Dear Future RHS Student,

Behind these walls pictured above and within the pages of this book, you will find unlimited opportunities waiting for you. Express your creativity in the Choice School of the Arts. Expand your knowledge with over 15 AP courses. Explore your interests in 10 different elective departments. The teachers that work here are truly passionate about their occupation and really care about their students. There is a club here for everyone, and sports are exhilarating whether you’re on the field or in the stands. There is a huge sense of community here that doesn’t exist anywhere else. Everyday in these halls you will never fail to be reminded that YOU ARE A SCHOLAR.

Best Wishes,
A soon to be RHS graduate
PROGRAM OF STUDIES
ROXBURY HIGH SCHOOL 1 BRYANT DRIVE SUCCASUNNA 07876

2017-2018

Administration - District

Superintendent of Schools  Mrs. Loretta Radulic
Assistant Superintendent of Schools  Mr. Charles Seipp
Director of Human Resources  Mrs. Maryann Gibbs
Business Administrator  Mrs. Patricia Wilson
Community School/ Community Relations  Ms. Ann Rhodes
Supervisor Applied Science Pre K – 5  Ms. Kelly Curtiss
Supervisor Humanities Pre K – 5  Ms. Jessica Fessock
Supervisor English 6 – 12  Mr. Mark Cicchino
Supervisor Math 6 – 12  Mrs. Jane Feret
Supervisor Science 6 – 12  Ms. Denise Glenn
Supervisor Social Studies 6 – 12  Mrs. Patricia Sikorski
Director Special Services  Mrs. Patricia Hovey
Supervisor Special Services K – 12  Mr. Rick Engle
Supervisor World Language/Special Services K – 12  Mr. Joel DeBarros
Director of Technology  Ms. Teresa Rehman

Administration – Roxbury High School

Principal  Mr. Jeffrey W. Swanson
Assistant Principal  Mr. Jon Deeb
Assistant Principal  Mrs. Susan Simonet
Director of Athletics & Student Activities  Mr. Stuart Mason
Director of Guidance  Mrs. Emilie Bacchetta
Lead Teacher for Business, Family and Consumer Science, and Industrial Arts & Technology  Mrs. Pam Mandracchia
Lead Teacher for Performing Arts  Ms. Lorraine Lynch
Lead Teacher for Physical Education & Health  Mr. Kevin Poggi
Lead Teacher for Visual Arts  Mrs. Joann Hughes
Lead Teacher for World Language  Mrs. Judy Hernandez

Counseling Staff

School Counselors  Mrs. Carissa Barbolini
Mrs. Gerri Harrington
Mrs. Kelly Korovich
Ms. Stefanie SanEmeterio
Ms. Christina Schroeder

Student Assistant Counselor  Mrs. Jennifer Kenny
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Morris County School of Technology
Dear Students and Parents/Guardians,

The Program of Studies has been provided to assist you in developing a comprehensive counseling plan during your high school career. The information in this document will provide you with knowledge of school courses, programs, and graduation requirements. The Program of Studies is intended to answer any questions that may arise with respect to your educational plan and to provide necessary materials to help you make informed decisions regarding opportunities that may enhance your potential. It is important to carefully read and comprehend the course sequences and requirements for graduation.

As you read through the Program of Studies booklet, begin to identify courses of interest that will support your high school goals. Students are encouraged to advocate for themselves and to contact teachers or counselors with questions and concerns during the course selection process. Remember, it is important to keep your options open by choosing courses that meet the admission criteria for a wide range of colleges, business and technical institutes, entry-level jobs, and the military services.

Consider the following questions during the planning process:

- What are the requirements for graduation?
- What courses are needed if I plan to attend a four-year college? A two-year college?
- What are my strengths? What are my limitations?
- How will the courses I chose this year affect the courses I may want to take in the future?
- What electives will round out my program, develop my talents and help me to explore new fields?
- Do the courses I take meet the requirements for the NCAA eligibility?

In addition to academics, Roxbury High School offers a variety of extracurricular activities to enhance your high school experience. By participation in our athletic teams and clubs, you can enrich your life, establish lifelong friendships and expand your resume!

The Roxbury School Counselors are an integral part of your high school journey and are available to guide you in this learning process. If you need additional information and resources, check the RHS Guidance web page, RHS student handbook, or stop by the guidance office.

Best of luck on your future endeavors.

Roxbury High School Counselors
Guidance Program

The school counseling and guidance program is designed to help you build a strong educational foundation in high school, develop your talents and abilities, and plan for the future. You meet with your counselor who works with you to build a positive relationship based on trust, caring, confidentiality, and mutual respect. With the assistance of your counselor, you choose courses each year, assess your strengths and weaknesses, make key educational and career decisions and solve problems that you encounter in high school. Your counselor will schedule conferences with you; however, you and your parents are encouraged to make an appointment whenever needed.

You and your counselor will develop a four-year plan, which maps out your courses and future direction. The Counseling and Guidance Department is located on the first floor in the front of the building where you may sign up for an appointment. At any time throughout the year, appointments may be made before and after school or during your VIP or lunch block. A pass must be obtained and presented to your teacher before reporting for a conference.

4-2C Guidance Plan (4 years to Career or College)

Developing your four-year plan is a challenging process. The philosophy of the 4-2C guidance plan is based on four developmental principles:

1. Every student sets a tentative educational goal.
2. Every student develops a four-year plan.
3. Every student sets a tentative career goal.
4. Every student has the opportunity to use his/her unique talents, abilities, interests and multiple intelligences.

Each year counselors offer developmental guidance as part of the 4-2C guidance program to help you develop your four-year plan for career or college/post-secondary education. Activities will be offered to guide you with selecting your courses, exploring career interests, preparing for a job, registering for the PSAT, and understanding the college application process. The guidance and counseling program is built around four components: Counseling, Consultation, Curriculum—the 4-2C Plan, and School Enhancement. Each guidance component helps you achieve the best education you can and ultimately follow a successful and rewarding career path.

Course Selection Process

Choosing your courses is a vital step in developing your four-year plan. Your schedule should reflect your interests, abilities, educational and career goals, and academic achievement. In January, counselors begin the process of scheduling each student for the following year. Most academic courses have prerequisites and may require a teacher recommendation.

The master schedule of courses is developed after finalizing all of the students course selection sheets and obtaining a finalized tally for the number of students per course. This will determine the number of sections we will offer students in the upcoming year. The scheduling team will analyze the best placement for a course for the greatest number of students. Class enrollment is finalized after considering many factors including the availability of teachers and rooms, student interest, and laboratory stations. Although the master schedule team makes every effort to fill course requests, a student may be required to choose between courses when a conflict arises.
Schedule Changes

It is extremely important to understand that when you chose courses on the Course Selection Sheet, your choices reflect firm decisions. Your course selection should be the result of serious planning with your parents, teachers, and counselor. Requests for teacher changes within a given subject area will not be approved unless the student has had a previous course failure with the teacher. Your final schedule may be different in September due to course changes and balancing sections over the summer. Once a schedule has been set, schedule changes will not be made unless a student has a course level change.

Planning for College

The most important criteria for your college application will be the strength of your academic program and your grades in your academic courses (English, mathematics, science, social studies, and world languages). You should select the highest level college preparatory course that is appropriate for your ability and skills. College requirements vary; therefore, it is advisable to prepare for admission to a wide range of colleges. Take a broad and balanced college preparatory program and consult with college admission counselors for specific requirements.

To prepare for selective colleges you should:

1. Complete a minimum of 16 academic units. Applicants to highly selective colleges often complete 20 or more academic units. A unit represents a year course in an academic college preparatory subject.
2. Read widely in a variety of subjects to build your comprehension, general knowledge, reading speed, and vocabulary.
3. Develop strong study skills and habits in all subject areas.
4. Participate actively in school and community activities. Become involved in volunteer service projects.
5. Prepare for college entrance examinations by taking the most challenging academic courses possible.

Planning for School-To-Work

The most important criteria for gaining employment after graduation are a successful high school academic record, good recommendations, motivation, workplace skills (communication, decision-making, teamwork, adaptability, and reliability), and strong experience/courses in your career area.

To prepare for work after graduation you should:

1. Complete a strong high school program with 15 or more academic units.
2. Take electives in your area of interest.
3. Seek out work experiences through our Cooperative Education course, Morris County School of Technology, after school jobs, volunteering and service learning.
4. Develop a strong employment record for your resume and for recommendations from employers.
5. Prepare for post-secondary education in your area of interest by taking prerequisites for further study.
GRADUATION REQUIREMENTS

ROXBURY HIGH SCHOOL

A total of **140 credits** must be earned for high school graduation. State and local policy dictate that some of these credits are earned in prescribed courses. It is possible to fail a course and catch up the following year or years by taking a full schedule of courses and/or summer school.

Students must take a minimum of seven subjects (35 credits) a year, but are encouraged to take eight subjects (40 credits) each year.

**Prescribed Course Requirements Are:**

- **4 years of English**  
  20 credits
- **1 year of World History**  
  5 credits
- **2 years of United States History**  
  10 credits
- **3 years of Mathematics (must include Algebra II)**  
  15 credits
- **3 years of Science (must include Biology)**  
  15-18 credits
- **1 year of Visual or Performing Arts**  
  5 credits
- **1 year of Practical Arts**  
  5 credits
- **1 year of World Language**  
  5 credits
- **4 years of Physical Education/Health/Driver Theory**  
  20 credits
- **.5 years Financial Literacy**  
  2.5 credits

**102.5 - 105.5 credits**

Cross-content workplace readiness will be satisfied through infusion into existing courses. The remaining course credits should be chosen to give you a well-rounded program that will help you to become a productive member of our community and prepare you for further education or immediate employment.

For a student to be eligible for graduation from Roxbury High School, they must pass a state endorsed assessment (in addition to the required courses). A student must demonstrate proficiency in **one** of the criteria from each column in the chart below.

**HIGH SCHOOL GRADUATION ASSESSMENT REQUIREMENTS**

On August 3, 2016, the State Board of Education approved updated state regulations for the high school graduation assessments requirements in both English Language Arts and mathematics for the Classes of 2016 through 2021, and beyond.

Students graduating as members of the classes of 2016 through 2019 can meet the graduation assessment requirements through a variety of ways, including:

1. Achieving passing scores on certain PARCC assessments;
2. Achieving certain scores on alternative assessments such as SAT, ACT, or Accuplacer; or
3. The submission by the district of a student portfolio through the Department’s portfolio appeals process. (Special Education students whose Individualized Education Plans (IEP’s) specify an alternative way to demonstrate proficiencies will continue to follow the graduation requirements set forth in their IEP’s.)
The Class of 2020 can demonstrate graduation assessment proficiency through the same alternative means as those in the Classes of 2016 through 2019, provided that students in the class of 2020 take all PARCC assessments associated with the high-school level courses for which they were eligible, as of the effective date of when the amendments were adopted by the State Board of Education.

For the Class of 2021 and thereafter, students who have not demonstrated proficiency on the ELA 10 and Algebra I assessments, and have taken all PARCC assessments associated with the high-school level courses for which they were eligible*, can demonstrate graduation assessment proficiency by meeting the criteria of the portfolio appeals process.

It is important to note there has always been a system for students to demonstrate and meet graduation requirements through an alternate assessment or pathway to graduation throughout New Jersey’s forty-year history with a statewide assessment program.

On the following pages you will find charts containing the list of assessment requirements in both English and Mathematics for the high school graduation Classes of 2018 through 2021.

**“Eligible” is defined as a student who is enrolled in a high-school level course for which there is a PARCC test. This includes all of these courses: Algebra I, Geometry, Algebra II, ELA 9, ELA 10, and ELA 11.

### Class of 2018 and 2019

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC ELA Grade 9 &gt; 750 (Level 4) or</td>
<td>PARCC Algebra I &gt; 750 (Level 4) or</td>
</tr>
<tr>
<td>PARCC ELA Grade 10 &gt; 750 (Level 4) or</td>
<td>PARCC Geometry &gt; 725 (Level 3) or</td>
</tr>
<tr>
<td>PARCC ELA Grade 11 &gt; 725 (Level 3) or</td>
<td>PARCC Algebra II &gt; 725 (Level 3) or</td>
</tr>
<tr>
<td>SAT Critical Reading (taken before 3/1/16) &gt; 400 or</td>
<td>SAT Math (taken before 3/1/16) &gt; 400 or</td>
</tr>
<tr>
<td>SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later) &gt; 450 or</td>
<td>SAT Math Section (taken 3/1/16 or later) &gt; 440 or</td>
</tr>
<tr>
<td>SAT Reading Test (taken 3/1/16 or later) ≥ 22</td>
<td>SAT Math Test (taken 3/1/16 or later) ≥ 22</td>
</tr>
<tr>
<td>ACT Reading or ACT PLAN Reading* &gt; 16 or</td>
<td>ACT or ACT PLAN Math* &gt; 16 or</td>
</tr>
<tr>
<td>Accuplacer Write Placer ≥ 6 or</td>
<td>Accuplacer Elementary Algebra ≥ 76 or</td>
</tr>
<tr>
<td>Accuplacer Write Placer ESL &gt; 4 or</td>
<td></td>
</tr>
<tr>
<td>PSAT 10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) ≥ 40 or</td>
<td>PSAT 10 Math or PSAT/NMSQT Math (taken before 10/1/15) ≥ 40 or</td>
</tr>
<tr>
<td>PSAT 10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) ≥ 22 or</td>
<td>PSAT 10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) ≥ 22 or</td>
</tr>
<tr>
<td>ACT Aspire Reading* ≥ 422 or</td>
<td>ACT Aspire Math* ≥ 422 or</td>
</tr>
<tr>
<td>ASVAB-AQFT Composite ≥ 31 or</td>
<td>ASVAB-AQFT Composite ≥ 31 or</td>
</tr>
<tr>
<td>Meet the Criteria of the NJDOE Portfolio Appeal</td>
<td>Meet the Criteria of the NJDOE Portfolio Appeal</td>
</tr>
</tbody>
</table>

Note: * Test is no longer administered but can be used for the graduating year.

Note: The symbol ≥ means a score greater than or equal to.
Class of 2020

The Class of 2020 can demonstrate graduation assessment proficiency through the same alternative means as those in the Classes of 2016 through 2019, provided that students in the Class of 2020 take all PARCC assessments associated with the high-school level courses for which they are eligible*.

ONE of the criteria in each column below:

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC ELA Grade 9 (must take if eligible*) and</td>
<td>PARCC Algebra I (must take if eligible*) and</td>
</tr>
<tr>
<td>PARCC ELA Grade 10 (must take if eligible*) and</td>
<td>PARCC Geometry (must take if eligible*) and</td>
</tr>
<tr>
<td>PARCC ELA Grade 11 (must take if eligible*) and</td>
<td>PARCC Algebra II (must take if eligible*) and</td>
</tr>
</tbody>
</table>

If passing score is not met on at least one of the three, then the student can use the following:

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Reading or</td>
<td>SAT Math or</td>
</tr>
<tr>
<td>ACT Reading or ACT PLAN Reading** or</td>
<td>ACT or ACT PLAN Math** or</td>
</tr>
<tr>
<td>Accuplacer Write Placer or</td>
<td>Accuplacer Elementary Algebra or</td>
</tr>
<tr>
<td>Accuplacer Write Placer ESL or</td>
<td></td>
</tr>
<tr>
<td>PSAT 10 Reading or PSAT/NMSQT Reading or</td>
<td>PSAT 10 Math or PSAT/NMSQT Math or</td>
</tr>
<tr>
<td>ACT Aspire Reading** or</td>
<td>ACT Aspire Math** or</td>
</tr>
<tr>
<td>ASVAB-AFQT Composite or</td>
<td>ASVAB-AFQT Composite or</td>
</tr>
<tr>
<td>Meet the Criteria of the NJDOE Portfolio Appeal</td>
<td></td>
</tr>
</tbody>
</table>

If passing score is not met on at least one of the three, then the student can use the following:

Note: * "Eligible" is defined as a student who is enrolled in a high-school level course for which there is a PARCC test. This includes all of these courses: Algebra I, Geometry, Algebra II, ELA 9, ELA 10, and ELA 11.

