



KEARNY HIGH SCHOOL

# **PROGRAM OF STUDIES**

**2017-2018**

STUDENT PERSONNEL SERVICES DEPARTMENT

**TABLE OF CONTENTS**

Grievance Procedure	3
School Philosophies	4
Introduction	5
Requirements	5
Grade Recommendations	6
<b>English</b>	8
<b>Social Studies</b>	12
<b>Mathematics</b>	14
<b>World Languages</b>	18
<b>Science</b>	20
<b>Career and Technical Education (CTE)</b>	23
<b>Life Skills and Occupational Development</b>	24
<b>Business and Technology</b>	27
<b>Occupational Education</b>	31
<b>Art</b>	35
<b>Music</b>	37
<b>Health and Physical Education</b>	39
<b>Special Education</b>	40
<b>Reading</b>	42
Nondiscrimination Policy	43

**ADMINISTRATORS**

Ms. Jacalyn Richardson, Principal  
Mr. Justin Avitable, Vice-Principal  
Mr. Paul Measso, Vice-Principal  
Ms. Dorothy Caulfield, Director of Counseling  
Mr. Neil Brohm, Director of Technology  
Mr. Vincent Almeida, Director of Athletics

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**COUNSELORS**

Ms. D. Caulfield	Mrs. T. Edi
Miss B. McGuire	Mrs. S. Hart
Miss M. Kass	Miss D. Sharples
Mr. D. Betances	Mr. C. Marmolejo, ESL Counselor

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**DEPARTMENT SUPERVISORS**

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## **KEARNY PUBLIC SCHOOLS**

**KEARNY, NEW JERSEY 07032**

Kearny Board of Education  
172 Midland Ave.  
Kearny, NJ 07032

To: Students, Parents and Staff  
From: Ms. Jacalyn Richardson  
Date: Re: Grievance Procedure for Handling Discrimination Complaints

N.J.A.C. Title 6:4 (Equality in Education Programs) and Title IX of the Education Amendments of 1972 (Prohibiting Sex Discrimination in Education) require the following to be posted for the District.

Affirmative Action Officer:  
Mrs. Donna Masters  
Kearny Board of Education  
172 Midland Ave.  
Kearny, New Jersey 07032  
(201) 955-5027

The district's Affirmative Action Plans are on file in the office of Mrs. Donna Masters.

The procedures below, must be followed for the handling of discrimination complaints that originate in the Kearny School District.

1. Complaint must first be referred to the District Affirmative Action Officer and the Superintendent of Schools.
2. The next level of reference is the Kearny Board of Education.
3. If the complaint cannot be settled on this level, it should then be referred to the County Superintendent of Schools.

If the complaint is not satisfactorily resolved, it can be referred to the Department of Education, Trenton, New Jersey.

## Philosophy

Kearny High School is a comprehensive secondary school which strives to present an integrated, harmonious, and continuous educational process. Through this process we attempt to develop in each person the capacity for self-worth and a willingness to participate responsibly and productively in society. We also endeavor to make our students aware that education is both a right and a privilege.

The school as an extension of the community strives to create a supportive and stimulating environment which encourages a sensitivity to cultural differences while providing for the maximum development of intellectual, ethical, social, emotional, and physical growth.

We consider each person to be unique and valuable with varied abilities, aptitudes, attitudes, interests, and needs. We recognize our obligation to assess student aptitude in order to provide curricular and co-curricular programs to accommodate individual interests and abilities. This process is enhanced by continually involving students and community in shaping the direction of the full educational program.

Believing it necessary to promote citizenship, leadership, and respect for all, we strive to make our students cognizant of significant local, national, and global issues. We attempt to foster a concern which will lead them to seek solutions.

Our combined energies in implementing our philosophy will create an atmosphere of respect, support, and cooperation among students, faculty, administration, support staff, and community.

## Goals

Kearny High School will help its students:

- To recognize the importance of ethical principles and values.
- To perceive that education is both a right and a privilege.
- To develop an appreciation of their own worth.
- To acquire skills to obtain and evaluate information.
- To learn how to use information acquired.
- To learn to think critically.
- To communicate effectively.
- To use current information and occupation technologies.
- To acquire entry-level job skills transferable to a wide variety of occupations or to gain the knowledge necessary for post-high school education.
- To learn how to be an efficient manager of money, property, and resources.
- To learn to assume a satisfying and responsible role in family life.
- To understand the practices that promote good personal and public health and safety.
- To develop a desire for continuous learning as a means to advance physical, occupational, and creative growth.
- To understand the role of a good citizen in the practice of democratic ideas and ideals.
- To learn to understand, accept, and value people with diverse cultural characteristics.
- To become a responsible contributor to the community, state, country, and world.
- To become familiar with the means of availing oneself of the cultural opportunities in this metropolitan area.

## Mission Statement

Our mission is to enable every student to fully develop his/her learning potential in a safe and secure environment.

Every student will be provided with the opportunity to acquire the knowledge, skills, and attitudes to succeed in and contribute to American democracy in the 21st century.

## Beliefs

- Education should be a catalyst for change for the individual and society.
- Recognition and tolerance of diverse cultural characteristics are essential to personal, profession, and community development.
- Ethics which reflect and enrich community and national values are fundamental to both a healthy school and community.
- The bond between parents and educators must be maintained to protect the principles and values of the school and the community.

## Profile of Graduates

Our students will...

- ...recognize the importance of ethical principles and values.
- ...perceive that education is both a right and a privilege.
- ...develop an appreciation for self-worth and respect for others.
- ...acquire skills to obtain and evaluate information.
- ...learn to think critically.
- ...learn how to use acquired information.
- ...learn to communicate effectively.
- ...become proficient in technology.
- ...acquire entry level job skills transferable to a wide variety of occupations.
- ...gain the knowledge necessary for post-secondary education.
- ...become efficient managers of money, property, and resources.
- ...assume a satisfying role in family life.
- ...understand the practices that promote good personal and public health and safety.
- ...develop a desire for continuous learning as a means to advance physical, occupational, and creative growth.
- ...understand the role of a good citizen based on democratic ideas and beliefs.
- ...practice acceptance and tolerance of others.
- ...become a responsible contributor to the community.

This Program of Studies has been prepared through the tireless efforts of the high school administration and teaching staff. The purpose of this booklet is to assist students and parents in the selection of courses which best fit the needs of the individual. Since we offer various levels of difficulty in many of the courses, we ask that parents and students discuss their course selection with the counselors. We have developed these levels so that students can be challenged to the level of their own ability.

It is important that students select courses that will be beneficial to them whether they go on to higher education or into the world of work. Students should not select courses because they think they are easy. We urge students who are capable to take four years of math and science and three years of a foreign language, in addition to the four years of required English. Students in the business area should look to taking advanced business courses in their senior year.

Despite the wide range of electives offered by Kearny High, we also have a number of required courses. We want to ensure a well-rounded education for all students who graduate from our high school. All students are required to take the following: Mathematics—3 years; English—4 years; Social Studies—3 years; Foreign Language—2 years; Physical Education/Health—4 years; Science—3 years; Practical Art—1 year; Performing Arts—1 year; Financial Literacy—1/2 year.

The Board of Education, the administration, and the teaching staff are hopeful that this booklet will be of assistance to you in making high school an enjoyable and meaningful experience for all of your children.

## Introduction

The curriculum has a wide scope of offerings, and its design attempts to meet the general and individual needs of the students of our school. With such goals in mind, we have developed a comprehensive program of studies for all grades. The courses offered strive to prepare students for a wide range of opportunities, whether post-high school education and training or immediate employment. The entire structure and organization of the high school program—including its curriculum, its special services, its extracurricular activities—exist to enhance the development and growth of its students as individuals who will be contributing members of society.

This booklet describes course offerings and the process of course selection. Hopefully, the information will help you in planning your high school program of studies. Your high school years are significant years in your development, and your course selections often play an important part in making these high school years enjoyable and fruitful.

As you look over the program and begin to formulate your course selections, you should carefully weigh several factors:

- your abilities
- your past academic achievements
- your needs
- your interests
- your present and future goals

When you consider the above factors, we encourage you to seek assistance as you make your course selections. Selecting courses for high school is a very important task. A careful and proper selection of courses can lead to positive school experience; poor choices can lead to a negative experience.

## Major Areas of Study

Your years of high school should be times to explore many areas of study. The process of discovery, of learning new things, should be enjoyable and should provide a variety of experiences. There are twelve major areas of study in our curriculum, and two special programs which present a wide variety of opportunities for learning.

1. Art
2. Business/Technology
3. Cooperative Work, Experience Programs
4. English
5. Health-Physical Education
6. Life Skills & Occup. Dev.
7. Occupational Education
8. Language
9. Mathematics
10. Music
11. Social Sciences
12. Science
13. Reading

## Requirements and Recommendations

Full details on all the course offerings, their prerequisites, their length, and the number of credits they are worth are contained in this booklet. As you review the course descriptions, keep in mind the minimum graduation requirements. In addition to completing the graduation requirements as listed, students must also pass a State test to receive their diploma.

## STATE AND DISTRICT GRADUATION REQUIREMENTS

To graduate from Kearny High School and receive the State-Endorsed Board of Education diploma, a student must earn 120 credits distributed as follows:

### English 4 Years

A minimum of 20 credits in language arts literacy

### Phys Ed/Health/Driver Education 4 Years

Successful completion of a full year course of study in Health & Physical Education for every year of high school attendance. 20 credits

### Mathematics 3 Years

A minimum of 15 credits in mathematics, Algebra I and Geometry

### Science 3 Years

A minimum of 15 credits in Science Lab Biology; Lab Chemistry and/or Physics and/or Environmental Science; plus a third laboratory/inquiry-based science.

### Electives 3 Years

A minimum of 12.5 credits in Electives

### World Language 1 Year

A minimum of 5 credits in World Languages.

### World History, US History I, US History II 3 Years

A minimum of 5 credits in World Cultures and 10 credits in US History

### Visual and Performing Arts 1 Year

A minimum of 5 credits in Visual or Performing Arts

### Practical Arts, Career Education & Consumer Family & Life Skills or 1 Year

A minimum of 5 credits in Career Education and Consumer Family and Life Skills

### Economics, Financial Literacy 1/2 Year

A minimum of 2.5 in credits in financial, economic, business, and entrepreneurial literacy.

## Minimum Graduation Requirements

The minimum graduation requirements are as follows:

1) The information below details how students can satisfy their assessment graduation requirement in Language Arts and Math.

### Language Arts

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

### Math

PARCC Algebra I  $\geq$  750 (Level 4) or  
 PARCC Geometry  $\geq$  725 (Level 3) or  
 PARCC Algebra II  $\geq$  725 (Level 3) or  
 SAT Math\*  $\geq$  400 or  
 ACT or ACT PLAN Math  $\geq$  16 or  
 Accuplacer Elementary Algebra  $\geq$  76 or  
 PSAT10 Math or PSAT/NMSQT Math\*\*\*  $\geq$  40 or  
 PSAT10 Math or PSAT/NMSQT  
 Math\*\*\*  $\geq$  22 or  
 ACT Aspire Math  $\geq$  422 or  
 ASVAB-AFQT Composite  $\geq$  31 or  
 Meet the Criteria of the NJDOE  
 Portfolio Appeal

Note: \* SAT taken prior to March 2016; \*\* PSAT taken prior to October 2015; \*\*\*PSAT taken after October 2015.

2) meeting the Attendance Policy requirement of Kearny High School;

3) meeting the credit requirements of the State and of Kearny High School.

\*Fine Practical/Performing Arts include courses in the following departments: art, business technology, life skills/occupational development, occupational education, music, and special English courses dealing with performing arts. Any one course can fulfill only one of the graduation requirements, i.e. Drama may meet either the Performing Arts or the English requirements but not both.

\*\*The requirements of Career Exploration or Development will be fulfilled at the completion of the appropriate graduation credits. As part of the students' education, they should become prepared for a life of economic independence, personal fulfillment, and an appreciation for the dignity of work. Therefore, the infusion of career orientation in all classes will make the students aware of vocational opportunities related to all subject areas. No credit will be given for this area.

Minimum graduation requirements are established only to serve as a basic framework for you as you design the core of your high school program. Students are strongly urged to complete a program of studies that substantially exceeds the basic minimum requirements.

As you prepare for any program, keep in mind the requirements of the field you are preparing for. Proper preparation requires a good overall academic performance along with special emphasis on your specialized area.

In addition to the academic courses and the courses in your chosen area of concentration, you will also be able to take courses in other fields, as your program permits.

There will be an opportunity to change your area of concentration from year to year, if necessary. However, it would be educationally advantageous to you to have made your final selection by grade eleven, so that you can concentrate in your chosen field for two years. This way you will have obtained the necessary skills to seek employment or further education.

Students interested in preparing for college should follow a program of studies which will meet the subject entrance requirements of the colleges of their choice. Most colleges require you to have taken very specific courses during your high school years. These courses are called academic units. Most 4 year colleges require 16 academic units as follows:

English . . . . .	4
Social Science . . . . .	3
Mathematics . . . . .	3
Science . . . . .	3
World Languages . . . . .	1
Electives (Art History Yesterday, Art History Today, Music History, and additional courses in above disciplines, only) 2	
Financial Literacy . . . . .	1/2

Electives should be chosen with special care: a wide spectrum is encouraged; yet, colleges vary widely in their admission criteria, and some require a number of specified courses to be taken. Information on college requirements can be found in source books in the Counseling Office, in college catalogs and on the internet.

In order to insure greater chances for success in college, you should seriously consider meeting more than the minimum requirements by taking major units. Consult with your counselor often about the best college preparatory program for you. This is important.

The major thrust of the freshman program is aimed at instilling strong skill development in all areas of the curriculum. This will then give a student a firm foundation of skills that other courses may build on and develop.

## Athletic Eligibility

*Beginning with the Class of 2014:*

1. To be eligible for athletic competition during the first semester (September 1 to January 31) of the 10th grade or higher, or the second year of attendance in the secondary school or beyond, a pupil must have passed 25% of the credits (30) required by the State of New Jersey for graduation (120), during the immediately preceding academic year.
2. To be eligible for athletic competition during the second semester (Feb. 1 to June 30) of the 9th grade or higher, a pupil must have passed the equivalent of 12 1/2% of the credits (15) required by New Jersey for graduation (120) at the close of the preceding semester (Jan. 31). Full-year courses shall be equated as one-half of the total credits to be gained for the full year to determine credits passed during the immediately preceding semester.

## The National Collegiate Athletic Association (NCAA)

### DIVISION I

16 Core Courses:  
 4 years of English  
 3 years of mathematics (Algebra I or higher)  
 2 years of natural/physical science  
 (1 year of lab if offered by high school)  
 1 year of additional English, mathematics  
 or natural/physical science  
 2 years of social science  
 4 years of additional courses  
 (from any area above, foreign language  
 or comparative philosophy)

### DIVISION II

16 Core Courses:  
 3 years of English  
 2 years of mathematics (Algebra I or higher)  
 2 years of natural/physical science  
 (1 year of lab if offered by high school)  
 3 years of additional English, mathematics  
 or natural/physical science  
 2 years of social science  
 4 years of additional courses  
 (from any area above, foreign language  
 or comparative philosophy)

For NCAA eligibility purposes, only core courses are used in the calculation of the grade-point average. This is an NCAA policy and is not related to the Kearny High School grading policy. Be sure to look at your high school's list of NCAA-approved core courses on the clearinghouse web site to make certain that the courses being taken have been approved as core courses. The web site is [www.eligibilitycenter.org](http://www.eligibilitycenter.org). Division I GPA and SAT test score requirements are determined by the NCAA Qualifier Index. Division II grade-point-average requirement is a minimum of 2.00.



## PREREQUISITE

Prerequisites have been established for certain courses to insure that students bring the basic skills needed for further development in a specific area of study. Prerequisites as stated in the course descriptions are required.

## ELECTIVES

Elective courses help to enrich your background, complete the entrance requirements for specific careers, and schools, and offer experiences in areas of special talent. Each year, the selection of these elective subjects is very important. All of these subjects provide an educational balance and complement a student's total program by providing an opportunity to develop areas of interest which can be carried over into adult life.

## Schedule Changes

Careful planning should go into your course selections. If your schedule is carefully planned, there should be little need for changes in your program. Changes will be considered during the year if it is in the best interest of the individual student and in conjunction with the individual's total education program. Acceptable reasons for changing a course after submitting the course selection sheet are as follows:

- a. Failures which prohibit progress to the next sequential course.
- b. Successful summer school attendance which allows progress to the next sequential course.
- c. Data processing error.
- d. Seniors who need a course to fulfill a graduation requirement.
- e. The new course must be different from the course being dropped. A drop/add request to change a teacher is not permitted.
- f. Space must exist in the new class.
- g. If a schedule change appeal is granted it is required that all missed work within the drop/add policy be completed within 2 weeks of entrance into the new course.
- h. A panel consisting of the student's teacher, department supervisor, guidance counselor, and a building administrator will review and act on cases involving extenuating circumstances.
- i. Students have 30 calendar days from the first day of school to drop AP course. After the 30 days has expired, AP students must complete the course. There are no limits to the number of AP courses that can be taken in one year

## Counseling Department

Counseling services are implemented in the context of a formal school setting and constitute one part of the total educational system. Counseling is the developmental process of assisting the individual in determining, assessing, understanding, and accepting his/her abilities, aptitudes, interests, limitations, opportunities, concerns, and needs.

Every student, grades 9 through 12 is assigned a counselor who is available to assist students and parents with educational and vocational concerns, future career plans, and personal-social development. The counselor plays an integral part in the scheduling process contained in this booklet by assisting the student to make appropriate course selections based on individual needs and interests. It is recommended that students and their parents actively seek the counselor's expertise in such areas as personal-social adjustments, educational achievement, interpretation of standardized test scores, planning for college and career programs, and available financial aid. The counselor's objectives are to facilitate the students' program planning and academic success in school, to help them understand their strengths and limitations, to identify their interests, and to aid them in planning for and achieving realistic goals. Students and parents are encouraged to contact the Counseling Office whenever the need arises.

## KARDS Alternate Academy

*(Knowledge Acquired as Responsible, Determined Students)*

KARDS Academy is an alternate school which provides a small nurturing environment that promotes student achievement by fostering responsibility and determination.

It is recognized that some students have difficulty negotiating a large school and are doomed to failure because they do not have the prerequisite skills needed to garner a successful completion of high school. KARDS academy provides a smaller environment for our at-risk students so that they receive the academic, social and emotional support they need to be successful.

The profile of students who need alternate education:

- Have difficulties in school
- Exhibit functional skills only in their subcultures
- Have communication and social skill problems
- Possess self-defeating behaviors to gain negative attention
- Exhibit behaviors that indicate self-esteem problems
- Have no self-evaluation skills
- Exhibit impulsive behavior for instant gratification, possessing no self-direction
- Have few decision-making and problem-solving skills
- Have inappropriate stress-management skills
- Exhibit listless nonproductive behavior that indicates fluctuating family environments (Serna & Smith, 1995).

## KARDS Alternate Academy will provide the following:

- A handpicked staff who understand at-risk students' needs
- Rigorous classes that follow the regular KHS curriculum
- A teacher led mentoring program
- A specialized guidance counselor
- Study skills components in all classes
- A behavior modification reward program
- Curriculum-based field trips
- Service learning
- Senior presentations

## KHS-HCCC PROJECT LEAP

Kearny High School-Hudson County Community College Project LEAP (Learning Enables All Possibilities) is a dual credit transitional high school program in association with HCCC. This program enables qualified students to earn college credits while in high school.

Project LEAP consists of two separate components; the Day LEAP Program and the Evening LEAP Program. The Evening Program, which is conducted at KHS, is open to qualified second semester 11th grade students and is available all year to qualified 12th grade students. To be qualified you must take the College Placement Test (CPT) and attain a pre-determined score, depending upon the course for which you are interested. The Day Program is open to qualified 12th grade students and is conducted during the school day on the campus of Hudson County Community College. Senior students are considered qualified if they are on track for graduation, have passed state mandated assessments, have earned the appropriate number of high school credits, and have attained a predetermined score on the College Placement Test. Students enrolled in this program will attend Kearny High School in the morning and HCCC in the afternoon. On days that HCCC Project LEAP is not in session, students will be dismissed after their last scheduled Kearny High School class.

Both the Evening and Day Programs will enable students to earn dual credit. This means that the credits earned count for both high school and college credit. Credits obtained through Project LEAP, provided a minimum grade of "C" is earned, are transferable to a majority of colleges.

Subjects offered may vary, however, this is a listing of courses that have been utilized: Principles of Sociology, Introduction to Psychology, College Composition 101, College Composition 102, Speech, Practical Nutrition, Introduction to Political Science, Introduction to Music, College Algebra, Cultures and Values, and Introduction to Computers and Computing.

Students enrolled in this program will receive a special reduced Project LEAP tuition rate from HCCC. Speak with your guidance counselor for additional information.

## SCHOOL BASED YOUTH SERVICES PROGRAM

The School Based Youth Services Program provides Kearny youngsters ages 13-19 with comprehensive services on a "one-stop shopping" basis at the Teen Center located at Kearny High School. These services include individual and family counseling, recreation, health care, substance abuse counseling; family life counseling; tutoring; outings; employment counseling and referrals.

The School Based Youth Services Program is funded by a grant from the New Jersey Department of Human Services and the Kearny Board of Education.

## ENGLISH

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The Department of English strives to equip students with critical and interpretive reading and writing skills essential to 21st century learning, media, and marketplace, thereby empowering students to pursue post-secondary education, develop fulfilling careers, contribute to the global community, and embrace dynamic lifelong learning.

Students will learn to comprehend and evaluate complex texts across a range of types and disciplines, analyze arguments, convey intricate or multifaceted information, discern a speaker's key points, and ask relevant questions. Most importantly, students will acquire the skills necessary to articulate their own ideas and become self-directed learners.

All courses are writing-intensive and undertake a demanding study of literary and nonfictional text. Students are expected to demonstrate increased proficiency in reading, writing, and speaking each year.

The department's curriculum, focusing on college and career readiness, will ultimately assist students to realize success on the

SAT, ACT, State Mandated tests, and/or College Board exams.

