disciplines, and rhetorical contexts. These courses emphasize the interaction of authorial purpose, intended audience, and the subject at hand, and through them, students learn to develop stylistic flexibility as they write compositions covering a variety of subjects that are intended for various purposes.

## **ENG520 AP ENGLISH LITERATURE AND COMPOSITION**

**10 Credits Grade 12**

***Prerequisites: A GPA of 3.0 or better in English III Honors or AP English Language and Composition, an English III/AP English teacher's recommendation, and approval of the AP team/committee.***

Following the College Board's suggested curriculum designed to parallel college-level English courses, AP English Literature and Composition courses enable students to develop critical standards for evaluating literature. Students study the language, character, action, and theme in works of recognized literary merit; enrich their understanding of connotation, metaphor, irony, syntax, and tone; and write compositions of their own (including literary analysis, exposition, argument, narrative, and creative writing).

## **MYTDC WORLD MYTHS & LEGENDS DUAL CREDIT 5 Credits Grade 11-12**

***Prerequisites: Completion of English I and II as well as World History and United States History I with a C or higher***

The study of myths, legends and beliefs of diverse cultures including Greece and Rome, the Middle East, Far East, Pacific Island, the Americas, and Norse. Emphasis will be placed upon the transformation of the myths through time, connection to contemporary life and the connection of mythology to cultural formation. Students will explore the human archetypes the run throughout history and culture through a mythological lens.



## Limited English Proficiency

This course is designed to help advanced students who are not native English speakers develop transitional skills in reading and writing that will enable them to be successful in meeting requirements of general English education classes. Along with focused literacy instruction. Students will receive support for concurrent studies in general English. Students are placed in English I, II, III, and IV classes based on performance on The State Wida Access Test and by recommendation of the ESL teacher. This course also serves to meet state requirement of four years of English.

**LEPPOEE ESL NEWCOMERS** **5 Credits** **Grade 9-12**

This class will allow students to develop Basic English vocabulary and grammatical structures so that they can successfully communicate. Also, students will develop literary and analytical skills which will enable them to be successful in future courses.

**LEP101 ESL 9** **5 Credits** **Grade 9-12**

This course introduces students to basic structures and vocabulary of the English language through the skills of reading, writing, speaking, and listening. Students learn strategies in order to advance their reading, listening, and pronunciation skills. They expand oral comprehensibility and write complete sentences, a standard paragraph, and short content-based essays. They utilize level-appropriate conventions of grammar and punctuation with a minimum of errors.

**LEP201 ESL 10** **5 Credits** **Grade 9-12**

This course is an extension of the skills learned previously as a Basic User. It focuses on syntax, continued vocabulary development, reading, listening comprehension, speaking and pronunciation skills, and writing multiple-paragraph compositions that demonstrate organization of ideas, use of a thesis statement, and supportive elements. Intensive grammar instruction that supports academic writing skills is emphasized. This course contributes to skills needed in mainstream classes and universities.

**LEP301 ESL 11** **5 Credits** **Grade 9-12**

In this course, advanced English language learners discover how to use and extend their vocabulary, grammar, and communication skills more consciously and effectively for academic purposes. This course is similar to a mainstream English course in that students analyze classic literature and write multi-draft essays of various forms. Students participate in whole-class and small-group academic discussions,

**LEP401 ESL 12** **5 Credits** **Grade 9-12**

In this course, advanced English language learners discover how to use and extend their vocabulary, grammar, and communication skills more consciously and effectively for academic purposes. This course is similar to a mainstream English course in that students analyze classic literature and write multi-draft essays of various forms. Students participate in whole-class and small-group academic discussions,

**LEP SM ESL STUDENT MENTOR** **5 Credits** **Grade 12**

This class will allow senior students who are more proficient in the language to assist the teacher and other students in the lower grade and proficiency levels. The student will assist the teacher during the class and can be assigned a student to work with one on one.



## Mathematics

### Required: 3 Years of Math

Algebra I  
 Algebra I Honors  
 Algebra II  
 Algebra II Honors  
 Geometry  
 Geometry Honors

### Electives

AP Calculus  
 AP Statistics  
 Computer Science  
 Introduction to College Algebra  
 Introduction to College Algebra  
 Dual Credit  
 Probability & Statistics Dual Credit  
 Pre-Calculus Dual Credit

### MTH121 ALGEBRA I

5-10 Credits Grade 9

This Algebra course includes an in-depth analysis of equations and graphs. Many of the concepts presented in Algebra I are progressions of the concepts that were started in grades 6 through 8. The content presented in this course is intended to extend and deepen the previous understandings. Emphasis will be placed on developing critical thinking skills as they relate to logical reasoning and argument. Students will be required to use different technological tools and manipulatives to discover and explain much of the course content.

### MTHH102 ALGEBRA I HONORS\*\*

5 Credits Grade 9

Algebra I deepens and extends the understanding of linear and exponential relationships by comparing and contrasting them with each other. Students will apply linear models to data while examining trends as they engage in methods for analyzing, solving, and using quadratic functions. Students will create and solve equations, inequalities, and systems of equations involving quadratics. In addition, students will expand their experience with functions to include more specialized functions—absolute value, step, and piecewise defined functions.