**Test is no longer administered but can be used for the graduating year.

Class of 2021 and Beyond

Starting with the Class of 2021, students will need to meet the high school graduation assessment requirements by passing PARCC ELA Grade 10 and PARCC Algebra I.

If students are unable to pass one or both of those assessments, they will be able to access the portfolio appeals process to meet the assessment requirements, but ONLY if they take all the PARCC assessments associated with the high-school level courses for which they were eligible* (see chart below).

ONE of the criteria in each column below:

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC ELA Grade 10 (must take and pass)</td>
<td>PARCC Algebra I (must take and pass)</td>
</tr>
<tr>
<td>If passing score is not met on PARCC ELA Grade 10, then the student must have taken</td>
<td>If passing score is not met on PARCC Algebra I, then the student must have taken</td>
</tr>
<tr>
<td>PARCC ELA Grade 9 and</td>
<td>PARCC Algebra I and</td>
</tr>
<tr>
<td>PARCC ELA Grade 10 and</td>
<td>PARCC Geometry and</td>
</tr>
<tr>
<td>PARCC ELA Grade 11 and</td>
<td>PARCC Algebra II (if eligible*)</td>
</tr>
<tr>
<td>before they can</td>
<td>before they can</td>
</tr>
<tr>
<td>Meet the Criteria of the NJDOE Portfolio Appeal</td>
<td>Meet the Criteria of the NJDOE Portfolio Appeal</td>
</tr>
</tbody>
</table>

Note: * "Eligible" is defined as a student who is enrolled in a high-school level course for which there is a PARCC test. This includes all of these courses: Algebra I, Geometry, Algebra II, ELA 9, ELA 10, and ELA 11.
Honors and Advanced Placement Courses:

Honors and/or Advanced Placement courses are designed to provide you with an academic challenge that exceeds those provided in other college preparatory courses. In addition, this coursework provides an opportunity to complete college-level courses in high school. Assignments and activities are designed to move students to think and write more critically at a higher level and at a more rigorous pace. To be successful you should:

1. Be selected on the basis of academic record, teacher recommendations, standardized test results, application, or other placement criteria.
2. Have a high level of interest in the subject and be motivated to work hard.
3. Demonstrate strong reading, analytical, critical thinking, and writing skills.
4. Demonstrate academic ability and achievement strong enough to be successful in the subject.
5. Demonstrate excellent attendance, self-discipline, independent work habits, and maturity to succeed in the course.

SAT and ACT Preparation

Roxbury High School provides NAVIANCE SUCCEED – FAMILY CONNECTIONS to all students with the opportunity to prepare for the SATs and ACTs by using the online program Naviance Test Prep. This program is an adaptive learning platform for test preparation that diagnoses each student’s individual strengths and weaknesses and creates a personalized study plan based on the student’s needs and timelines. Naviance Test Prep uses skills-based instruction to help students learn independently. The course is aligned to the standards set forth by the test makers, and the lessons and quizzes coach students through test simulations to ensure preparation for test day while developing skill proficiency to support college readiness.

Key Benefits:

- Adapts to student’s strengths and weaknesses.
- Focuses on mastering skills, not just tips and tricks.
- Skills-based instruction and standards-based reporting.

Naviance Test Prep covers all of the concepts and skills tested on the SAT, including the essay. This course is targeted for the 9th, 10th, 11th, and 12th grades.

- 918 Flash Cards
- 577 Lessons
- 1525 Practice Questions
- 1314 Practice Test Questions
- 6 Practice Tests

With Naviance Test Prep, every student has the opportunity to increase his/her standardized test scores.
# Typical Roxbury High School Course Sequence

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Math</th>
<th>Social Studies</th>
<th>Science</th>
<th>World Language</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>English I</td>
<td>Algebra I</td>
<td>World History</td>
<td>Geophysical</td>
<td>Spanish II</td>
<td>3.75 Credits Each PE and 1.25 Health &amp; Drivers Theory</td>
</tr>
<tr>
<td></td>
<td>English I Honors</td>
<td>Geometry Honors</td>
<td>World History Honors</td>
<td>Biology Honors</td>
<td>French I</td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td>English II</td>
<td>Geometry</td>
<td>US History I</td>
<td>Biology</td>
<td>Spanish III</td>
<td>Physical Education 9</td>
</tr>
<tr>
<td></td>
<td>English II/ AP Seminar</td>
<td>Algebra II Honors</td>
<td>US History I Honors</td>
<td>Chemistry Honors</td>
<td>French II</td>
<td>Health 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre-Calculus Honors</td>
<td>US History II</td>
<td>Physics Honors</td>
<td>Spanish IV</td>
<td></td>
</tr>
<tr>
<td>11th</td>
<td>English III</td>
<td>Algebra II</td>
<td>AP US History II</td>
<td>Chemistry</td>
<td>Spanish IV</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AP English III</td>
<td>Pre-Calculus Honors</td>
<td>US History II</td>
<td>AP Physics</td>
<td>French III</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Spanish IV</td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td>English IV</td>
<td>Advanced Algebra &amp; Trigonometry and Pre-Calculus</td>
<td>Elective - Human Behavior</td>
<td>Elective - AP Biology</td>
<td>Spanish V</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AP English IV</td>
<td>Elective - Calculus &amp; AP Calculus</td>
<td>Elective - AP Government AP Psychology AP European History</td>
<td>AP Chemistry</td>
<td>AP Spanish Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective - AP Biology</td>
<td>AP European History</td>
<td>AP Physics</td>
<td>French IV</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AP French Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation Requirement</td>
<td>20 Credits</td>
<td>15 Credits (must complete three years of a math through Algebra II)</td>
<td>15 Credits (must be completed through US History II)</td>
<td>15 Credits (must complete three years of Science including Biology)</td>
<td>5 Credits</td>
<td>20 Credits (must be taken each year)</td>
</tr>
</tbody>
</table>

Total Credits required to graduate = 140

Courses are also required in the Fine and Performing Arts and Practical Arts departments.
REQUIRED COURSES

ROXBURY HIGH SCHOOL

Grade 9 Courses:
1. English I
2. World History
3. Geophysical Science
4. Algebra I
5. Physical Education/Health 9
6. Freshman Seminar
   Recommended ~ Visual and/or Performing Art
   Recommended ~ World Language
   Recommended ~ Practical Art

Elective Courses: Complete your schedule from any elective courses open to Grade 9 as listed on the Student Course Selection Sheet. Remember, you must take a minimum of seven (7) courses and must check the prerequisites, if any, as listed in this Program of Studies.

Grade 10 Courses:
1. English II
2. US History I
3. Biology
4. Geometry
5. Physical Education/ Driver Theory
   Recommended ~ Visual and/or Performing Art if not taken previously
   Recommended ~ Practical Art if not taken previously
   Recommended ~ World Language if not taken previously
   Recommended ~ Financial Literacy

Elective Courses: Complete your schedule from any elective courses open to Grade 10 as listed on the Student Course Selection Sheet. Remember, you must take a minimum of seven (7) courses and must check the prerequisites, if any, as listed in this Program of Studies.

Grade 11 Courses:
1. English III
2. US History II
3. Chemistry
4. Algebra II
5. Physical Education/Health 11
   Recommended ~ Visual and/or Performing Art if not taken previously
   Recommended ~ Practical Art if not taken previously
   Recommended ~ World Language if not taken previously
   Recommended ~ Financial Literacy if not taken previously

Elective Courses: Complete your schedule from any elective courses open to Grade 11 as listed on the Student Course Selection Sheet. Remember, you must take a minimum of seven (7) courses and must check the prerequisites, if any, as listed in this Program of Studies.

Grade 12 Courses:
1. English IV
2. Physical Education/Health 12
3. Visual and/or Performing Art if not taken previously
4. Financial Literacy if not taken previously
5. Practical Art if not taken previously
6. World Language if not taken previously

Elective Courses: Complete your schedule from any elective courses open to Grade 12 as listed on the Student Course Selection Sheet. Remember, you must take a minimum of seven (7) courses and must check the prerequisites, if any, as listed in this Program of Studies.
NINTH GRADE PLACEMENT CRITERIA

ROXBURY HIGH SCHOOL

**English:** A rubric that brings all of the following criteria into consideration will be used for placement in grade 9 English I.
- Reading and writing comprehension assessments
- Skill Based Data Rubric – grade 8
- January Benchmark Assessment (May Final Benchmark)
- Pupil Grades – grade 8 – semester 1 (semester 2 upon completion)

**Mathematics:** A rubric that brings all of the following criteria into consideration will be used for placement in grade 9 mathematics.
- End of Year Assessment (7th and 8th)
- Algebra Readiness Test (end 7th and 8th)
- Skill Based Data Rubric—grade 8
- Midyear Assessment grade 8
- Pupil Grades – grade 8 - semester 1 (semester 2 upon completion)
- Linear Functions Assessment

**Science:** A rubric that brings all of the following criteria into consideration will be used for placement in grade 9 science.
- Skill Based Data Rubric – grade 8
- Benchmark Assessments (2) - grade 8 – MP 1 and 2
- Pupil Grades – grade 8 (first two marking periods)
- ASK 8 Science - upon receipt

**Social Studies:** A rubric that brings all of the following criteria into consideration will be used for placement in grade 9 social studies.
- Benchmark Assessment: Grades 7 and 8
- Grades: final grade 7; 1st semester grade 8
- Reading and Writing comprehension assessment: grades 7 & 8
- Skills Based Data Rubric: grade 7 & 8

For purposes of placement into grade 9 core courses, objective criteria (tests, benchmark tests, etc.), are considered equally with subjective criteria (student grades). All data will be recorded in a placement criteria data base that will be used to determine the appropriate placement of students into 9th grade courses.
The wide variety of students' interests, motivations and responses to education makes it clear that no single approach to learning is best for all students. Learning takes place in a variety of ways, under a variety of circumstances; it is a highly individualized process.

If we are to approach our goal of providing a school which is responsive to the needs and learning styles of all students, we must make available a practical variety of education alternatives. **Independent Study, Senior Option**, and **College Option** are programs designed to afford a student the opportunity to pursue areas of study which are beyond the scope of curricular offerings. Through the College Option program, students may pursue coursework via online programs of study and/or via a local college or university.

Students interested in these programs must realize that they require a great deal of initiative and responsibility.

**ELIGIBILITY**

The **Independent Study Program** is open to any student in grades nine through eleven who:
1. has demonstrated sufficient academic proficiency, in the judgment of the Independent Study Committee, to assure that commitment to Independent Study would not jeopardize his/her regular class work.
2. is on pace to graduate and has not failed any subjects the year before initiating the study.
3. is interested in pursuing a program of study, an internship, or an experience that extends beyond the school-offered curriculum.

The **Senior Option Program** is open to any student in grade twelve who:
1. has demonstrated sufficient academic proficiency, in the judgment of the Senior Option Committee, to assure that commitment to Senior Option would not jeopardize his/her regular class work.
2. is on pace to graduate and has not failed any subjects the year before initiating the study.
3. is interested in pursuing a program of study, an internship, or an experience that extends beyond the school-offered curriculum.

The **College Option Program** is open to any student in grade nine through twelve who:
1. has demonstrated sufficient academic proficiency, in the judgment of the College Option Committee, to assure that commitment to College Option would not jeopardize his/her regular class work.
2. is on pace to graduate and has not failed any subjects the year before initiating the study.
3. is interested in pursuing a college course that extends beyond the school-offered curriculum.

A student interested in pursuing any of these programs should consult with his or her school counselor.
ADMISSION TO COLLEGE

ROXBURY HIGH SCHOOL

Most colleges stress five academic areas for admission. These are: English, Social Studies, Mathematics, Science, and World Language. Students must check college websites for specific entrance requirements. However, there are certain generalizations that can be made concerning each of the major areas.

**English** – The entrance requirement for most colleges is four years of college preparatory English. A student interested in the major area of English, speech, journalism, drama, etc., should exhibit an interest in and an aptitude for English and attempt to work an English Elective course into his/her program.

**Social Studies** – All graduates from Roxbury High School must take at least three years of history. This will be enough to meet most college requirements. A student interested in political science, government, sociology, law or related fields should attempt additional courses in the social studies area.

**Mathematics** – Algebra I, Geometry, and Algebra II are the usual minimum units required by college for admission. For majors in engineering, mathematics, science and such related areas, a student should take at least three to four years of college preparatory mathematics in high school. Additional courses in mathematics are available for students interested in math related occupations.

**Science** – The usual minimum required sciences for college admissions are three. For students entering the field of science, mathematics, engineering, pre-medical, or pre-dental, four years of science are strongly recommended.

**World Language** – In general, most liberal arts colleges require at least two years in the same world language for admission, with many requiring three years. Students who plan to major in world language should take four years in one language and two in another.

In addition to the courses you take, colleges emphasize the following factors in making a decision on a student’s application:

1. Quality of student’s academic program.
2. Grades, grade point average, and class rank.
3. Scores on the SAT and/or ACT.
4. Recommendations of your guidance counselor and teachers.
5. Extra-Curricular Activities (clubs, sports, work, volunteer, etc.)
6. Community Service
NCAA – Eligibility Center

College-bound student-athletes who would like to play NCAA sports at a Division I or II school need to register for a Certification Account with the NCAA Eligibility Center at eligibilitycenter.org. If a student plans to compete at a Division III school or are currently unsure where to compete, students can create a free Profile Page. Students can then transition the Profile Page to a Certification Account if they decide to attend and compete at a Division I or II school.

Students interested in participating at a Division I or II school, must meet certain academic standards and be certified as an amateur athlete. The NCAA Eligibility Center will evaluate your academic and athletic experiences based on information provided through the eligibilitycenter.org account.

College bound student-athletes will need the following academic requirements to practice, receive athletic scholarships, and/or complete during their first year.

**Division I**
1. Complete 16 NCAA core courses
   - Four years of English
   - Three years of math (Algebra 1 or higher)
   - Two years of natural/physical science
   - Two years of social science
   - One additional year of English, math or natural/physical science
   - Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
2. Complete ten NCAA course courses, including seven in English, math or natural/physical science, before your seventh semester.
3. Earn at least a 2.3 GPA in your NCAA core courses
4. Earn an ACT sum score or SAT combined score that matches your core-course GPA on the Division I sliding scale ([http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf](http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf))

**Division II**
1. Complete 16 NCAA cores courses
   - Three years of English
   - Two years of math (Algebra 1 or higher)
   - Two years of natural or physical science
   - Two years of social science
   - Three additional year of English, math or natural or physical science
   - Four additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy
2. Earn at least a 2.2 GPA in your NCAA core courses
3. Earn an ACT sum score or SAT combined score that matches your core-course GPA on the Division II sliding scale ([http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf](http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf))
Timeline for NCAA Student Athletes

To help navigate the NCAA eligibility process, use this year-by-year breakdown to keep in mind what you should be thinking about in high school to get ready to play college sports.

Grade 9: Plan
- Start Planning now! Take the right courses and earn the best grades you can.
- Ask your counselor for a list of your high school’s NCAA core courses to make sure you take the right classes. Or, find your high school’s list of NCAA core courses at eligibilitycenter.org.