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### Freshmen English (World Literature)

During freshman year, students will read, analyze, and write about masterpieces of World Literature that extend across many cultures, genres, and centuries. The literature will be thematically grouped around six essential questions:

1. Can anyone be a hero?
2. How can we lead righteous lives?
3. How does the structure of an author's writing affect the meaning that the reader receives?
4. To what extent does experience determine what we perceive?
5. Can progress be made without conflict?
6. What kind of knowledge changes our lives?

Additionally, we will examine expository contemporary text in order to teach students how to write original expository essays that convey complex ideas about a wide range of topics and concepts. While analytical text will be the primary focus during all four years of High School Language Arts, ninth grade students will also write creative fiction and poetry that imitates the modes and styles studied in the core texts.

During class meetings, students will debate and discuss key issues and texts; collaborate to solve problems; create original class presentations; design multimedia content; and utilize information and communication technologies.

Students in all levels will complete an annotated bibliography and an independent summer reading project.



## English

Course Code	Course Title	Offered	Periods	Credit	9	10	11	12
01111	Freshmen English H	Year	5	5	X			
01121	Freshmen English	Year	5	5	X			
01211	Sophomore English H	Year	5	5		X		
01221	Sophomore English	Year	5	5		X		
01311	Junior English H	Year	5	5			X	
01321	Junior English	Year	5	5			X	
01511	AP Language and Composition	Year	5	5			X	
01411	Senior English H	Year	5	5				X
01421	Senior English	Year	5	5				X
01531	AP Literature and Composition	Year	5	5				X
01402	Supernatural/Parapsychology	Year	5	5				X
01326	Journalism/News	Year	5	5			X	X
01701	(Beg-L) English as a Second Lang.	Year	10	10	X	X	X	X
01703	(Beg. H) English as a Second Lang.	Year	10	10	X	X	X	X
01704	Strategies for Success in Writing E	Year	5	5	X	X	X	X
01705	(Int.) English as a Second Lang.	Year	10	10	X	X	X	X
01706	Exploring World Lit.	Year	5	5	X	X	X	X
01707	(Adv.) English as a Second Lang.	Year	5	5	X	X	X	X
01708	American Issues E	Year	5	5	X	X	X	X
13111	Freshman English	Year	5	5	X			
13211	Sophomore English	Year	5	5		X		
13311	Junior English	Year	5	5			X	
13411	Senior English	Year	5	5				X
01405	Tomorrow's Teacher	Year	5	5			X	X

### Level 1 Prerequisites:

- grade average of 90 or better in eighth grade English/Reading
- teacher recommendation
- junior high counselor recommendation

### Sophomore English (British Literature)

During sophomore year, students will read, analyze, and write about masterpieces of British Literature from the 11th to 20th Century. The literature will be thematically arranged around six essential questions:

1. How and why do writers change what they have inherited?
2. How are we defined by our actions?

3. What is the relationship between literature and place?
4. How and why do societies change or collapse?
5. How did writers respond to problems of belief?
6. How is language used to manipulate people?
7. How does literature shape or reflect society?

Through the analysis and comprehension of British texts, students will be able to enhance their understanding of linguistic development, familiarize themselves with the cultures, practices and themes of the early English periods, and appreciate the growth of literature from its earliest points.

Additionally, students will be able to further their knowledge of the written word, use vocabulary and grammar to develop a distinct writing style in a variety of forms, including speech, poetry and prose, and analyze the development of the English language from emergent to modern periods.

During class meetings, students will debate and discuss key issues and texts; collaborate to solve problems; create original class presentations; design multimedia content; and utilize information and communication technologies.

Sophomores in all levels will be expected to complete a review of literature (CCWC) and a summer reading assignment.

### Level 1 Prerequisites:

- Students enrolled in 01111 must end the year with a minimum of a B.
- A student seeking first time entrance into the honors program must make his/her request in person to the English supervisor by February 1st. Such level change requests will only be granted for students who receive an A as the year end grade in level 2.

### Junior English (American Literature)

In Junior English students will study the varied literature of the United States. This course will involve students to explore what U.S. Literature means in the context of a multicultural society, examining canonical pieces as well as new and rediscovered voices. Students will study literature and writing as a vehicle to explore social, historical, economic, and political issues. Materials read will include articles, dramas, essays, novels, poems, nonfiction, and short stories to achieve this goal. This course offers a program of writing, vocabulary and literature to help students develop their writing skills and their appreciation of these components. A survey of many genres of American literature forms the reading segment of the course. A research paper on a literary topic (CCWC) is taught as part of the writing component. Many test formats will mimic those of both the SAT and ACT in order to prepare 11th grade students for standardized tests to come. This preparation will include vocabulary enhancement as well as practicing timed/cohesive writing situations that are structurally sound.

It is the overall goal of the course to utilize historical information gathered through the students' history courses to help in overall comprehension and retention of selected topics. By showing the literary movements triggered by many of the historical/societal elements surrounding the authors, students will be able to easily tie in the effects any particular time period had on the literature it produced. Through this, students will become life-long learners acknowledging the fact that great literature will continue to be produced through influences from our society.

During class meetings, students will debate and discuss key issues and texts; collaborate to solve problems; create original class presentations; design multimedia content; and utilize information and communication technologies. Formal debates will be utilized to analyze rhetorical structure. Individual student presentations will be spaced throughout the year.

Honors students are also expected to submit original work to The Kearny Review and/or school and community writing contests and participate in the annual KHS Poetry Out Loud competition.

All students will complete an Analytical Research Essay — the junior Cross Curricular Writing Component (CCWC) — in preparation for more extensive research, which will be conducted both independently and collaboratively.

#### **Level 1 Prerequisites:**

- Students enrolled in 01211 must end the year with a B average to remain in level 1.
- A student seeking first time entrance into the honors program must make his/her request in person to the English supervisor by February 1st. Such level change requests will only be granted for students who receive an A for each marking period.

#### **Tomorrow's Teachers Course Description**

The Tomorrow's Teachers Program is a rigorous, honors-weighted elective offered at the eleventh and/or twelfth grade level. The course curriculum is devised in a manner to introduce students to the field of education at all grade levels and subjects. The Tomorrow's Teachers curriculum will provide the students with an opportunity to discover, through research and practice, issues in education, teaching methodologies, and classroom experiences. Comprehension of the curriculum's content will be proven by various forms of assessments such as presentations, test, quizzes, rubrics, observations and a field experience internship in order for students to determine their interest in seeking a career in education or a leader in the world community.

The class will consist of lecture, discovery, group discussion, videotaped lessons, role-playing, problem solving, decision making, model lesson, debate, and observation activities in order to educate and make students aware of different methods/ approaches of teaching. Reflective and group activities, guest speakers from the field of education such as administrators, technology, and student collaboration allow students to evaluate, ask questions, and find solutions to issues in education. Writing assignments in the form of essays, reports, and journals, news article summaries, and reflective writing will encourage students to evaluate their own perceptions and form opinions concerning issues/topics introduced. A culminating requirement is for the students to participate in field experiences in classrooms within the local school district and create their own

professional portfolio as one of the final assessments.

Assessment of individual portfolios, group activities, and authentic products such as educational games, writing assignments, and unit tests will determine the level of comprehension and application of curriculum content. Attending a school board meeting and individual class participation will also be required as an element of the course.

By the end of this course, one objective is for the students to discover new aspects about themselves as individuals, learners, school, and community members. Students will also research and formulate a higher understanding of the history of education not only in our state but also the nation as a whole. Students will also demonstrate an understanding of what is involved in becoming a teacher; and determine what role they will play in fostering progress in education as a teacher, parent, and/or civic leader.

#### **Senior English (Literature Humanities)**

Literature Humanities is designed to expose students to the literary and philosophical developments that have shaped western thought for nearly three millennia.

Works both in English and in translation will be surveyed, thereby allowing students to examine themselves in relation to our distant and recent past. Students will be encouraged to compare — in writing, class discussion, and debate — their own assumptions and values to those expressed in the readings.

Regular, sometimes lengthy, reading and writing assignments are a crucial element of this course.

All students will complete a Critical Research Paper — the senior Cross Curricular Writing Component (CCWC) — in preparation for more extensive research, which will be conducted both independently and collaboratively. Additionally, the summer reading project is mandatory.

The primary goal of Literature Humanities is to serve as a crucial bridge that will help students prepare for the rigors of academic work in college.

#### **Level 1 Prerequisites:**

- Students enrolled in 01311 must end the year with a minimum of a B.
- A student seeking first time entrance into the honors program must make his/her request in person to the English supervisor by February 1st. Such level change requests will only be granted for students who receive an A as the year end grade in level 2.

#### **AP Language and Composition (11th grade)**

AP English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Reading and writing assignments will make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. Students write in both informal and formal contexts to gain authority and learn to take risks in writing.

Lessons on and analysis of style and rhetoric will help students to create and revise their own writing for engagement, exactness, and clarity. Perhaps most importantly, the entire class is designed to foster an interest in critical inquiry — both within student writing and classroom discussions — that will promote intellectual curiosity and a free exchange of ideas.

This course covers material that is traditional taught at the college level in two semesters of freshman composition, which is mandatory for all majors at most colleges. Students will develop fluency in writing in various rhetorical modes, including argumentation, analysis, narration, and exposition.

The course's overall goal is to foster interest in critical inquiry — both within writing and classroom discussion — that will promote intellectual curiosity and a free, sophisticated exchange of ideas.

The College Board AP Exam in Language and Composition is REQUIRED for all students enrolled in this course.

AP Language Prerequisite:

- recommendation of a Sophomore English teacher
- willingness to write regularly
- interest in taking the College Board AP exam (for college credit)
- enthusiasm for reading longer works of literature and nonfiction
- A for the year in level 1
- Writing Sample

All students interested in AP — including those who were enrolled in 01211 — must meet with the English supervisor in early April to fill out an application.

## **AP Literature and Composition (12th grade)**

The Advanced Placement Literature and Composition course, a continuation of 01511, is designed for the careful preparation and successful completion of the College Board Literature and Composition Examination administered in May of each school year.

Through close reading, discussion, and analysis of challenging literature, students will learn to defend arguments, use secondary sources to develop theories, and strengthen the complexity and sophistication of writing skills through expository, analytical, argumentative, and creative prose. Writing instruction includes attention to developing and organizing ideas in clear, coherent and persuasive language. It includes study of the elements of style. And, it attends to matters of precision and correctness as necessary. Throughout the course, emphasis is placed on helping students develop stylistic maturity.

Reading in this course is both wide and deep. In other words, the course demands of students a great quantity of texts be read carefully and deliberately. Unlike 01511, AP Lit and Comp focuses almost exclusively on literary, rather than nonfiction expository, text.

The approach to analyzing and interpreting the material involves students in learning how to make careful observations of textual detail, establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about the meaning and value of a piece of writing.

Students will read, analyze and discuss fictional works of prose, poetry and drama from authors including: Milton, Coleridge, Swift, Johnson, Herbert, Herrick, Shelley, Shakespeare, Gardner, Woolf, Atwood, Keats, Wordsworth, Browning, Suckling, Lovelace, Wilde, Conrad, Hardy, Joyce, Lawrence, Orwell, Kafka, Malory, Yeats, Eliot, and Blake. Additionally, students are expected to familiarize themselves with a number of supplemental readings.

The College Board AP Exam in Literature and Composition is REQUIRED for all students enrolled in this course.

### **AP Lit Prerequisites:**

- recommendation of a Junior English teacher
- willingness to write regularly
- interest in taking the College Board AP exam (for college credit)
- enthusiasm for reading longer works of literature and nonfiction
- B for the year in level 1/AP Lang & Comp  
--OR-- A for the year in level 2

All students interested in AP — including those who were enrolled in either 01311 or 01511 — must meet with the English supervisor in early April to fill out an application.

## **Journalism**

### **(may be taken in place of Lit. Humanities)**

The media is a driving force in society today. The purpose of the Journalism News course is to introduce students to a variety of news writing techniques while improving media literacy. Students will evaluate seminal events in news history, garner a basic understanding of media law and amass a variety of techniques to ensure proper evaluation of news sources. The course is designed to teach students to write clearly and concisely for a mass audience. The skills that students learn in this course will allow them to critically engage with a variety of news sources ranging from traditional newspapers and magazines to innovative Facebook feeds and blogs.

This course is offered as a level 2 college prep class. Students who opt not to take Literature Humanities may take this class to fulfill their 12th grade English requirement.

### **Supernatural and Parapsychology in Literature**

This course is for students who wish to investigate with an open mind the growing interest in things supernatural. Through exploration of several facets of the paranormal, students will find themselves confronting society's deepest concerns and fears: death, reincarnation, UFOs, dreams, and cultural concepts of an afterlife, monsters, and the problem of evil, voodoo, and witchcraft will be studied in their literary and social contexts. The student will see the impact of the supernatural on human development from pre-history to contemporary life.

These ideas will be studied in short stories, plays, novels of the occult, the popular press, and the cinema.

Students will practice distinguishing fact from opinion, learn specialized vocabularies and reading skills, and practice writing about these challenging ideas.

This course is offered as a level 2 college prep class. Students who opt not to take Literature Humanities may take this class to fulfill the 12th grade English requirement.

### **Strategies For Success In Writing (ESL High Beginner)**

Designed for high beginner ESL students, this course supplements and reinforces the skills taught in High Beginner ESL. Additionally, students will begin to familiarize themselves with the course structure and teacher expectations of non-ESL classes.

## **American Issues (ESL Intermediate)**

Designed for Intermediate ESL students, this class supplements and reinforces the skills taught in Intermediate ESL. Additionally, students will begin to develop more language fluency and confidence in preparation for exiting the ESL program in one to two years.

### **Exploring World Literature (ESL Advanced)**

Advanced ESL students will concentrate on reading and writing skills through the guided study of mainstream world literature. The students will, through their concentration on the literature, mirror formal sentence construction and speech. Context as a means of vocabulary enhancement will be a main focus.

Most importantly, this course provides students necessary support as they begin to exit the ESL program.

### **English as a Second Language**

These courses are intended for students whose native language is other than English. An English language proficiency test will be used to determine language mastery, and only students who score below the minimum requirement are eligible for enrollment.

The primary goal of the E.S.L. course of study is communication in English. To accomplish this goal, the programs provide materials designed to enable the student to use English actively in speaking and writing and to understand English that is spoken and written. The sentence patterns and vocabulary presented are those that will be useful to the student in meeting immediate needs in the classroom, the school, and the community.

### **Freshman English**

For course particulars see Code #01121. Modifications to the mainstream curriculum will be made in accordance with the student's IEP.

### **Sophomore English**

For course particulars see Code #01221. Course modifications to the mainstream curriculum will be made in accordance with the student's IEP.

### **Junior English**

For course particulars see Code #01321. Course modifications to the mainstream curriculum will be made in accordance with the student's IEP.

### **Senior English**

For course particulars see Code #01402. Modifications to the mainstream curriculum will be made based on the student's IEP.

## SOCIAL STUDIES

Living in a world that is quickly demonstrating the reality of our global interdependence makes it essential for a student to acquire historical knowledge that helps with the understanding of how much the past influences the future. Along with the adoption of the 'vision' established by the New Jersey Department of Education for the teaching of social studies, the Kearny High School, Social Studies Faculty believes the acquisition of historical content and the development of critical thinking should encourage students to become life-long learners and problem solvers.

The instructional techniques, the use of technology based lessons, and the adaption of alternate forms of assessments, are in keeping with the current trends in learning. The course content is guided by the New Jersey mandates and the New Jersey Core Curriculum Content Standards for the social studies.

The New Jersey State Department of Education requirements for graduation include one year of World History or World Cultures, and two years of United States History. These courses are typically satisfied during the first three years of a student's career at Kearny High School. A student coming into the high school as a freshman is placed in one of the different levels of World Cultures by their 8th grade guidance counselor based on the student's proficiency results on the NJ Ask and the student's junior school Language Arts and history grades.

Seniors who have successfully completed all required courses may choose to take one of the senior elective course offerings. Note any prerequisites for these electives under the individual course descriptions

### WORLD CULTURES

World Cultures is a course designed to develop students' understanding of the social, cultural, political and economic forces that have and continue to influence our world. This year course begins with the study of the Emergence of the First Global Age and ends with a comprehensive look at Contemporary Issues. A study of the major political, economic, social and cultural upheavals such as: Global Exploration and Colonization, The Renaissance, The Reformation, The Scientific Revolution, The enlightenment, Global Revolutions, The Industrial Revolution, Imperialism, The Era of Great Wars, Global Identities since 1945 and Contemporary Issues will be in reference to causes and long term effects. Through analysis of primary source documents and the study of art and literature, students will learn about the changes in technology and the intellectual achievements that influenced politics, economics, and culture. This course will provide students with knowledge of global historical concepts that have had long-term universal impact.

## Social Studies

Course Code	Course Title	Level	Offered	Periods	Credit	Grades			
						9	10	11	12
02111	World Cultures, H	1	year	5	5	x			
02121	World Cultures	2	year	5	5	x			
02211	U.S. History 1/H	1	year	5	5			x	
02221	U.S. History	2	year	5	5			x	
02311	U.S. History 2/H	1	year	5	5				x
02321	U.S. History 2	2	year	5	5				x
02511	AP, U.S. Government and Politics	1	year	5	5				x
02512	AP, U.S. History 1	1	year	5	5		x		x
02513	AP, U.S. History 2	1	year	5	5		x		x
02601	Introduction to Law	1-2	year	5	5				x
02701	World Cultures, ESL	3	year	5	5	x			
02703	ESL, U.S. History 1	3	year	5	5			x	
02705	ESL, U.S. History 2	3	year	5	5				x
02801	World Cultures	2	year	5	5	x			
02802	U.S. History 1	2	Year	5	5			x	
02803	U.S. History 2	2	year	5	5				x
13121	World Cultures		year	5	5	x			
13221	U.S. History 1		year	5	5			x	
13321	U.S. History 2		year	5	5				x

### WORLD CULTURES H

**Prerequisite:** Students placed in to this level of World Cultures have achieved an average of 90 or better in their grade 8 social studies course and in their Language Arts course. Recommendation of the junior high school guidance counselor is also required.

### UNITED STATES HISTORY 1

This course is designed to introduce the student to the political, economic, social, and cultural forces that have influenced the foundation and development of the United States beginning with the theme of Colonization and Settlement. Subsequent themes include: Revolution and the New Nation, Expansion and Reform, the Civil War and Reconstruction. Through the use of primary source documents, analysis of cause and effect events, assessment of intellectual and technological inventions, and the interpretation of maps, charts and graphs, students will be able to express their judgments regarding the actions of the leaders of North America during the time period.

### UNITED STATES HISTORY 1H

**Prerequisite:** Students who were enrolled in the 'accelerated' level of World Cultures and maintained a 'B' average will continue in this accelerated level of "United States History 1.

Students seeking first time entrance into this level of history must make their request known in person to the social studies supervisor no later than the time of scheduling. Such requests are considered for students who have earned at least an 'A' for each marking period grade as well as mid-year and final exam grades of at least 'A' in the level 2 World Cultures course.



## UNITED STATES HISTORY 2

The 11th grade, United States History course is a full-year program that focuses on United States History in the twentieth century through exploration of the political, economic, and social factors that have influenced the development of the United States as a participant in the global community. Students will explore the course using a thematic approach in each unit, which will incorporate a focus on the United States as a multiracial/multicultural society, a participant in a global economic, diplomatic and social environment, and an instrument for political and social evolution propelled by the evolving needs of individuals and groups in a democratic republic. Students will explore each unit through a variety of teaching methods and assessments aimed at the development of appropriate thinking, research and communication skills with an emphasis on documentary analysis and interpretation. This will allow students to gain understanding of the complex issues surrounding historical events and situations as they relate to the current global environment.

## UNITED STATES HISTORY 2/H

**Prerequisite:** Students who were enrolled in the accelerated level of the U.S. History 1H and maintained a B average will continue in this level of U.S. History 2.

\*Students seeking first time entrance into this level of history must make their request known in person to the social studies supervisor no later than the time of scheduling. Such requests are considered for students who have earned at least an 'A' grade in each of the four marking periods, as well as mid-year and final exam grades of 'A' in the United States History 1 course.

## ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS

This course is recommended for students who have demonstrated in the required high school history courses strong motivation and a high level of proficiency.

This full year course is taught according to guidelines provided by the College Board.

Advanced Placement United States Government and Politics is a college level course designed to challenge the most able and motivated students. This course will give students an analytical perspective on government and politics in the United States.

The course involves the study of general concepts and the analysis of specific case studies. Some of the highlight themes of the course include the study of: Constitutional Underpinnings of the United States Government, Political Beliefs and Behaviors, Development of Public Policy, Civil rights and Civil Liberties, the Power of Political Parties, and Interest Groups and Mass Media.

Students enrolled in this course will engage in extensive reading and analysis of primary and secondary source material.

Activities used in this course will require students to engage in persuasive arguments, analysis of legal documents, and essay writing reflecting historical facts, examples of public opinion, personal opinion, and legal decisions. Activities and assessments will focus on preparing students for the Advanced Placement examination, in the spring.

Students who perform successfully on the AP exam for the U.S. Government and Politics can earn college credits based on the score earned.

**Prerequisite:** At the time of senior course scheduling those who wish to apply for admission into this course must meet with the Social Studies Supervisor (room 327) to complete an application. Student must also have successfully completed the three years of required history courses in the accelerated levels of World Cultures, U.S. History 1, and U.S. History 2.

## AP UNITED STATES HISTORY 1, AP UNITED STATES HISTORY 2 2 years (#02512) 10th, 11th grade

This course is designed to prepare students for the United States (AP) United States History exam.

The course is a comprehensive analysis of U.S. History in line with college and University U.S. history survey courses. The AP, U.S. History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing narrative) and an understanding of content learning objectives organized around seven themes such as identity, peopling, and American in the World. Students will intentionally focus on early and recent American history areas.

The AP, U.S. History (set over two school years) course expands on the history of the Americas from 1491 to 1607 and from 1789 to the present. The AP curriculum allows the teacher flexibility across nine different periods of U.S. History to teach topics of choice in depth.

This course is taught at the college level. The major difference between a high school and college history course is the amount of reading and depth of focus. The AP curriculum stresses a large degree of higher order thinking skills within a rigorous academic context. Students will be required frequently to analyze, synthesize, and evaluate primary and secondary sources in addition to understanding the content. Students will be required to complete individual reading assignments and hone their writing skills at the collegial level. The course provides opportunities for students to develop coherent writing arguments that have a thesis supported by relevant historical evidence.