### MTH215 GEOMETRY

5 Credits Grade 10

#### *Prerequisite: Algebra I*

Geometry is the study of the properties of shapes and angles. Middle School Geometry topics serve as the foundation to start a discussion about more complex ideas in those some Geometric topics. This course uses skills learned in Algebra 1 to help solve for missing values in geometric diagrams. The Pythagorean Theorem and Trigonometry will be covered in detail.

### MTHH215 GEOMETRY HONORS

5 Credits Grade 10

#### *Prerequisite: Successful completion of Algebra I\*\* and incoming 9<sup>th</sup> graders must meet proficiency (750) on the Algebra I PARCC*

This course is an honors-level course for highly motivated students. In this full-year course students will learn and apply the concepts of Geometry. Topics to be studied are reasoning, lines in a plane, congruent triangles, properties of triangles, polygons, similarity, circles and right triangles. In addition to the traditional geometric topics, students will study vectors, Trigonometry and transformations of the plane.

**MTH315 ALGEBRA II 5 Credits Grade 11**

**Prerequisite:** *Completion of or concurrently taking Geometry*

This course is designed to expand the knowledge and skills students' previous learned in algebra 1 and geometry. This course will allow students to think independently, use problem solving techniques and understand the context of information given. Students will learn to use technology such as the TI-83 plus and important tools to the success of the student. The topics that will be covered is polynomial, rational and radical relationships, exponential and logarithmic relationships, inference and conclusion from data and trigonometry.

**MTHH315 ALGEBRA II HONORS 5 Credits Grade 11**

**Prerequisite:** *Completion of or concurrently taking Geometry\*\**

This is an honors course for highly motivated students. In this full-year course students will complete the automation of the fundamental skills of algebra. A basic review of Algebra I concepts such as solving linear equations and inequalities solved algebraically or by graphing are contained in the first three units. Integrating Algebra and Geometry and exploring data are covered throughout the course. Also included will be in-depth look at functions including exponential, logarithmic, polynomial and rational. Complex numbers, powers, roots, the unit circle, the law of sines and law of cosines and trigonometric identities are also covered.

**MTHICA INTRODUCTION TO COLLEGE ALGEBRA 5 Credits Grade 10-12**

**Prerequisite:** *Algebra II*

This course will include a review of fundamental concepts of algebra; linear and quadratic equations, inequalities and models; polynomial and rational functions; exponential functions; systems of equations and inequalities, matrices and determinants; sequences, induction and probability.

**MTHICADC INTRODUCTION TO COLLEGE ALGEBRA 5 Credits Grades 10-12  
DUAL CREDIT**

**Prerequisite:** *Algebra II\*\**

This course includes properties of real numbers, equations, inequalities, linear functions, polynomial and rational functions, exponential and logarithmic functions, inverse functions, analyzing graphs of functions, systems of equations and complex numbers.

**MTH403 PROBABILITY AND 5 Credits Grades 10-12  
STATISTICS DUAL CREDIT**

**Prerequisites:** *Algebra II*

Basic introduction to the use of Probability in the practice of Statistics. Statistics is the science and practice of developing human knowledge through the use of empirical data expressed in quantitative form. It is a branch of applied mathematics that models randomness and uncertainty with Probability theory. The aim of statistics is to produce the best information from available data through planning, summarizing and interpreting observations allowing for variability and uncertainty using Probability.

**MTHPC PRE-CALCULUS 5 Credits Grades 10-12**

***Prerequisites: Algebra II***

This course provides a concise review of algebraic and trigonometric concepts and provides a strong preparation for Calculus. Trigonometric functions are presented from both the unit circle approach and the right triangle approach. Topics covered include algebraic, exponential, logarithmic, and trigonometric functions and their graphs, as well as Analytic Geometry in preparation for a course in Calculus.

**MTHPCDC PRE-CALCULUS DUAL CREDIT 5 Credits Grades 10-12**

***Prerequisites: Algebra II\*\****

This course includes equations and inequalities, relations, linear functions, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, inverse trigonometric functions, trigonometric identities and equations, applications of trigonometry, systems of equations and complex numbers. Students will be required to work with a graphing calculator and a mathematical software program.

**MTH510 AP CALCULUS 10 Credits Grades 11-12**

***Prerequisite: A final grade of B or better in Pre-Calculus and/or teacher's recommendation.***

AP Calculus is an Honors level course for students with complete knowledge of slope, tangent, distance formula, absolute value, Trigonometry, and other basic Algebraic and Geometric concepts. The course will include limits, derivatives, and integrals, with heavy emphasis on graphing.

**MTH515 AP STATISTICS 10 Credits Grades 11-12**

***Prerequisite: A final grade of B or better in Probability and Statistics and/or teacher's recommendation.***

The Study of Statistics in real-world settings. This course focuses on using data sets to make conclusions about future events. The aim of statistics is to produce the best information from available data through planning, summarizing and interpreting observations allowing for variability and uncertainty using probability.