Grade 10: Register
- Register with the NCAA Eligibility Center at eligibilitycenter.org.
- If you fall behind on courses, don’t take shortcuts to catch up. Ask your counselor for help with finding approved courses or programs you can take.

Grade 11: Study
- Check with your counselor to make sure you are on track to graduate on time.
- Take the ACT or SAT and submit your scores to the NCAA by using code 9999.
- Research what schools you want to apply for that are the best fit for you academic and athletic goals.
- At the end of the year, ask your counselor to upload your official six-semester transcript. This can be done by completing a Transcript Request Form.

Grade 12: Graduate
- Complete your final NCAA core courses as you prepare for graduation
- Take the ACT or SAT again, if necessary, and make sure the scores are submitted by using the code 9999.
- Request your final amateurism certification after April 1.
- After you graduate, ask your counselor to upload your final official transcript with proof of graduation.
- Only students on an NCAA Division I or II school’s certification request list will receive a certification.

For more information, visit the following websites – eligibilitycenter.org, http://www.nca.org/student-athletes/future and NCAA.org/studentfaq.
## COURSE OFFERINGS

### ROXBURY HIGH SCHOOL

### Business

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**English as a Second Language (ESL)**

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**Family & Consumer Science**

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**Industrial Arts and Technology**

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**Math**

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**Performing Arts**

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**Physical Education and Health/Drivers Theory**

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# Science

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# Social Studies

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### Visual Art

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<td>Advanced Placement Art Studio</td>
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### World Languages

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BUSINESS AND MARKETING

ROXBURY HIGH SCHOOL

The RHS Business and Marketing Department offers state of the art and dynamic courses that everyone can enjoy. There are four different course sequences that will assist students to better understand how to be successful in their chosen career paths. Explore your areas of interest in the following course sequences: General Business, Marketing, Business Technology, and Accounting. Mix them up or follow the sequence, the choice is up to you!

General Business

Introduction to Business Principles
Grades 9, 10, 11, 12
5 Credits
Learn how the business world works, how money moves through the economy, and how to make critical decisions that can affect you on an everyday basis. Participate in various online projects that allow you to virtually visit US government agencies and various countries. Tie it all together in this introductory business course.

Communicating for Success
Grades 10, 11, 12
2 ½ Credits
RHS Business courses are for everyone! Communicating effectively is the single most important attribute you can develop on your road to a successful career. Whether your focus is in the arts, humanities, or sciences, you will need to convince others of your viewpoints. This course will teach you how to transmit information, and to ensure that every message is properly received.

International Business
Grades 10, 11, 12
2 ½ Credits
Delve into the global marketplace. Learn how natural resources affect imports and exports. Analyze trade agreements between various countries. Compare a variety of cultural customs and familiarize yourself with many parts of the world. Appreciate what it takes to be a true 21st century citizen.

Entrepreneurship
Grades 10, 11, 12
2 ½ Credits
Do you want to own your own business someday? This course helps you understand what it takes to build your own business and how to keep it thriving. Several mini-projects introduce you to business owner’s concerns and then you will apply this information to build your own virtual business at a US location of your choice.

Business Law
Grades 10, 11, 12
2 ½ Credits
This course introduces you to the laws of the land and how the court system is organized. You will learn an orderly method for analyzing cases, and you will have the opportunity to argue cases with your colleagues. Sit and judge a historical case and determine the outcome based on the ethics of the law and evidence presented.

Investments
Grades 10, 11, 12
2 ½ Credits
Thinking about becoming a “Wizard of Wall Street” who trades stocks and bonds for profit? Learn the fundamentals of trading through this introductory investment course. Various types of investments will be systematically evaluated using charts and mathematical models. Using the knowledge obtained in this course will allow you to participate in a virtual investment game for points and prizes.

Marketing

Introduction to Marketing
Grades 9, 10, 11, 12
5 Credits
Discover the secrets behind Pepsi, Wendy’s, NASCAR, Coach, BMW, Nike, and other successful brands, as you go behind the scenes of the most powerful marketers in the world! Learn why ‘It’s all about the Marketing’ and all that marketing entails. Discover the recipe for success in advertising, sales, merchandising, and management while revealing your own creative marketing ideas through projects, research, and presentations. *(see DECA)

*DECA - Marketing students are invited to join the marketing organization DECA (Distributive Education Clubs of America), to further develop leadership skills, civic consciousness and put their marketing and business ideas into play as they compete in a career area and pursue scholarship opportunities.
Advertising
Grades 10, 11, 12
2 ½ Credits
Advertising is a hands-on course that will expand your creativity and computer knowledge. You will create original advertisements and analyze current advertising trends. Some topics include sports and entertainment marketing, fashion marketing, trade show advertising, web page design and creating ads for various media such as TV, newspaper, radio, magazines, and more. You will build a portfolio throughout the course and further develop their work by learning basic design principles, illustration, visual perception, conceptualization, layout and print production.

Consumer Behavior
Grades 10, 11, 12
2 ½ Credits
Did you ever stop and think about why you buy the things you buy? Consumer Behavior is a course that answers this question by mixing psychology with business. This course explores the life of a product, from its purchase to its eventual disposal. Some topics include perception, attitudes, values, consumer decision-making, and customer satisfaction. You will develop a targeted marketing plan that will help make your product a best seller!

Sports Marketing
Grades 10, 11, 12
2 ½ Credits
This course expands on the fundamental marketing concepts by focusing on the rapidly growing sports industry. You will learn what goes into developing and promoting sports equipment and apparel, sporting events, and sports franchises. You can creatively apply your love of sports to advertising new sports brands, designing new stadiums, and create your own sports teams. You will also explore the numerous career opportunities within the sports world.

Entertainment Industry
Grades 10, 11, 12
2 ½ Credits
This course will further develop your understanding of the marketing concept by applying them directly to the entertainment industry. This broad industry covers areas such as: art, music, movies and TV, video games, amusement parks, and much more. This project-based course will focus your interest in the entertainment field while expanding your understanding of how to create and advertise successful entertainment products and services. This course allows you to explore the growing number of careers that are available within the entertainment industry.

Cooperative Marketing Education
Grade 12
15 Credits
The Program That Works! This paid Internship Program provides you with business and marketing principles in the classroom and field experience in the afternoon. It is recommended for college and career bound students who wish to get a jump on their career goals and experience beyond the basics of part-time employment. The course grade is a combination of classroom studies and field experience. Topics include self-assessment, exploring careers, finding a job, resume writing, joining the workforce, professional development, interpersonal relationships, life skills, taxes, labor laws, health and safety, balancing work and personal life, sales, customer service, and beyond. Typical employers include retail, restaurants, insurance, sales, daycare, banking, administrative office work and more! You should complete an application to the program, secure a position of interest, and file working papers before the start of the school year.

Business Technology

Introduction to Cloud Computing
Grades 9, 10, 11, 12
5 Credits
In this course, you will use both Microsoft Office and Google Apps platforms to produce professional looking documents, spreadsheets, and presentations. You will also learn the proper touch typing method that will hone your skills and allow you to comfortably type while minimizing errors. By the end of this course, you will feel confident in your ability to produce amazingly colorful and orderly projects for all of your academic work.
# BUSINESS AND MARKETING

## ROXBURY HIGH SCHOOL

### Animation I

**Grades 10, 11, 12**  
2 ½ Credits

Animation is one of the most unique and dynamic features in digital communication. In this hands-on course you have the freedom to create and develop fun and eye catching animations based on your interests. Using various drawing and animating features, you will develop your own ideas and see those ideas and drawings come to life. Some projects include: cartoon drawings, frame-by-frame animations, motion animations, and morphing animations.

### Animation II

**Grades 10, 11, 12**  
2 ½ Credits  
**Prerequisite: Successful completion of Animation I**

Combining animation and interactivity creates so many possibilities in the digital communication world. This project-based course allows you to expand your creativity and design skills by applying them to numerous real world animation projects. You will also learn how to apply color theory and the use of text into your animations. Some projects include: text animation, logo design and animations, Web advertisements, mobile and Web components.

### Web Page Design I

**Grades 10, 11, 12**  
2 ½ Credits

Websites are used by businesses, photographers, graphic designers, musicians, and many other professionals. This course is an interactive and hands-on introduction to Web page design. You will learn how to create a website from anywhere using HTML code as well as using the most up to date software programs and techniques. This course allows you to create dynamic Web layouts with text, images, and videos. You will explore your creativity while creating websites based on your interests.

### Web Page Design II

**Grades 10, 11, 12**  
2 ½ Credits  
**Prerequisite: Successful completion of Web Page Design I**

Digital communication skills are essential elements in Web design. This project based course will further explore your Web design capabilities. You will analyze concepts such as: color theory, typography, and Web layout theories along with their relationship to consumer perception. This course allows you to expand your creativity and design skills by producing Web and mobile sites in a variety of projects.

### Video Game Design I

**Grades 11, 12**  
2 ½ Credits

This project-based course is an introductory course to game design and development. Using Game:IT, you will be guided through tutorials showing them how to build multiple games. Beyond building games, you will learn what goes into designing good games, what separates good games from bad games, the gaming and design cycle, and much more.

### Video Game Design II

**Grades 11, 12**  
2 ½ Credits  
**Prerequisite: Successful completion of Video Game Design I**

In this course you will use your knowledge of game design and apply it to developing and creating your own video game. This project-based course combines technical programming skills, graphic design and animating with product development and marketing. You go through the design cycle to research, propose, create, and test your video game ideas.

### Accounting

#### Accounting I

**Grades 10, 11, 12**  
5 Credits  
**Prerequisite: Freshman must have teacher recommendation.**

This course provides you with the knowledge needed to plan, prepare, analyze, and interpret financial records. It covers the entire accounting cycle from handling a basic business transaction through the preparation of various journals, ledgers, and financial statements. Experiences are provided to determine your interest in accounting as a career; and as a foundation for further study at the collegiate level.
BUSINESS AND MARKETING

ROXBURY HIGH SCHOOL

Accounting I Honors
Grades 9, 10, 11, 12
5 Credits
Prerequisite: Current enrollment in an Honors level course in any discipline; maintaining an average of 85 or above in the class (Freshmen must currently be enrolled in an Honors level Math course).

This course is designed to provide the honors-level student with an understanding of accounting concepts, principles, and procedures. You will develop an understanding of the economic activities affecting businesses; and learn to analyze and interpret financial data. This course is strongly recommended for the honors student who plans further study in the fields of accounting, business, finance, or law.

Accounting II
Grades 10, 11, 12
5 Credits
Prerequisite: Successful completion of Accounting I.

This course will focus on analyzing financial statements of successful American companies, such as Amazon, Nike, and Netflix. You will expand upon the accounting concepts and procedures developed in Accounting I, while exploring the concepts of managerial accounting. Topics covered include corporate, management, cost, and departmentalized accounting.

Accounting II Honors
Grades 10, 11, 12
5 Credits
Prerequisite: Successful completion of Accounting I Honors and teacher recommendation.

This course will focus on analyzing the financial statements of Amazon, Nike, Netflix and other highly successful companies. You will expand upon the advanced accounting concepts and procedures developed in Accounting I Honors, while exploring the concepts of managerial accounting. Topics covered include partnership, corporate, management, cost, departmentalized accounting, and financial statement design.

Financial Literacy for the 21st Century
Grades 10, 11, 12
2 ½ Credits

This course provides you with an understanding of personal financial responsibilities related to savings, investments, and other financial matters. Topics include money and credit management, insurance, banking, investing, career preparation, and more. This course satisfies the graduation requirement in New Jersey for Personal Financial Literacy.

There is an option to enroll in an on-line financial literacy course over the summer. Please see your counselor for details.
ENGLISH

The goal of the English department is to develop students’ critical thinking, listening, speaking, reading, writing, and study skills. Assignments and experiences commensurate with their needs and abilities will challenge all students to develop competency in their use of the English language and to understand both classic and modern literature. Freshmen, sophomores, juniors and seniors must take a required English course each year. Students must take English I, II, III, and IV as a graduation requirement.

**English I**

In this course emphasis is placed on reading, writing, speaking, listening, thinking, and study skills. Assignments include narrative, descriptive, and expository paragraphs and essays developed through the writing process - prewriting, drafting, revising, editing, and publishing. A unit on using the Media Center is included in the course; research techniques are explored in conjunction with the preparation of a research paper. Students will learn how to prepare and to deliver a well-organized speech. The literature includes fiction and nonfiction written by a variety of classic and contemporary authors. All students will be challenged to apply higher-level thinking skills. Materials, techniques and pacing will be modified to address individual students’ needs and abilities. Students’ scores on the ninth grade placement rubric will determine course assignment.

**English I Honors**

*Grade 9*

5 Credits

This course is available to students who are highly motivated and who have demonstrated advanced reading and writing skills. These skills will be reinforced through challenging reading and writing assignments with emphasis placed on critical analysis. Students in this course will be required to complete summer reading and writing assignments.

**English I A**

*Grade 9*

5 Credits

Students will use their knowledge of basic communication skills as the foundation for more challenging reading, writing, and speaking assignments. Emphasis will be placed on integrating and applying these skills.

**English I B**

*Grade 9*

5 Credits

English I B is for students who have difficulty grasping higher-level thinking and reading concepts and have trouble expressing themselves in cohesive and correctly written work. These students will be offered and will benefit from detailed modeling in lessons. The course emphasizes establishment of solid foundations in basic communication and study skills and the application of these skills to various reading, writing, and critical-thinking assignments.

**English II**

Effectiveness and style in writing and speaking as well as understanding of reading assignments are the major goals of English II. A variety of writing assignments will give students experience in applying the rules of grammar and standard written English while practicing the writing process. Students will continue to develop good speaking habits by delivering an informative speech. Vocabulary development is also an integral part of English II. The focus in reading is on the historical development of American literature. Through exposure to a wide range of authors, genres, literary styles, and periods, students will reinforce and improve their reading skills along with enhancing their awareness of American culture.

While the goals will be similar for all English II students, materials, techniques and pacing will be modified to address individual students’ needs and abilities. Students will be placed in one of the following levels based on standardized test scores, past performance, and teacher recommendations.

**English II / AP Seminar**

*Grade 10*

5 credits

PREREQUISITE: must achieve a grade of at least an 85 in English I Honors or a 93 in English IA.

This course is available to students who are highly motivated and who have demonstrated advanced reading and writing skills. Skills will be reinforced through challenging reading and writing assignments (papers, projects, and presentations) with emphasis placed on critical analysis and inquiry. This course also serves as the first prerequisite in college board’s AP Capstone program, and students who successfully complete English II

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Honors/AP Seminar will have the opportunity to take the corresponding AP Seminar exam. Students in this course will be required to complete summer reading and writing assignments.

English II A
Grade 10
5 Credits
This course is for students with above-average ability in reading and writing. Students will use these skills to develop variety and style in their writing and to analyze literature from classic and contemporary American authors.

English II B
Grade 10
5 Credits
English II B is designed for the average student. Emphasis will be placed on development of reading and study skills, vocabulary development, and writing. Stories, poems, plays, essays, and novels will be used to enhance reading and vocabulary skills and to increase student awareness of our American heritage.

English III

Understanding the roots of our English language heritage through the study of British literature is one of the goals of the English III curriculum. Students will also continue to develop their skills as readers, writers, and speakers through class activities, homework, special projects, and assessments. Emphasis is placed on vocabulary development and the writing process in preparation for the SAT. Through exposure to the wide variety of authors, styles, genres, and historic and cultural influences found in British literature, students will reinforce and improve their language arts skills and develop a greater awareness of its influence on American culture and their own lives.