Students need to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.

**Prerequisites:** A student considering the option of enrolling in this AP, U.S. History needs to speak with their guidance counselor at the time of scheduling. Students enrolling in this course will be required to complete outside supplementary reading assignments that prepare them for class related activities and assessments that involve factual and analytical mastery of the material.

Students considering enrolling in this level of U.S. History are encouraged to access the AP College Boards website and read the APUSH Expectations information.

## INTRODUCTION TO LAW

This elective course is available seniors. It is designed to be of use in the everyday lives of students and their families. The course focus is on practical daily applications of the law beginning with an understanding of the historical background that led to the creation of law as a necessary way of creating order and fairness within a society. Focus will be placed on application of the law to situations involving criminal, juvenile, housing, environmental, and consumer issues. The interchange between an individual's rights and Responsibilities and societies' rights and responsibilities will be compared and contrasted through the analysis of primary source documents and court cases.

This course involves extensive in-class student involvement such as: analysis and interpretation of primary source documents, analysis of court cases and decisions, and participation in a mock trial. Students will also be expected to role-play and take tests, quizzes, and complete research projects.

## ESL, WORLD CULTURES

This course is designed to give students a basic knowledge of the political, economic, and social factors that have influenced civilization. It also gives students opportunity to be aware of the similarities and differences as well as how conflicts have been resolved between and/or among societies at different times throughout history. Students will learn how geography, culture, beliefs, science, and technology have influenced individuals and groups.

Beginning with the Middle Ages, Europe, Asia, Japan, China, India, Africa, and the Middle East will be studied through the themes: The Renaissance, the Age of Global Encounters, Revolutionary Changes, The Era of Wars, The Modern World, and Looking To The Future.

Techniques used in this course are designed to address students' needs to learn history and to develop reading comprehension.

**Prerequisite:** Students enrolled in one of the Beginning sections of ESL and students enrolled in the Intermediate Section of ESL are recommended for placement in this course.

## ESL, UNITED STATES HISTORY 1

This course is designed for students who are Limited English Proficient. Basic knowledge of United States History as well as development of reading comprehension skills and writing skills will be emphasized. Students enrolled in this course will learn the fundamental concepts of history beginning with the Age of Exploration and Settlement.

It continues with Growth of the Nation, conflicts leading to the Civil War, and Reconstruction. Teaching techniques and assessments that address the needs of ELL students are used.

**Prerequisite:** Students enrolled in one of the beginner levels of ESL will be placed in this course with recommendation from the guidance counselor and the ESL Teacher.

## ESL, UNITED STATES HISTORY 2

This course is designed for the students who are enrolled in one of the beginner levels of ESL. Basic knowledge of the United States beginning with the later part of the 19th century, the rise of industrial America. The course continues into the 20th century with a look at the politics, economics, and culture during peacetime and World Wars. Information regarding 21st century challenges will be discussed to help students understand how people are interconnected and how learning history can help individuals and groups suggest possible solutions to problems.

**Prerequisite:** This course is for students who are enrolled in one of the beginner levels of ESL.

## WORLD CULTURES

**#02801** **Level 2**

## UNITED STATES HISTORY 1

**#02802** **Level 2**

## UNITED STATES HISTORY 2

**#02803** **Level 2**

These course offerings give students the opportunity to learn the same content as presented in the traditional courses. Both traditional and hands-on strategies are used for teaching and assessments.

These courses fulfill the New Jersey graduation requirements for the social studies and accommodate the students' academic needs.

**Prerequisite:** Counselor recommendation is required for placement into these courses.

## MATHEMATICS

By nature mathematics education requires that core-courses be taken in a prescribed order (most courses have prerequisites). However, embedded within the offerings of the Mathematics Department there exists a variety of non- chronological courses that may be taken to supplement the academic sequencing of courses, and to afford students with exposure to basic applications of mathematics for everyday living.

Students who have been identified as mathematically talented will be recommended for honors (accelerated) classes. Students who have not demonstrated a penchant for mathematics, or have been recommended to accelerated classes, but lack the collateral ambition to pursue them, will be recommended to take level two classes. As part of an ongoing district-wide enrichment program, mathematically talented eighth grade students will be encouraged to take their first course in algebra while still engrossed in the eighth grade curriculum. Students must accrue a minimum of 15 credits in mathematics in order to meet their high school graduation requirement for mathematics. The 15 credits must include one year of Algebra One, one year of Geometry and one year of Algebra Two. If the student chooses not to elect to take Algebra Two, or does not possess the prerequisites for Algebra Two he or she may substitute one year of a course that builds on those concepts and practices cultivated in Algebra One and Geometry (see counselor for recommendations). The Mathematics Department offers a wide variety of core and non-core courses from which the student may select in order to satisfy their mathematics requirement for graduation. It must be mentioned however that entrance to core courses can only be accomplished by meeting specific prerequisites (see course descriptions).

## RECOMMENDED PROGRAM OF STUDY

### Accelerated College Track Level One:

Grade 8 Algebra One  
Grade 9 Geometry Honors  
Grade 10 Algebra Two Honors  
Grade 11 Pre-Calculus Honors  
Grade 12 AP Calculus,  
AP Statistics or non-AP Calculus

### College Track Level One

Grade 9 Geometry H  
Grade 10 Algebra Two H  
Grade 11 Pre-calculus H, and with suggested prerequisites AP Statistics  
Grade 12 Calculus, or with suggested prerequisites AP Calculus



## Mathematics

Course Code	Course Title	Offered	Periods	Credit	9	10	11	12
03111	Algebra One H	Year	5	5	x			
03112	Geometry H	Year	5	5	x	x		
03123	Algebra One	Year	5	5	x			
03125	Business Mathematics	Sem.	5	2.5	x			
03211	Algebra Two H	Year	5	5			x	x
03222	Algebra One	Year	5	5		x	x	x
03223	Geometry	Year	5	5	x	x	x	x
03311	Pre-Calculus H	Year	5	5			x	x
03322	Algebra Two	Year	5	5		x	x	x
03325	Unified Mathematics	Year	5	5			x	x
03411	AP Calculus	Year	5	5			x	x
03412	Calculus H	Year	5	5			x	x
03413	AP Statistics	Year	5	5				x
03414	Probability/Statistics	Yea	5	5			x	x
03424	Pre-calculus	Year	5	5			x	x
03702	Algebra One-E	Year	5	5	x	x	x	x
03705	SAT PREP	Sem. 1	5	2.5	x	x		
03706	SAT PREP	Sem. 2	5	2.5	x	x		
03801	Algebra One	Year	5	5	x			
03802	Geometry	Year	5	5	x	x	x	
03805	Unified Mathematics	Year	5	5	x	x		
13141	Strategies for Algebra	Year	5	5	x			
13241	Algebra	Year	5	5		x		
13341	Geometry	Year	5	5			x	
03224	Geometry-E	Year	5	5	x	x	x	x
13342	Unified Mathematics	Year	5	5			x	x

### College Track Level Two:

Grade 9 Algebra One  
Grade 10 Geometry  
Grade 11 Algebra Two, and with suggested prerequisites AP Statistics  
Grade 12 Pre-calculus, AP Statistics

### Technical

Algebra One  
Geometry  
Practical Mathematics for Everyday Living  
Unified Mathematics  
Business and Commercial  
Algebra One  
Geometry  
Practical Mathematics for Everyday Living  
Unified Mathematics

### ALGEBRA ONE H

#03111

Level 1

This course is designed for the mathematically talented student. It includes the language of algebra, and such topics as: properties of operations, signed numbers, first degree equations, exponent rules, factoring, operations over rational expressions, operations over polynomials, solving and graphing first degree equations, solving systems of equations in two variables, working with radical expressions and equations, solving rational equations, solving and graphing inequalities in one and two variables, applications to word problems, and exposure to an elementary treatment of functions and their use.

Daily assignments, tests, quizzes, and home-work will be used to evaluate student progress.

**Prerequisites:** Recommendation of grammar-school counselor.

## GEOMETRY H

#03112

Level 1

This course is intended for the mathematically talented student. It consists of the structure of geometry, methods of arriving at conclusions, congruent triangles, special properties of the isosceles, equilateral, and right triangle, parallel and perpendicular lines, angle sum theorems, inequalities, quadrilaterals, circles, ratio and proportion, similar polygons, theorems involving area, regular polygons, and transformational geometry. Students are required to maintain a current/in-progress notebook.

Daily assignments, notebooks, tests, quizzes, will be used to evaluate the student's progress.

**Prerequisite:** "B" average in Algebra One Accelerated or A+ average in Algebra One level 2.

### ALGEBRA ONE

#03123

Level 2

This class, for Freshmen only, is a traditional beginning course in the study of elementary algebra. The course is geared toward the student of average mathematical ability who will be pursuing an academic career. The course includes the language of algebra, and such topics as: properties of operations, signed numbers, operations and properties (rules) of exponents, factoring, operations over rational expressions, operations over polynomials, solving and graphing first degree equations and word problems, solving rational equations, solving single variable inequalities, and working with radicals and solving radical equations.

Daily assignments, tests, quizzes, computer lab, and home-work will be used to evaluate student progress

### ALGEBRA TWO H

#03211

Level 1

This course has been designed for students who have maintained superior grades in both Algebra One H and geometry accelerated. It includes algebraic symbolism, number systems, polynomials, exponents, radicals, relations and functions, equations, inequalities, complex numbers, coordinate geometry, quadratics, systems of equations, ratio and proportion, variation, exponential and logarithmic functions, sequences, series, and conic sections. Tests, quizzes, and daily assignments will be used to evaluate student progress.

**Prerequisites:** B average in Algebra One H, and Geometry H or "A+" Algebra One level 2, and Geometry level 2, and recommendation of each teacher.

**ALGEBRA ONE****#03222****Level 2**

This Non-Freshman class is a traditional beginning course in the study of elementary algebra. The course is geared toward the student of average mathematical ability who will be pursuing an academic career. The course includes the language of algebra, and such topics as: properties of operations, signed numbers, operations and properties (rules) of exponents, factoring, operations over rational expressions, operations over polynomials, solving and graphing first degree equations and word problems, solving rational equations, solving single variable inequalities, and working with radicals and solving radical equations.

Daily assignments, tests, quizzes, and homework will be used to evaluate student progress.

Constraint Non-freshman first-time Algebra One student, or non-freshman required to repeat Algebra One.

**GEOMETRY****#03223****Level 2**

This course has been designed for the student who has demonstrated average mathematical ability. It consists of the structure of geometry, methods of arriving at conclusions, congruent triangles, special properties of the isosceles, equilateral, and right triangle, parallel and perpendicular lines, angle sum theorems and related "if-then statements", inequalities, quadrilaterals, circles, ratio and proportion, similar polygons, theorems involving area, regular polygons, trigonometric ratios, volume and coordinate geometry. Students are required to maintain a current/in-progress notebook.

Daily assignments, notebooks, tests, quizzes, and homework will be used to evaluate the student's progress.

**Prerequisite:** Passing grade in algebra one.

**PRE-CALCULUS H****#03311****Level 1**

This course will provide the mathematically superior student with an excellent introduction to elementary functional analysis. Insight into how functions are structured, defined and behave is essential, and serves as the nucleus for the study of calculus. They provide the essential union that amalgamates future calculus – based concepts. This course will include an in-depth study of functions, analytic geometry, trigonometry, polynomial equations. Linear programming, and limits explored.

Daily assignments, homework, tests, quizzes, and projects will be used to evaluate student progress.

**Prerequisite:** "B" Algebra 2 Accelerated Level 1 or "A+" Algebra 2 Level 2.

**ALGEBRA TWO****#03322****Level 2**

This course has been designed for those students who have demonstrated proficiency in both algebra one and geometry, and desire both the opportunity and challenge to complete their study of algebra at the high school level. The course includes the following topics: algebraic symbolism, number systems, polynomials, exponents, radicals, complex numbers, equations, inequalities, coordinate geometry, quadratics, systems of equations, sequences and series, conic sections, ratio, proportion and variation, exponential and logarithmic functions, relations and functions.

Tests, quizzes, homework and daily assignments will be used to evaluate student progress.

**Prerequisite:** "C" average in Algebra One and Geometry.

**UNIFIED MATHEMATICS****Level 2****Code # 03325**

This course has been designed for juniors and seniors who do not possess the prerequisites needed for a course in Algebra Two, or who have the prerequisites needed for a course in algebra two, however do not elect to take the course. Unified Mathematics will fulfill the state 3 year graduation requirement in mathematics for these students. The course includes a review of such topics as properties and operations of real numbers; evaluation of rational algebraic expressions; solutions and graphs of first degree equations and inequalities; translation of word problems into equations; operations with and factoring of polynomials; simple quadratics; properties of plane and solid figures; rules of congruence and similarity; coordinate geometry including lines, segments, and circles in the coordinate plane; and angle measurement in triangles.

**Prerequisites:** Passing grade in Algebra One and Geometry.

**AP CALCULUS****#03411****Level 1**

The purpose of this course is to prepare highly motivated and fully qualified students to take the AB Calculus Advanced Placement Test. Prospective candidates must have completed, and earned exemplary grades in all preparatory mathematics courses: algebra 1 honors, algebra 2 honors, geometry honors, and pre-calculus honors. Students will be exposed to the following topics: limits, continuous functions, derivatives and their applications, integration techniques, the definite integral, integration of logarithmic and exponential functions, and a germane treatment of elementary differential equations.

Tests, quizzes, homework and daily assignments will be used to evaluate student progress.

**Prerequisites:** "B" in Pre-Calculus honors level 1 or "A+" in Pre-Calculus level 2.

**CALCULUS (Non AP)****#03412****Level 1**

This course is intended for those mathematically talented students who desire to apply concepts mastered in Pre-Calculus in a more mathematically rigorous environment. The following topics will be covered in this course: further expansion of function analysis, development of the limit concept, properties of limits and their use, fundamental rules of differentiation, application of the derivative, underlying rules governing anti differentiation, application of both the definite and indefinite integral. If time permits the student will be exposed to an elementary treatment of both derivatives and integrals of exponential, logarithmic and trigonometric functions.

Tests and quizzes will be used to evaluate student progress.

**Prerequisite:** "B" in Pre-Calculus level 2, or "C" in Pre-Calculus Honors.

**AP STATISTICS****#03413****Level 1,2**

This course has been designed to prepare the student to take the Advanced Placement Test in Statistics. Select students will be afforded the opportunity of experiencing a college level course without leaving the high school environment. The following topics will be covered in the course: data analysis, probability, exploring data, planning a study, anticipating patterns, and statistical inferences.

Projects, quizzes and tests will be used to evaluate student progress.

**Prerequisite:** Minimum grade of "B" in Algebra Two Level 2, or "C+" average in Algebra Two Honors.

**Probability/Statistics****# 03414****Level 2**

Probability and statistics has been created for juniors and seniors who have successfully completed one year of each of the following courses: Algebra One, Geometry, and Algebra Two, and either do not possess the prerequisite grade for pre-calculus, or feel that it is not in their best interest to elect to take a course in pre-calculus. The following topics will be introduced and expanded upon in this course: Descriptive Statistics, Frequency Distributions and their Graphs, Measures of central Tendency, Measures of variation, Measures of Position, Basic Probability, Conditional Probability (the Multiplication Rule), The Addition Rule, Discrete Probability Distributions, Normal Probability Distributions, Confidence Intervals, Hypothesis Testing with One Sample, Hypothesis Testing with Two Samples, Correlation and Regression, Chi-Square Tests and the F-Distribution.

Projects, quizzes and tests will be used to evaluate student progress.

**Prerequisites:** A grade of "C" or higher in "each" of the following courses: Algebra One, Geometry, and Algebra Two.

**PRE-CALCULUS****#03424****Level 2**

This course is less of a theory-based course than Pre-calculus Honors, and affords those students who have completed Algebra Two level 2 with an opportunity to pursue a fourth year of mathematics. Material presented will provide the student with a solid foundation for the future study of the calculus. The following topics will be covered: rudimentary function analysis, analytic geometry, basic plane trigonometry, and an elementary treatment of polynomial functions.

Daily assignments, tests, quizzes, and homework will be used to evaluate student progress.

**Prerequisite:** B or better in Algebra 2

Level 2, Algebra Two and Pre-Calculus must be taken consecutively.

**Strategies for Algebra****#3142**

This course is designed for the student who requires a review of basic mathematical skills and concepts. Emphasis will be placed on problem solving strategies in order to prepare the students for end of the year assessments. The course will also review basic algebraic concepts with an emphasis on communication, reasoning, and critical thinking skills. Additional resources- calculators and computer based lessons- will be provided to ensure mastery of concepts. Modifications to the mainstream curriculum will be made in accordance with the student's IEP.

**Algebra****#3241**

For course particulars see Code #03123.

Modifications to the mainstream curriculum will be made in accordance with the student's IEP.

**Geometry****#3341**

For course particulars see Code #03223.

Modifications to the mainstream curriculum will be adjusted according to the student's IEP.

Daily assignments, homework, tests, and quizzes will be used to evaluate the student's progress.

**Prerequisite:** Passing grade Algebra I and Geometry.

**ALGEBRA ONE-E****#03702**

This course is intended to provide mathematics instruction to students who have been classified as being limited in their proficiency with the English language. This class is a traditional beginning course in the study of elementary algebra. The course is geared toward the student of average mathematical ability who will be pursuing an academic career. The course includes the language of algebra, and such topics as: properties of operations, signed numbers, operations and properties (rules) of exponents, factoring, operations over rational expressions, operations over polynomials, solving and graphing first degree equations and word problems, solving rational equations, solving single variable inequalities, and working with radicals and solving radical equations.

Daily assignments, tests, quizzes, and homework will be used to evaluate student progress

**ALGEBRA ONE****#03801****Level 2**

This class, is a traditional first course in the study of elementary algebra. The course is geared toward the student of average mathematical ability who will be pursuing an academic career. The course includes the language of algebra, and such topics as: properties of operations, signed numbers, operations and properties (rules) of exponents, factoring, operations over rational expressions, operations over polynomials, solving and graphing first degree equations and word problems, solving rational equations, solving single variable inequalities, and working with radicals and solving radical equations.

Daily assignments, tests, quizzes, computer lab, and homework will be used to evaluate student progress

**GEOMETRY****#03802****Level 2**

This course has been designed for the student who has demonstrated average mathematical ability. It consists of the structure of geometry, methods of arriving at conclusions, congruent triangles, special properties of the isosceles, equilateral, and right triangle, parallel and perpendicular lines, angle sum theorems and related "if-then statements", inequalities, quadrilaterals, circles, ratio and proportion, similar polygons, theorems involving area, regular polygons, trigonometric ratios, volume and coordinate geometry. Students are required to maintain a current/in-progress notebook.

Daily assignments, notebooks, tests, quizzes, and homework will be used to evaluate the student's progress.

**Prerequisite:** Passing grade in algebra one.

**UNIFIED MATHEMATICS****Code # 03805****Level 2**

This course has been designed for juniors and seniors who do not possess the prerequisites needed for a course in Algebra Two, or who have the prerequisites needed for a course in algebra two, however do not elect to take the course. Unified Mathematics will fulfill the state 3 year graduation requirement in mathematics for these students. The course includes a review of such topics as properties and operations of real numbers; evaluation of rational algebraic expressions; solutions and graphs of first degree equations and inequalities; translation of word problems into equations; operations with and factoring of polynomials; simple quadratics; properties of plane and solid figures; rules of congruence and similarity; coordinate geometry including lines, segments, and circles in the coordinate plane; and angle measurement in triangles.

**Prerequisites:** Passing grade in Algebra One and Geometry

**Business Mathematics****#03125****Fall, Spring Level 1-2**

This course has been created to provide the student with those skills necessary to make informed, and prudent decisions on monetary matters that will impact their future welfare. Students will be exposed to those mathematical concepts and practices associated with the following personal business topics: calculation of gross and net income, understanding and maintaining savings, charge and credit cards accounts, understanding the impact of cash purchases, applying for loans and calculating interest and monthly payments, understanding the importance of and how to budget, the accounts, calculate the costs associated with the purchase of automobiles, insurance, investments, and housing. loans and credit cards, spending wisely, financial planning, bonds stocks, mutual funds, real estate, and retirement investments.

This course will satisfy the New Jersey 2.5 credit requirement for personal finance for high school students.

**Unified Mathematics****#13342**

For course particulars see Code #03325.

Modifications to the mainstream curriculum will be adjusted according to the student's IEP.

## WORLD LANGUAGES

The goals of the World Languages Department are to have students effectively communicate in a foreign language, to make students aware of language as an essential element of culture, and to have them understand the principal ways in which the foreign culture differs from their own. Knowledge of a foreign language, as a supplement to other skills, can be an advantage in various careers such as business, social services, science, medicine, transportation and travel.

In order for Kearny High School students to fulfill the graduation requirements they must enroll in and successfully pass one year of a second language. Students who wish to enroll in the second year of the language must have successfully completed the first year.

All levels of world languages study will stress the four basic skills of listening, speaking, reading, and writing. Reading and writing skills are developed through the use of reading selections and comprehension exercises, as well as in the composition of logical responses. Culture associations are introduced in reading selections and developed through the use of visuals such as videos, magazines, computer activities and realia. Quizzes, tests, and assignments are an integral part of each course.

Third and fourth year courses and the Advanced Placement Spanish 4H course have specific requirements. Note any prerequisites for third and fourth year of each language under the individual course descriptions

### World Languages Year 1

World language learning provides the opportunity for expanding one's own view and perspectives of the global society in which we live. In this course, the target nation is represented as a nation that plays an integral role in our world. Therefore, by studying the target language and culture, one gains the advantage and knowledge of another facet of the global society. It broadens the possibilities in the job market, social situations, and in the academic world.

Incorporated into world language learning is the cultural perspectives, products, and practices of a society, the advancement of technology, and the inclusion of sciences and mathematics. The use of technology, science, and mathematics is an asset to language acquisition, as they present opportunity for expansion to foster practicality and new development.