**MTH103 COMPUTER SCIENCE 5 Credits Grades 9-12**

Computer Science is an elective course which will introduce students to fundamental concepts, and give an idea of what a career in computer science might look like. In this course, we will delve into the primary areas of Computer Science: The Internet, Digital Information Technology, Programming, and specifically, the Java Programming Language. In addition, other concepts such as Digital Literacy, Digital Footprints & Privacy, Logic, and Basic Modular Arithmetic will be covered intermittently. The course is heavily focused on project based learning, as it is a good way to allow students to ground and materialize unfamiliar concepts, as well as serving as a good look into how many technology companies approach problem solving.

## Science

### Required: 3 Years of Lab Sciences

Biology*	Forensic Science
Biology Honors*	Forensic Science Honors
Chemistry	Human Anatomy and Physiology
Chemistry Dual Credit	Advanced Physics
Genetics Honors	Physics 9
Introduction to Engineering	Physics 9 Honors
Research Science Honors	

*\*Required one year of Biology*

### **SCI440**      **ADVANCED PHYSICS**      **5 Credits**      **Grade 10-12**

This course helps students recognize the nature and scope of physics and its relationship to the other sciences. Students will learn about basic topics such as motion, forces, energy, momentum, heat and heat transfer, waves, electricity, and magnetism. Students will be engaged in scientific inquiry, investigations, and labs so that they develop a conceptual understanding and basic scientific skills.

### **SCI220**      **PHYSICS 9**      **5 Credits**      **Grade 9**

This course represents a comprehensive sequence of Algebra based physics. The topics covered in this course will consist of: Mechanics, Electricity and Magnetism, and Simple Harmonic Motion, Waves, Light and the Bohr model of the Hydrogen atom. The order of the topics has been geared to use and reinforce the mathematics that the students are studying. Connections are developed between the analysis of motion and graphical analysis, collision problems and the solving of systems of equations.

### **SCIH220**      **PHYSICS 9 HONORS\*\***      **5 Credits**      **Grade 9**

This course represents a comprehensive sequence of Algebra/Trigonometry based physics. The topics covered in this course will consist of: Mechanics, Electricity and Magnetism, and Simple Harmonic Motion, Waves, Light and the Bohr model of the Hydrogen atom. The order of the topics has been geared to use and reinforce the mathematics that the students are studying. Connections are developed between the analysis of motion and graphical analysis, collision problems and the solving of systems of equations. Connections are also developed between the analysis of motion and graphical analysis, collision problems and the solving of systems of equations.

# Science

**SCI230 BIOLOGY****5 Credits Grade 10*****Prerequisite: 1 semester of science***

This is a general survey course that includes laboratory investigations. This biology course geared toward the students who are interested in themselves and the world they live in. Topics covered in this course include microbiology, ecology, taxonomy and genetics.

**SCIH230 BIOLOGY HONORS****5 Credits Grade 10*****Prerequisite: 1 semester of science\*\****

This course is an intensive program in the life sciences intended for college-oriented students. Laboratory experiences make up an important part of the program. Major topics to be covered include cytology, evolution, genetics, molecular biology, biochemistry, botany, ecology, and taxonomy. Lab activities include microscope operation, utilization of specialized study kits and observation that would get the student to think about and apply biological concepts.

**SCI335 CHEMISTRY****5 Credits Grades 11-12*****Prerequisite: Biology***

This course uses a systematic approach to the study of the properties and behavior matter. The course is geared to students who wish a career in non-scientific areas. Emphasis is on the study of how chemical ideas have evolved. Lab experiences help students correlate chemical principles to realistic, everyday phenomena.

**SCI335DC CHEMISTRY DUAL CREDIT****10 Credits Grades 11-12*****Prerequisite: Biology\*\****

Study of the basic principles of chemistry for the student with little or no chemistry background. Topics include matter, bonding, reactions, acid-bases, ionization, equilibrium, and nuclear changes. Brief introduction to organic and biological chemistry. Appropriate course 126 for students in allied health, pre-science or non-science curricula. Will not serve as a prerequisite for upper-level chemistry offerings.

**SCI203 INTRODUCTION TO ENGINEERING****5 Credits Grades 11-12**

Engineering is a collaborative and iterative process with many ways to accomplish a task. The process begins with design and building; then evaluation and analysis of the design; implement improvement; report and discuss findings; and expand to other uses or projects.

**SCI306 FORENSIC SCIENCE****5 Credits****Grades 11-12*****Prerequisite: Biology***

Designed for students who wish to pursue a career in criminal justice. It introduces the basic concepts in chemistry, physics and biology necessary to understand the operation of a contemporary forensic crime laboratory. Simulated crime scenes and case studies will be explored. Laboratory sessions and experiments sessions will emphasize current forensic procedure.

**SCI401 FORENSIC SCIENCE HONORS****5 Credits****Grades 11-12**

Designed for students who wish to pursue a career in criminal justice. It introduces the basic concepts in chemistry, physics and biology necessary to understand the operation of a contemporary forensic crime laboratory. Simulated crime scenes and case studies will be explored. Laboratory sessions and experiments sessions will emphasize current forensic procedure.