AP English III: Literature
Grade 11
5 Credits
PREREQUISITE: Must achieve a grade of at least an 85 in English II Honors or a 93 in English IIA.
This course entails an advanced study of literature, drawing heavily from seminal texts in the British Literature curriculum as well as significant works from the American and World canon. AP English III is designed to be an extension of the English II Honors curriculum and demands a high degree of academic excellence and student responsibility. This course is also held to the standards put forth by the College Board’s Advanced Placement program and seeks to prepare students for the AP English Literature exam. Emphasis is placed on the thoughtful and thorough analysis of literature in both discussion and writing. Students in this course are expected to complete summer reading and writing assignments.

English III A
Grade 11
5 Credits
The purpose of this course is to prepare above-average students for the rigorous demands of college-level study. Activities will be directed toward developing study skills that are needed in college. In addition, the course is designed to improve skills in writing, vocabulary, reading, and speech. Students will also be made aware of American literary heritage through reading the literary works of Great Britain from Anglo-Saxon times through the 20th century.

English III B
Grade 11
5 Credits
This course is designed for the average student who is considering a college education. The primary goal is to improve skills in writing, vocabulary, reading, and speech through the study of classic British literature and the historical and cultural developments that shaped it.

English IV

Students in English IV will continue to integrate all language arts skills gained through their education. The course stresses reading, writing, speaking, listening and critical thinking skills to prepare students for college and the workplace. Students will continue to explore expository, critical, and argumentative modes of expression in essays and research papers. English IV incorporates a variety of literary genres and utilizes a humanities approach to world literature that reflects cultural diversity and a broad spectrum of literary styles.
ENGLISH

ROXBURY HIGH SCHOOL

AP English IV: Language and Composition
Grade 12
5 Credits
PREREQUISITE: Must achieve a grade of at least an 85 in AP English III or a 93 in English IIIA.

The purpose of this course is to facilitate the study of English with particular regard to rhetorical criticism, language, and composition so that students may become more effective, confident, and masterful readers and writers. The AP English IV curriculum is aligned with the College Board standards and is designed to provide students with a post-secondary English experience. Students will engage with challenging, primarily non-fiction texts and will read, discuss, and write about them critically. Students will examine an assortment of texts (essays, letters, speeches, images, poetry, etc.) across a variety of forms (expository, analytical, personal, and argumentative). Students in this course are expected to complete summer reading and writing assignments.

English IV A
Grade 12
5 Credits

This course is designed for students with above-average ability. It emphasizes the relationship among academic writing, reading comprehension, and analytical thinking. While emphasis is placed on exposition, students will practice writing in a variety of genres for a range of audiences. They will also critically analyze various types of literature. Clarity, completeness, quality of argument, and style are the goals of writing. Students will be exposed to classic literature written by a wide variety of authors from around the world, including the Greeks, the Middle Ages, the Renaissance, the Age of Rationalism, Romanticism and Realism, and Modern Europe and Africa.

English IV B
Grade 12
5 Credits

This course is designed for the average student who is considering a college education. Emphasis is placed on developing sophistication in writing skill and style. Students will write paragraphs and compositions based on varied patterns of organization and sources of material. They will also develop a research paper systematically from selection of topic through final draft. Through readings, students will be exposed to significant historical, philosophical, religious, scientific, cultural, and literary developments of major periods in world literature.

English Electives

NOTE: These courses are scheduled in addition to the required English course.

Mass Media
Grades, 9, 10, 11
5 Credits
This course is a prerequisite for Journalism and/or Introduction to TV Production

Students in Mass Media learn the role the media industry plays in our society. Students are introduced to radio, television, Internet and print journalism. They learn public relations skills, which will include how to write press releases, create advertisements and public speaking skills. The skills learned in this class are a pre-requisite for Introduction to Television Production and/or Journalism.

Journalism I
Grades 9, 10, 11
5 Credits
PREREQUISITE: Mass Media or teacher recommendation

This course acquaints students with the fundamentals of journalism, from writing news articles to producing the school newspaper, Roxbury Review. Methods of writing news stories, features, reviews, sports, and editorials are studied. Students also learn about journalistic writing style and gain experience in revising and editing their work as well as study the basics of newspaper design and layout. Students also learn how to evaluate the Internet and other sources for bias and engage in critical thinking about the role the media plays in our lives.

Journalism II
Grades 10, 11, 12
5 Credits
PREREQUISITE: Journalism I

Journalism II provides students who have completed the Journalism I course with the opportunity to increase their knowledge of the field and further fulfill their potential as writers/reporters. Journalism II students are expected to assume leadership roles on Roxbury Review staff, including participation in editorial decision-making and production. As writers, they are challenged to write in depth about complex issues. As editors, they enhance their knowledge of newspaper management, design, layout, and production. They also act as mentors to Journalism I students. Students may take Journalism II multiple times, each year further improving on their writing, editing, and layout skills.
ENGLISH

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Introduction to Television Production
Grades 10, 11, 12
5 Credits
PREREQUISITE: Mass Media
Television Production is an elective course designed to meet the needs of the student who wants to be exposed to the advanced study of writing for the media, production theory, and production techniques. The course will concentrate on critical and creative (script) writing, knowledge of television production equipment and organizational skills. Once a foundation is established in theory, the course will become practical, and filming techniques previously learned will be utilized. Students will film a variety of projects, from news broadcasts to commercials to original short films. They will be writing scripts and drawing storyboards, then making them a reality. Digital editing will be stressed with an emphasis on continuity through montage editing. This course will also delve into animation where students will be able to create short animated projects.

Television Production II
Grades 11, 12
5 Credits
PREREQUISITE: Introduction to Television Production
Assignments in Television Production II include a greater scope of community news and interests as well as district wide school events. Students work with more independence to create feature length videos including the skilled use of special effects to enhance their projects. The focus of the class will remain centered on the public relations angle of television production for our school community.

TV Production Special Topics: News/Sports
Grades 11, 12
5 Credits
PREREQUISITE: Introduction to Television Production
Students in Television Production Special Topics: News/Sports will create a weekly program highlighting important stories and events in Roxbury High School. The program will be aired daily at the high school as well as on the high school website. An integral part of this program is the partnership with MSG Varsity Network, and students will work to meet the goals established by the network.

Contemporary Literature
Grades 10, 11, 12
2 ½ Credits
PREREQUISITE: Students must have achieved a grade of 80 or higher in English the previous year.
Contemporary Literature is an elective course that is designed to provide students an opportunity to read and discuss the recent popular publications in literature in an academic setting. Students will read popular works of fiction, will discuss these works in literature-circle fashion, and will engage in the same kind of analytical thinking that is promoted in core English classes and set forth by the Language Arts Common Core Standards.

Creative Writing I
Grades 10, 11, 12
2 ½ Credits
PREREQUISITE: Creative Writing I & recommendation of Creative Writing I teacher
This course is a natural extension of the Creative Writing I curriculum. Over the course of a semester, students will have the opportunity to explore new genres and to delve more deeply into those introduced in Creative Writing I. Students who have demonstrated a passion in a particular form or writing style in Creative Writing I will have the option of focusing their efforts in that area. Students will continue to develop their repertoire of writing skills, literary devices, and rhetorical prowess in both fiction and non-fiction forms.

Creative Writing II
Grades 10, 11, 12
2 ½ Credits
PREREQUISITE: Creative Writing I & recommendation of Creative Writing I teacher
This course is a natural extension of the Creative Writing I curriculum. Over the course of a semester, students will have the opportunity to explore new genres and to delve more deeply into those introduced in Creative Writing I. Students who have demonstrated a passion in a particular form or writing style in Creative Writing I will have the option of focusing their efforts in that area. Students will continue to develop their repertoire of writing skills, literary devices, and rhetorical prowess in both fiction and non-fiction forms.

Popular Culture
Grades 10, 11, 12
2 ½ Credits
PREREQUISITE: Mass Media
Popular culture will explore the habits and norms in our society to see what really intrigues us. We will explore consumerism, marketing and brand recognition along with
market research to see how and why we purchase the items and celebrate the media icons. Students will research and implement some marketing strategies of their own.

**Screenwriting**  
*Grades 9, 10, 11, 12*  
*2 ½ Credits*  
This course provides students with an opportunity to expand their writing skills into new areas. Students forge strong connections to film and television, and this class provides an opportunity to both allow students to expand creatively and learn writing skills that they can carry into other classes. Students will learn to write a variety of scripts in professional screenwriting format, analyze film and television scripts, and evaluate writing for emotional impact and clear narrative.

**Sports Literature**  
*Grades 9, 10, 11, 12*  
*2 ½ Credits*  
This course will supplement the English curriculum and provide students with opportunities to explore non-fiction and fiction literature and movies that have a sports-related theme. Units of study will include: The Underdog, Racial Issues, Americana, The Impact of Sports of Society, and Sports Scandals.

**The Graphic Novel**  
*Grades 11, 12*  
*2 ½ Credits*  
**PREREQUISITE:** Students must have achieved a grade of 80 or higher in English the previous year.  
The Graphic Novel is an elective course that provides students with an important opportunity to explore interests, develop literacy skills, and build a love of reading beyond the scope of core English classes. The course will recognize the graphic novel as a unique literary genre requiring multimodal literacy skills and provide opportunities for learners to engage with rich visual, literary texts in a meaningful way. The Graphic Novel will trace the history of the comic in conjunction with cultural and literary developments of the 20th and 21st centuries. This course provides students with an opportunity to enhance students’ literacy skills and to explore the graphic novel genre while adhering to the Language Arts Literacy Common Core Standards.

**Women and Literature**  
*Grades 10, 11, 12*  
*2 ½ Credits*  
**PREREQUISITE:** Students must have achieved a grade of 80 or higher in English the previous year.  
Women and Literature is an elective course that will introduce students to representative works by and about women. Works will be considered from multiple perspectives (historical, social, literary) and will explore how the way that women have been portrayed in literature has evolved over time. As an English elective, students will be engaging in close reading and analytical writing throughout the semester, supplementing the work that’s done in core English classes.
English as a Second Language (ESL)

English as a Second Language is for speakers of languages other than English who have not mastered the English language in all stages of language development: listening, speaking, reading and writing. Students in grades 9, 10, 11, and 12 will be placed in a class determined by their language proficiency. All instruction is in English.

Beginning ESL
5 Credits
PREREQUISITE: Less than one year of English or by recommendation of the teacher.
This course is designed for the foreign student (grades 9-12) with little or no English language proficiency. The emphasis will be on developing listening comprehension and speaking abilities. Reading and writing will be introduced gradually and the instruction will be designed to meet individual student needs.

Communication and Culture
5 Credits
PREREQUISITE: Less than two years of formal English instruction or by recommendation of the teacher.
The emphasis in this course will be on strengthening and developing basic language skills and cultural understanding. In addition to a study of communication skills, the course will provide intensive language practice in reading and writing activities.

Intermediate ESL
5 Credits
PREREQUISITE: A minimum of two years of formal English instruction or by recommendation of the teacher.
The course continues to emphasize developing the four language areas: listening, speaking, reading and writing. Class discussions, projects and activities are also a major part of the course.

Advanced ESL
5 Credits
PREREQUISITE: Beginning and Intermediate ESL courses, a minimum of 4 years of English or by recommendation of the teacher.
This course is designed for the non-native English speaker who has completed prior ESL courses but requires additional help in succeeding in mainstream classes. Focus is on reading comprehension and writing with continued work in listening and speaking skills.
Welcome to the wonderful world of food, nutrition, personal finance, child development and fashion. The foods area of Family and Consumer Sciences provides instruction ranging from basic cooking techniques to gourmet fare, with a focus on healthy dietary choices. Career opportunities in the expanding field of Food Services/Hospitality are presented. In the child development area three courses are offered which provide a range of student opportunities that include observation and interaction with young children, career exploration, effective parenting and the teaching of young children in our laboratory pre-school. A course in Fashion Design introduces students to the world of fashion and its many career opportunities. Life Management offers personal finance information to make every day financial decisions, such as purchasing a car, using credit cards, investments and savings accounts. All of our courses in food preparation, child-care, fashion design and personal finance contribute to our overall goal – the growth and development of a self-reliant, productive member of society.

**Culinary Arts I**  
**Grades 9, 10**  
**5 Credits**

Culinary Arts I is a full-year course that offers a practical approach to basic food preparation and baking techniques. This is a laboratory work experience where students will prepare nutritious recipes as they study each level of the food guide. Students will be taste testing, sampling, and evaluating their prepared food products. Other topics covered are eating disorders, kitchen design and career opportunities in the many fields of food preparation.

**Culinary Arts II**  
**Grades 10, 11, 12**  
**5 Credits**  
**PREREQUISITE: Culinary Arts I**

Learn how to plan and prepare advanced recipes. Step up to the next level and become the next “Iron Chef”. This course provides a variety of practical learning experiences, problem solving skills, and team building for advanced culinary students. Students will also explore career opportunities in the food service industry.

**Creative Cooking**  
**Grades 11, 12**  
**2 ½ Credits**  
**PREREQUISITE: Culinary Arts II and Teacher Recommendation**

Are you interested in preparing food with a creative flair? Stop watching the Food Network and become a master of some advanced and creative cooking techniques! This course offers advanced and creative cooking techniques. Students will focus on the main principles of food preparation; flavor, color, and texture. Students will learn how to use a variety of garnishing tools for food presentation. Students’ will explore the seven courses of the meal including cake decorating and candy making techniques.

**World Cuisine**  
**Grades 11, 12**  
**2 ½ Credits**  
**PREREQUISITE: Culinary Arts II and Teacher Recommendation**

Come on a world tour that includes cooking and sampling many foods from around the world! In world cuisine students will explore and understand different cuisines as they are influenced by geography, climate, history, and cultures. Students will also explore international food customs and cooking techniques. Students will also recognize common staple foods and cooking methods that are native to specific countries.

**Fashion Design**  
**Grades 9, 10, 11, 12**  
**5 Credits**

This class serves as a guide for anyone interested in the world of fashion. Students learn about clothing design and selection, textiles, being a smart consumer, personal color analysis, line and design in clothing and fashion careers. The students will also explore the history of fashion and some of fashions’ leading designers. The class will have hands on experience sewing by hand and by machine to repair, alter and create new projects. If your interest is in fashion drawing, you will get to illustrate designs both by hand and on the computer aided design software used in the fashion industry. This class offers a little bit for everyone if you are interested in fashion design.
FAMILY AND CONSUMER SCIENCE

ROXBURY HIGH SCHOOL

Careers with Children & Families
Grades 9, 10, 11
5 Credits
Join us as we explore the many career paths in the 21st century such as: social services, education, fashion design, interior design as well as hospitality and nutrition. Students will be provided the opportunity to develop critical thinking and problem solving skills. Interactive and hands on activities related to career orientation and community service are stressed.

Child Development
Grades 10, 11
5 Credits
This course provides an actual laboratory experience interacting with community preschoolers. The class develops key insights and understandings into child development, parental relationships, families, and society as a whole. Students will gain knowledge of what it means to be educated and informed when working with children. Careers in the ever expanding child care field will also be explored.

Life Management
Grades 11, 12
5 Credits
Life Management is designed to aid the student in meeting the financial challenges of everyday life. Making informed decisions, banking and credit, budgeting, insurance, taxes, consumer rights and responsibilities, problem solving, job skills, character development, as well as other life skills are all addressed! Come see how to apply all this information to your everyday life to help you succeed. This course satisfies the state graduation requirement for financial literacy.