#### ITALIAN 1

#### FRENCH 1

#### JAPANESE 1

#### LATIN 1

#### SPANISH 1

## World Languages

Course Code	Course Title	Offered	Periods	Credit	Grades			
					9	10	11	12
05111	Italian 1	Year	5	5	x			
05112	French 1	Year	5	5	x			
05113	Japanese 1	Year	5	5	x			
05114	Latin 1	Year	5	5	x			
05115	Spanish 1	Year	5	5	x			
05145	Spanish for Natives 1	Year	5	5	x			
05211	Italian 2	Year	5	5		x		
05212	French 2	Year	5	5		x		
05214	Latin 2	Year	5	5		x		
05215	Spanish 2	Year	5	5		x		
05245	Spanish for Natives 2	Year	5	5		x		
05311	Italian 3	Year	5	5			x	
05312	French 3	Year	5	5			x	
05313	Japanese 3	Year	5	5			x	
05314	Latin 3	Year	5	5			x	
05315	Spanish 3	Year	5	5			x	
05345	Spanish for Natives 3	Year	5	5			x	
05411	Italian H	Year	5	5				x
05412	French 4H	Year	5	5				x
05413	Japanese 4H	Year	5	5				x
05414	Latin 4H	Year	5	5				x
05515	A.P. Spanish 4	Year	5	5				x

### SPANISH FOR NATIVES 1

This course is for the native speaker of Spanish who is proficient in listening and speaking skills and wishes to develop reading and writing abilities. The correct use of vocabulary and grammar will be a focus of this course. Reading selections from various Spanish speaking countries will be introduced. These will focus on all aspects of Spanish: culture, literature, geography and history. The students will participate in oral discussions to improve speaking proficiency. Emphasis will be placed on opportunities for the bilingual students in various careers.

### WORLD LANGUAGES YEAR 2

This second year of a world language (Spanish, French, Italian, Latin, Japanese) is a continuation of the first year of language where an increase in vocabulary will help develop listening and speaking skills. Grammar concepts will be expanded to help increase their spoken and written language.

Specifically, grammar, vocabulary, and structured are presented, practiced, and integrated with supplemental activities and discussions of history, traditions, products, and habits, etc., accessed via the Internet, which provides access to ever-expanding and diverse

supply of relevant and current information. The Internet is thus a powerful tool to experience and adapt to the dynamic nature of all culture.

World language study provides a basis to examine how we choose to express in our native language in learning, applying, and developing second language skills, students increase their understanding of language structure and build a repertoire of techniques of self-expression. Skills closely associated with this are: vocabulary development (and improvements in clarity and persuasiveness), and analytical thinking.

Additionally, world language acquisition is a valuable asset during a student's entire lifetime. Language broadens students' knowledge of global affairs, including business, economics, history, science, politics, and technology.

We accept and appreciate that language and culture are inseparable and we teach and learn about them together. Students will deepen their understanding of their own culture, and learn to recognize and discuss similarities and differences between the American experience and that of target language and countries thereof.



## SPANISH FOR NATIVES 2

Spanish for Native Speakers 2 will continue with the reading and writing skills of the fluent speaker with attention to problems particular to Spanish-speaking students. The students will read, discuss and write about genres of Hispanic literature and also culture, focusing on improving reading comprehension, critical thinking, and analytical skills. Student engagement in writing activities will focus on improving grammar, spelling, and mechanic of formal language use. The course will include cultural, sociological, and literary insights into the Spanish speaking world. This course is conducted entirely in Spanish.

**Prerequisite:** Successful completion of Spanish for Natives 1

## ITALIAN 3

The Italian 3 curriculum is intended for those students who have completed an Italian 2 course of study. This advanced level of study is to enrich the student with an enlightened sense of understanding of the grammar, auditory skills, reading selections, and controversial issues pertinent to today's society. A person destined to spend the majority of his/her life in the 21st century must develop a sense of global expression and technological literacy. Knowledge of a world language is an indispensable tool in promoting equitable solutions to the challenges of interdependence in our current century.

**Prerequisite:** Successful completion of Italian 2 with an average of B or better.

## FRENCH 3

The third year of French is a continuation of the second year course. It is thematically similar, covers the same communicative structures and cultural topics in more depth and expands on previously learned vocabulary, grammar and structures. New topics are presented in the second half of the course. Reading, writing, speaking and listening skills continue to be practiced and developed.

The course is for those students who have successfully completed French 2 and who have demonstrated a proficiency in French. Students complete the initial study of grammatical structures and verb tenses in this course. Idiomatic expressions are introduced and studied. With guidance, students write a variety of texts, such as letters, summaries, descriptions, narrations and journals. Students demonstrate understanding of some details and main ideas by reading authentic materials, books, magazines, brochures and on-line. Students increase speaking skills and initiate and close conversations in unguided settings.

Students continue to develop an awareness of French and francophone cultures providing them with a means to deepen their understanding and appreciation of other cultures and understand their own culture. Studying other cultures provides the basis on which to look at global affairs, economics,

history and the arts and encourages students to see themselves in their own and in the global community.

**Prerequisite:** Successful completion of French 2 with an average of B or better.

## JAPANESE 3

This course is intended for those students who wish to continue their study of Japanese. It continues with the development of listening, comprehension, reading, and writing skills. The infusion of career orientation and other contemporary topics in Japanese society will make the Japanese language student conscious of the vocational opportunities that could lead to careers using a foreign language.

In this course students will increase the number of verbs used in order to master the core verbs required to be successful in the Japanese Proficiency Test, level 5 (JLPT). Students will learn new grammatical forms of the verbs and will apply them to the topics studied throughout the year. Word order, tenses, conjunctions, particle usage, and levels of politeness will be applied to this core set of verbs. Students' listening comprehension will be improved with the use of authentic audio-visual media and oral exercises. New vocabulary items will be presented within the context of each thematic unit. Reading selections will deal with various facets of Japanese culture. Career orientation will cover careers in government, social services, transportation, business, social sciences, medicine, and education.

The sequence of the course will follow a series of thematic units. Students will learn core vocabulary, basic dialogue, and critical grammar. Study of the culture will be essential to each theme. Students will be required to engage in activities that provide opportunities for oral and written communication in the target language.

**Prerequisite:** Successful completion of Japanese 2 with an average of B or better.

## LATIN 3

This course builds on the foundations established in the first two years of Latin and develops the student's ability to comprehend more periodic sentences and Latin constructions. The subjunctive mood is introduced and studied. Readings in Latin include ancient myths, selections from Caesar's Commentaries on the Gallic Wars, and a survey of Latin prose writers. Students will also read and translate more advanced Latin prose concentrating on the life and works of Cicero. English derivatives are expanded and the use of concise and effective public speaking is reinforced.

**Prerequisite:** Successful completion of Latin 2 with an average of B or better.

## SPANISH 3

The curriculum for Spanish 3 is intended to engage students in communication with the spoken and written Spanish language. Students will also continue to familiarize themselves with different perspectives of the target language culture through experiences with its products and practices. Through the study of thematic vocabulary and more advanced grammatical structures, students will be able to imitate appropriate gestures, intonation, and common idiomatic expressions through social interaction. The course continues to build on the four aspects of communication: listening, speaking, reading, and writing.

**Prerequisite:** Successful completion of Spanish 2 with a B average or better.

## SPANISH FOR NATIVE SPEAKERS 3

Spanish for Native Speakers 3 is a continuation of the language development program for native speakers of Spanish. All four skills: comprehension, speaking, reading, and writing, are further developed. Literary selections paired with grammar, vocabulary, and comprehension exercises will be used to motivate students to communicate well in Spanish. Topics and universal themes are geared to the level of the students to promote meaningful and relevant conversation and creative writing. Various literary techniques and styles will be introduced and well-known authors representing all Spanish speaking countries will be studied. The course includes cultural, sociological, and literary insight into the Spanish-speaking world and it is conducted entirely in Spanish.

**Prerequisite:** Successful completion of Spanish for Native Speakers 2 with a B average or better.

## ITALIAN 4H

This course continues with more advanced structures which are presented in the writing, reading and listening components of the course. Advanced sentence structure, grammar, reading and writing are emphasized. Formal compositions, oral discussions and presentations on culture, history and geography will be assigned. Modern and classical short novels will be used as supplemental reading. The students will use a variety of resources as tools to develop speaking, reading, listening and writing skills.

**Prerequisite:** Successful completion of Italian 3 with an average of B or better.

## FRENCH 4H

This advanced level course is designed for students who wish to continue the study of French at the advanced level. An introduction to French history is integrated with a study of French literature. Various literary genre, including the novel, are studied. Discussions are conducted primarily in French, with an emphasis on correct oral expression. Grammar is reviewed in context. Written work includes

compositions on various topics. Practice in oral expression is emphasized and correct written form is required.

**Prerequisite:** Successful completion of French 3 with an average of B or better.

#### JAPANESE 4H

This course is a continuation of Japanese 3 and is intended for those students who wish to participate in an 'intensive language' study. Students will engage in conversation on a variety of topics. The reading portion of this course will emphasize selections from Japanese books and magazines which focus on issues affecting modern Japan. The oral portion of the course emphasizes conversational practice and will focus on combining correct oral expression with conveying ideas and concepts in Japanese. Speeches and presentations by the students and the teacher will be conducted in Japanese.

**Prerequisite:** Successful completion of Japanese 3 with an average of 'B' or better.

#### LATIN 4H

This course explores the format and beauty of Latin poetry. The format is studied in the works of Ovid, Horace, and other poets. The main focus is on the great epic poem of Vergil, the AENEID. Books II IV and VI are translated from the Latin and other passages are read and studied in translation. Latin figures of speech are studied. English derivatives are expanded. The world view of the Romans is studied and compared to modern world views.

**Prerequisite:** Successful completion of Latin 3 with an average of B or better.

#### ADVANCED PLACEMENT SPANISH 4H

This course is designed for advanced students of Spanish preparing for the Advanced Placement Exam. It is comparable in content and difficulty to a full year college level Spanish language course which emphasizes composition and conversation. Literature of the Spanish-speaking world, culture, and civilization provide the basis for listening, speaking, reading, writing, and presentation activities. Students develop proficiencies which enable them to express their ideas orally and in writing. This will enhance their comprehension and enjoyment of Spanish language literary and expository readings, newspapers, magazines, music, cinema and theater. The continued learning process of vocabulary, structures and functions as well as literary analysis and composition will allow students to participate actively in the learning experience to be able to use the target language for meaningful communication.

**Prerequisite:** Successful completion of Spanish 3 or Spanish for Natives 3 with an average of B or better and a teacher of Spanish recommendation is required.

## SCIENCE

The Science Department of Kearny High School is dedicated to the development and implementation of courses that assist our students to meet the challenges of the future. While developing concepts in the areas of life science, chemistry, and physics, courses offered allows students to systematically investigate and evaluate problems to arrive at meaningful conclusions.

The New Jersey Department of Education has implemented the Next Generation Science Standards (NGSS) beginning with the 2016-17 school year and continues with a year-end examination in the area of biology. All students enrolled in a first year biology course will take the New Jersey

Biology Competency Test (NJBCT). The Science Department regularly reviews and revises its courses to best reflect the NJ Science Standards.

Students are obligated to take and pass three years of Science, including one year of biology, to meet their graduation requirements. A minimum of two years of laboratory science is required for those considering a four year college.

All highly motivated students are encouraged to prepare for and participate in our academic competitive teams such as N.J. Science League, National Science Olympiad, and State Science Day.

The Science Department offers three Advanced Placement courses; AP Biology, AP Chemistry, and AP Physics. While designed to provide students the opportunity to obtain college credit or advanced standing, they are also a part of our Middle College program. Additionally, the department offers seniors the choice of two half year, elective courses, Lab Anatomy and Physiology and Lab Forensics.

The Science Department and Rutgers University NCAS have collaborated to implement a senior honors course entitled Planet Earth Honors Laboratory Science. This course, offered at Kearny High School, will provide successful students five high school credits and the opportunity to earn four college laboratory science credits

#### RECOMMENDED COURSES OF STUDY:

##### Science Accelerated/Honors:

- 9 – Lab Biology Honors
- 10 – Lab Chemistry Honors
- 11 – Lab Physics Honors and/or AP Chemistry
- 12 – AP Biology, AP Physics, AP Chemistry, Planet Earth Honors Laboratory Science, Lab Anatomy and Physiology, and/or Lab Forensics

#### Traditional:

- 9 – Lab Environmental Science
- 10 – Lab Biology
- 11 – Lab Chemistry or Physical Science
- 12 – Lab Physics, AP Biology, AP Chemistry, Planet Earth Honors Laboratory, Lab Anatomy and Physiology, and/or Lab Forensics

#### Lab Biology

Biology is devoted to the study of living things and their processes. This course is designed to provide students with a background in scientific processes and principles and includes the basic knowledge necessary for responsible citizenship as it relates to the natural world. Topics covered include the chemicals of life, ecology, cell theory and structure, energy processes, cell reproduction, heredity, and evolution and natural selection. In addition to daily classes, students meet one extra period a week for laboratory activities. In laboratory exercises, students are engaged in authentic learning experiences that encourage the application of biological knowledge to make decisions and solve problems.

#### Lab Biology Honors

**Prerequisites for 8th Graders:** Minimum grade of B+ or higher 8th grade Environmental Science Honors, advanced proficient NJ Ask or NJDOE approved 8th grade EOC test, successful completion of 8th grade Algebra B or higher, recommendation of 8th grade school counselor.

**Prerequisites for 9th Graders:** Grade of A in Environmental Science, recommendation of teacher and science supervisor.

#### Lab Biology

**Prerequisite:** Completion of Lab Environmental Science.

#### Lab Environmental Science

The Environmental Science course is designed to impart an understanding of the impact that climate, climate change, human activities and sustainability, and the space system all have on the Earth's natural systems. Performance expectations in Earth and Space Science will be addressed in Environmental Science, building upon the middle school ideas and skills and allow high school students to explain more in-depth phenomena central not only to the earth and space sciences, but to life and physical sciences as well. These performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines. Discussions of past and current environmental issues, including problems as well as success stories, enable students to evaluate impacts, draw conclusions, and suggest solutions as educated and informed citizens. Students conduct research to investigate environmental issues on local, county, and state levels. This



## Science

Course Code	Course Title	Offered	Periods	Credit	9	10	11	12
04111	Lab Biology Honors	Year	5	5	X	X		
04131	Lab Environmental Science	Year	5	5	X			
04211	Lab Chemistry Honors	Year	5	5		X		
04221	Lab Biology	Year	5	5	X	X		
04311	Lab Physics Honors	Year	5	5			X	X
04321	Lab Chemistry	Year	5	5			X	X
04322	Lab Physical Science	Year	5	5			X	X
04421	Lab Physics	Year	5	5			X	X
04511	AP Biology	Year	7	7			X	X
04512	AP Chemistry	Year	7	7			X	X
04515	AP Physics	Year	7	7			X	X
04514	Planet Earth Honors Lab Science	Year	5	5				X
04424	Lab Anatomy & Physiology	Semester	2.5	2.5				X
04423	Lab Forensics	Semester	2.5	2.5				X
04704	Lab Environmental Science E	Year	5	5	X			
04703	Lab Biology E	Year	5	5		X	X	
04705	Lab Physical Science E	Year	5	5		X	X	
13132	Lab Environmental Science	Year	5	5	X			
13231	Lab Biology	Year	5	5	X	X		
13333	Lab Physical Science	Year	5	5			X	

course will provide students with concrete, understandable, and extremely societally relevant demonstrations of many of the concepts of biology, chemistry, and physics that are sometimes presented in those classes in more general and abstract ways. This is accomplished through inquiry-based labs and class activities, class discussions, printed and visual media, and field trips. Students will be able to formulate an answer to the following questions: "what is the universe, and what is Earth's place in it?"; "how and why is Earth constantly changing?"; and "how do Earth's surface processes and human activities affect each other?"

**Prerequisite:** Successful completion of 8th grade science.

### Lab Chemistry

This course is designed for students interested in and planning to continue their studies in the sciences, either physical or biological. The course will present an in-depth study of the structure of the atom, quantum theory, periodic law, molecular structure, the process of bonding, chemical formulas, chemical equations, the mole and mole calculations, stoichiometry, kinetic theory, the three phases of matter, gas laws, the solution process, reaction rate and chemical equilibria, acid-base theory, and oxidation/reduction reactions. In

order to complete the planned work, ideas must be covered at an efficient rate, which requires a good science and mathematics background on the part of the student.

The connections between society and chemistry will be explored, as well as occupations that use chemistry. In addition to daily classes, students meet one extra period a week for laboratory activities.

### Lab Chemistry Honors

**Prerequisites:** Passed Lab Biology Honors, Level 1, Algebra Minimum grade of A in Biology and Algebra 1 (Level 2); grade of B in Biology Honors and Algebra 1 Honors.

**Co-requisites:** Algebra 2 (either level).

### Lab Chemistry

**Prerequisites:** Minimum grade of C in Biology and Geometry and 78 in Algebra 1.

### Lab Physical Science

Lab Physical Science is designed to impart an understanding of the four core ideas in the physical sciences, which include the most fundamental concepts from chemistry and physics. The high school performance expectations in Physical Science build on the middle school ideas and skills and allow students to explain more in-depth phenomena central not only to the physical sciences, but

to life and earth and space sciences as well. These performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines. This course will focus on several scientific practices, which include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations; and to use these practices to demonstrate understanding of the core ideas. Students are also expected to demonstrate understanding of several engineering practices, including design and evaluation, and explain important biological and geophysical phenomena. Students will be able to formulate an answer to the following questions: "how can one explain the structure and properties of matter?"; "how do substances combine or change (react) to make new substances?"; "how does one characterize and explain these reactions and make predictions about them?"; "how can one explain and predict interactions between objects and within systems of objects?"; "how is energy transferred and conserved?"; and "how are waves used to transfer energy and send and store information?"

**Prerequisite:** Successful completion of Biology and Algebra 1.

### Lab Physics

Lab Physics is a physical science that describes how matter interacts with nature. To understand how matter interacts with nature, hypotheses are fabricated and models are developed in an attempt to derive an explanation.

Topics discussed through the year will include measurement, forces, linear and non-linear motion, Newton's Laws of Motion, gravitation, work, energy and its conservation, heat, thermodynamics, wave motion, sound, and light. If time permits, electricity and magnetism will be discussed. Application of formulas and principles are expected to be used in both laboratory and problem solving sessions. Experimentation and lab reports will be used to reinforce material presented in class.

### Lab Physics Honors

This course is mathematically intense and is designed for the student planning a career in mathematics, engineering, or the sciences.

**Prerequisites:** Minimum grade of B in Chemistry Honors and Algebra 2 Honors or A in Algebra 2.

**Co-requisites:** Pre-calculus.

### Lab Physics

**Prerequisites:** Minimum grade of C in Chemistry, 78 or higher in Algebra 1, Geometry, and Algebra 2.

## AP Biology

This course will provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The students will probe, in detail, the areas of biological chemistry, cell structure and function, cell reproduction, energetics, heredity, genetics, evolution, principles of taxonomy and classification, plant and animal structure and physiology, ecological systems, community dynamics, and species interactions. To facilitate the completion of the quantity of information to be discussed it is imperative that students have a basic, yet solid biology and chemistry background.

Completion of this course will provide students with the opportunity to take the AP Biology exam and obtain college credit and/or advanced placement. This course is also associated with the Middle College program through Fairleigh Dickenson University.

**Prerequisites:** Minimum grade of B in Biology Honors and Chemistry Honors or minimum grade of A in Biology and Chemistry with recommendation of Science Supervisor.

## AP Chemistry

The Advanced Placement Chemistry course is designed for students who are seriously committed to the study of chemistry. Students will attain a depth of understanding of fundamentals, and a reasonable competence in dealing with chemical problems. The course builds upon topics presented in Chemistry Honors. The class begins with an emphasis on chemical calculations, the mathematical formulation of atomic theory and structure, periodic relationships and chemical bonding, thermochemistry, kinetic molecular theory, and gaseous equilibrium. This is followed by comprehensive discussions of acid-base chemistry and buffers, factors affecting reaction rates, electrochemistry, nuclear chemistry, organic chemistry, and complex ions. In the laboratory, students will make observations of chemical substances and reactions, record data, and calculate and interpret data obtained. Descriptive chemistry will include qualitative analysis. Students will be required to do a formal research project and maintain a formal notebook.

Completion of this course will provide students with the opportunity to take the AP Chemistry exam and obtain college credit and/or advanced placement. This course is also associated with the Middle College program through Fairleigh Dickenson University.

**Prerequisites:** Minimum grade of B in Chemistry Honors and Algebra 2 or minimum grade of A in Chemistry and B in Algebra 2 with recommendation of Science Supervisor.

## AP Physics

This course is intended to be an intensive, introductory course in college physics, but does not necessarily correspond precisely to courses at any one institute. The AP Physics provides a systematic introduction to the main principles of physics, and emphasizes the development of critical thinking skills and problem solving ability. The primary focus of this course will be mechanics, with particular attention given to the following content areas: kinematics; Newton's Laws of Motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation.

Completion of this course will provide students with the opportunity to take the AP Physics exam and obtain college credit and/or advanced placement. This course is also associated with the Middle College program through Fairleigh Dickenson University.

**Prerequisites:** Minimum grade of B in Physics Honors and B in Algebra 2 and Pre-calculus or A in Physics, B in Algebra 2 and Pre-calculus, and recommendation of Science Supervisor.

**Co-requisite:** AP Calculus or Calculus

## Planet Earth Honors Laboratory Science

Planet Earth Honors Laboratory Science is a college laboratory science course taught at Kearny High School using Kearny HS science staff, with oversight provided by the Geology Department of Rutgers University NCAS. The course, offered to qualified seniors, meets five periods per week and successful students will earn five Kearny High School credits. Students are also provided the opportunity to earn four college credits from Rutgers University, NCAS.

The lecture component of the class will consist of the earth as a dynamic, evolving planet; it's origin and nature considered as the interaction of solid earth, hydrosphere, and atmosphere; physical geology of our planet and the complex problems of environment and natural resources.

The laboratory component of the class will consist of exercises on the following: the physical properties and identification of earth materials (minerals and rocks); the use of maps and aerial photographs in the study of landforms and earth processes.

**Prerequisites:** Minimum grade of "B" in Lab Biology Honors and Lab Chemistry Honors or minimum grade of "A" in Lab Biology and Lab Chemistry with recommendation of Science Supervisor.