**SCI402 HUMAN ANATOMY AND PHYSIOLOGY****5 Credits****Grades 11-12*****Prerequisite: Biology\*\****

Human Anatomy and Physiology is an intensive course for those students interested in a career in the health sciences. This course is the study of basic cell biology, integumentary, muscular, skeletal, nervous and endocrine systems. This course includes animal dissection.

**SCI403 GENETICS HONORS****5 Credits****Grades 11-12*****Prerequisite: 3 lab sciences***

Genetics Honors is a challenging course that covers a range of basic topics including the concept of the gene, transcription, translation, regulation of gene expression and replication. The course takes a genomics centered approach and covers many of the latest methodologies used in genomics analysis. The course also covers both prokaryotic and eukaryotic systems, taking a historical and methodological approach with the aim of providing insight into how understanding was obtained through experimentation and discovery. The course dives extensively into the intricacies of bacterial virus (bacteriophage) molecular genetics and into eukaryotic chromosome structure.

**RSH101 RESEARCH SCIENCE HONORS****5 Credits****Grades 10-12**

The aim of this course is to help students build a set of skills and tools well suited to scientific inquiry and the diverse ways in which scientists study the natural world and propose explanations based on the evidence derived from their work. Inquiry also refers to the activities of students in which they develop knowledge and understanding of scientific ideas, as well as an understanding of how scientists study the natural world. Students engaged in scientific inquiry should ask or respond to: scientifically oriented questions give priority to evidence formulate explanations based on evidence connect explanations to scientific knowledge communicate and justify explanations. Inquiry based science instruction involves a continuum of learning experiences from teacher-led to learner self-directed activities, including but not limited to hands-on labs.

# Social Studies

## Social Studies

### Required: 3 Years of Social Studies

US History I  
US History I Honors  
US History II  
US History II Honors  
World History  
World History Honors

### Electives

AP Government  
Criminal Justice  
Criminal Justice Honors  
Holocaust and Genocide Dual Credit  
World Myths and Legends Dual Credit

### **SOC101 WORLD HISTORY 5 Credits Grade 9**

This course is designed to examine global trends and movements between the fifteenth and the twentieth centuries.

### **SOCH101 WORLD HISTORY HONORS\*\* 5 Credits Grade 9**

This course is designed to examine global trends and movements between the fifteenth and the twentieth centuries, with a particular emphasis on western civilization. This course will consist of significant reading and writing assignments requiring a commitment to developing strong analytical skills

### **SOC110 US HISTORY I 5 Credits Grade 10**

**Prerequisite: World History**

This course is designed to provide the student with an understanding of the historical development of the United States from European settlement through the 1920s. The evolution of America from its colonial beginnings to a major contributor in global politics and events will be examined in-depth.

### **SOCH110 US HISTORY I HONORS 5 Credits Grade 10**

**Prerequisite: World History\*\***

This course is designed to provide the student with an understanding of the historical development of the United States from European settlement through the 1920s. The evolution of America from its colonial beginnings to a major contributor in global politics and events will be examined in-depth. This course will consist of significant reading and writing assignments requiring a commitment to developing strong analytical skills

### **SOC330 CRIMINAL JUSTICE 5 Credits Grades 10-12**

This course examines different both types of crime, including street crime, organized crime, white-collar crime and juvenile crime as well as the rights of individual citizens.

### **SOC210 US HISTORY II 5 Credits Grades 11-12**

**Prerequisite: US History I**

This course is designed to examine the development of the United States since the 1920s. The movement of the U.S. from isolation to current world power will be explored along with significant political, economic and social changes.



**SOCH210 US HISTORY II HONORS****5 Credits Grades 11-12*****Prerequisite: US History I\*\****

This course is designed to examine the development of the United States since the 1920s. The movement of the U.S. from isolation to current world power will be explored along with significant political, economic and social changes. This course will consist of significant reading and writing assignments requiring a commitment to developing strong analytical skills.

**SOCH330 CRIMINAL JUSTICE HONORS\*\*****5 Credits Grades 11-12**

This course examines the history, development and philosophy of law enforcement in democratic society. Introduction to agencies involved in the administration of criminal justice career orientation.

**SOC335 HOLOCAUST AND GENOCIDE DUAL CREDIT****5 Credits Grades 11-12*****Prerequisite: US History II\*\****

The course begins with a study of human behavior, analyzing mob mentality and the development of stereotypes. Students use the basics of human behavior to study of the Nazi rise to power in Germany. Using the 10 Stages of Genocide as a framework, the Holocaust is studied in-depth. Topics include: Nazi laws and racial policies, the use of ghettos and the implementation of the Final Solution. Students also explore the challenges faced by survivors and the unprecedented prosecution of Nazi crimes. Finally, the course ends with a research seminar on post-1945 genocides and the future of genocide prevention. This is offered as dual credit with Stockton University.

**SOC5520 A.P. GOVERNMENT****5 Credits Grades 10-12*****Prerequisites: Completion honors United States History I, English I and English II with a B or higher in addition to teacher recommendation.***

Students study general concepts used to interpret U.S. government and politics and analyze specific topics, including: constitutional underpinnings, political beliefs and behaviors, political parties, interest groups, mass media; institutions of national government, public policy, civil rights and civil liberties. An integral part of the course includes analysis and interpretation of basic data relevant to U.S. government and politics, and the development of connections and application of relevant theories and concepts.