Teaching Young Children
Grade 12
10 Credits
No prerequisite is required
For those who are thinking of a career in teaching, or working with children of any age, this is the class for you. This is an opportunity to work with four year old children, from the Roxbury community, in a preschool setting. You will learn how to plan activities, create lessons, and interact with children. This is a hands on chance to apply your knowledge of psychology and human behavior, while actually running a nursery school. This course will give you a strong foundation for working or teaching in a preschool, elementary, middle or high school setting. Upon successful completion of the course, each student will receive a state approved child-care certificate.
INDUSTRIAL ARTS AND TECHNOLOGY

ROXBURY HIGH SCHOOL

The goal of the Industrial Arts and Technology Department is in keeping with the finest tradition of a comprehensive education – to serve all the needs of our student population. The Drawing and Design curriculum is structured to meet the needs of those students planning to major in Engineering, Architecture, or Design. Our course in Wood Technology allows students hands-on opportunities to develop skills and achieve success. Problem solving is a key component of our course offerings.

Engineering Drafting and Design I
Grades 9, 10, 11
5 Credits
This course introduces students to the world of engineering and design. Students’ progress through a series of drawing techniques starting with sketching techniques and culminating with the use of AutoCAD to produce quality representations of objects. Course content will include visualization of views, geometric construction, and dimensioning techniques. AutoCAD is the primary focus of this class and students will become proficient at its use in the engineering and design field. This course is recommended for any student interested in the engineering and design field and anyone interested in pursuing a major in any of the design areas.

Engineering Drafting and Design II
Grades 10, 11, 12
5 Credits
PREREQUISITE: Engineering Drafting and Design I
This course offers students the opportunity to refine and further develop skills acquired in the first year course. Basic design techniques are the main focus of this class. Students use the techniques developed using AutoCAD to produce their own individual designs. This class is recommended for anyone interested in continuing their study of engineering and design.

Advanced Computer Aided Design
Grades 11, 12
5 Credits
PREREQUISITE: Engineering Drafting and Design I & II
This advanced course continues the design process using AutoCAD and also introduces the students to the 3-D environment for designing. Advanced AutoCAD design techniques are continued, followed by the introduction of designing in 3-D using Autodesk inventor. The introduction of the 3 dimensional design field is the major focus of this class. This class is strongly recommended for any student interested in a career in engineering and design.

3-D Studio Computerized
Grade 12
5 Credits
PREREQUISITE: Engineering Drafting and Design I & II and Advanced Computer Aided Design
This advanced course is a culmination of the student’s study in the engineering and design field. The course allows students to develop advanced skills working in the 3-D environment to produce quality 3-D representations. Students can use the course to develop design portfolios which can be used for college admittance.
Wood Technology I
Grades 9, 10
5 Credits
This course introduces the student to the fascinating field of wood technology. The student will work with basic designs, create and interpret working drawings, compute board feet, and develop problem-solving skills. Students will gain practical, hands-on experience by designing a plan and then creating a finished wood project. Proper planning procedures and strict observation of safety rules are stressed. This course has great appeal for anyone who may enjoy working with wood as a hobby.

Wood Technology II
Grades 10, 11, 12
5 Credits
PREREQUISITE: Wood Technology I
Wood Technology II focuses on the many processes, materials, hand and power tools, and manufacturing procedures for wood. The student will be introduced to advanced techniques in the construction of furniture. Students will work with hardwoods and different types of finishes. They will also explore the many career opportunities in the wood working area and related fields.

Wood Technology III
Grades 11, 12
5 Credits
PREREQUISITE: Wood Technology II and Departmental Teacher Recommendation
In this advanced course the student interested in woodworking will have an opportunity to develop his/her skills and work with wood processes used in building furniture and in the production of cabinets.

Wood Technology IV
Grade 12
5 Credits
PREREQUISITE: Wood Technology III and Departmental Teacher Recommendation
Wood Technology IV or “Cabinetmaking” is a mastery-level course and is an independent study of woodworking and wood properties. Critical-thinking skills and problem-solving techniques are stressed as students expand on their prior years of wood training. Project selection is the responsibility of the student with instructor approval.
The mathematics department offers a comprehensive sequence of courses designed to meet the needs of all students at all levels of mathematical development and expertise. Courses emphasize the knowledge and skills necessary for students to be college and career ready and reflect the high academic expectations of the New Jersey Student Learning Standards for students to achieve conceptual understanding as well as procedural fluency. The objectives of the program are to assist students to become problem solvers who can apply the knowledge they have attained in new situations, construct viable arguments and intelligently use technology to make sense of complex problems and persevere in solving them. Freshmen, sophomores and juniors must take a mathematics course within the mathematics department. All students must take a minimum of three years of mathematics and meet the state graduation assessment requirements. Course assignments for incoming freshmen will be determined by a student’s score on the eighth grade placement grid. The placement grid includes the student’s eighth grade math grade, scores on benchmark assessments, the final exam grade, points on the skills rubric and the score on the Algebra Readiness Assessment.

**Typical Course Sequence:**

Algebra I → Geometry → Algebra II → PreCalculus

Geometry → Algebra II → PreCalculus → Calculus

Students must meet the course prerequisites for each course level.

**Level Changes:**

Student interested in changing their instructional level (i.e. from Algebra IB to Geometry A) must have a current grade of 97 to be considered.

### Core Courses

**Algebra I A**

Grade 9, 10, 11, 12

5 Credits

The concepts presented in Algebra I A extend and deepen a student’s understanding from prior courses. Students should be fluent in solving linear equations, in writing the equation of a line given a point and slope, in graphing a linear function and in solving a system of linear equations. Students will extend these concepts to include modeling with linear equations and inequalities, modeling with linear functions, systems and exponential functions, and solving and graphing quadratic equations. Conceptual knowledge will be blended with procedural fluency and problem solving. Students will study quadratic and exponential functions and construct and compare linear, quadratic and exponential models to solve problems. Students must have successfully completed a Pre-Algebra course and be able to demonstrate proficiency on the necessary prerequisite skills. Technology will be used to support instruction.

**Algebra I B**

Grade 9, 10, 11, 12

5 Credits

Algebra I B provides a strong algebraic foundation for all subsequent mathematics courses. Students will develop depth of understanding of algebraic concepts and procedures through communication, representations, reasoning, making connections, problem solving and technology integration. Topics include the properties of operations on real numbers and expressions, operations with polynomials, linear and non-linear functions, inequalities, patterns, data analysis and probability, and using linear, quadratic and exponential functions to model relationships. This course is paced for the average ability student after successfully completing a Pre-Algebra course.

**Algebra I C**

Grades 9, 10, 11, 12

5 Credits

Algebra I C is designed for the student who has difficulty mastering mathematical concepts and skills on the abstract level but gain their understanding through concrete and representational models. Students should be able to perform operations on rational numbers and solve and graph linear equations. Knowledge of fundamental arithmetic without the use of a calculator and Pre-Algebra skills are required.

**Foundations of Algebra**

Grade 9, 10, 11, 12

5 Credits

The Foundations of Algebra course provides the fundamentals necessary for all subsequent high school math courses. Students will develop prerequisite skills necessary for Algebra I including the development of procedural fluency with signed numbers and variables.
Students will study operations with rational numbers, simplifying and evaluating algebraic expressions, percent’s, solving equations, linear functions, probability, and graphing. Students will develop strategic competence, conceptual understanding, procedural fluency and problem solving skills through hands on activities and visualizations. Students must have successfully completed Grade 8 Math.

**Geometry Honors**  
**Grade 9, 10**  
5 Credits  
**PREREQUISITE:** Grade 8 Algebra I minimum grade A  
Geometry Honors provides an in-depth study of the relationships, properties and measurements of geometric figures, special shape relationships and trigonometry. Topics include congruence, similarity geometric patterns, constructions, proofs, coordinate geometry and transformations. Algebraic concepts, logical thinking, deductive reasoning, mathematical proofs, and the properties of plane and spatial figures are emphasized. Students will be expected to construct viable arguments and make conjectures using assumptions, definitions, theorems and postulates. Algebraic techniques will be applied to geometric relationships.

**Geometry A**  
**Grade 9, 10, 11**  
5 Credits  
**PREREQUISITE:** Grade 8 Algebra I grade of 85; Algebra IA grade of 80.  
Geometry A is the study of the relationships, properties and measurements of geometric figures. The course emphasizes logical deductive reasoning, mathematical proofs, and properties of plane and solid geometric figures and shapes. Topics include: lines, angles, triangles, congruence, similarity, parallelism, polygons, circles, solids, area, volume, constructions, trigonometry, coordinate geometry and transformations. Students will use coordinates to algebraically prove geometric theorems, to visualize relationships between two-dimensional and three-dimensional objects and to apply geometric concepts in modeling situations.

**Geometry B**  
**Grade 10, 11**  
5 Credits  
**PREREQUISITE:** Algebra I B grade of 75  
Geometry B is designed for the average ability student who has successfully completed Algebra I and needs additional time to master mathematics concepts. Proofs are de-emphasized in synthetic and analytic forms and emphasis placed on the development of a student’s ability to identify repeated reasoning and to build a logical progression of statements to justify conclusions. Topics include: lines, angles, triangles, congruence, similarity, parallelism, polygons, circles, solids, area, volume, constructions, trigonometry, coordinate geometry and transformations.

**Geometry C**  
**Grades 10, 11**  
5 Credits  
**PREREQUISITE:** Algebra I C  
Geometry C is designed for the student who has difficulty mastering abstract mathematical concepts and relationships. Although the same topics are covered as in Geometry B, students will use concrete references such as models, drawings, diagrams, graphs, flowcharts and manipulatives to establish geometric relationships, to construct viable arguments and draw conclusions. Recognition and application of definitions, theorems and postulates is emphasized. Algebraic skills are reinforced through the application of algebraic skills to geometric concepts.

**Algebra II Honors**  
**Grades 10, 11**  
5 Credits  
**PREREQUISITE:** Geometry H grade of 85  
Algebra II Honors is designed for the advanced mathematics student who has demonstrated highly developed abstract reasoning, procedural fluency and conceptual understanding. This course provides rigorous preparation for PreCalculus through challenging problems and in-depth development of algebraic concepts. Emphasis is placed on the study of functions, their properties and analysis of their graphs. The properties of the complex number system are developed. Linear, quadratic functions and relations, exponential and logarithmic functions, probability, sequences and series as well as rational and imaginary expressions are studied. Students will explore the effects of transformations on graphs of functions and identify an appropriate model for a given situation. Conjectures will be supported through the use of a graphing calculator. Students will model periodic phenomena with trig functions. This course is a prerequisite for PreCalculus Honors.
Algebra II A
Grades 10, 11
5 Credits
PREREQUISITE: Geometry A grade of 80
Algebra IIA is designed for the student with above average ability in mathematics who is able to form generalizations, make connections, communicate their understanding and construct a representative model to help conceptualize a complex problem. Building on understanding of linear, quadratic and exponential functions from Algebra I, students will extend function concepts to include polynomial, rational and radical functions. The properties of the real number system as developed in previous courses are extended and additional properties of the complex number system are introduced. Linear, quadratic functions and relations, exponential and logarithmic functions, absolute value functions, probability, sequences and series as well as operations with rational, irrational, and imaginary expressions are studied. Students will use a graphing calculator to analyze and search for properties of graphs and graph irregularities. This course is a prerequisite for PreCalculus.

Algebra II B
Grades 11, 12
5 Credits
PREREQUISITE: Geometry B grade of 75
Algebra IIB is designed for the student who has successfully completed Geometry B. Course content includes linear and quadratic functions, relations, statistics and probability and operations with rational, irrational, imaginary and complex expressions. Graphing is emphasized. This course is not designed for the student who plans to take PreCalculus or Calculus. A student may elect to take Advanced Algebra and Trigonometry after completing Algebra IIB if he/she achieves a grade of 85 or above.

Algebra II C
Grades 11, 12
5 Credits
PREREQUISITE: Algebra I and Geometry
Algebra IIC is designed for the student who has completed geometry and has difficulty mastering abstract mathematical concepts and making connections to concepts in new situations. Course curriculum includes linear and quadratic functions and relations, statistics and probability as well as operations with rational, irrational, imaginary and complex expressions. This course does not meet prerequisites for PreCalculus or Advanced Algebra and Trigonometry. Students may elect College Prep Algebra or College Math Concepts after completing Algebra IIC.

PreCalculus Honors
Grades 11, 12
5 Credits
PREREQUISITE: Algebra II Honors grade of 85
Honors PreCalculus prepares a student for Advanced Placement Calculus courses (AB or BC Calculus). Students will study polynomial, rational, exponential, logarithmic and periodic circular functions and their applications. The graphing calculator will be used to analyze graphs and make predictions, in order to anticipate and verify algebraic solutions. Students will study trigonometric concepts including identities, trigonometric equations, graphs in Cartesian and polar coordinates, solutions of triangles, navigation applications and linear and quadratic relations. The introductory concepts of Calculus, such as limits and the definition of the derivative, are studied as a prerequisite to BC Calculus. A graphing calculator is required.

PreCalculus
Grades 11, 12
5 Credits
PREREQUISITE: Algebra II A grade of 80; Advanced Algebra & Trigonometry grade of 80
Students intending to pursue advanced studies in mathematical and scientific related fields during their college experience should elect to enroll in PreCalculus. Functions (trigonometric, exponential, logarithmic, circular, linear, polynomial, rational), inverse functions, identities, equations (trigonometric, polar, linear, and quadratic), Cartesian and polar graphing, solutions of triangles, and application problems will be studied. Proficiency with algebraic skills and a graphing calculator are required.

Advanced Algebra and Trigonometry
Grade 11, 12
5 Credits
PREREQUISITE: Algebra II A grade of 75; Algebra II B grade of 85
Seniors who have completed Algebra IIA or Algebra IIB and who are preparing for a non-mathematical liberal arts college program may elect this course. Emphasis will be placed upon reinforcement of algebra and geometry skills, the concepts of trigonometry, Cartesian and polar graphing, analytic geometry, and functions but with less
This survey course in Calculus is designed to introduce students who have successfully completed PreCalculus to the major concepts of Calculus. The tools of Calculus, limits, continuity, derivatives and integrals, are studied with limited applications. This course is not structured to prepare students for the AP exams. Good algebra skills and geometric understanding are necessary. The course prepares students for a college Calculus course.

Math Electives

**NOTE:** These courses are scheduled in addition to the required Math course.

### Introduction to Probability and Statistics
**Grades 10, 11, 12**
**5 Credits**
**PREREQUISITE:** Geometry A grade of 85 or Algebra II A or B grade of 80

This course provides an introduction to important topics in statistics by focusing on statistical thinking behind data collection and analysis. The components of statistical inference, measures of central tendency and dispersion, elementary probability, including independence and conditional probability, distribution functions, tests of hypotheses, and statistical reporting will be emphasized. These concepts have become basic tools of society in an information age, and are pivotal in the study of the social and natural sciences, especially in the fields of government, business, and industry.

### Introduction to Computer Science I
**Grades 9, 10, 11, 12**
**2 ½ Credits**
**PREREQUISITE:** Completion of Algebra I. Algebra IA can be taken concurrently.

This semester course is the first in a sequence of two courses that introduces students to the fundamentals of computer programming and software design. Students will learn about the software development process through the use of Visual Studio, Microsoft's integrated development environment, and the Visual C# Programming language. In addition to designing graphical user interfaces, students will implement variables, data types, conditional statements, loops, and methods to code and debug event-driven Windows applications, while sharpening their algorithmic, problem-solving and logical thinking skills. The course is only offered during the fall semester.
Introduction to Computer Science II
Grades 9, 10, 11, 12
2 ½ Credits
PREREQUISITE: Introduction to Computer Science I grade of 70.