## Lab Anatomy and Physiology

Anatomy and Physiology is a course designed for seniors that will enable them to develop a detailed understanding of the structure, anatomy, and function, physiology, of the human and animal body. Topics covered will include, but not be limited to, a review of biochemistry and cell structure, a comprehensive survey of anatomical tissues and all major organ systems. Additionally, the structure and function of the body and the connection between the two, homeostasis, levels of organization, the major levels of organization in the human organism from the chemical and cellular levels to the tissues, organs and organ systems, and integration of systems. A wide variety of teaching techniques will be employed in this class, including self-directed case study learning, Internet research, small group lab activities, simulations, and presentations, and student lead discussions.

**Prerequisites:** Prerequisite: 12th grade elective; successful completion of graduation requirements.

**Class of 2017:** Geophysical Science, Biology, Chemistry, or Environmental Science.

**Class of 2018:** Geophysical Science, Biology, Chemistry, or Environmental Science.

**Class of 2019:** Geophysical Science, Biology, Chemistry, or Physical Science.

**Class of 2020:** Environmental Science, Biology, Chemistry, or Physical Science.

## Lab Forensics

This half-year laboratory course for seniors provides an introduction to the field of forensic science. The course of study includes the applications of forensic science concepts, which involve biology, chemistry, physics and math, to analyze and investigate evidence that may be discovered in a criminal investigation. Classroom activities include: laboratory investigations and activities, research projects, famous case studies, lab practicums, career exploration, and the infusion of technology throughout the scope of the course.

**Prerequisites:** Prerequisite: 12th grade elective; successful completion of graduation requirements.

**Class of 2017:** Geophysical Science, Biology, Chemistry, or Environmental Science.

**Class of 2018:** Geophysical Science, Biology, Chemistry, or Environmental Science.

**Class of 2019:** Geophysical Science, Biology, Chemistry, or Physical Science.

**Class of 2020:** Environmental Science, Biology, Chemistry, or Physical Science.

\*New NGSS/Student Learning Standards took effect in the Fall of 2016, so the sequence of courses and standards covered in certain areas changed.

### Lab Environmental Science E

The Environmental Science E course is designed to meet the needs of English Language Learners and to impart an understanding of the impacts that human activities have on Earth's natural systems. This is accomplished through activities, labs, field trips, class discussions, printed and visual media. Topics include Earth systems, organization of life, ecosystems, biomes, biodiversity, and endangered species. Also covered are water, air, and land resources, pollution, climate change, human population growth, ecological footprints and sustainability, nonrenewable and renewable energy resources. Topics are investigated through news media sources and scientific journals, as well as the textbook.

Discussions of past and current environmental issues, including problems as well as success stories, enable students to evaluate impacts, draw conclusions, and suggest solutions as educated and informed citizens. Students conduct research to investigate environmental issues on local, county, and state levels.

**Prerequisite:** Minimum ESL level

Low Beginner. Recommendation of guidance counselor.

### Lab Biology E

Biology E is designed to meet the needs of English Language Learners and is devoted to the study of living things and their processes. This course is designed to provide students with a background in scientific processes and principles and includes the basic knowledge necessary for responsible citizenship as it relates to the natural world. Topics covered include the chemicals of life, ecology, cell theory and structure, energy processes, cell reproduction, heredity, and evolution and natural selection. In addition to daily classes, students meet one extra period a week for laboratory activities. In laboratory exercises, students are engaged in authentic learning experiences that encourage the application of biological knowledge to make decisions and solve problems.

Prerequisite: Minimum ESL level Intermediate. Recommendation of guidance counselor.

### Lab Physical Science E

The Lab Physical Science E course is designed to meet the needs of English Language Learners designed to impart an understanding of the four core ideas in the physical sciences, which include the most fundamental concepts from chemistry and physics. The high school performance expectations in Physical Science build on the middle school ideas and skills and allow students to explain more in-depth phenomena central not only to the physical sciences, but to life and earth and space sciences as well. These performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines. This course will focus on several scientific practices, which include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations; and to use these practices to demonstrate understanding of the core ideas. Students are also expected to demonstrate understanding of several engineering practices, including design and evaluation, and explain important biological and geophysical phenomena.

### Lab Environmental Science

For course particulars see Code #04706. The mainstream curriculum will be adjusted and modified in accordance with the student's IEP.

### Lab Biology

For course particulars see Code #04221. Modifications to the mainstream curriculum will be made according to the student's IEP.

### Lab Physical Science

For course particulars see Code #04705. Modifications to the mainstream curriculum will be made based on the student's IEP.

## CTE

*All career and technical education opportunities at Kearny High School are offered without regard to race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or gender, social or economic status, or disability. Limited English language skills will not be a barrier to admission and participation in these programs.*

### CTE in the 21st Century is guided by five principles:

1. CTE is critical to ensuring that the United States leads in global competitiveness.
2. CTE actively partners with employers to design and provide high-quality, dynamic programs.
3. CTE prepares students to succeed in further education and careers.
4. CTE is delivered through comprehensive programs of study aligned to The National Career Clusters framework.
5. CTE is a results-driven system that demonstrates a positive return on investment.

### Career and Technical Education:

"Career and technical education" means organized educational activities that: offer a sequence of courses (which may include structured learning experiences) providing students with the rigorous academic and technical knowledge and skills required to prepare for postsecondary education or training and for careers in emerging and established professions; and that may lead to technical skill proficiency, a credential, a certificate, or a degree; and that include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship.

### Career and Technical Student Organization

(CTSO): "Career and technical student organization" means an organization for students enrolled in an approved career and technical education program that engages in career and technical education activities as an integral part of the instructional program. Such organizations must have State and national units that establish and coordinate the work and purposes of instruction in career and technical education at the local level (6A:19-4.2 Definitions).



## Classification of Instructional Programs

**(CIP):** "Classification of Instructional Programs (CIP)" means the taxonomic scheme that supports the accurate tracking, assessment, and reporting of fields of study and program completion activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985 and 1990 (6A:19-4.2 Definitions).

### How do we change the World? Opening doors to new opportunities!

At KHS, these programs can be found in the Business/Technology Occupational Education, Life Skills, and Music, Art and Media Departments. The recommended sequences of courses are listed below. The course descriptions are located in the corresponding department's section.

## BUSINESS / OCCUPATIONAL EDUCATION DEPARTMENT

### Computer Systems Networking and Telecommunications/ CISCO Academy Cip Code: 110901

IT Essentials: PC Hardware and Software Program of Studies  
Cyber Security  
CISCO Academy – Discovery 1  
CISCO Academy – Discovery 2  
Course Completion Certificate Earned:  
CISCO Academy Certification  
Articulation – Devry University

## LIFE SKILLS DEPARTMENT:

### Culinary Arts Cip Code: 120500

Cooking Basics  
Creative Cooking  
World Cuisine  
Modern Cooking  
Culinary Arts 1  
Culinary Arts 2

Course Completion Certificate Earned:  
Culinary Arts Skills USA

### Dental Assisting Cip Code: 510601

Introduction to Health Occupations  
First Aid  
Dental Assisting 1  
Dental Assisting 2  
Course Completion Certificate Earned: NOCTI

### Medical Assisting Cip Code: 510801

Introduction to Health Occupations  
First Aid  
Medical Assisting 1  
Medical Assisting 2  
Course Completion Certificate Earned: NOCTI

## MUSIC / ART / MEDIA / DEPARTMENT Photography Cip Code: 500605

Beginning Photography  
Advanced Photography  
Introduction to Digital Photography  
Advanced Digital Photography  
Course Completion Certificate Earned:  
Skills USA

## LIFE SKILLS

The Life Skills and Occupational Development Department at Kearny High School provides students with courses that respond to the New Jersey Core Curriculum Content Standards. Classes provide opportunities to understand the application of mathematics, science, health, language arts, and world languages. Reading, writing, and speaking skills are addressed daily.

We live in a complex society with many pressures and opportunities. Making well informed decisions about life choices are vital. From seemingly simple, everyday decisions like dating to more complex decisions like career choice or buying a new car, knowledge and skills to make responsible choices are essential.

Participation in departmental programs will provide students with skills that last a lifetime. Introductory courses explore medical and dental occupations, food and nutrition, parenting and child development, and consumer science. Advanced courses prepare students with the skills and attitudes necessary for obtaining employment in careers as well as post secondary educational endeavors related to medicine and dentistry, childcare, and the culinary and hospitality industry. The Life Skills and Occupational Development Department provides valuable background information and experiences for its students to ensure life-long learning and post graduation success.

### RECOMMENDED SEQUENCE OF COURSES – CULINARY CLUSTER:

Cooking Basics  
Modern Cooking  
Creative Cooking  
World Cuisine  
Culinary Arts 1  
Culinary Arts 2

### Cooking Basics

#06111 Fall Levels 1-3

This introductory cooking course provides students with the fundamental skills, techniques and information necessary for learning basic cooking. Students will prepare foods using basic cooking skills and techniques. Students will serve and eat foods using correct rules of etiquette. Quick breads, yeast breads, pastry, fruits, vegetables, meat, poultry, dairy products, cakes and cookies are the food areas studied. Cleanliness, kitchen management techniques and safety are emphasized through the food preparation process. Students will prepare, serve, and sample food from a wide variety of recipes. The nutritional connection between proper eating habits and good health is emphasized and applied to dieting, eating out, and preparing recipes. Cooking Basics is the prerequisite for all food/culinary related courses.

## Modern Cooking

#06114

Spring Levels 1-3

Through practical cooking experiences, students will gain independence in the kitchen, learn to modify recipes to reflect healthy choices, and incorporate convenience foods while adding personal touches. This class will emphasize traditional meals with a modern mix so students can prepare nutritious meals for themselves whether they live at home or away at college. Students will improve their basic cooking skills while planning and preparing breakfast, lunch, and dinner dishes and food items.

**Prerequisite:** Cooking Basics

## Creative Cooking

#06214

Spring Levels 1-3

This course is intended for the student who wishes to further his or her creative culinary skills. Through the preparation of recipes utilizing chocolate, pastries, cake, fruit, pasta and dairy products, the student will increase his or her knowledge and skills. Creative techniques are emphasized with the use of more difficult recipes and equipment. Creative presentation and service of food will be emphasized. Career opportunities in creative food preparation will be explored.

**Prerequisite:** Cooking Basics

## World Cuisine

#06216

Spring Levels 1-3

This advanced cooking course is designed for the student interested in preparing a variety of foods originating from countries throughout the world and from specific regions of the United States. Through preparation of typical dishes from other cultures and regions, students will learn factors which influence the patterns of family meals. Students will master cooking skills/techniques which reflect a variety of cooking styles. Career opportunities in food related occupations will be explored.

**Prerequisite:** Cooking Basics

## Culinary Arts I

#06314

Year Levels 1-3

This advanced course is designed for students with a culinary interest. Instruction includes nutrition, methods of preparation, and the importance of food service. Safety and sanitation are stressed. The use of a variety of modern appliances and cooking equipment is included. Students will participate in quantity food experiences, which include preparing, serving and/or selling various food products. Advanced culinary skills will be honed and practiced during food production in the kitchen.

Students will become familiar with entry level skills in the culinary field. Attitudes toward personal growth and development, which are necessary for employment, are emphasized. Pride in workmanship, a sense of responsibility and development of self confidence in the culinary setting are stressed. Students will participate in an internship/job shadowing

program in connection with local food establishments. Students will investigate options of additional education or full-time employment in the food industry and discuss factors that contribute to success in the workforce.

This course involves students for two periods a day, 5 days per week.

**Prerequisite:** Cooking Basics  
(World Cuisine, Modern Cooking or Creative Cooking recommended)

## Culinary Arts 2

**#06316** **Year** **Levels 1-3**

Culinary Arts 2 is the second year of the ProStart Foundations of Restaurant Management and Culinary Arts, which prepares students to meet requirements and gain entry into a culinary focused post-secondary school and to become chefs, restaurant managers or other professional positions within the restaurant and hospitality industry. These second year students will continue to prepare a variety of foods, create menus and demonstrate proficiency in technical kitchen skills utilized in the food industry. They will apply purchasing techniques and demonstrate an understanding of inventory monitoring and control. Students will have the opportunity to accrue 400 hours of mentored work-based learning experience. All students enrolled in this course must be certified by the ServSafe, Manager Sanitation Exam and the National Restaurant Association Educational Foundation end of course exam.

This course involves students for two periods a day, 5 days per week.

**Prerequisite:** Culinary Arts 1

## RECOMMENDED SEQUENCE OF COURSES CHILD

Development Cluster:

Child Development 1

Child Development 2

## Child Development 1

**#06131** **Year** **Levels 1-3**

This course is an introduction for the student who is interested in working with children. Students will participate in a nursery school setting caring for children ages three to four years old. The curriculum covers the development of the three year old child, techniques for effective verbal guidance, preparing the nursery school environment, and planning and implementing activities in all areas of the nursery school. The primary thrust of this course is to expose the student to the techniques of teaching young children. Students will discuss the cognitive, physical, social and emotional development of the newborn through the four year old child. The course will enrich the student's knowledge in music, creative storytelling, guided play and puppetry. In addition, teen pregnancy and parenting responsibilities will be explored.

## Life Skills

Course Code	Course Title	Offered	Periods	Credit	Grades			
					9	10	11	12
06111	Cooking Basics	F		2.5	x	x	x	x
06114	Modern Cooking	S		2.5	x	x	x	x
06214	Creative Cooking	S		2.5	x	x	x	x
06216	World Cuisine	S		2.5	x	x	x	x
06314	Culinary Arts I	Y		10		x	x	x
06316	Culinary Arts II	Y		10			x	x
06131	Child Development 1	Y		5	x	x	x	x
06233	Child Development 2	Y		5		x	x	x
11141	Introduction to Health Occupations	F		2.5	x	x	x	x
11144	First Aid	S		2.5	x	x	x	x
11343	Dental Assisting I	Y		10		x	x	x
11344	Dental Assisting II	Y		10			x	x
11345	Medical Assisting I	Y		10		x	x	x
11346	Medical Assisting II	Y		10			x	x
06013-75	Independent Living	Y		5	x	x	x	x
06300	Independent Study	Y		5			x	x
06303	Independent Study	Y		5			x	x

## Child Development 2

**#06233** **Year** **Levels 1-3**

This course is designed for the student who has completed Child Development 1 and has a continued interest in working with children. The nursery school will continue to provide opportunities to work with children aged three to four years old. Topics to be covered include a review of effective guidance and ways to promote a positive self-concept in children, the study of school age children, and the characteristics of effective teachers in school-age childcare. Students will study the importance of a healthful diet, plan nutritious and appealing meals and snacks for infants and children, and describe nutritional problems that can result from a poor diet. Specialized areas of study will be parental involvement in childcare centers, designing a parent newsletter, maintaining a safe environment for children, physical, emotional and sexual abuse of children with an emphasis on prevention, the theory of attachment, career opportunities in childcare and preparing a teaching portfolio.

**Prerequisite:** Child Development 1

## RECOMMENDED SEQUENCE OF COURSES – HEALTH EDUCATION/ OCCUPATIONS' CLUSTER:

Introduction to Health Occupations  
First Aid  
Dental Assisting 1  
Dental Assisting 2  
Introduction to Health Occupations  
First Aid  
Medical Assisting 1  
Medical Assisting 2

## Introduction to Health Occupations

**#11141** **Fall** **Levels 1-3**

This course is designed to introduce students to careers in the health occupations field. The growth and expansion of the health field has increased the number and variety of occupations and opportunities within this specialized field of study. Students will study the various health occupations and the necessary qualifications/education, job related duties and skills, and expectant salaries. Theory and technical study will include laboratory work, classroom work, field trips, and presentations by various health professionals. The student will research a health career of his or her choice and have the opportunity to be certified in Adult CPR through the American Red Cross.

No prerequisite.

**First Aid****#11144****Spring Levels 1-3**

Would you know what to do if a friend were choking, a loved one could not breathe, a young child drank poisonous liquid, or you felt faint or were having an allergic reaction to something you just ate? Through enrollment in this course, students will learn basic first aid care, how to handle various emergency situations, and how to save lives. These skills can be applied at home, school, and in an occupational setting as well. Students will be given the opportunity to be certified in first aid, cardiopulmonary resuscitation (CPR), and the use of the automatic electronic defibrillator (AED). This course serves as a foundation course for Medical and/or Dental Assisting.

No prerequisite.

**Dental Assisting 1****#11343****Year Levels 1-3**

This course is intended for the student who expresses an interest in the field of dentistry. Students are made aware of the skills and requirements for this field, and the necessary skills to enter into post-secondary education. Theory and technical study will include occupational safety, infection control, ethics and jurisprudence, dental anatomy and physiology, dental terminology, laboratory and chairside assisting procedures, dental materials and instruments, basic dental radiology, and job seeking skills to obtain employment. The curriculum will also allow students to participate in a supervised clinical experience at cooperating dental offices. The student will be given the opportunity to be certified in First Aid and Adult CPR/AED through the American Red Cross.

This course involves students for two periods a day, 5 days per week.

**Dental Assisting 2****#11344****Year Levels 1-3**

This course will review and strengthen competencies learned in Dental Assisting I. Additionally, it will provide students with the opportunity to gain employment in the dental field and the ability to enter post secondary education following high school. The curriculum will include advanced instruction and practice in all dental procedures through supervision at the Kearny High School Dental Clinic and cooperating dental offices. Theory and technical study will include advanced chairside assisting and laboratory procedures, business administration skills, principles of pharmacology, assisting with the medically and physically compromised patient, oral pathology and advanced dental radiography. Students will be given the opportunity to be certified in Professional CPR/AED through the American Red Cross.

This course involves students for two periods a day, 5 days per week.

**Prerequisite:** Dental Assisting 1

**Medical Assisting 1****#11345****Year Levels 1-3**

The need for allied health professionals is universal. Medical assisting professionals assist physicians in private practice and other medical settings either performing clinical duties or administrative duties. Through this year long course, students continue to learn skills which enable them to work in the healthcare field. Students are taught procedures with the basic diagnostic instruments used in the medical field. Topics included are basic medical terminology, anatomy and physiology, vital sign measurements, body systems and the disease process, infection control, patient position, medical law and ethics. Confidentiality and patient care are introduced through a clinical externship. Students are provided the opportunity to become certified in First Aid and CPR/AED.

This course involves students for two periods a day, 5 days per week.

**Medical Assisting 2****#11346****Year Levels 1-3**

The theory and skills taught in Medical Assisting I are reinforced. The students will develop an understanding of patient behavior, further develop their laboratory skills and become familiar with pharmacology as well as medical office administration. This is accomplished through a continuation of class work, lab participation, and a clinical externship experience. Professional behavior is reviewed and expected along with resume writing skills and the importance of preparing a portfolio. Students are prepared for immediate employment. Career opportunities and the educational requirements in various fields are explored. Students are given the choice of externship sites this year and are encouraged to work as closely as possible with other positive healthcare professionals for support and encouragement.

This course involves students for two periods a day, 5 days per week.

**Prerequisite:** Medical Assisting 1

**Independent Living****#06111****Year**

This course is designed to enhance the transition process from adolescent to adult. Students will learn about cooking, household expenses, shopping, and housekeeping. The skills required for independent living are taught based on each student's individual ability. Self-pride and independence will be encouraged through an emphasis on accomplishments, interests, and recognition of personal effort.

**Independent Study****#06300****Fall Levels 1-3****Independent Study****#06301****Spring Levels 1-3**

An Independent Study is an individualized course designed jointly by an advanced student and a cooperating teacher. The course supplements the existing curriculum allowing highly motivated students to continue studies in a specific field after the regular course offerings are exhausted. The student must be self-motivated, mature, and responsible. Once the course requirements are outlined in contract form, it is the student's responsibility to pursue the study independently and accomplish the stated goals with guidance from the cooperating teacher. The course content, length, credit, procedures, and method of evaluation are all agreed to in advance by the student, parent, teacher, department supervisor, and the director of guidance.



## BUSINESS & TECHNOLOGY

We find that the skills that are necessary to gain employment are continually being expanded. There was a time when simple skills such as using the pen and paper were important. Today, we find that every occupation is built around the use of a computer or incorporates the use of a computer. We can no longer avoid not having computer skills — we must be computer literate.

With this in mind, the Business Technology Department is dedicated to helping all students gain the skills that are necessary for their future careers. Our skill building encompasses the use of computers — skills that will last for a lifetime.

The Business Technology Department has formulated career paths of learning which will lead the student to entering college, a business or technical school, or the work force. Our suggestions for course offerings will help the student gain the skills that are necessary for success.

### BUSINESS/OFFICE AUTOMATION/ TECHNOLOGY/ DATA ENTRY

Introduction to Computer Application  
Introduction to Office Suite Applications  
Advanced Office Suite Features  
Web Page Development  
Career Awareness

### SALES AND MARKETING

Introduction to Computer Application  
Introduction to Office Suite Applications  
Accounting  
Economics  
Introduction to Business  
Marketing Essentials (DECA)

### ACCOUNTING

Introduction to Office Suite Applications  
Advanced Office Suite Features  
Introduction to Accounting  
Career Awareness  
College Prep Accounting  
Business Math  
Economics

### COLLEGE BOUND

Introduction to Office Suite Applications  
Advanced Office Suite Features  
College Prep Accounting  
Marketing Essentials (DECA)  
Economics  
Business Law  
Introduction to Business  
Computer Programming

### AP Courses

AP Macro Economics  
AP Micro Economics  
AP Computer Science  
AP Computer Science Principles

It is hoped that all Kearny High School students will take the Introduction to Computer Applications or Introduction to Office Suite Applications course upon entering High School as a freshman. Courses in the Business/Technology Department are considered a "Practical Art" and these courses will set the stage for success in all students' future endeavors. Students need to complete course credits in a "Practical Art" class in order to obtain enough credits for graduation.

**Financial Literacy** is imperative for all N.J. Students. The Department of Education in the State of New Jersey has implemented a new financial literacy course as a 'mandatory requirement for graduation'. We are proud to offer a course 'Personal Finance' for our Kearny High School students to enroll in. Personal Finance is a one semester course designed to introduce students to the world of finance, including the concepts, functions, and skills required for meeting the challenges of money management and financial planning in the 21st century on a local, national, and/or international scale.