# Social Studies

## World Languages

Required: 2 Years of a consecutive world languages

French I  
French II  
Spanish I

Spanish II  
Spanish for Spanish Speakers I  
Spanish for Spanish Speakers II

### **LNG110 SPANISH I** 5 Credits Grades 9-12

The basic skills of listening, speaking, reading and writing are introduced. This course also presents history and culture of the Spanish-speaking world. Career opportunities in world languages will be explored.

### **LNG120 FRENCH I** 5 Credits Grades 9-12

The basic skills of listening, speaking, reading and writing are introduced. This course also presents the history and culture of the French-speaking world. Career opportunities in world languages will be explored.

### **LNG210 SPANISH II** 5 Credits Grades 10-12

**Prerequisite:** *Spanish I*

The basic skills of listening, speaking, reading and writing are continued. This course will continue to present the history and culture of the Spanish-speaking world. Career opportunities in world languages will be explored.

### **LNG220 FRENCH II** 5 Credits Grades 10-12

**Prerequisite:** *French I*

The basic skills of listening, speaking, reading and writing are continued. This course continues to expand upon the knowledge of history and culture of the French-speaking world. Career opportunities in world languages will be explored.

### **LNG310 SPANISH III** 5 Credits Grades 9-12

This course is designed for students who are native or heritage speakers of Spanish. Writing process skills will be emphasized by the use of literature. Outside reading and research are required. Students will prepare oral presentations and/or participate in informal discussions about their reading, developing both good speech and listening skills. Technology will be integrated in this course using web-based programs and twenty-first century resources. Career opportunities in world languages will be explored.

### **LNG410 SPANISH IV** 5 Credits Grades 10-12

**Prerequisite:** *Spanish for Spanish Speakers I*

This is the second level course designed for students who are native or heritage speakers of Spanish. Writing process skills will be emphasized by the use of literature. Outside reading and research are required. Students will prepare oral presentations and/or participate in informal discussions about their reading, developing both good speech and listening skills. Technology will be integrated in this course using web-based programs and twenty-first century resources. Career opportunities in world languages will be explored.

## Health and Physical Education and Army JROTC

**Required: 4 Years of PE/Health and/or JROTC**

Physical Education/Health 9	ARMY JROTC 9
Physical Education/Health 10	ARMY JROTC 10
Physical Education/Health 11	ARMY JROTC 11
Physical Education/Health 12	ARMY JROTC 12

### **PHY130 PHYSICAL EDUCATION/HEALTH 9 5 Credits Grade 9**

Instruction centers on developing fundamental skills in team sports. The program includes units in: Team sports, tumbling, gymnastics, dance, indoor leisure sports, weight training, aerobics, rhythms, etc. Coordination, agility and physical fitness are stressed in all physical activities. Physical fitness testing is conducted on a weekly basis. Students are presented with the information necessary to make healthy lifetime choices. Students are encouraged to develop responsible personal behaviors through an understanding of human growth and the pressures of adolescence. Topics to be covered include, sexual education, alcohol, tobacco and drugs, self-esteem, healthy relationships.

### **PHY230 PHYSICAL EDUCATION/HEALTH 10 5 Credits Grade 10**

Sportsmanship and the concept of team play will be developed in the students through team sports. Students will become aware of rules for each activity as well as learn the duties of specific positions. This course also stresses the development of individual skill improvement while participating in various large group activities. The various indoor activities will help develop coordination of body parts. Lifetime and leisure sports are introduced. Students will learn the laws associated with driving a motor vehicle. An emphasis is placed on the laws of the road, components of a car, and the dangers of driving such as distractions, and the influences of drugs and alcohol. Student must have a passing grade of 80% or higher on the State Motor Vehicle Exam to receive a permit.

### **PHY330 PHYSICAL EDUCATION/HEALTH 11 5 Credits Grade 11**

Comprehensive Physical Education Component Health and Physical Team sports will be stressed with emphasis on vigorous activity, cooperative learning, and sportsmanship. The team sports concept is reinforced at this level, along with the concept of team strategy. More emphasis will be given to the lifetime sports. Individual and recreational activities will allow the students to perfect skills for lifelong health. Students will be instructed on a comprehensive understanding of the body. The other component of the curriculum is First Aid and CPR training.

### **PHY430 PHYSICAL EDUCATION/HEALTH 12 5 Credits Grade 12**

Physical Education Component This component is designed to develop leisure time and lifetime activities through participation in individual and team sports. Emphasis will be placed on participating in a variety of fitness activities. Student will develop good decision-making skills and avoid risky behavior for lifelong health. Topics include, nutrition, healthy relationships and sexual education.

## Army Junior Reserve Officer Training Corps (JROTC)

*JROTC training may be used and counted for physical education credits at the high school. The following describes these courses.*

### **JROTC09 ARMY JROTC 9** 5 Credits Grades 9-12

The course is the introduction to leadership development which is designed to provide the students with an overview of the entire program. Subject matter covered includes: Citizenship in Action, Leadership Theory and Application, Foundations for Success, Service Learning/Community Service, and Cadet Challenge/Physical Activity.