This semester course is the second in the series of two introductory courses in computer programming and software design. Topics include arrays, string manipulation, and sprite animations with and introduction to object-oriented programming concepts and video game design to provide a foundation in computer programming. Students will work in the Visual C# programming language and design applications for Windows, Windows RT, Xbox 360, and Windows Phone. This course is only offered during the spring semester.

AP Computer Science
Grades 10, 11, 12
5 Credits
PREREQUISITES: Completion of Introduction to Computer Science II with a grade of 95.

This yearlong elective Advanced Placement course is for the student interested in pursuing the study of Computer Science. The student will study programming methodology with an emphasis on problem solving and algorithm development. It is designated to be equivalent to a first semester college course in computer science. This course will prepare the student to take the Advanced Placement Computer Science Examination to qualify for college credit.

Introduction to Robotics
Grade 9, 10, 11, 12
2 ½ Credits
PREREQUISITE: Algebra I

This semester elective course is designed to engage students in STEM-oriented activities while developing their mathematical computational skills and exploring career opportunities in the rapidly growing field of robotics. Students will learn about engineering design, the design process and project management and review. The curriculum utilizes Natural Language, an intuitive, easy to use version of ROBOTC. Natural Language is for beginner programmers and is designed as a stepping stone to full ROBOTC programming. Students will combine mathematical thinking and problem solving strategies while building and programming real-world problems involving robots.

Advanced Placement Statistics
Grades 11, 12
5 Credits
PREREQUISITE: Algebra II A or PreCalculus grade of 90; English III A grade of 85

The purpose of this course is to introduce the student to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. Topics include sampling, surveys, and experimental design, organizing data, distributions, probability and reference. AP Statistics provides the necessary foundation for college level courses in the fields of psychology, science and business. This course will prepare the students to successfully take the AP Statistics Examination in order to qualify for college credit.
Senior Math Electives

NOTE: These courses are scheduled in addition to the required Math course.

The following courses are math electives designed for seniors who did not qualify for core courses or for other electives. Student placement will be based on the Accuplacer and SAT scores.

College Prep Algebra
Grade 12
5 Credits
PREREQUISITE: Elementary Algebra Accuplacer score of 76-120 or have satisfied the New Jersey State Graduation Requirement for math.

This full year course provides students with the opportunity to review the fundamental concepts of Algebra I, Geometry, and Algebra II in preparation for their first college math course. Topics include function analysis, radicals and exponents, polynomials and their graphs, parent functions and transformations, rational expressions and equations, linear equations, inequalities and applications, matrices and exponential and logarithmic functions. Students will focus on refreshing and developing their math and problem solving skills and fluency.

College Math Concepts Pt 1 Fall
Grade 12
2 ½ Credits
PREREQUISITE: Elementary Algebra Accuplacer score of 20-62

This course is designed in collaboration with the County College of Morris to help students achieve college readiness and place out of developmental math courses while meeting graduation requirements. The curriculum addresses foundational gaps in a student’s mathematical knowledge. It extends the foundational topics in Part 1 to include Algebraic topics such as factoring, rational expressions, radicals and radical equations, systems of equations and quadratic equations. Blended instruction will be used with an online and classroom component. Students who achieve a score of 63-75 on the Elementary Algebra Accuplacer should enroll in College Math Concepts Pt 2 spring semester only.

College Math Concepts Pt 2 Spring
Grade 12
2 ½ Credits
PREREQUISITE: Accuplacer score of 63-75 on Elementary Algebra or completion of College Math Concepts Pt 1

This course is designed in collaboration with the County College of Morris to help students achieve college readiness and place out of developmental math courses while meeting graduation requirements. The curriculum addresses foundational gaps in a student’s mathematical knowledge. It extends the foundational topics in Part 1 to include Algebraic topics such as factoring, rational expressions, radicals and radical equations, systems of equations and quadratic equations. Blended instruction will be used with an online and classroom component. Students who achieve a score of 63-75 on the Elementary Algebra Accuplacer should enroll in College Math Concepts Pt 2 spring semester only.
PERFORMING ARTS

ROXBURY HIGH SCHOOL

MUSIC

The ability to enjoy music and to participate on an individual or group level is an integral part of daily life. The elective courses in the music department are designed to appeal to varied interests and levels. There is something for everyone, from the casual listener to the future music major. Evening performances are required for all performing ensembles. An extensive extracurricular performance program is offered in the areas of instrumental music, jazz, vocal music, dance and drama.

Freshmen Women’s Chorus
Grade 9
5 Credits

Students will learn through performance of appropriate vocal music the principles of good singing, including diction, sight-reading and tone production. Students will have limited out-of-school commitments, performing in three concerts during the year. Freshmen Women’s Chorus is a non-auditioned group, and membership is open to any female in grade nine.

Concert Choir
Grades 9, 10, 11, 12
5 Credits

Students will learn through performance of appropriate vocal music the principles of good singing, including diction, sight-reading, and vocal production. Students will have limited out-of-school commitments, performing in 3 concerts during the year. Concert Choir is a non-auditioned group, and membership is open to any female in grades 10, 11, and 12 and any male in grades 9, 10, 11, and 12.

Chorale
Grades 10, 11, 12
5 Credits

PREREQUISITE: Audition

The Chorale is an auditioned curricular ensemble, and its students meet daily in one of two class sections. Members of the Chorale gain entry to the group through the spring placement auditions.

As the second most challenging curricular choir at Roxbury, the Chorale will provide singers with the opportunity to learn and perform challenging traditional and contemporary choral works. A member of the Chorale is expected to give the extra time necessary to help the group become an outstanding musical ensemble.

Classic Sounds Honors
Grades 10, 11, 12
5 Credits

PREREQUISITE: Audition

Classic Sounds is for selected students with an ability and knowledge of singing fundamentals. A major function is to perform music of excellent technical quality. Students will be auditioned in the spring of the previous year for placement in Classic Sounds. The group will do a number of performances both in and out of the school in addition to the three annual concerts. Some out-of-school time will be required and students will receive honors credit.

Broadway and The Musical Theatre
Grades 9, 10, 11, 12
2 ½ Credits

This course is designed for students who are presently singers who want to pursue a performance-based class in Broadway Theatre. Students will explore the art of musical theatre through performance, directing, listening, movement, historical explorations and practical application of classroom experiences. The curriculum will include student involvement in actual directing, blocking, staging, acting, singing and all areas of the performance of Broadway musicals. Students who elect this class must be a member of one of the choir classes.

Concert Band
Grade 9, 10, 11, 12
5 Credits

PREREQUISITE: Placement via Instrumental Music Assessment

The Roxbury High School Concert Band fosters the highest performance standards while offering its members an opportunity to expand their technical, intellectual, and musical horizons. The concert band is open to all instrumental students in grades 9-12 via an instrumental placement process.

Symphony Band
Grades 9, 10, 11, 12
5 Credits

PREREQUISITE: Audition

The Roxbury High School Symphony Band is an auditioned curricular ensemble of students in grades 9-12. High quality contemporary and standard wind band literature make up the musical repertoire performed by the ensemble. The Symphony Band is dedicated to playing outstanding and challenging works of strong artistic merit.
PERFORMING ARTS

ROXBURY HIGH SCHOOL

Honors Wind Symphony
Grades 10, 11, 12
5 Credits
PREREQUISITE: Audition
The Roxbury High School Honors Wind Symphony is the premier instrumental performing arts ensemble consisting of auditioned students grades 10-12. Any student who is selected as a member of the Wind Symphony receives honors credit for this course. A high level of musicianship is demanded from every member of the ensemble.

Strings
Grades 9, 10, 11, 12
5 Credits
The string class offers an opportunity for those students who play a string instrument and wish to further their musical abilities. Students will have limited out of school commitments, performing in three to four concerts each year. This course may be taken in addition to band or other music courses.

Basic Music Theory
Grades 9, 10, 11, 12
5 Credits
The Basic Music Theory class is open to any student interested in the study of the theoretical aspects of music. This class will explore the compositional structure of music through the study of theoretical concepts. Students will learn the grammar and equations of music that help to create a finished product. Basic Music Theory is a foundation course designed to prepare students for AP Music Theory for basic college music theory. Students will be able to understand and apply the theoretical components of music. Practical application will be demonstrated through analyzing, composing, ear training, and listening to music.

Advance Placement Music Theory
Grades 10, 11, 12
5 Credits
PREREQUISITE: Basic Music Theory and Teacher Recommendation
The AP Music Theory Class is an advanced level theoretical course open to students that have successfully fulfilled the Basic Music Theory prerequisite. In extremely rare circumstances, a student who demonstrates exceptional ability and possesses the content knowledge associated with Basic Music Theory may place into AP Theory without the prerequisite requirement. AP Music Theory will explore advanced theoretical and compositional concepts of music that are in line with the national Music AP Test. If a student chooses to take the AP Music Theory Test and successfully scores high enough, college credit may be earned. Students will be able to understand and apply the theoretical components of music and practical application will be demonstrated through analyzing, composing, sight-singing and listening to music.

DANCE

Dance
Grades 9, 10, 11, 12
5 Credits
Dance is open to all students with an interest or ability in the art of dance. Dance is communicating through movement using time, space and energy. All students will be placed through an audition process in one of five ensembles: Expressions, Aspirations, Fusion, Synergy or Advanced Dance Ensemble. Students will explore the movement styles of modern, jazz and lyrical dance through technique classes. Study in dance history and terminology will provide the student with an appreciation for these dances. Students will have limited out of school commitments, performing in two to three concerts each year.

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PHYSICAL EDUCATION

ROXBURY HIGH SCHOOL

Physical Education, Health,
Driver Education Theory

Physical Education
Grades 9, 10, 11, 12
3.75 Credits
The physical education four-course series consists of experiential course offerings that progressively develop well-rounded citizens through participation in physical activities. These activities reflect the need and preferences of the students that they serve. The program offered includes:

Aerobics
Archery
Basketball
Fitness/Endurance
Golf
Lacrosse
New Games
Project Adventure (Gr. 9)
Floor Hockey
Racquet Sports
Soccer
Softball
Stress/Fitness Concepts
Team Handball
Track and Field
Ultimate Frisbee
Volleyball
Weight Lifting
Yoga/Pilates

Assessment of students according to departmental standards is based on knowledge, skill, preparation, participation, and evaluation. Specifically, every student who successfully completes each physical education course is expected to have developed appropriate age-level mastery and proficiency and demonstrated an ability to: relate good mind and body conditioning to a healthy diet and daily exercise; construct a personal fitness program; perform satisfactorily on the President's Challenge Physical Fitness testing; participate in lifetime leisure sport activities; exhibit sportsmanship, skill appreciation and good audience behavior; function within a group as a useful member of a democratic society.

Students will also be required to complete various topics and postings on the physical education wiki sites.

Students in 9th and 12th grade Physical Education classes will be assigned to Health for one marking period. Students in 10th grade will be assigned to Driver Education Theory for one marking period. Students in 11th grade will be assigned one marking period of a certified first aid course.

High Performance Physical Education
Grades 10, 11, 12
3.75 Credits
High Performance Physical Education is designed to allow students of higher skill levels, and stronger motivation, more compatible playing strategies to utilize those qualities in team and competitive situations. Students will continue the application of teamwork strategies in previous game units and evaluate the efficacy of those strategies. Depending on the situations, members of the class will act as coaches, referees, and organize tournaments. Students will be expected to be involved in all aspects of the class. This includes but is not limited to team formations, field setup and equipment care. Grading, fitness testing, acceptable dress and attendance will be in line with the regular Physical Education class.

Wellness Physical Education
Grades 10, 11, 12
3.75 Credits
Wellness Physical Education is designed to allow students to meet fitness standards and to participate in activities that they can incorporate into their individual lifestyles. Students will discover their own fitness levels and will develop plans for improvement. Students will work within their own target heart rate zone and will increase their heart's functioning ability. Muscles will be worked both for strength and endurance. Flexibility and stress management will be incorporated into the class structure. Proper nutrition for a healthy lifestyle is studied and incorporated into the fitness plans that the students develop. Upon successful completion of the class students will have a respect for all aspects of fitness and will be able to design an individualized program for themselves that will be appropriate for their lifestyle.
Physical Education Electives

NOTE: These courses may be scheduled in addition to the required Physical Education course.

Introduction to Exercise Science
Grades 11, 12
2 ½ Credits
In this course, students will explore and understand more comprehensively the tool that they use every day: their bodies. A greater understanding of the “how” and “why” of basic functions will inevitably lead to a more efficient utilization of the machine they are meant to use for the rest of their lives. We will cover the major areas of exercise science, including kinesiology, exercise physiology and human movement studies, as well as various career opportunities.

Introduction to Exercise Psychology
Grades 11, 12
2 ½ Credits
Intro to Exercise Psychology takes a sociological approach, with a smaller emphasis on the exercise and a greater focus on the exerciser. Why does one method of motivation work for one individual, yet act as a deterrent for another? What are the many internal and external factors contributing to preference of activity? Also, we will explore the many benefits of exercise beyond the physical, as studies show the brain gains just as much as the muscles involved, if not more.

Ninth Grade Health
1.25 Credits
This course provides students with a unified basic, health program that fosters the concept that health is a most prized possession and an integral part of every phase of life. Students acquire knowledge that their level of health affects their ability to learn, to live and to relate to others.
The key concepts of study in the course are:
1. Health decisions that affect the way one feels.
2. Mental health.
3. Food and nutrition.
4. Understanding your sexuality.
5. Communicable diseases
6. Drugs, alcohol and smoking.
7. Death and dying
8. Suicide

Tenth Grade Driver Theory
1.25 credits
Driver Education Theory is the first segment of driver education. This course is only offered to 10th grade students during one quarter of their Physical Education class. Students must achieve a grade of D- or better to pass the classroom instruction portion of driver’s education. They must also pass the State of New Jersey written driving test with a grade of 80% or better. After turning sixteen and passing both driver classroom instruction and the N.J. State written test, they are eligible to take a Behind-the-Wheel program.

Eleventh Grade Health: First Aid
1.25 Credits
The purpose of this course is to provide students with a personal first aid education through the American Heart Association that will afford them the knowledge to handle minor daily occurrences. In addition, the skills necessary to administer lifesaving, emergency care until trained professionals arrive will be addressed in this certified course.
The key topics of study are:
1. Wounds
2. Bodily injuries
3. Shock
4. CPR and Respiratory Emergencies
5. Poisoning
6. Drugs and Abuse
7. Burns
8. Exposure

Twelfth Grade Health
1.25 Credits
Students learn that health is more than just the absence of disease. It involves physical, mental, social, and sexual aspects of development. Students gain an understanding that each aspect of health constantly affects and is affected by the others. Good health is what allows people to live up to their full potential. Health is always changing. One is not at the same level of health today as one was yesterday or will be tomorrow.
The key topics of study are:
1. Health – Life and living
2. The basis of mental health
3. Human Sexuality
4. Preparation for marriage
5. Human reproduction
6. Communicable diseases
7. Drugs, alcohol and smoking
8. Substance Abuse
The courses in the Science Department are designed to meet the needs of our students as they prepare for further education and careers. We strive to help students grow in their problem solving skills, data analysis, critical thinking, and to value the role of science in a multiplicity of disciplines. We strive to instill in students the importance of science in shaping our future and environment. Freshmen, sophomores and juniors must take a science course within the Science Department.

AP classes meet two additional 35 minutes per week. Honors classes meet one additional 35 minutes per week. Ninth grade course assignment will be determined by student scores on the ninth grade placement rubric.