### Business & Technology

Course Code	Course Title	Offered	Periods	Credit	Grades			
					9	10	11	12
70301	Independent Study Business	Fall	1-8	2.5			X	X
70302	Independent Study Business	Spring	1-8	2.5			X	X
71001	Introduction to Business	Year	5	5	X	X	X	X
71223	Introduction to Accounting	Year	5	5	X	X	X	X
71414	College Prep Accounting Honors	Year	5	5			X	X
71205	Business Law	Fall	5	2.5	X	X	X	X
71206	Business Law	Spring	5	2.5	X	X	X	X
71407	Marketing Essentials (DECA)	Year	5	5			X	X
71008	Personal Finance	Fall	5	2.5	X	X	X	X
71009	Personal Finance	Spring	5	2.5	X	X	X	X
72201	Economics	Year	5	5		X	X	X
72202	AP Macro Economics	Year	5	5		X	X	X
72203	AP Micro Economics	Year	5	5		X	X	X
73102	Introduction to Computer Applications	Fall	5	2.5	X	X	X	X
73103	Introduction to Computer Application	Spring	5	2.5	X	X	X	X
73204	Advanced Office Suite Features	Year	5	5		X	X	X
74101	Career Awareness	Fall	5	2.5	X	X	X	X
74102	Career Awareness	Spring	5	2.5	X	X	X	X
73210	Computer Programing with C# and Java	Year	5	5	X	X	X	X
73211	AP Computer Science	Year	5	5		X	X	X
73212	AP Computer Science Principles	Year	5	5		X	X	X

**Introduction to Business:****#71001**                      **Year    Levels 1-3**

Many students grow up with the dream of starting their own businesses and being their own boss, but most do not know what this process really entails. Our Introduction to Business course introduces the fundamental concepts of entrepreneurship and small business, showing students what they will need to succeed in the 21st century marketplace. Awareness of the economy and how it affects business operations, government roles, and the importance of social responsibility for both public and private companies are explored. Films and case studies based on real-life events drive home theoretical concepts, taking students out of the book. A hands-on project allowing students to construct their own business and write a real business plan is included, going through the motions of what a real business would have to legally do to establish it. Management structures within an organization, leadership, and the importance of technology on the global economy are also discussed throughout the course of the year. If you would like to know how business helps the world function, this class is for you! DECA becomes students foundation of business learning.

**Introduction to Accounting****#71223**                      **Year    Levels 1-3**

In a challenging employment market, this course will provide students with the foundation skills necessary for entry-level employment in the business world. At the same time, this course will provide college-bound students with the foundation necessary to be successful in an introductory college accounting course. Managing finances, including payroll, banking, recordkeeping and preparation of financial statements for a sole proprietorship are the core activities of this course.

Accounting is a full year course that is recommended for the college bound student who plans to pursue a business degree in any of the business study discipline. The emphasis of this course will be placed on accounting for a sole proprietorship. Managing finances, including payroll, banking, recordkeeping and preparation of financial statements for a sole proprietorship are the core activities of this course.

Emphasis will be placed on careers in accounting, accounting cycle, accounting for a payroll system, and the accounting cycle for a sole proprietorship through the completion of simulations and exercises, all of which will be completed utilizing a physical textbook and workbook. Applications and theories will be emphasized as well.

**College Prep Accounting Honors****#71414**                      **Year    Level 1**

This course is intended to be a weighted, accelerated course in accounting designed for those seniors who have indentified an interest in the accounting, finance, and related areas of business at the college level. Accounting fundamentals are stressed to provide an understanding of how this information-gathering system assists management to make business decisions. The course will further intensify as the class progresses to gain further understanding in the recording, reporting, and analyzing of business transactions. The fundamentals of preparing financial statements will be introduces and students will learn how to prepare financial statements, as well as how to analyze them and understand their significance. This course will also go into the fundamentals of the stock market and trading stocks. Students will learn how to read stocks, buy and sell stocks, and build a diversified portfolio for safe and proper investing.

**Business Law****#71205, #71206**                      **Fall, Spring    Levels 1-3**

Business Law is designed to provide the student with a basic understanding of the United States legal system. The course stresses the application of law to the problems of business, of society, and of the individual. Topics include: sources of law; the structure of our legal system; criminal law; tort law; contract law; consumer law; and employment law. Students will learn to analyze real and hypothetical cases to determine how the law applies in real life situations. The course begins with the study of the law and ethics, civil and criminal law, and the legal system. The course continues by understanding consumer law and investigating the law of contracts which is the foundation of all business and personal law. The course ends by exploring topics that students will encounter in their future, such as finding a job, purchasing a vehicle and insurance, buying a home, and entering into a marriage contract.

**Marketing Essentials (DECA)****#71407**                      **Year    Levels 1-3**

Marketing Essentials is a full-year, five credit course that is offered traditionally to grades 11 and 12. Along with classroom instruction, students in the course will participate in DECA (Distributive Educational Clubs of America). DECA is a national organization for high school students enrolled in marketing, and allows students an opportunity to compete in regional, state and national business competitions against other high school students. The organization also provides students with scholarship opportunities, possible employment, community service options and expands leadership skills. Participation in DECA is a requirement for marketing students.

Marketing challenges students to apply skills to a variety of activities centered on the Seven Functions of Marketing: management, finance, personal selling, promotion, distribution, pricing and products. Students will develop assignments and products that authentically assess learned skills, some of which include: creating a mock sales presentation, inventing and marketing their own good or service, researching and presenting information on governments in the global economy, and taking part in activities where recognition of advertising icons is required. Students will utilize productivity software such as Microsoft Office Suite, as well as engage in research and participation through the Internet as the course develops.

Marketing encompasses topics such as: the U.S. economy and its role in global marketing, e-commerce, consumerism, product development, pricing, business competition, advertising, public relations, promotion and careers in the field. Students acquire a strong foundation on how businesses use effective marketing strategies in the business world.

**COURSE PHILOSOPHY**

Marketing Essentials provides foundational knowledge and skills leading to a post secondary or career pathway reflecting individual talents, abilities and interested. Marketing enhances communication skills, social and emotional intelligence, and information management. The course provides students with a learning environment in which core business administration skills are coupled with marketing-specific skills and content. Marketing Essentials provides a real world, academic program of instruction that enables students to successfully prepare for an understanding of the global marketplace and challenges of the 21st century.

## Personal Finance

**#71008, #71009**      **Fall, Spring**      **Level 1-3**

Personal Finance will be a one-semester course designed to introduce students to the world of finance, including the concepts, functions, and skills required for meeting the challenges of money management and financial planning in the twenty-first century on a local, national, and/or international scale. Students will learn the skills and concepts necessary to survive in the ever changing marketplace such as banking, credit, saving, investing, financial planning, budgeting, insurance, and consumer awareness. The knowledge earned in this class will be invaluable to our students as they begin to enter the workforce. Personal Finance is an integral course leading to Economics A Full Year course for those students desiring to follow a path in business

## Economics

**#72201**      **Year**      **Levels 1-3**

Economics is a full year course designed to introduce the students to the ever changing world of economics. The students will be given an introduction to the key terms and concepts related to the economy, as well as a focus on the principles and practices associated with Macro and Micro Economics, with a focus on current events to give the students a better understanding of what is going on in the world today.

Scarcity is a universal problem of meeting society's unlimited wants with limited resources. Decisions such as what, how and for whom to produce must be answered. Students must understand that they have a dual role as both a wage earner as well as a consumer. This course will focus on each role as from a macroeconomic as well as a microeconomic viewpoint.

## AP Macro Economics

**#72202**      **Year**

The purpose of this course is to give motivated and qualified students a thorough understanding of the principles that apply to an economic system as a whole. The course is designed to prepare students to take the AP Macroeconomics exam. The course emphasizes the study of national income, price determination, economic performance measures, the financial sector, economic growth and international economics. Students will explore the principles of economics that apply to an economic system as a whole and learn to use charts, graphs and to analyze, describe and explain economic concepts. Additionally, the workload and pace of the course will help prepare students for college level study. The course has been designed to the description set forth by the College Board, who administers the AP Exams.

An "economic way of thinking" is beneficial for an individual in private life and directly applicable to a variety of career fields. The National Council on Economic Education has outlined nine principles of "economic thinking." The NCEE Nine Principles of Economic Thinking include items such as: • Everything has a cost • People choose for good reasons • Incentives matter • Economic actions carry secondary effects • The price of a good or service is affected by people's choices. This course is intended to foster this type of thinking for lifelong use.

## AP Microeconomics

**#72203**      **Year**

This course provides students with an understanding of the principles of economics as they apply to individual decision-making units, including individual households and firms. The course examines the theory of consumer behavior, the theory of the firm, and the behavior of profit-maximizing firms under various market structures. Students evaluate the efficiency of the outcomes with respect to price, output, consumer surplus, and producer surplus. They examine the behaviors of households and businesses in factor markets, and learn how the determination of factor prices, wages, interest, and rent influence the distribution of income in a market economy. There are ample opportunities to consider instances in which private markets may fail to allocate resources efficiently and examine various public policy alternatives aimed at improving the efficiency of private markets. The course covers basic economic concepts, the nature and function of product markets, factor markets, and market failure and the role of the government. The course is designed for students preparing for college and should demonstrate an interest in understanding how the economy works and their role in it.

## Introduction to Computer Applications

**#73102, #73103**      **Fall, Spring**      **Levels 1-3**

This course will re-acquaint students with proper keying techniques used on the computer; introduce word processing features such as document formatting, MLA style academic reports, personal/business letters, and memorandums. Additionally, the students will work with spreadsheets utilizing such features as labels, layout and formatting, column/rows formation, simple formulas/ calculations and charts/graphs. The students are expected to successfully key by touch, pass timed writings, understand basic computer concepts, and demonstrate basic word processing and spreadsheet knowledge.

## ADVANCED OFFICE SUITE FEATURES:

**Grades 11 and 12**

**#73204**      **Year**      **Levels 1-3**

Advanced Office Suite Applications is a comprehensive course in business office practices with emphasis on industry standard computer operation and applications. This course will expose students to the advanced features of the Office Suite as well as Open Office. This course is designed for students who want to gain skills necessary to manage long documents, collaborate with others, and secure documents. This course was designed for students desiring to gain the skills necessary to create macros, collaborate with others, audit and analyze worksheet data, incorporate multiple data sources, and import and export data in MS Excel. This course is designed for students who want to gain the skills necessary to work with design templates, various types of diagrams, special effects, custom slide shows, collaboration functionality, and advanced presentation delivery utilized in the MS PowerPoint. In this course, students will learn to enhance a presentation with features that will transform it into a powerful means of communication. Students will also examine the basic database concepts and explore the Microsoft Office Access 2007 environment.

Upon successful completion of this course students will have the tools necessary to successfully pass the Microsoft Office Specialist Exams in Word PowerPoint, or Excel.

The course has been written to satisfy New Jersey Core Curriculum Standards 3.2, Writing; 4.5, Mathematical Processes; 8.1, Computer and Information Literacy; 8.2, Technology Education; 9.1, Career and Technical Education; and 9.2, Consumer and Family Life Skills. Successful completion of this course will satisfy the New Jersey state graduation requirement of five practical arts credits.

## COURSE PHILOSOPHY

Technology literacy is an essential element for success in post-secondary education, the workplace, and personal endeavors. Technology is pervasive in our society. Therefore, students should be educated to succeed in a technologically-advanced world. Students will develop proficiency in communication skills, word processing, spreadsheet, database, and multimedia and presentation software.

This course prepares our students for success by ensuring that they have the tools to continue the development of their expertise in: technology, written and oral communication, problem-solving, mathematical applications, organization, and career-employability skills. Students learn to maintain a productive and safe-working environment.

**Career Awareness****#74101, #74102      Fall, Spring      Levels 1-3**

Career Awareness and exploring careers is designed to help students recognize the important role personal qualities play in the workplace. Successful attitudes, interpersonal skills, critical thinking skills, and strong work ethics are qualities today's employer's seek and demand. This course will focus on preparing entry-level workers for success in the workplace with an interactive format that provides students with the framework for successful skill development.

This course will cover textbook topics, and current events found in, but not limited to, the Internet, print, and video. Other aspects of this course may include classroom guest speakers.

**Computer Programming with C# and Java  
#73210      Year      Levels 1-3**

In this course students will solve computer problems through programming techniques and procedures. Students will utilize Microsoft Visual Studio 2012, specifically the programming language C# and Java. C# (pronounced as "c-sharp") is an object oriented programming language created by Microsoft. C# combines the good features of C++ and Java. It is a fast growing language and where beginning programmers can easily understand it. C# will be used to build windows applications, web applications, web services, line-of-business applications, mobile applications, games, and more. C# is very powerful and it uses object-oriented programming principles which make programming more manageable, scalable, and easier to understand and debug. C# offers simpler and easier to understand syntax. The primary emphasis of the curriculum is hands-on training in programming and related computer areas. The objective of the course is to give the students' a basic programmer's toolbox, while having fun developing solutions to interesting problems by writing programs in C# and Java. This course will develop students' logic and quantitative reasoning skills thus enabling them to apply these skills to college and career readiness. Our politicians, entrepreneurs, sport figures, entertainers, and academia have been publicly advertising an "Hour of Code" to everyone to initiate the importance of this discipline on our students' future in college and career readiness.

**AP Computer Science A****73211      Year**

AP Computer Science A is a full year course intended as a college-prep course for students planning to study computer science or other technical fields. However, this course is suitable for all students with an interest in computers and technology. Even some non-technical fields require students be familiar with basic computer programming. Students enrolled in AP Computer Science will learn advanced programming design and methodology using the Java language in preparation for the AP Computer Science A exam. Advanced Placement Computer Science A is a regulated College Board course, comparable to a college level course. Students will have the option of taking the AP exam during the first or second week of May. This course emphasizes object-oriented programming concepts in Java with a concentration in problem solving and algorithm development. Students will develop computer programs or parts of programs that correctly solve a given problem. The course also emphasizes the design issues that make programs adaptable, understandable, and reusable. Students will spend about half the class period using the classroom computers. This time will be spent on developing programs to create graphical applications, perform mathematical functions, and create objects. During the last half of the year, we will concentrate on interesting computer labs dealing with picture manipulation and card games. To conclude the year, students will develop a game of their choosing. Prerequisites for entering the AP Computer Science A course include knowledge of basic English and algebra.

**AP Computer Science Principles****#73212      Year**

The course is unique in its focus on fostering students to be creative. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using simulations to explore questions that interest them. Rather than teaching a particular programming language or tool, the course focuses on using technology and programming as a means to solve computational problems and create exciting and personally relevant artifacts. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life.

To appeal to a broader audience, including those often underrepresented in computing, this course highlights the relevance of computer science by emphasizing the vital impact advances in computing have on people and society. By focusing the course beyond the study of machines and systems, students also have the opportunity to investigate the innovations in other fields that computing has made possible and examine the ethical implications of new computing technologies.

The concepts and computational thinking practices central to the discipline of computer science — and is organized around the investigation of seven big ideas, all of which are fundamental principles essential to thrive in future college courses and a variety of computing and STEM (science, technology, engineering, mathematics) careers. Emphasizing these key big ideas helps students build a solid understanding and facility with computing and computational thinking.



## OCCUPATIONAL

The Occupational Education Department prepares young men and women for the world of work through the introduction to a variety of possible careers, and by skill training in the career of his/her choice. Students will be encouraged to pursue higher education at trade and technical schools or two and four year colleges in order to upgrade their position in their selected occupation. Courses are offered in such categories as exploratory, and job training.

Introductory courses are usually for one semester and are exploratory in nature. Students who develop an interest in one of these subjects may pursue this interest in any of the skill tracts listed below.

The double-period Technical / Trade courses teach the skills and attitudes necessary for obtaining and succeeding in a job. The course content is of a 'live' hands-on nature.

The Occupational Education Department offers courses to those students who will pursue a technical career by attending a two or four year post secondary institution, which will give them a technical background and an opportunity to use their academic skills in a practical setting. Advanced courses may be taken in the area of student interest.

### RECOMMENDED FOR ALL PROGRAMS

Cyber Security  
Introduction to Model Construction  
Simple Auto Maintenance  
Construction  
Graphic Design 1, 2  
Architectural Drawing  
Introduction to Office Suite Applications  
IT Essentials: PC Hardware and Software  
Web Page Development

The above selections are exploratory courses which all students are encouraged to take to help them decide on a career path.

All courses taken in the Business/Technology and Occupational Education Departments involve a student evaluation of course requirements and expectations. These include meeting the proficiencies of the course, class participation, and completion of assignments, work habits, attitude, and grades on quizzes, tests, and examinations. All courses are constructed to include the New Jersey Core Curriculum Content Standards and are designed to aid the student in passing various standardized test administered at Kearny High School.

## AVAILABLE TRACKS

### Auto Mechanics Track

#### Program Objective:

This program will prepare students for entry-level employment in the broad area of automobile and truck repair, as well as other positions in the industry which stem from an automotive background.

Simple Auto Maintenance  
Auto Mechanics 1 and 2

#### Other recommended courses:

IT Essential: PC Hardware and Software  
Accounting  
Web Page Development

### Building Trades Track

#### Program Objectives:

This program is recommended for students who wish to establish a solid background in skills basic to today's construction industry. Students who elect to take the Construction course will receive construction skills training. These skills will allow the future home owner to "do it yourself".

Construction  
Introduction to Model Construction  
Building Trades 1 and 2

#### Other recommended courses:

Architectural Drawing  
IT essential: PC Hardware and Software  
Web Page Development

### Occupational

Course Code	Course Title	Offered	Periods	Credit	Grades			
					9	10	11	12
80301	Independent Study	Fall	1-8	2.5			X	X
80302	Independent Study	Spring	1-8	2.5			X	X
80003	Voc. School Hudson Co.	Year	AM	15	X	X	X	X
80004	Voc. School Hudson Co.	Year	PM	15	X	X	X	X
81101	Mechanical Drawing	Year	5	5	X	X	X	X
82101	Architectural Drawing	Year	5	5	X	X	X	X
82205	Advanced Architectural Drawing	Year	5	5		X	X	X
83101	Construction	Fall	5	2.5	X	X	X	X
83102	Construction	Spring	5	2.5	X	X	X	X
83103	Introduction to Model Construction	Fall	5	2.5	X	X	X	X
83104	Introduction to Model Construction	Spring	5	2.5	X	X	X	X
83205	Building Trades 1	Year	10	10		X	X	X
83306	Building Trades 2	Year	10	10			X	X
84101	Simple Auto Maintenance	Fall	5	2.5	X	X	X	X
84102	Simple Auto Maintenance	Spring	5	2.5	X	X	X	X
84203	Auto Mechanics 1	Year	10	10		X	X	X
84304	Auto Mechanics 2	Year	10	10			X	X
85101	Graphic Design 1 (Practical Credits)	Year	5	5	X	X	X	X
85102	Graphic Design 1 (Art Credits)	Year	5	5	X	X	X	X
85104	Graphic Design 2	Year	5	5		X	X	X
86101	IT Essential: PC Hardware and Software	Year	5	5	X	X	X	X
86103	Cyber Security	Fall	5	5	X	X	X	X
86104	Cyber Security	Spring	5	5	X	X	X	X
86203	CISCO Academy CCNA Discovery 1	Year	5	5	X	X	X	X
86304	CISCO Academy CCNA Discovery 2	Year	5	5			X	X
86105	Web Page Development	Fall	5	2.5	X	X	X	X
86106	Web Page Development	Spring	5	2.5	X	X	X	X

## Drafting (CAD [Computer Aided Design]) and Architecture Track

### Program Objectives:

The Mechanical Drawing courses are suggested for the student who is considering a career in drafting or in many related occupations which require blueprint reading. The skills learned vary from computer aided design (CAD) to any hobby or interest where a drawing plan is required.

The Architecture courses are offered to the boy and girl who desire a background in home design and home improvement. It also serves as a foundation for a career in Architectural Drawing and is essential for the pre-engineering student.

This course uses the latest in three-dimensional printing technology.

Mechanical Drawing  
Architectural Drawing  
Advanced Architectural Drawing

### Other recommended courses:

Construction  
IT Essential: PC Hardware and Software  
Web Page Development

## Occupational Track

This track is for those students who want to explore a variety of technical courses.

Architectural Drawing  
Mechanical Drawing  
Construction  
Simple Auto Maintenance  
Introduction to Model Construction  
Cisco CCNA Discovery 1, 2  
IT Essential: PC Hardware and Software  
Web Page Development  
Cyber Security

## How do we change the World?

### Opening doors to new opportunities!

CISCO Academy - Cisco Networking Academy is a global education program that teaches students how to design, build, troubleshoot, and secure computer networks for increased access to career and economic opportunities in communities around the world. Networking Academy provides online courses, interactive tools, and hands-on learning activities to help individuals prepare for ICT (Information/Communication Technology) and networking careers in virtually every type of industry. Since 1997, Networking Academy has grown from a small-scale program designed to help schools get the most out of their networking equipment to Cisco's largest corporate social responsibility program, with courses taught at more than 9000 academies in 165 countries. More than 900,000 students develop ICT skills through the program each year. Networking Academy delivers a comprehensive, 21st century learning experience to help students develop the foundational ICT skills needed to design, build, and manage networks, along with career skills such as problem solving, collaboration, and critical thinking. Student's complete hands-on learning activities and network simulations

to develop practical skills that will help them fill a growing need for networking professionals around the world.

### Prerequisites

IT Essential: PC Hardware and Software.  
May be taken concurrently.

## Independent Study

#80301 / #80302 Fall/Spring Levels 1-3

Independent Study is an individualized course designed jointly by an advanced student and a cooperating teacher. The course supplements the existing curriculum allowing the highly motivated student to continue studies in a specific field after the regular course offerings are exhausted. The student must be self-motivated, mature, and responsible. Once the course requirements are outlined in contract form, it is the student's responsibility to pursue the study independently and accomplish the stated goals with guidance from the cooperating teacher. The course content, length, credit, procedures, and method of evaluation are all agreed to in advance by the student, parent, teacher, Department Supervisor, and Director of Guidance.

## Voc. School Hudson Co.

#8003 Year AM Levels 1-3

## Voc. School Hudson Co.

#8004 Year PM Levels 1-3

This program is designed to offer our students additional courses of study. Once the student selects a program of interest, he/she spends one half day at Kearny High School to fulfill their academic requirements, and the other half at the Hudson County Vocational School. Additional information is available through the Counseling Office.