### **JROTC10 ARMY JROTC 10** 5 Credits Grades 10-12

This intermediate course in leadership development is opened to students who successfully completed appropriate requirements in JROTC I. During this year further emphasis is placed on subject introduced during the first year. The main academic topics emphasized are: Methods of Instruction, American History and Government, Wellness, Fitness, and First Aid, Geography and Earth Science, Leadership Theory Application, Service Learning/Community Service, and Cadet Challenge/Physical Activity. Sophomores will spend one marking period in Driver's Education

**Prerequisite:** Successful completion of JROTC I.

### **JROTC11 ARMY JROTC 11** 5 Credits Grades 11-12

This advanced course in leadership development is open to students who have successfully completed requirements of JROTC II. During the year, additional emphasis is placed on the following academic areas: Presenting Skills, Managing Conflict, Career Planning, High School Financial Planning Program, and Critical Thinking in Citizenship. Additional subjects taught are Basic Command and Staff Principles, Leadership Strategies, Service Learning/Community Service, and Cadet Challenge/Physical Activity.

**Prerequisite:** Successful completion of JROTC II

### **JROTC12 ARMY JROTC 12** 5 Credits Grade 12

This advanced course in leadership is open to students who have successfully completed requirements of JROTC III. In this upper level course emphasis is place on: Leadership Principles, Styles in Leadership, Management Skills, Communication; Citizenship is Action, and Service to the Nation. Additional areas studied are: Leadership Theory and Application, Foundations for Success, NEFE High School Financial Planning Program, Teaching Skills, Land Navigation, Service Learning/Community Service, and Cadet Challenge/Physical Activity.

**Prerequisite:** Successful completion of JROTC III

#### **Important Note:**

*Seniors are the only students allowed to have two Physical Education/Health classes in any school year. All others must take courses in sequential order.*

**\*\*\*Physical Education dress code is in effect**



**FVP231      ART II — PORTFOLIO DEVELOPMENT      5 Credits      Grades 10-12**

***Prerequisite: Art I***

This course is designed for the student who needs to develop and prepare a suitable portfolio to present during the college admittance process. This course will allow the student to prepare 20 significant examples of his/her work showing a variety of media. The mediums will include painting, drawing, sculptures, prints, pastels, pen & ink and photography. A substantial number of their work will demonstrate their drawing ability and skills, e.g. preferably from life, figures, landscapes, portraits, etc. The history of techniques and artists will be introduced to the students as they relate to the particular project/s. This course will also provide the student with the opportunity to create slides and a digital portfolio.

**FVP202      GRAPHIC DESIGN I      5 Credits      Grades 10-12**

This course is an introduction to the use of digital technologies and 2-dimensional graphic arts to explore the principles, elements, and basic concepts of design. Students will develop and broaden their skills when working with various techniques to produce aesthetically pleasing and communicative graphic arts. With the exposure to graphic design history and modern day digital arts, students will expand their knowledge within the creative process and carry out hands-on projects. A detailed study of Art Criticism will also be applied.

**FVP104DC      INTRODUCTION TO THEATRE  
DUAL CREDIT      5 Credits      Grades 9-12**

This course focuses on the survey of Theater Arts, the study of theater, its origins, development as literature and performance, and cultural impact, from the classical period to the present. The study of the diverse elements of theater includes selected dramatic literature and the workings of theater from script to stage, and the critical assessment of theater. Activities include reading, presentation of individual oral exercises, and participation in dramatic performance. Pupils are **REQUIRED** to devote some after school time to the activities of this course.

**FVP203 DANCE II**

5 Credits

Grades 10-12

***Prerequisite: Dance I***

Dance II is the continuation of Dance I and builds upon the foundation of technique and principles of dance. In theory we will discuss history and concert works with a more critical point of view. This course will culminate with a concert performance. Dance classes require the student to be properly dressed and participation is essential to the fulfillment and completion of this course.

**FVP204 THEATRE II**

5 Credits

Grades 10-12

***Prerequisite: Theatre I***

Builds on the skills and knowledge from Theatre I. The emphasis is to further develop knowledge and skills in drama. Student will study the theory and practice of basic acting techniques through lecture and individual and group practice. Participation in dramatic performance is expected. Pupils are REQUIRED to devote some after school time to the activities of this course.

**FVP301 GRAPHIC DESIGN II**

5 Credits

Grades 11-12

***Prerequisite: Graphic Design I***

The Graphic Design II course is designed to expand student's proficiency within graphic design software, such as Adobe Illustrator, Adobe Photoshop, and Adobe InDesign. Students will independently explore creative display, organization, and communication of ideas and information through word and image. Student's knowledge of and exposure to contemporary design issues will be an important component in this course. In addition, students will gain foundational knowledge of the processes behind printing operations and scanning techniques.