Geophysical Science Honors
Grade 9
6 Credits
The Geophysical Science honors program is designed for the academically advanced science student to focus on Earth Science, Chemistry and physics principles. The dynamics of the Earth system and the individual sciences of astronomy, geology, meteorology, paleontology and oceanography are investigated. Students will develop an understanding of the complex and significant interdependencies between humans and the rest of Earth’s systems through the impacts of natural hazards, our dependencies on natural resources, and the significant environmental impacts of human activities. Physical science concepts necessary for the understanding of natural processes are taught through a study of the Earth’s subsystems in which they operate. Students enrolled in the honors program should have excellent reading and mathematical skills and should be able to function in a laboratory situation. Emphasis is placed on problem solving, analysis of laboratory data and the interpretation of graphs, models, maps and diagrams. The class meets six times per week including a double laboratory period. This course satisfies the prerequisite for AP Environmental Science and Environmental Science A.

Geophysical Science A
Grade 9
5 Credits
Geophysical Science A is designed to provide the student with a variety of investigative opportunities encompassing astronomy, oceanography, geology, meteorology, and climate. Students will develop an understanding of the complex and significant interdependencies between humans and the rest of Earth’s systems through the impacts of natural hazards, our dependencies on natural resources, and the significant environmental impacts of human activities. The course uses a college preparatory laboratory approach enabling the student to learn about the dynamics of the Earth systems and physical concepts necessary for understanding the Earth and the principles that govern it. Emphasis is placed on problem solving, analysis of laboratory data and the interpretation of graphs, models, maps and diagrams. The class is a prerequisite for AP Environmental Science and Environmental Science A.

Biology Honors
Grade 9
6 Credits
PREREQUISITE: Algebra I in Grade 8
The Biology honors program is designed for the academically accelerated student with exceptional abilities in reading and mathematical skills. The course is laboratory oriented and takes a problem-solving approach with an emphasis on the biochemical and cellular aspects of biology including heredity and genetics. Students enrolled in Honors Biology must demonstrate strong organizational skills and study habits, along with a positive personal work ethic.
**SCIENCE**

**ROXBURY HIGH SCHOOL**

**Biology Honors**
Grade 10
6 Credits
PREREQUISITES:
SCIENCE: A minimum grade of 85 in Geophysical Science Honors.
MATH: A minimum grade of 85 in Algebra IA

The Biology honors program is designed for the academically accelerated student with exceptional abilities in reading and mathematical skills. The course is laboratory oriented and takes a problem-solving approach with an emphasis on the biochemical and cellular aspects of biology including heredity and genetics. Students enrolled in Honors Biology must demonstrate strong organizational skills and study habits, along with a positive personal work ethic.

**Biology A**
Grade 10
5 Credits
PREREQUISITE: A grade of 75 or higher in Geophysical Science A or Honors

This course is designed for the student preparing for college who has a strong mathematics background. Students should display level appropriate organizational and study skills. Additionally, students should be able to work both collaboratively and independently. It emphasizes a laboratory approach in biological sciences such as ecology, heredity and genetics, anatomy and physiology, molecular and cellular basis of life and areas of species development.

**Biology B**
Grade 10
5 Credits
PREREQUISITE: Geophysical Science A or B

This course is designed for students who need support in mathematics and reading. Areas of study include cell structure and function, heredity and genetics, evolution and ecological issues related to today’s society. Emphasis is placed on laboratory skill development and the practical application of biological principles. Organizational and study skills are reinforced.

**Chemistry Honors**
Grades 10, 11
6 Credits
PREREQUISITES:
SCIENCE: A minimum grade of 85 in Biology Honors or 90 in Biology A
MATH: A minimum grade of 80 in Algebra IIA or previous Honors or A level math class. Algebra IIA may be taken concurrently.

The Chemistry Honors course is an accelerated, challenging course designed for the highly motivated student who has a strong interest and background in both mathematics and science. Using a laboratory approach and atomic structure as a basis, students will be engaged in problem-solving activities in the areas of stoichiometry, solution chemistry, thermodynamics and kinetics, equilibrium, acid-base chemistry, and electrochemistry. Students are expected to be able to make conjectures and build a logical progression of statements to support the truth of their conjectures.

**Chemistry A**
Grade 11
5 Credits
PREREQUISITES:
SCIENCE: A minimum grade of 75 in Biology A or Honors
MATH: A minimum grade of 75 in Algebra IA. Algebra IIB or higher may be taken concurrently.

This course is designed to meet the interests of students who are preparing themselves for a career in a science, technical or related field. It is laboratory oriented and covers the traditional areas of atomic structure, stoichiometric relationships, kinetics, thermodynamics, acid-base chemistry, states of matter, equilibrium, and electrochemistry. Students must possess and demonstrate computational fluency.
SCIENCE

ROXBURY HIGH SCHOOL

Chemistry B
Grades 11, 12
5 Credits
PREREQUISITES:
SCIENCE: A minimum grade of 75 in Biology B and Geophysical Science B.
MATH: A minimum grade of 75 in Algebra IB. Algebra IIIB can be taken concurrently.

Students enrolled in Algebra IIA or higher are not eligible for this course. This course is designed to meet the needs of the student who benefits from support with mathematics and problem solving skills. It is an activity based course which provides learning experiences through the gathering of scientific data and its analysis in an integrated lab environment.

Introduction to Chemistry and Physics
Grades 11, 12
5 Credits
PREREQUISITE: A minimum grade of 60 in both Geophysical Science and Biology. Students enrolled in Algebra IIIB or higher are not eligible for this course.

This course focuses on students’ understanding of the scientific forces that govern their lives. Students will explore the practical applications of both chemistry and physics. They will study the connection between chemistry, physics and ecology, biology, and geophysical science. This course will help prepare students to become productive citizens in a society that demands a greater knowledge of science to help make informed decisions. Areas of study will include chemistry and physics concepts in the home, work and marketplace.

Physics Honors
Grades 11, 12
6 Credits
PREREQUISITES:
SCIENCE: A minimum grade of 80 or higher in Chemistry Honors or 90 in Chemistry A.
MATH: A minimum grade of 85 in Algebra IIIB or Algebra IIIB or PreCalculus. PreCalculus may be taken concurrently.

The Physics I Honors course is designed for the student who is highly academically oriented and possesses excellent math skills. Topics to be studied include motion, forces, energy, momentum, wave phenomena, electricity, light and optics. Emphasis will be placed on problem-solving and experimental laboratory work. Students will work both individually and in groups for laboratory assignments and special projects.

Physics A
Grades 11, 12
5 Credits
PREREQUISITES:
SCIENCE: A minimum grade of 75 or higher in Geophysical Science A, Biology A, Chemistry A. MATH: A minimum grade of 75 in Algebra I, Geometry A and Algebra II. PreCalculus or Advanced Algebra and Trigonometry may be taken concurrently.

This course is designed for the college preparatory student with strong math skills. Topics of study will include linear motion, kinematics equations, vectors, Newton’s laws, energy, momentum, torque, harmonics, optics, and electricity. A strong emphasis is placed on laboratory investigations, problem solving and individual projects. This course meets the criteria for all colleges as a laboratory science in the area of physics.

Physics B
Grade 11, 12
5 Credits
PREREQUISITE:
MATH: A minimum grade of 75 in Algebra I and Geometry B. Algebra IIIB can be taken concurrently.

This course is designed to meet the needs of the academically motivated student who benefits from support with mathematics and problem solving skills. It is an activity based course which provides learning experiences through the gathering of scientific data and its analysis in an integrated lab environment. The areas of study include motion, vectors, forces, Newton’s laws, momentum, energy, torque, harmonics, optics and electricity. This course meets the criteria for all colleges as a laboratory science in the area of physics.
Environmental Science
Grade 11, 12
5 Credits
REQUISITE:
A minimum grade of 75 in Geophysical A and Biology A or a minimum grade of 90 in Geophysical B and Biology B. Chemistry may be taken concurrently.

Environmental Science focuses on the study of ecosystems, population trends, pollution sources, and available resources. This course is designed to provide students with knowledge and skills that can be used to solve problems affecting our natural environment, to provide relevancy for local and global issues and to introduce students to environmental careers. Major emphasis is placed on environmental effects and their impact on everyday life. Students will explore case studies and current issues and will be actively involved in developing solutions and learning how to educate others about environmental issues. Students will perform field work and conduct research as part of lab activities and long term projects.

Advanced Placement Environmental Science
Grades 11, 12
7 Credits
PREREQUISITE: A minimum grade of 85 in Geophysical Science A/H and Biology A/H. Chemistry A/H may be taken concurrently.

One of the prerequisite courses must be at the Honors level. The AP Environmental Science course is designed to be the equivalent of a one semester, introductory college course in environmental science. The goal of the course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

Human Anatomy and Physiology Honors
Grade 11, 12
6 Credits
PREREQUISITE: A grade of 85 or above in Biology Honors. Chemistry can be taken concurrently.

This challenging course is designed for highly motivated students with excellent reading and lab skills who have a strong interest in pursuing a career in the health sciences, such as nursing or physical therapy. Emphasis is placed on understanding the anatomical and physiological components of the human body’s twelve systems and related systemic diseases. Major dissections of the cat are mandatory.

Human Anatomy and Physiology A
Grade 11, 12
5 Credits
PREREQUISITE: A grade of 80 or above in Biology A or Honors and Chemistry A or Honors. Chemistry can be taken concurrently.

This course is recommended for students who are interested in health related careers. The course emphasizes the anatomy and physiology of the human body’s twelve systems and related systemic diseases. Major dissections of the cat are mandatory. Students should have an above average reading ability.

Physics and Technology
Grade 12
5 Credits
PREREQUISITE:
SCIENCE: Chemistry B or Introduction to Chemistry and Physics.
MATH: Geometry B or C with teacher recommendation.

This course is a blend of conceptual and basic mathematical approaches to Physics, with an emphasis on problem based learning. Students will develop an understanding of Physics in the world around them and have an opportunity to engage in projects that require a practical understanding of Physics. The course is designed for students who would like more of a hands-on approach and activity based learning environment. This course is a STEAM (Science, Technology, Engineering, Arts, and Mathematics) program, incorporating projects like the development of a Hydrogen Fuel Cell Car and then competing in a state-wide competition. The areas of study include motion, vectors, forces, Newton’s Laws, momentum, energy, torque, electricity, and Astronomy based Physics.
SCIENCE

ROXBURY HIGH SCHOOL

Advanced Placement Biology
Grades 11, 12
7 Credits
PREREQUISITE: A minimum grade of an 85 or higher in Biology H and Chemistry H.

This course is designed for highly accelerated academic students with a strong interest in the biological sciences. This course will include biochemistry, the relationship of biochemistry to genetics, the patterns of structure and function throughout life forms and major topics of mammalian anatomy and physiology. The topics from Biology are expanded and covered in depth equivalent to first year college level using a college level text and laboratory investigations adapted from college laboratory manuals.

Advanced Placement Chemistry
Grades 11, 12
7 Credits
PREREQUISITE:
SCIENCE: A minimum grade of 85 in Chemistry H. A minimum grade of 90 in Chemistry A.
MATH: A minimum grade of 80 in PreCalculus. PreCalculus may be taken concurrently.

This course is designed for a highly accelerated, academically advanced student with a strong interest in pursuing a career in science related fields. It is presented as a college level course in chemistry. Advanced level topics in physical chemistry will be explored through a highly laboratory oriented program. Emphasis is placed on quantitative experimentation. This course will prepare the student for the advanced placement exam in chemistry if he or she elects to take the exam.

Advanced Placement Physics
Grades 11, 12
7 Credits
PREREQUISITES:
SCIENCE: A minimum grade of 85 in Physics Honors.
MATH: A minimum grade of 85 in Algebra II Honors or PreCalculus.

This second level, calculus based investigative course addresses laboratory experiences and theory that review the basic foundations of Physics. The course extends and broadens the student’s understanding of mechanics, electronics and magnetism. The course will include projects, discussion, and units to prepare students for the Advanced Placement exam. This class is based on the APC curriculum, which is a national curriculum from the College Board. Please visit apcentral.collegeboard.com for further information the APC calculus based curriculum.

Science Electives

NOTE: These courses are scheduled in addition to the required Science course.

Astronomy
Grades 10, 11, 12
2 ½ Credits
PREREQUISITES: SCIENCE: A minimum of 75 or better in Geophysical Science
MATH: A minimum of 75 or better in Algebra IA

Astronomy is an academically challenging elective designed for students who have a strong interest in the science behind what we know about the Universe and the search for habitable worlds. Students will be introduced to our basic understanding of the Universe through the premise of asking, “What conditions are necessary for life to exist in the Universe?” Students will be introduced to the fundamental concepts of astronomy such as; Kepler’s Laws planetary motion, Universal Gravitation, comparative planetology, exoplanet discoveries, stellar evolution, and cosmology.

Forensic Science
Grades 11, 12
2 ½ Credits
PREREQUISITES: A grade of 75 or better in Biology A or Honors. A grade of 85 or better in Biology B. A grade of 75 or better in Chemistry A or B.

Forensic Science is a laboratory based course designed to introduce students to the scientific methods of collecting and analyzing evidence in order to solve crimes. Content will include procedures in processing a crime scene, how to properly collect & handle evidence, analyzing evidence, and how various types of physical evidence are used in forensic investigations. Forensic Science will utilize frequent hands on investigations, building upon scientific process skills and collaboration. Written and oral communication skills are also developed through lab reports, case studies, and a final research project. This course is meant for the motivated and mature student interested in pursuing further studies in science and/or a career in criminal justice.
SCIENCE

ROXBURY HIGH SCHOOL

Meteorology
Grades 10, 11, 12
2 ½ Credits
PREREQUISITES: SCIENCE: A minimum of 70 or better in Geophysical Honors. A grade of 75 or better in Geophysical A. A grade of 80 or better in Geophysical B.

Meteorology is designed to give students a basic understanding of the atmosphere, its processes and its interactions with the Earth’s system. Students will be introduced to several basic concepts of meteorology, such as ocean-atmospheric interactions, physical and chemical properties of air, tropical meteorology including hurricanes, winter storms including blizzards and Nor’Easters, severe weather including thunderstorms and tornadoes, and weather forecasting. Students will learn through developing using problem solving skills through the handling of lab materials and use of real-time data available on the internet and our weather station.
The courses in the Social Studies Department are carefully designed to meet the needs of our students as they prepare for further education or a career of choice. The New Jersey State Department of Education requires three years of Social Studies instruction. In order to meet these requirements, Roxbury High School offers World History in the ninth grade, and United States History I and II in the sophomore and junior years. Students must take the required Social Studies courses each year for graduation. Course assignment will be determined by the student’s scores on the ninth grade placement rubric.

World History Honors
Grade 9
5 Credits
This course is available to students who are highly motivated and who have demonstrated facility with reading and writing skills, and indicated evidence of the ability to read and interpret maps, charts, graphs and political cartoons. This course examines world events from 1500 to present day. The World History program evaluates the development of political institutions, economic trends, cultural change, and armed conflict, as well as their impact on contemporary interdependence. The goal of World History is to link historical events to relevant trends in today’s world, and develops students’ analytical and writing skills to enable students to function as contributing citizens in an ever-increasingly global society. These skills will be reinforced through numerous challenging reading, writing and oral assignments with emphasis placed on critical analysis and the ability to work independently.

World History A
Grade 9
5 Credit
This course is for students who will use their knowledge of above average social studies skills as the foundation for more challenging reading, writing, graphic and oral assignments. This course examines world events from 1450 to present day. The World History program evaluates the development of political institutions, economic trends, cultural change, and armed conflict, as well as their impact on contemporary interdependence.