## Mechanical Drawing:

# 81101 Year Levels 1-3

Mechanical Drawing 1 is a full year 5 credit course designed for students who may be considering a career in related fields. The course is focused on principals, concepts and the use of CAD used in the field of computer drafting and related careers such as Mechanical Engineering, Product Design, or Industrial Design. This program will provide an understanding of basic drawing fundamentals. The students will prepare working drawings including the creation of isometric and orthographic drawings using CAD. The students learn by developing designs and understanding each drawing type in preparation for advanced high school and post-secondary education programs and/or industry. A 3D printer will be part of course curriculum.

## Architectural Drawing

#82101 Year Levels 1-3

Architecture 1 is a full year 5 credit course designed for students who may be considering a career in related fields. The course is focused on principals, concepts and the use of CAD/BIM used in the field of architecture. This program will provide an understanding

of basic drawing fundamentals. The students will prepare working drawings including the creation of floor plans and plot plans using CAD. The students learn by developing residential plans and understanding each plan type. Students will also become aware of construction and design and the areas of residential homes. Students will be able to communicate their architectural ideas in an understandable, efficient and accurate manner.

## Advanced Architectural Drawing

#82205 Year Levels 1-3

Advanced Architecture is a full year 5 credit course designed for students who may be considering a career in related fields. The course builds upon knowledge learned in Architecture 1 and refines the skills needed for success in post-secondary programs. The course is focused on principals, concepts and the use of CAD/BIM used in the field of architecture. This program will provide an understanding of intermediate drawing fundamentals. The students will prepare working drawings including the creation of floor plans and plot plans using CAD/BIM. The students learn by developing residential and commercial plans and understanding each plan type. Students will also become aware of construction and design as well as green architecture and alternative methods. Students will be able to communicate their architectural ideas in an understandable, efficient and accurate manner.

## Construction

#83101/#83102 Fall/Spring Levels 1-3

This course introduces the student to practical, hands-on experience in the building trades. Areas of study include safety, trade math, carpentry, floor layout, tool operation, interior and exterior wall construction, and interior finishing. These are used to construct a scale-size structure which is built by student work teams. Many of the skills learned will enable the student to gain do-it-yourself skills around the home.

## Introduction to Model Construction

#83103/#83104 Fall/Spring Levels 1-3

Introduction to Model Construction will introduce the student to the exciting world of action-based problem solving. Students will work in groups and individually on project-oriented problems. There will be four work areas in which they will invent, build, and test their solutions to given problems. These projects will be built with wood and other easy to work with materials. The intent is to prepare students to learn through the given projects the forces and capabilities of structural components in all applications. Components as far as bridge construction, stresses on water crafts, the stresses on aircraft and tower construction. This will give them the experience and capability to study and understand forces and the reactions of the said projects. Students will also gain experience in model construction. They will use building components to construct table top models of planes, bridges, towers, and boats.



**Building Trades 1****#83205****Year Levels 1-3**

Building Trades 1: This Building Trades program will sharpen the skills of students who are interested in the Construction Trades. This class will have a heavy emphasis on HANDS ON learning. Students will be using advanced power equipment to conduct and build a stick house or a scaled down version of a self designed house in the classroom laboratory. Areas to be covered in depth are: house plans and floor layouts, wood framing, sheathing and roofing. Videos, films are part of the experience. This class meets for two periods a day

**Prerequisite:** Students must take one semester of Construction or Model Construction in order to qualify for Building Trades. Grade of C or better.

**Building Trades 2****#83306****Year Levels 1-3**

Building Trades 2: This Building Trades program will sharpen the skills of students who are interested in the Construction Trades. This class will have a heavy emphasis on HANDS ON learning. Students will be using advanced power equipment to conduct a full size house or a scaled down version of a self designed house in the classroom laboratory. Areas to be covered in depth are: house plans and floor layouts, wood framing, sheathing, electrical, vinyl siding, aluminum trim work, and roofing. Videos, films are part of the experience. This class meets for two periods a day.

**Prerequisite:** Students must take Building Trades 1 with a C grade or better to qualify for Building Trades 2.

**Simple Auto Maintenance****#84101/#84102****Fall/Spring Levels 1-3**

This course is offered to all students who want to explore the basic operation, maintenance and minor repairs required on all modern vehicles. Simple maintenance and repairs, using basic tools, can prevent costly repairs and breakdowns on the road. This is a true "survival" skills course for all students wanting to own and operate motor vehicles.

Areas to be covered are: oil changes, tune-ups, tire change/rotation, fluid maintenance, battery care, engine operation, brake and cooling system inspections. Preparation for emergency road situations will also be discussed.

This course is designed for the present and future car owner.

**Auto Mechanics 1****#84203****Year Levels 1-3**

The students will receive two (2) periods of instruction each day in the basic theory, disassembly and repair of various components of an automobile. Among the learning tasks the students will be involved in are: the proper use of tools, shop equipment, servicing tires, the lubricating system, cooling system, and the battery. In addition, students will also learn the operation of the electrical system, starting system, charging system and the suspension system.

This first year course exposes the students to the necessary background needed to build a strong foundation of auto mechanics, and to prepare the student for the challenge of Auto Mechanics 2. This class meets for 2 periods a day.

**Prerequisite:** Simple Auto Maintenance

**Auto Mechanics 2****#84304****Year Level 1-3**

This course is designed to expand the knowledge, skills, and experience acquired by the students in Auto Mechanics 1. The student will gain further experience in the skills of servicing tires, the lubricating system, cooling system, battery, electrical system, starting system, charging system, braking system, and suspension system. In addition, they will learn how to perform wheel alignments, as well as servicing the fuel system, emission system and drive train. In addition, they will learn the skills of engine rebuilding, the procedure for a tune-up and the servicing of the air conditioning system. Upon completion of this 2 (two) year course the student will have received the theory, skills and hands-on experience in Auto Mechanics for the entry level position in the automotive industry, and/or preparation for post-secondary education in a trade school or college. This class meets for 2 periods a day.

**Prerequisite:** Auto Mechanics 1

**Graphic Design 1****#85101 (Practical Credits) Year Levels 1-3****#85102 (Art Credits) Year Levels 1-3**

Graphic Design I is a full-year, five credit course that is offered to students, grades 9 through 12.

Graphic Design I is divided into two distinct disciplines and software programs that exist in the graphic communications industry. In the first semester students will be introduced to Adobe Illustrator, which is an industry standard for generating computer graphics. The class focuses on creating and editing vector based artwork. Students will learn the tools of the software and the role of Illustrator in the graphic design industry. Using Adobe Illustrator, students will be able to create and trace shapes using Bezier curves. They will learn all the tools necessary to complete

projects in a professional manner. Projects include the creation of a company logo and a 3-dimensional package. In the second semester students will be introduced to Adobe Photoshop, which is a graphic industry standard for creating and editing bitmapped images. Students will learn the tools of the software and the role of Photoshop in the graphic design industry. Using Adobe Photoshop, students will be able to edit, retouch, and manipulate photographs. They will learn all the tools necessary to complete projects in a professional manner. Projects include the creation of a digital collage, a 3-dimensional pyramid and the colorizing of a black and white photograph. Teaching these two software programs provides students with a strong technical foundation for those interested in entering graphic design as a livelihood while at the same time teaching all students a creative process, art aesthetics, business writing and electronic file management that is essential for secondary education and corporate employment.

**COURSE PHILOSOPHY**

It takes more than design talent, and more than a command of design software, to serve the graphic communications industry successfully. Being able to speak intelligently, to write understandably, and to follow directions is foremost. It is the employee that can have constructive dialogue, clearly convey ideas, and work with high morale and ethics who proves an asset to a company. Such a person gets hired first, will be given responsibility and be paid more.

In order to help the students in achieving these philosophical goals they are required to read aloud, do research papers, present their work, and have insightful critiques.

**Graphic Design 2****#85104****Year Levels 1-3**

Students will be introduced to Adobe InDesign, which is powerful publishing and page-layout software. Students will learn the tools of the software and the role of InDesign in the graphic design industry. Students will learn to read proofreader marks and gain an insight to typography. Using Adobe InDesign, students will begin with simple editing of documents through to the creation and management of multi-page documents. All the while, they will learn about design, the creative process, page layout, systems of color, types of artwork, types of photos, file formats, file management, prepress, printing and post-production.

The course then continues with extra emphasis on the business component.

**Prerequisite:** Graphic Design 1

## Cyber Security

**#86103/86104 Fall/Spring Levels 1-3**

Cyber security refers to the people, products, and processes that protect electronic data from those with malicious intent. This course will introduce you to various experts who discuss the concepts of cyber security including what it is, why it is important, and some of the products and processes that they use to secure data. Also covered are the opportunities within this growing field. This course is not intended to teach you to implement security products and processes, but rather to make you aware of the global need for cyber security and the advancements in this industry.

## IT Essential: PC Hardware and Software

**#86101 Year Level 1-3**

The Cisco Networking Academy® IT Essentials curriculum provides an introduction to the technical skills needed to help meet the growing demand for entry-level ICT professionals. The curriculum covers the fundamentals of computer hardware and software as well as advanced concepts such as security, networking, and the responsibilities of an ICT professional. The curriculum offers the following features. The Cisco IT Essentials (ITE) curriculum offers a hands-on, career-oriented learning experience with an emphasis on practical activities to help students develop fundamental computer and career skills. IT Essentials helps students prepare for entry-level ICT career opportunities and the CompTIA A+ certification, which helps students to differentiate themselves in the marketplace and advance their careers. In addition, as stated in our Articulation with DeVry University, credit for this program can be transferred over for students that attend this school post graduation. This course is a great introduction into our CISCO Academy – CCNA Discovery 1 course

## CISCO Academy - CCNA Discovery 1

**#86203 Year Level 1-3**

The Cisco Networking Academy program helps students build 21st century skills such as collaboration and problem solving by encouraging practical application of knowledge through hands-on activities and network simulations. The online course guide is designed to help students prepare for career opportunities, continuing education, and globally recognized certifications. This course helps to narrow the technology skills gap by preparing individuals for careers in the new global academy. Upon successful completion of this course, students will receive a formal certificate highlighting their new skills. In addition, as stated in our Articulation with DeVry University, credit for this program can be transferred over for students that attend this school post graduation.

**Prerequisite:** IT Essentials: PC Hardware and Software

## CISCO Academy - CCNA Discovery 2

**#86204 Year Level 1-3**

This course is the second year Cisco course following CCNA Discovery 1. This course is designed to help students perfect the skills acquired in their first year of Cisco training. Students will learn the importance and uses of the Internet, the roles of Help Desk Technicians, planning Network upgrades and addressing structure, configuring Network devices, routing, ISP services and responsibility, and troubleshooting. Upon successful completion of CCNA Discovery 1 & 2, students may be awarded a scholarship to DeVry University. In addition, as stated in our Articulation with DeVry University, credit for this program can be transferred over for students that attend this school post graduation. NJIT offers an educational program for our students on Saturdays related to college and career readiness.

**Prerequisite:** CISCO Academy - CCNA Discovery 1

## Web Page Development

**#86105/#86106 Fall/Spring Levels 1-3**

Web Page is an introduction to the design, creation, and maintenance of web pages and websites. Students will learn HTML and JavaScript via the computer to eventually create web pages of his/her own design. Additional software packages such as Dreamweaver, and Adobe Photoshop will be available for utilization. Students learn how to critically evaluate website quality, learn how to create and maintain quality web pages, learn about web design standards and why they're important, and learn to create and manipulate images. The course progresses from introductory work on web design to a culminating project in which students design and develop websites for local community organizations. The students through the course curriculum became developers for our own Kearny High School web page. This project is student/teacher directed.

**Prerequisite:** Intro to Computer Application or Introduction to Office Suite Applications. May be taken concurrently.

Art courses at Kearny High School are both enjoyable and practical. They offer real opportunities for learning. Regardless of your talent or experience, you can learn to draw, paint, sculpt and develop all the other basic art skills. Basic art skills can be further developed through Mixed Media Studio, AP Studio Art and Digital Photography. Our art courses will expand, reinforce, and integrate your learning in other subjects. Consequently all students are encouraged to consider the various courses offered by the Art Department, and to make their selections by grade and prerequisites as listed. College preparatory students should note that Art History may provide Carnegie Units needed for college admission.

Those students who are considering a career in art should follow the Art Major Program. The Art Major at Kearny High School is a student who plans to complete at least 40 credits in art by graduation, including courses in design, drawing, painting, sculpture, and art history.

The AP Studio Art class is offered to advance students to obtain college credit or advance standing through the Middle College Program.

#### ART MAJOR-PROGRAM AND SUGGESTED SEQUENCE OF COURSES

##### Grade 9

Drawing and Composition  
Painting 1  
Exploring Art  
Sculpture

##### Grade 10

Remaining Grade 9 Selections  
Ceramics  
Beginning Photography  
Painting 2  
Intro. To Digital Photography  
Art History

##### Grade 11

Remaining Grade 9 and 10 Selections  
Advanced Photography  
Advanced Digital Photography  
AP Studio Art  
Drawing/Painting  
AP 3D Studio Art

##### Grade 12

Remaining Grade 9, 10 and 11 Selections  
Independent Study

#### Independent Study

#09301

Year Levels 1-3

Independent Study is an individualized course designed jointly by an advanced student and a cooperating teacher. The course supplements the existing curriculum allowing the highly motivated student to continue studies in a specific field after the regular course offerings are exhausted. The student must be self-motivated, mature, and responsible. Once the course requirements are outlined in contract form, it is the student's responsibility to pursue the study independently and accomplish the stated goals with guidance from the cooperating teacher. The course content, length, credit, procedures, and method of evaluation are all agreed to in advance by the student, parent, teacher, Supervisor of Department, and Director of Guidance.

#### Beginning Photography

#09201

Fall Levels 1-3

#09202

Spring Levels 1-3

This course is an introduction to the basic photographic processes for the student with little or no experience in photography. It will focus on, as well as emphasizing, the use of photography as a way of looking at and exploring their visual environment. Students are asked to investigate various processes and make personal statements through their photographic imagery. Various genres will be studied including portraits, landscapes, architecture and still life. Students will study the operation of a manual 35mm SLR camera, as well as the development processes of both black and white film and enlarging techniques leading to the production of black and white prints. A great deal of emphasis will also be placed on the history of the photographic medium. Photography as a fine art, rules of composition as they apply to drawing and painting, photography and the interdependence of all fine arts in the 20th and 21st Centuries will be learned.

#### Advanced Photography

#09203

Fall Levels 1-3

#09204

Spring Levels 1-3

This course and the material covered builds upon the skills and methods learned by students who have successfully completed the Beginning Photography class. New techniques will be covered which include Studio Lighting, Advanced Darkroom Printing and most importantly Portfolio Development. Students will also study the Movements associated with the medium including Pictorialism, Documentary and Modernism. They will research prominent artists from these movements becoming familiar with their work and styles.

An emphasis will be placed on the development of a personal body of work, in the form of a portfolio which will be evaluated on a continual basis and serve as a component for their final exam.

**Prerequisite:** Beginning Photography Course Code: 09201

#### Introduction To Digital Photography

#09205

Year Levels 1-3

This course provides each student with an introduction to the basic concepts of digital imaging as applied to photography. With hands-on experience using applicable technology, modern developments will be presented which have led to the present applications of digital imaging combining traditional photographic ideas with electronic media.

The student will have the opportunity to learn how to operate image manipulation, specifically Adobe Photoshop, software. Using both scanning equipment and digital cameras students will produce a Digital Portfolio of Photographic imagery which may be used for both Fine Art and Commercial applications. Students taking this course must first complete all proficiencies of the Beginning Photography class. Although it is not required, it is recommended that all students have their own digital camera.

**Prerequisite:** Beginning Photography.

#### Advanced Digital Photography & Portfolio Development

#09401

Year Levels 1-3

This course has been designed for the serious art student with intentions of pursuing Art and or Photography upon graduation. It will provide them with an opportunity to build upon concepts and practices learned in previous photography classes as well as allowing them the studio time and instruction needed to build their portfolios.

It is recommended that all students own their own digital cameras with a preference for one with an SLR format. In addition to work completed in our studio, students are expected to complete a significant amount of work outside the classroom, which will be evaluated on a continuing basis.

All students will also be required to collaborate with other students in planning a student exhibit at the conclusion of the semester. Final evaluation will be based in large part on Portfolio review and the production of their collaborative student exhibition.

**Prerequisites:** Beginning Photography. Intro to Digital Photography: portfolio evaluation by teacher.

**Advanced Placement Studio Art**  
**#09501** **Year Level 1-3**

The Advanced Placement Studio Art courses enable highly motivated students to complete college level work in studio art and early college credit while in high school. Students in A.P. Studio Art One work closely with the instructor in a variety of art activities concentrating on drawing, and painting. Evaluation is based on the quality, concentration and breadth of artistic accomplishment. Kearny High School credit is not contingent on the evaluation of the portfolio by the College Board.

Note: Students must complete both semesters of A.P. Studio Art in order to compile the portfolio required for A.P. credit. The courses may be taken in either order and may span more than one year.

Prerequisite: Recommendation of the Supervisor, teacher and counselor.

**Exploring Art**  
**#09101** **Fall Levels 1-3**  
**#09102** **Spring Levels 1-3**

Exploring Art is an introductory art course combining basic studio art techniques and procedures with concepts and information from art history. Course content includes strategies for social problem solving, clear thinking, and the development of self confidence. First marking period are basic drawing techniques, materials, and subjects followed by painting procedures and techniques. In second marking period, students explore the three dimensional qualities of art by learning basic structure techniques. The marking period concludes with a survey of contemporary art styles modern art project. Grades are determined by evaluation of progress in art skills, score on tests, and the final exam.

**Sculpture**  
**#09207** **Fall Levels 1-3**  
**#09208** **Spring Levels 1-3**

Sculpture is designed for the beginning student interested in 3D artistic experimentation, unique expression, and the study of current trends in sculpture. Activities include the creation of several sculptures using traditional materials. The major techniques of sculpture will be explored. Student evaluation will be based on observation of progress in studio work, quality of finished pieces and written and oral tests.

**Drawing & Composition**  
**#09005** **Fall Levels 1-3**  
**#09006** **Spring Levels 1-3**

Drawing and Composition is a comprehensive studio course which enables the beginning student to understand and practice the art of drawing and appreciate its value in our culture and other cultures of the past and present. This course enables the student to develop the basic studio skills required for the production of fine art drawings. Original works of art, reproductions, films slides and field trips will be

utilized as learning aids. Student evaluation is based on progress in the studio projects and on the results of written and oral tests.

Studio work includes projects in a variety of drawing media such as graphite, vine and compressed charcoal, pen and ink, and black and chalk. In each studio project, the student will explore a particular painting medium and type of subject matter while using a variety of painting techniques. Technical and commercial aspects of the art of drawing will also be explored such as matting, framing, sales, exhibitions, and contests.

An introduction to art history and appreciation is an essential part of this course. By learning to critique and judge completed words of art, the student develops a much deeper understanding of art and cultural values in general. Original works of art, reproductions, films, slides and field trips are aids in this "thinking and seeing" in addition to the "doing" aspect of drawing.

**Ceramics**  
**#09001** **Year Levels 1-3**

Ceramics introduces beginning students to the fundamentals of ceramic art production and appreciation. Students learn to prepare clay, to use various hand building and potters wheel techniques, to create surface decoration, to mix, select, and apply glazes and to use tools and equipment in the ceramic studio. Students will operate the pug mill, use the potter's wheel and load, fire, and unload the kilns. The history and appreciation of ceramic art is studied especially as it relates to the studio projects. Students concentrate on wheel throwing techniques, glaze formulation, and develop individual expression in the form and decoration of their ceramic art. Contemporary trends in ceramics will be explored through field trips to New York galleries and/or museums. Students are evaluated according to their individual progress in ceramic techniques, studio procedures, and according to their knowledge of ceramic vocabulary, terminology, principles, and processes.

Grades will be based on observation of progress in the studio projects and on the results of written and oral tests.

**Painting 1**  
**#09007** **Fall Levels 1-3**  
**#09008** **Spring Levels 1-3**

Painting I is a comprehensive studio course which enables the beginning student to understand and practice the art of painting and appreciate its value in our culture and other cultures of the past and present. This course enables the student to develop the basic studio skills required for the production of fine art paintings. Original works of art, reproductions, films slides and field trips will be utilized as learning aids. Student evaluation is based on progress in the studio projects and on the results of written and oral tests.

Studio work includes projects in a variety of painting media such as transparent and opaque watercolor, tempera, colored pencil and pastel. In each studio project, the student will explore a particular painting medium and type of subject matter while using a variety of painting techniques. Technical and commercial aspects of the art of painting will also be explored such as matting, framing, sales, exhibitions, and contests.

An introduction to art history and appreciation is an essential part of this course. By learning to critique and judge completed words of art, the student develops a much deeper understanding of art and cultural values in general. Original works of art, reproductions, films, slides and field trips are aids in this "thinking and seeing" rather than "doing" aspect of painting.

Grades will be based on observation of progress in the studio projects and on the results of written and oral tests.

**Graphic Design 1**  
**#85102 (Art Credits)** **Year Levels 1-3**  
 See Occupational section for full description.

**Art History**  
**#09303** **Year Levels 1-3**

Art History Yesterday and Today is a multi-media course designed for every student interested in discovering the relationship between art and life. Art History course examines the major themes which have influenced the history of art and man from prehistoric times through the beginning of the modern period. The relationship between the life style of a people and their art forms will be explored. Students will learn to see, describe, discuss and judge the art of the past. Students create a studio art project in conjunction with each period of art history studied. The periods are Prehistoric/ Primitive, Egyptian, Greek/Roman, Medieval, Renaissance and 19th Century European. "Art" is not a fixed, unchanging concept. Each day brings the creation of new art forms and new interpretations of old forms. The primary goal of Art Today is to discover just what art is in this time and place and how each person can experience and enjoy our present day art to the fullest. In general, the kinds of art explored in this course are the fine arts of painting, sculpture and photography, the commercial applications of the visual arts ( for example CD covers or posters ) and architecture. Art History Today is designed for students who wish to broaden their knowledge and experience of an important aspect of our culture. Field trips, films, slides, videos and lectures by guest speakers are essential components of this course.

Grades will be based on observation of progress in the studio projects and on the results of written and oral tests.