**MUSMB1  
MUSMB2 BAND I, II**

5 Credits

Grades 9-12

These courses are designed to provide students with the ability to participate in a performance musical organization. Student centered activities include field show, parade, football stands, pep rally, concert, competition, and chamber music performances. Instrumental music training is provided through playing many varied styles of music from pop to marching to classical. Most of the practice work occurs during the school day, but there are additional REQUIRED rehearsals after school.



## 21st Century Life & Careers

**Required: One semester of 21<sup>st</sup> Century Life & Careers**

Computer Applications  
IT Fundamentals  
MOS Certification

Media Journalism I  
Media Journalism II  
Multimedia/Graphic Design

Fashion Marketing  
Hospitality and Tourism  
Marketing  
AVID I, II, III, IV  
Gateway I, II, III, IV  
Student Success Seminar

Schools-to-Careers  
Schools-to-Careers Work  
Experience

TV Production I  
TV Production II  
TV Production III

### **BUS146 COMPUTER APPLICATIONS**

5 Credits

Grades 10-12

This course will prepare students for various career paths. Instruction will prepare them with the necessary skills and knowledge for entry-level employment. Emphasis is placed on touch typing, composing business and personal letters, and all the elements of a research paper using Microsoft Word. Students will prepare spreadsheets and charts using Microsoft Excel. They will prepare attractive and informative slide presentations using Microsoft PowerPoint. Additionally students will create letterheads, cards, signs, business cards, labels, tri-fold brochures, newsletters and catalogs using Microsoft Publisher. Finally, students will complete and end-of-year simulation project.

### **BUS260 MARKETING**

5 Credits

Grades 10-12

The major emphasis, in this course, will be placed on how products are brought to the marketplace, advertising campaigns and how to effectively use the Internet for “global marketing”. Students will learn the 4 P’s of Marketing Product, Price, Place and Promotion.

### **TV101 TV PRODUCTION I**

5 Credits

Grades 10-12

This course will introduce the basic skills needed to enter the television production industry. This includes an overview of the equipment, job responsibilities, and techniques involved in both traditional studio production and some remote location work. We will also address the digital technology used to create television programming.

### **BUS246 MOS CERTIFICATION**

5 Credits

Grades 10-12

***Prerequisite: Computer Applications***

This course will be split in two topics (MOS Certification and Google 1 and 2 Certification). Throughout the semester students will prepare for 3 different MCAS and 2 different Google certification tests and 2 different that will be administered at Pleasantville High School. The MCAS areas covered are: Microsoft Word, Microsoft Excel, and Microsoft PowerPoint. The Google areas covered are: Fundamentals and Advanced. Students will work independently on assignments from text, subject-specific software, take practice tests and complete reinforcement activities as preparation for the certification tests.

**BUS228 FASHION MARKETING** 5 Credits Grades 10-12

***Prerequisite: Marketing***

Fashion Marketing is a semester course. Fashion Marketing covers the marketing curriculum using the fashion industry as the learning vehicle. Discussing topics such as fashion cycle, fashion economics, promoting a fashion image, and technology in fashion marketing, this text gives a perspective on how marketing shapes the future of the fashion industry and possible career opportunities.

**BUS346 MULTIMEDIA/GRAPHIC DESIGN** 5 Credits Grades 10-12

***Prerequisite: Computer Applications***

Introduction to Multimedia is a valuable teaching tool to help students learn about multimedia, understand the fundamental principles for creating multimedia projects, and practice creating multimedia applications. This course introduces multimedia concepts and skills, terminology, software, applications, evaluation techniques, and related social and ethical issues.

**TECH102 WEB PAGE DESIGN** 5 Credits Grades 10-12

This course is designed to introduce the student to the Internet and the World Wide Web, as they relate to web site design and publishing. Topics covered will include: foundations of web site creation, web elements, the design process, HTML coding, adding multi-media, testing and optimizing, implementation, maintenance and hosting. Projects will include a student created business website, a personal website, and the maintenance of the instructor's website.

**BUS250 HOSPITALITY & TOURISM** 5 Credits Grades 10-12

This course explores the structure and components of the tourism and hospitality industry. Numerous sectors of the food service industry as well as the segments of the lodging industry will be identified. Career and employment opportunities and the economic, social, political, cultural, and environmental forces that affect tourism will be explored. Health and safety standard in the workplace will be emphasized. The Internet and various computer applications will be used.

**TV201 TV PRODUCTION II** 5 Credits Grades 10-12

***Prerequisite: TV Production I***

The goal of TV Production II is to prepare students for a career and/or post-secondary education in media. Students will learn and demonstrate media literacy tools that will benefit the pursuit of any subject area and enhance their lives in our 21st century world of media and technology. Students will experience a variety of learning tools such as PowerPoint presentations, software applications, videos and textbooks designed to engage them in the techniques of television production. Students will work with cutting edge technology including high definition TV cameras, studio lighting, audio mixers, studio switcher/special effects generator, non-linear editing software and much more.

**TV301 TV PRODUCTION III** 5 Credits Grades 11-12

***Prerequisite: TV Production II***

Students will work in collaborative groups of three or four on "real world" projects and challenges designed to promote media literacy and team orientation.

**CCR120**  
**CCR230**      **AVID I, II, III, IV**      **5 Credits**      **Grades 9-12**  
**CCR320**  
**CCR430**

AVID class is available by recommendation and application. It teaches students to work successfully with their teachers, take effective notes, organize their notebooks, learn test prep skills, time management, and work collaboratively preparing them for both high school and post-secondary success. The program is designed to provide support and the necessary academic, interpersonal, and intrapersonal skills to students. In order to remain in the program, students in the AVID program are required to enroll in at least one Honors or AP class each year.

**CCR102**  
**CCR103**  
**CCR201**      **GATEWAY I, II, III, IV**      **5 Credits**      **Grades 9-12**  
**CCR202**

***Prerequisite: ECHS Program Acceptance***

In the Gateway courses, Early College High School students engage in study groups, job shadowing and internships as well as develop skills needed to be college-ready. Students build a portfolio over the course of each Gateway to monitor progress, showcase academic accomplishments, track community service and ensure college readiness. Completion of the Gateway courses is an integral part of the Early College High School Program.

**CCR145**      **STUDENT SUCCESS SEMINAR**      **2.5 Credits**      **Grades 9-10**  
Students in the Student Success Seminar over the course of the semester will evaluate what it means to be truly “college-ready” by developing academic, emotional, social and financial skills. The Student Success Seminar is a concurrent credit course in partnership with Atlantic Cape Community College.

**BUS401**      **SCHOOL – TO – CAREERS**      **5 Credits**      **Grades 10-12**  
This course was designed to assist students with exploring careers and developing skills necessary to make meaningful decisions about their career choice. Students will be made aware that there are many factors to consider before selecting a suitable career. This course will assist the students in assessing their personal strengths and weaknesses as they relate to career decisions. This course will aid the student in developing strategies to make an effective transition from school to work. The student will develop skills in this course that are generic to all occupations, such as properly preparing career documents needed to obtain employment. The student will be able to recognize that career enhancements and career changes are common and that they need to be prepared with the proper tools, resources, and guidance to make informed decisions about their career choice throughout their lifetime. Students will get a chance to explore career choices.

**SCHOOL – TO – CAREERS WORK  
EXPERIENCE**

5 Credits

Grade 12

**BUS402**

***Prerequisite: Part-time job & qualification for early dismissal***

This work experience is offered to seniors only. Seniors must qualify for daily early dismissal from school in order to register for this course. Students must maintain a job during the course of the school year. The work experience will focus and emphasize the following workplace skills: integrate academics with work-based experiences to increase student achievement, develop the skills and knowledge base necessary to make appropriate and informed decisions in the career development process to prepare students for lifelong learning, create a realistic work experience that will enable students to develop positive work ethics and values such as honesty, loyalty, and tolerance of diversity, provide an atmosphere in which students develop self-respect and a positive self-image, and demonstrate mastery of general and specific competencies through the development and the execution of a learning plan.

## Financial, Economic, Entrepreneurship Literacy

### Required:

Accounting  
Entrepreneurship

Economics  
ECHS Economics  
Financial Literacy

### **BUS101 ACCOUNTING** 5 Credits Grades 9-12

Teaches basic principles of accounting, covering accounting cycles, and emphasizing skills necessary to record, classify, interpret and analyze business activities for a service and merchandising business organized as a proprietorship and corporation. Problems, projects, and business simulations are used. Students are introduced to computerized accounting systems.

### **BUS102 FINANCIAL LITERACY** 5 Credits Grades 9-12

This course is designed to expose the student to basic principles, major concepts and practical applications of economic thought. It will also prepare the student for life skill finances by simulating experiences that students will encounter “in the real world” such as completing job applications, resume writing, preparing & analyzing a budget and paying bills and taxes.

### **BUS103 ECONOMICS** 5 Credits Grades 9-12

Economics courses provide students with an overview of economics with primary emphasis on the principles of microeconomics and the U.S. economic system. These courses may also cover topics such as principles of macroeconomics, international economics, and comparative economics. Economic principles may be presented in formal theoretical contexts, applied contexts, or both.

### **BUS103\* ECHS ECONOMICS** 2.5 Credits Grades 9-12

Economics courses provide students with an overview of economics with primary emphasis on the principles of microeconomics and the U.S. economic system. This courses may also cover topics such as principles of macroeconomics, international economics, and comparative economics. Economic principles may be presented in formal theoretical contexts, applied contexts, or both. In this Early College High School honors level course, students in the program will explore economics with an emphasis on college and career readiness.

### **BUS33A ENTREPRENEURSHIP** 5 Credits Grades 11-12

#### ***Prerequisite: B or better in Marketing***

Using real-life applications and examples from successful business people, this full year course will offer students an opportunity to create a small business from an idea to a written plan of action. Students will explore different forms of business ownership, basic principles of entrepreneurship, and then apply them to the management of a business in a simulation. Internet business opportunities (e-commerce) will also be explored. Students will integrate basic skills of communication, computation, computer application, creativity, problem solving, decision making, and cooperative group interactions. Leadership skills will be enhanced with encouraged participation in the operation of the school store. This is a theory and application course where students will be assessed in teams and as individuals with tests, quizzes and presentations.