## Art

Course Code	Course Title	Level	Offered	Periods	Credit	Grades			
						9	10	11	12
09301	Independent Study		Y		5			x	x
09302	Independent Study		S		2.5			x	x
09201	Beginning Photography		F		2.5		x	x	x
09202	Beginning Photography		S		2.5		x	x	x
09203	Advanced Photography		F		2.5		x	x	x
09204	Advanced Photography		S		2.5		x	x	x
09205	Intro to Digital Photography		Y		2.5		x	x	x
09401	Advanced Digital Photography		Y		5			x	x
09501	A.P. Studio Art/Drawing and Painting		Y		5			x	x
09001	Ceramics		Y		5	x	x	x	x
09005	Drawing & Composition		F		2.5	x	x	x	x
09006	Drawing & Composition		S		2.5	x	x	x	x
09007	Painting 1		F		2.5	x	x	x	x
09008	Painting 1		S		2.5	x	x	x	x
09303	Art History		Y		5	x	x	x	x
09101	Exploring Art		F		2.5	x	x	x	x
09102	Exploring Art		S		2.5	x	x	x	x
09207	Sculpture		F		2.5		x	x	x
09208	Sculpture		S		2.5		x	x	x
09107	Yearbook Design and Production		F		5			x	x
09502	AP 3D Studio Art		Y		5			x	x

### Yearbook Design & Production

(Prerequisite: 11th and or 12th Grade)

Students in this year long course are responsible for the design and publication of the High School Yearbook. Students should have a background or interest in one of the following areas: photography, desktop publishing, art/design or written language. Those enrolled must research the need and the market for this product. They must design a new or improved product that meets the need and review the success of this product.

Students must produce quality work, work together in groups, must be able to handle deadline pressure and should expect to spend additional time outside of the class working on the publication.

This class fulfills a fine art credit.

### AP 3D Studio Art #09502

The AP (Advanced Placement) Studio Art 3-D course is intended for highly motivated students who have taken sculpture or ceramics which are interested in pursuing a higher level of three-dimensional art. This program gives students an opportunity to earn college credit if they have successfully completed all AP studio portfolio requirements. The course emphasizes ideas, themes, and images that are reflective of college level creations which exemplify critical thinking and execution of the highest quality of art. The course enables students to develop a body of work investigating different approaches figurative, abstract, ceramics, assemblage, architectural and many others. Students are required to investigate all three aspects of portfolio development; Quality, Concentration, and Breadth.

**Prerequisites:** Recommendation of teacher/ previously taken sculpture or ceramics.

## MUSIC

The Music Department at Kearny High School offers courses such as music appreciation and history of music for those students interested in taking general music enrichment classes. Courses such as band and chorus are offered to students who wish to sing or play an instrument and perform at various concerts and events. Also offered are courses in theory, harmony, arranging composition and conducting for the serious music student. Students who wish to pursue music as a career should consult with members of the department as to the courses they should take. Those students who are considering a career in art should follow the Art Major Program. The Art Major at Kearny High School is a student who plans to complete at least 40 credits in art by graduation, including courses in design, drawing, painting, sculpture, and art history.

### RECOMMENDED SEQUENCE OF MUSIC COURSES:

#### 9th Grade

Band, Chorus  
Music Theory I  
Music Appreciation  
History of Music  
Intro. To Musical Theater

#### 10th Grade

Band, Chorus  
Music Theory II  
Music Appreciation  
History of Music  
Intro. To Musical Theater

#### 11th Grade

Band, Chorus  
Arranging – Composition I  
Music Appreciation  
History of Music  
Intro. To Musical Theater

#### 12th Grade

Band, Chorus  
Arranging – Composition II  
Music Appreciation  
History of Music  
Intro. To Musical Theater

## Independent Study

**#10303** **Fall Levels 1-3**  
**#10304** **Spring Levels 1-3**

Independent Study is an individualized course designed jointly by an advanced student and a cooperating teacher. The course supplements the existing curriculum allowing the highly motivated student to continue studies in a specific field after the regular course offerings are exhausted. The student must be self-motivated, mature, and responsible. Once the course requirements are outlined in contract form, it is the student's responsibility to pursue the study independently and accomplish the stated goals with guidance from the cooperating teacher. The course content, length, credit, procedures, and method of evaluation are all agreed to in advance by the student, parent, teacher, Supervisor of Department, and Director of Guidance.

## PERFORMING COURSES

**BAND**  
**#10001** **Fall Levels 1-2**

**BAND**  
**#10101** **Fall Levels 1-2**

**BAND-ZERO PD.**  
**# 10003** **Fall Levels 1-2**

**BAND**  
**#10002** **Spring Levels 1-2**

**BAND**  
**#10102** **Spring Levels 1-2**

**BAND-ZERO PD.**  
**# 10004** **Spring Levels 1-2**

Band is available to all students who play woodwind, brass or percussion instruments. During the fall semester all students participate in the Marching Band, a unit that performs at all home and away football games, pep rallies, parades, band festivals and competitions. All member of the Marching Band are required to attend band camp, which will be in August. In addition, the Marching Band rehearses Monday, Wednesday and Thursday evenings from 6pm until 9pm during the months of September, October and November. After Thanksgiving, the band becomes the concert band which performs at winter and spring concerts, assemblies, and special events. Zero period band meets two days a week and is available for students who due to academic reasons cannot be enrolled in the eighth period Band as well as students who are enrolled in eighth period Band and desire an additional two days of Band. If a student is not enrolled in eighth period band, enrollment in this course requires Department Supervisor's approval.

Students will also be given lessons on a rotating schedule.

**Prerequisite:** Marching band members must attend band camp in the summer prior to the start of the fall season. NO EXCEPTIONS.

## Music

Course Code	Course Title	Offered	Periods	Credit	Grades			
					9	10	11	12
10001	Band	F	5	2.5	x	x	x	x
10002	Band	S	5	2.5	x	x	x	x
10003	Band-Zero Pd.	F	2	1	x	x	x	x
10004	Band-Zero Pd.	S	2	1	x	x	x	x
10101	Band	F	4	2	x	x		
10102	Band	S	4	2	x	x		
10005	Chorus	Y	5	5	x	x	x	x
10103	Music Theory I	Y	5	5	x	x	x	x
10105	Music Appreciation	F	5	2.5	x	x	x	x
10106	Music Appreciation	S	5	2.5	x	x	x	x
10303	Independent Study	F	5	2.5			x	x
10304	Independent Study	S	5	2.5			x	x
10015	Chorus	F/S/	5	2.5	x	x	x	x
10107	Introduction to Musical Theatre Course	F	5	5	x	x	x	x

**Chorus**  
**#10005** **Year Levels 1-3**

Chorus is available to all students who desire to sing. This group performs at the winter and spring concerts and at special events. A vast variety of music is explored and sung in four part arrangements. Members are expected to learn their parts and attend all rehearsals and performances. Students can also take the chorus during their lunch periods for credit.

Period 6 is for the more serious singer. Recommendation of teacher and or audition is required.

**Introduction to Musical Theatre Course**  
**#10107**

This course is designed for students who wish to study the rudiments of musical theatre. In part one of the course, the early years of the theatre (1900-1960) will be discussed and in part two more recent plays will be examined (1970-present). Students will be given an opportunity to listen, to view and examine an assortment of shows from that period as well as learn about the various composers, lyricists, directors and choreographers of that time. Additionally, students will have the opportunity to perform selected scenes from various shows as well as prepare audition pieces of their own.

**Music Theory I**  
**#10103** **Year Level 1-3**

This course is designed for the student who wishes to learn the basic fundamentals of music. In part one, the mechanics and rudiments of music are taught. In addition, early ear training and analysis are offered. We strongly recommend Music Theory 1 and 2 for students who plan to major in music education. Scales, intervals, chords and progressions are explored.

**Music Appreciation**  
**#10105** **Fall Levels 1-3**  
**#10106** **Spring Levels 1-3**

This course is designed to provide students with a better understanding of music both past and present. By using a hands-on approach, the students will develop an appreciation of the history and principles of the different families of instruments. The students will study various instruments from ancient times through present day.

## HEALTH & PHYSICAL EDUCATION

All students are required to satisfactorily complete one year of Physical Education and Health, for each year of enrollment, to meet graduation requirements. The yearly progress requires three quarters of physical education and one quarter of health education. The Physical Education Curriculum is an organized, sequential curriculum for teaching our students the information and skills they will need to maintain and improve health, prevent disease, reduce health-related risk behaviors, and improve quality of life through life time physical activities. Our physical education program addresses the well-being of the total body, physically and mentally. With the New Jersey Core Curriculum Content Standards as our guide, our goals are to have students prepared with the knowledge and skills to make good decisions, and to become responsible, active, healthy and productive citizens in the next century.

Health Education is an integral part of a student's education and important to survival in our changing society. Health Education has implications for some of the most important decisions that adolescents will make. Our courses provide students with a firm foundation of knowledge that promotes desirable healthy attitudes and practices regarding nutrition, fitness, sexuality, driver safety, alcohol, drugs and medicines, personal safety and accident prevention.

### Grade 9 Health Education (1 Quarter)

Family Life Education for 9th grade students is designed to prepare students to make responsible decisions concerning their personal health and well-being. This course provides students with a firm foundation of knowledge which promotes desirable healthy attitudes and practices. Topics covered during the course include sexual health, relationships, marriage, contraception, pregnancy, parenting and responsible young adult behavior. Our goal is to equip the students with the skills necessary to make informed, educated decisions regarding the quality of their lives.

### Grade Nine Physical Education (3 Quarters)

The physical education program for the ninth grade is structured into six separate areas which include personal fitness, weight training, handball, volleyball, soccer and low organized games. Emphasis is placed on the development of fundamental skills and the components of fitness. Student fitness levels will be assessed through Fitnessgram. Students apply fitness concepts to activities performed throughout the year.

### Grade 10 Physical Education (3 Quarters)

The physical education program for the tenth grade has eight separate units, personal fitness, yoga, weight training, volleyball, soccer, basketball, kickball and striking / tossing games. The concepts of fitness learned in the ninth grade are reinforced and expanded upon during personal fitness. The students' fitness level will be assessed through Fitnessgram. The refinement of movement skills and strategies practiced in previous years is emphasized. Our goal is to have students understand the relationship between physical activity and a healthy life.

### Grade 11 Health Education (1 Quarter)

The Health Education Curriculum provides students with a firm foundation of knowledge that promotes desirable healthy attitudes and practices. The course provides students with the skills, knowledge and tools needed to successfully perform Adult, Child and Infant CPR/AED and First Aid. This course emphasizes the value of a safe and healthy lifestyle. The purpose of this course is to help people to recognize and respond to an emergency. Students will be able to use decision making, leadership and communication skills in order to identify ways to prevent injury/illnesses, recognize and respond to an emergency, follow the emergency action steps, prevent disease transmission and provide care for injuries/illnesses and life threatening emergencies.

### Grade 11 and 12 Physical Education (3 Quarters)

The 11th and 12th grade physical education program is organized into ten units which include personal fitness, weight training, volleyball, flag football, soccer, speedball, basketball, net games, yard games and yoga. The curriculum is intertwined so that concepts learned in the previous years are reinforced and expanded upon in grades 11 and 12. The wide range of activities gives all students an opportunity to experience movement skills and fitness concepts which can be integrated into everyday life. Our goal is for students to understand the positive long term effects of physical activity.

### Grade 12 Health Education (1 Quarter)

The Health Education Curriculum provides students with a firm foundation of knowledge that examines different mental health conditions that affect one's emotional and psychological well-being in which an individual is able to use his or her cognitive and emotional capabilities, function in society, and meet the ordinary demands of everyday life. Students will also be introduced to different branches and options of medicine that deals with the achievement and maintenance of psychological well-being.

This course will also emphasize the value of a safe and healthy lifestyle. Students will be able to use decision making, leadership and in order to identify ways to eat healthy, recognize and correct poor eating habits. In addition this course will provide students with information about types of diseases and how to make informed choices that impact their well-being.

## Health & Physical Education

Course Code	Course Title	Offered	Periods	Credit	Grades			
					9	10	11	12
12101	Freshman PE / Family Living	Y	5	5	X			
12201	Sophomore PE / Driver Ed	Y	5	5		X		
12301	Junior PE / CPR, First Aid	Y	5	5			X	
12401	Senior PE / Mental Health	Y	5	5				X
12402	Senior Teen PEP	Y	5	5				X
121011	Unified PE	Y	5	5	X	X	X	X
120302	Junior Teen PEP	Y	5	5			X	

### **Grade 11 and 12 Teen PEP (Full Year)**

The Teen Prevention Education Program (Teen PEP) is a comprehensive sexual health program that utilizes peer to peer education to increase student knowledge, attitudes, skills and behaviors associated with healthy decision-making. Teen PEP is designed to offer effective resources and strategies to create a culture of positive peer pressure where responsible sexual decisions are valued. This course provides an increased knowledge in an atmosphere of mutual respect. Teen PEP gives peer educators the information, communication skills, and confidence to be effective sexual health advocates and leaders among their peers. It also equips students with the knowledge, skills and motivation to avoid STIs, HIV/AIDS and unintended pregnancy. Parents are provided with the knowledge and skills to appropriately discuss sex and sexuality with their children through Teen PEP as well.

### **Grade 12 Unified Physical Education (3 Quarters)**

This program is derived from The Special Olympics, which promotes learn, practice, play unified for inclusive Physical Education and sports activities. Special Olympics believe in the power of sport and in the power of young people to build a more inclusive world. In high quality Inclusive Physical Education classrooms, students recognize their abilities to create inclusive communities as they learn to value difference and appreciate each individual's unique gifts and talents. Peer to peer teaching is a fundamental strategy for implementing successful Inclusive Physical Education programs, but it is important that it be implemented in a truly inclusive manner and grounded equality. An inclusive peer to peer teaching model provides opportunities for students of all abilities to participate as leaders in some way, reinforcing and confirming the potential of every student to lead and contribute meaningfully. The benefits of Inclusive Physical Education are endless for all involved. These benefits include: improve motor skills; improve fitness and skill levels; learn cognitive concepts related to game play; improve health related fitness levels; develop communication skills; foster a sense of belonging and being valued by others; build confidence and self-esteem; develop friendships and increase positive social interactions; increase understanding of different abilities; learn strategies for communication and how to help another student achieve success; respect and value each individual; become advocates in their school.

## **SPECIAL EDUCATION**

The Special Education Department at Kearny High School recognizes the needs of individual students with unique learning styles. Through an ongoing program of support and remediation, students are provided the opportunity to achieve their academic potentials. The Department offers academic programs designed to meet students' specific needs as well as support in establishing and achieving post-secondary goals. Through the use of differentiated instruction, students are provided with the skills needed to become successful learners. Transitional skills-from high school to adulthood- are incorporated into all aspects of the curriculum with an emphasis placed on preparation for one or more of the following post-secondary areas: educational programs, work experiences, and independent living.

Academic courses have been developed to provide students with the fundamentals of each subject area while fulfilling state and local curriculum requirements for high school graduation. The development of study skills, appropriate school- related behaviors, and career awareness is incorporated into all classes.

In accordance with New Jersey statute, the Child Study Team will evaluate special education students every three years, develop an individualized educational plan (IEP), and establish appropriate goals and objectives based on the student's current educational needs. Each IEP is reviewed annually and program placement may be changed accordingly. The typical progression of courses may vary based on the student's individual needs and the recommendation of the Child Study Team.

### **Success Language Arts**

The Success Curriculum is comprised of thematic units designed to provide special education students with the life skills necessary to become productive members of the 21st century global community. This Language Arts curriculum will be infused throughout the eight thematic life skills units within the Success program. Due to the individual characteristics of the Special Education population, the recommended timeline will be based on the students' mastery of the presented concepts. The units in this curriculum address the New Jersey Common Core Standards and are designed to emphasize the subject area and the individual needs of the student with a focus on skills needed to be productive members of society. The units covered in this curriculum will include self-awareness, nutrition, civic responsibility, personal and environmental safety, career awareness, and family and community life. Materials and grading will be modified based on the individual needs of the students, as per their IEP.

### **Success Social Studies and Physical Sciences**

This course will focus on basic life skills in the areas of Social Studies, Health, and Physical Sciences. Due to the individual characteristics of the Special Education population, the recommended timeline will be based on the student's mastery of the presented concepts. The units in this curriculum address the New Jersey Common Core Standards and are designed to emphasize the subject area while focusing on the skills needed to be a productive member of society. The topics covered in this curriculum will include self-awareness, nutrition, civic responsibility, career awareness, and family and community life. Students will be introduced to the democratic process and investigate the impact of this process on their lives. Modifications to the curriculum will be made according to the student's individual needs.



### Consumer Economics

This course is designed to prepare students to become financially responsible adults. Topics to be covered include wages, taxes, purchasing, leases, banking and insurance. Students will be introduced to state and federal tax forms and personal bank accounts. In the area of consumer spending, topics such as discount buying, credit cards, and personal debt will be addressed. This course will also introduce students to the global market and explain how certain economic factors affect their personal lives. Modifications to the mainstream curriculum will be adjusted according to the student's IEP.

### Success Math

This course is based on math skills that students need to live independent lives. Through the use of individualized instruction, group lessons, and projects, emphasis will be placed on the basic consumer skills that are needed for independent living. Topics to be covered include wages, taxes, budgeting, purchasing, banking, and insurance. Materials will be modified in accordance with the student's IEP.

### Special Education

Course Code	Course Title	Offered	Credit	Grades			
				9	10	11	12
13012	Success Language Arts	Year	5	x	x	x	x
13022	Success Social Studies	Year	5	x	x	x	x
13032	Success Science	Year	5	x	x	x	x
13440	Consumer Economics	Year	5			x	x
13043	Success Math	Year	5	x	x	x	x
13060	Career Exploration	Fall	2.5		x	x	x
13061	Career Exploration	Spring	2.5		x	x	x
13476	Spring Internship 7-8	Spring	5				x
13477	WIN Program	Year	15			x	x

### Career Exploration

This course, designed as part of the transition process, will cultivate career and self-awareness for post high school living. It will provide the students with opportunities to explore various careers and guide them towards successful career choices. It will also provide the students with the opportunities to explore personal interests and utilize this information as a tool when making future career choices. Materials will be modified in accordance with the student's IEP.

### WIN Program

The WIN Program is a structured learning experience designed for students who require additional life skills in order to become productive members of society. The purpose of the WIN Program is to provide students with the skills required to facilitate the transition from school to the work force. Participation in this program provides students with actual work place experiences and an insight into the social skills required in order to be a successful and responsible employee.

## READING

### Children's Literature: Course #04813 Grades 9-12

Course Description: The Children's literature class is designed for students to look at gender roles and major literary themes present in children's literature. Students will also be given the opportunity to create their own children's books after studying various children authors. This class is to promote the enjoyment of reading in young adults. Students in this course will read several classics in children's literature as well as a number of contemporary children's books. This course will explore a variety of children's literature through various genres. These genres include contemporary novel, classic novel, historical fiction, and realistic fiction, picture books, and folk and fairy tales. The students will explore ideas conveyed in the texts, the historical development and context of children's fiction, how novels for young readers have changed and/or stayed the same, and the intersections among language, theory, politics, ideology, and children's fiction. Questions that will be discussed are: What is children's literature? What is its purpose, how does it function, and why? Is it successful in its function? What are adult expectations of children as set forth in these texts? What might these novels say about our culture? Why study children's literature in the first place?.

### Reading Cinema: Course # 04814 Grades 9-12

Course Description: The book and cinema reading elective is designed to give students the opportunity to compare and contrast various types of books and films categorized by genres. The goal of the class is to promote reading as well as allow the students to look at the books and films with a critical eye. This course introduces basic concepts of film analysis, which are discussed through examples from different national cinemas, genres, and directorial oeuvres. Along with questions of film technique and style, literature will be discussed and read. Questions answered will be: Was the literature compromised or enriched during the filming process? Where the characters developed to their fullest? How was the film adapted? Did the book or the film come first? Explore various films/ remakes and compare. Discuss the techniques of the directors and how they embraced the literature.

## Reading

Course Code	Course Title	Offered	Credit	Grades			
				9	10	11	12
04813	Children's Literature	Year		X	X	X	X
04814	Cinema	Year		X	X	X	X
04815	True Crimes	Year		X	X	X	X
04816	Reading	Year		X	X	X	X
14813	Support for ELA	Year		X	X	X	X
14913	Reading SE	Year		X	X	X	X

### Reading True Crimes: Course #04815 Grades 9-12

Course Description: The True Crime Reading Elective course is designed to give students an opportunity to read high interest books pertaining to true crimes that took place in the United States. The goal is to expand student's thinking and insight, and maintain reading speed and comprehension while promoting an enjoyment of reading.

### Reading Course #04816 Grades 9-12

Course Description: This class will improve fundamental reading skills, including word-attack skills, vocabulary development, reading comprehension, fluency, and interpretation. Extensive opportunities for applying reading strategies for before, during, and after reading will be provided. Critical analysis skills in relationship to various texts will be introduced to guide students toward career and college ready reading.

### Reading Support ELA Course #14813 Grades 9-12

Course Description: This class will be a support class for ELA students who like to read, analyze and compare text. This goal of this class is to challenge students reading skills, including a college level vocabulary, comprehension, fluency, and interpretation. Critical analysis skills in relationship to various texts will be discussed and interpreted. Real world connections through reading will be applied for career and college readiness.

### Reading SE Course # 14913 Grades 9-12

Course Description: This class will assist the students to comprehend and retain information through reading. Expand vocabulary and word identification skills and appropriate strategies for reading a variety of texts. Explore useful techniques for gathering, reading, and evaluating information from the internet.

To: Students, Parents and Staff

Date: September 2017

Re: Policy of Nondiscrimination

**NONDISCRIMINATION POLICY**

It is the policy of Kearny School District not to discriminate on the basis of race, color, creed, religion, gender, sexual orientation, disability, ancestry, national origin, or economic status in its educational programs or activities and employment policies as required by Title IX of the Educational Amendments 1972 and N.J.A.C. 6:4-1.1 et seq.

Inquiries regarding compliance may be directed to:

Donna Masters

Affirmative Action Officer

Kearny Board of Education

172 Midland Ave.

Kearny, New Jersey 07032

201-955-5024

DEDICATED TO  
THOSE WHO  
SEEK KNOWLEDGE



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