World History B
Grade 9
5 Credits
This course will give students a foundation in reading and interpreting maps, charts, graphs, and political cartoons. This course examines world events from 1450 to present day. The World History program evaluates the development of political institutions, economic trends, cultural change, and armed conflict, as well as their impact on contemporary interdependence. Emphasis will be placed on developing and reinforcing social studies skills, writing, and critical thinking.

United States History I Honors
Grade 10
5 Credits
PREREQUISITE: Must achieve a grade of at least an 85 in World History I Honors or a 93 in World History I A.
This course is designed for the highly motivated student and is required for those wishing to progress to Advanced Placement U.S. History II. Content includes the European discovery of the New World through Reconstruction. Students are expected to evaluate a variety of challenging readings. Classroom activities focus on learning and applying the historical method through a series of interpretive problems. Students will be expected to actively participate in a variety of debates, discussions, presentations, and research projects. Students selecting this course must possess the motivation and self-discipline to engage in serious study.

United States History I A
Grade 10
5 Credits
This course is designed to provide motivated students with a solid foundation of our nation’s early history from the Colonial Era through Reconstruction. Students will be exposed to primary source materials, mass media resources, historical research, interpretation and evaluation of maps, charts, graphs, political cartoons, and class discussion. Students will continue the development of social studies skills to more challenging reading and writing assignments with emphasis on critical analysis and compare and contrast activities.
SOCIAL STUDIES
ROXBURY HIGH SCHOOL

United States History I B
Grade 10
5 Credits
This course will give students a foundation in the chronology of American history from the Colonial Era through Reconstruction. A factual basis is given students so as to help them interpret issues and themes of the character of colonial society, American expansionism, the Constitution, nationalism, sectionalism, abolition and the impact of wars and their aftermath on our nation’s growth and development. Students enrolled in this program will be afforded the opportunity to develop their reading and writing skills as well as map reading skills, graph and political cartoon interpretation. Critical and analytical thinking skills, the ability to work independently and to work with primary source materials will be developed.

Advanced Placement United States History II
Grade 11
5 Credits
PREREQUISITE: United States History I
This course is designed to provide students a foundation in the decisions and implications affecting our social, economic, political, and psychological growth as a nation in the 20th century. Emphasis will be placed on developing writing, critical thinking, and Social Studies skills.

United States History II B
Grade 11
5 Credits
PREREQUISITE: United States History I
This course is designed to give students a foundation in the decisions and implications affecting our social, economic, political, and psychological growth as a nation in the 20th century. Emphasis will be placed on developing writing, critical thinking, and Social Studies skills.

Social Studies Electives
NOTE: These courses are scheduled in addition to the required Social Studies course.

Advanced Placement European History *
Grades 11, 12
5 Credits
PREREQUISITE: United States History I
This course is designed to provide students with the analytical skills and factual knowledge necessary to deal with problems and materials in European History. Students will be expected to closely examine a series of problems or topics through readings and college-level textbooks. After an intensive study of the Renaissance, Reformation, Rise of Absolutism, the Enlightenment and the French Revolution and Napoleon, students will closely examine the development of Modern European History. Emphasis will be placed upon Liberalism and Conservatism, the Rise of Nationalism and International and Domestic changes throughout the Nineteenth and Twentieth Centuries. Experiences will be provided that will develop students' abilities to assess historical materials-including relevance to a given interpretive problem, reliability, and importance. Students will learn to evaluate evidence and interpretations of history.

*This course is offered in school years beginning with an odd number (example = September 2017, 2019, 2021)
Advanced Placement US Government & Politics*
Grades 11, 12
5 Credits
PREREQUISITE: Recommendation of current Social Studies teacher; minimum of 85 in Honors/AP History and English or minimum 93 in History A and English A.

In a republic of sovereign citizens, it is essential that people have an understanding of their government and its structures. In order to be productive citizens and good stewards of the Republic, students should leave school with a fluency in such concepts as federalism, separation of powers, the rights of individuals, and political parties, among others. This course will expand the opportunity for students to gain a deeper understanding of the mechanisms of government, and of political culture, through the study of philosophical, constitutional, institutional and social underpinnings that form the basis of American government and politics. Through the analysis of a variety of sources and materials, students will achieve a richer comprehension of our great national democratic experiment. Additionally, this course will help prepare students for the A.P. Government Institutions and Policies exam, which is given in May.

*This course is offered in school years beginning with an even number (example = September 2018, 2020, 2022)

Advanced Placement Psychology
Grades 11, 12
5 Credits
PREREQUISITE: Must achieve a grade of at least an 85 in Honors English or a 93 in an A level English; an 85 in Biology Honors or a 93 in Biology A and must receive the recommendation of the previous social studies teacher.

The AP Psychology course is designed to be the equivalent of a one-semester introductory college course in psychology. The goal of this course is to provide students with the principles, concepts, and methodologies needed to understand and analyze human behavior. Areas of study include psychophysics, learning and memory, motivation and perception, normal vs. abnormal behavior, and the developmental areas of childhood through aging. Activities include laboratory, perceptual, and social experimentation, case studies, survey analysis, all in preparation for the AP Exam.

Political and Legal Studies
Grades 10, 11, 12
5 Credits
This course is designed to prepare students for full citizenship responsibilities by attempting to provide a realistic understanding of the processes of governing in present day United States. Students are expected to participate in supervised activities designed to acquaint them with the political and legal processes of the community, state, and nation. Activities include preparing and participating in court cases in the Morris County Bar Association’s annual competition and participating in appropriate elections held throughout the year. Upper classmen are given priority consideration in registering for this class.

Anthropology
Grades 10, 11, 12
2 ½ Credits
This semester elective course deals with the science of man and the development of cultures over time. Included in this course are units on physical anthropology, archaeology, language, and socio-cultural comparative analysis. This course examines the human experience from prehistoric times to the present, from simple cultures to those that are more complex. Cultural patterns, structures, and functions are evaluated. Cultural case studies are used to supplement learned anthropological data and to bring about a better understanding of the behavior of man and society, and the rewards of adaptation. In order to examine some cultures and gain a better understanding of the development of mankind physically and socially, there may be certain norms, rituals, practices, and behaviors that some may find offensive or unsuitable for discussion. The course is designed for those who have a true interest in deepening their understanding of the field of anthropology. Upper classmen are given priority consideration in registering for this class.
Comparative World Religions
Grades 9, 10, 11, 12
2 ½ Credits
This elective semester course is designed to give students knowledge and understanding of the world’s major religions and ideologies. The objectives of the course are: to examine the essential practices, philosophies and institutions of each belief system with emphasis on its founding and normative principles; to gain an understanding of the cultural and historical meaning of these systems; to identify similarities and differences of thought and practice among various belief traditions; to critically discuss and evaluate various religious and philosophical views; to compare and examine the influences of these belief systems in our world today and to develop the skills necessary to engage in respectful and fruitful dialogue with others. This knowledge and these understandings are especially relevant in today’s world. Students will apply this knowledge and understanding to analyze current world situations and geopolitical cauldrons, for instance, conflict in the Middle East.

Contemporary World Issues
Grades 10, 11, 12
2 ½ Credits
Contemporary World Issues offers students the opportunity to discuss current issues facing the United States and the world through an analysis of world events and their historical and geographic background. Current magazines, newspapers, and selected readings will provide the resources for the content of this course. Students should have a keen interest in world affairs and be able to keep pace with events as they unfold. In addition, students should have some background in expressing their opinions through analytical and persuasive writing. Students should be aware that topics discussed are mature in content. Upperclassmen are given priority consideration in registering for this class.

Ethical Studies
Grades 11, 12
2 ½ Credits
Ethical Studies will allow students the opportunity to study a variety of ethical beliefs and moral actions in relation to the modern world and contemporary problems. Emphasis will be placed on the students’ self-examination of human values and the reinforcement of a positive self-concept. An in-depth analysis of the Holocaust will allow students to examine issues of genocide, racism and prejudice. A major focus of the course is prejudice reduction. Students will be encouraged to develop ideas to encourage social justice in the United States and in the world.

Experimental Psychology
Grades 11, 12
2 ½ Credits
PREREQUISITE: Minimum of one semester of AP Psychology, Human Behavior, or Statistics
This course is an applications course, allowing students to conduct correlational experimental research on a diverse range of psychological topics. These topics include but are not limited to development, cognition, memory, motivation, perception, stress, emotions, disorders, and social phenomena. Students will be introduced to various scientific methods and research techniques for gathering and analyzing data so that they may find answers to their questions in a scientifically sound way. They can then make inferences from their results, evaluating the reliability and validity of their study and its implications for humanity.

Philosophy and Ethics
Grades 10, 11, 12
2 ½ Credits
The objective of this course is for students to identify and analyze a variety of ways of understanding one’s relationship to the world. This course will also investigate certain philosophical explanations of the meaning and value of human existence. The types of theories that it will explore argue that action, freedom, and choice are fundamental aspects of human existence. Some of the thinkers that the course may examine include Plato, Socrates, Kierkegaard, Nietzsche, Sartre, Camus and an array of other thinkers. In addition, this course encourages students to use deductive reasoning to formulate their own philosophies, while using the philosophers of the past to describe their reasoning.

The Vietnam Era
Grades 11, 12
2 ½ Credits
This semester course is designed to give students an understanding of a period in world history from 1945 to 1975, which has come to be known as the Vietnam era. The major objectives of the course will be student evaluation of the issues of the period, an understanding of the war, its causes, execution, immediate results, and its long-term economic, political and military impact on the
United States. The American domestic political and social climate, focusing on the counter-culture, anti-war movement, and treatment of veterans, will also be examined. At the culmination of the course an in-depth comparison will be made between the Vietnam Era and current U.S. involvement in the Middle East and Asia.
VISUAL ARTS

ROXBURY HIGH SCHOOL

The Visual Arts Department offers many elective opportunities for students to pursue their creative interests. Courses focus on high level thinking skills, creativity and problem solving as well as the individual student; their ability, skill level and interests. Along with artistic thinking we teach the creative process, conceptual skills and research. Students with a serious interest in pursuing art as a career have opportunities to concentrate in Fine Arts, Photography, Ceramics and Sculpture or Computer Arts. An intensive AP Art Studio class is offered to accomplished students who wish to earn college credit while a high school student. The visual arts experience at Roxbury High School empowers our students to reach their fullest potential, artistically and intellectually.

Art I – Visual Art Essentials
Grades 9, 10, 11, 12
5 Credits
This course gives students a well-rounded experience in the visual arts. While using a wide variety of media, students learn various art processes and techniques. They will explore two and three dimensional art including drawing, painting, and mixed media, focusing on observational drawing. Studies include an abbreviated chronological history of art, proportion, perspective and the application of Elements and Principles of Design. Here, they learn to appreciate fine art, discuss and justify their perceptions about artwork by using art vocabulary. This course is a required prerequisite for all studio art classes.

Art II – Styles and Technique
Grades 9, 10, 11, 12
5 Credits
PREREQUISITE: Art I or 8th Grade Enrichment.
This class is second step on the track to Art Major. Students will expand on concepts learned in Art I, with an emphasis on observational drawing and development of skills and technique. History of art post Renaissance to Modern will be explored. Students will experiment with a variety of wet and dry media and complete sketchbook assignments aimed at improving their skills. The type of work and qualifications required to be successful in a variety of art related careers will be explored.

Drawing and Painting
Grades 9, 10, 11, 12
5 Credits
PREREQUISITE: Art I or 8th Grade Enrichment.
This course is designed for the serious art student who wants to improve their drawing and painting skills. Projects focus on exploring and incorporating different media into a variety of creative and thought-provoking projects. Students learn to use The Creative Process as a tool for individual success. Through sketchbook assignments, research and involved lessons, students will learn how to assimilate meaning and self-expression into the creation of portfolio-worthy pieces of art.

Ceramics I
Grades 9, 10, 11, 12
2 ½ Credits
PREREQUISITE: Art I or 8th Grade Enrichment.
This course is an introductory class in which the student creates three dimensional objects made of clay. They learn hand building techniques including coil, slab, pinch and drape. Glazing and decorating techniques are explored. Students study the art and artifacts from a variety of cultures and incorporate the artistic influence into their own ceramic projects. They keep a sketchbook for notes, sketches and self-critique and create and maintain a digital portfolio of projects created in the course. An individualized approach permits students to further develop their creative potential.

Ceramics II
Grades 9, 10, 11, 12
2 ½ Credits
PREREQUISITE: Successful completion of Ceramics I.
This class is an intermediate course in which the student builds upon the knowledge and skills gained in Ceramics I. It allows for a more in-depth study of clay building and surface decoration techniques. Students examine the art and artifacts of various cultures, find inspiration which they merge with self-expression and individual style as they design and create ceramic projects. They keep a sketchbook for notes, sketches and self-critique and create and maintain a digital portfolio of completed work. An individualized approach permits students to further develop their creative potential.
VISUAL ARTS

ROXBURY HIGH SCHOOL

Ceramics III
Grades 10, 11, 12
2 ½ Credits
PREREQUISITE: Ceramics II grade of 80+, teacher recommendation or portfolio review.

This course is available to students who wish to apply their above average ceramic skills to the creation of challenging ceramic objects. New techniques are introduced which will require creative thinking and problem solving skills. Students examine artists and cultures for inspiration, perfect technique through the creation of a series, incorporate personal expression and individual style into their project design. They are responsible for studio work including loading and unloading kiln, maintaining kiln shelves. Glaze mixing, alternative glazing and firing techniques are introduced. Students complete written documentation of the creative process as well as create and maintain a digital portfolio of completed work.

Ceramics IV
Grades 10, 11, 12
2 ½ Credits
PREREQUISITE: Successful completion of Ceramics III and/or portfolio review.

This class will allow the student to continue their exploration of the medium of ceramics. They will focus on applying a high level of personal symbolism into the design to their own work as they explore and develop a personal style. Further exploration of alternative firing techniques such as raku or smoke firing. Students are responsible for contributing to studio work, are required to keep a sketchbook for notes, complete written documentation of the creative process and create and maintain a digital portfolio of completed work.

Printmaking/Mixed Media
Grades 9, 10, 11, 12
2 ½ Credits
PREREQUISITE: Art I or 8th Grade Enrichment.

This is a course designed to provide students with a sound technical and conceptual base from which to explore image making through various print processes and an exploration of multiple media & materials on one surface. The course covers monoprinting, relief printing, and intaglio to be used as the base image for more media and materials. The elements and principles of design are emphasized to build upon each student’s visual knowledge base.

Visual Journaling
Grades 9, 10, 11, 12
2 ½ Credits
PREREQUISITE: Art I or 8th Grade Enrichment.

Visual Journaling is way to express and record life experiences, emotions and ideas using imagery and words. Developing a Journal/Sketchbook is the major component of this course. Students will utilize a variety of wet and dry media and experimental techniques to create mixed media journal pages. They will collect materials to collage, construct handmade journals, explore bookbinding techniques and papermaking. Visual Journaling is a key component to art making and to the artist’s creative process.

Color & Design
Grades 9, 10, 11, 12
2 ½ Credits
PREREQUISITE: Art I or 8th Grade Enrichment.

Students in this class will gain a deeper understand of design and color theory and how it relates to perception, perspective and art history. Students will explore and analyze color, how colors affect one another, their optical and emotional effects. The elements and principles of design are utilized to create well composed works of art. Through various assignments students make use of mediums including cut paper, paint, printmaking and pastel. This class is ideal for the student preparing an art portfolio for college. The student is required to keep a sketchbook for notes, complete written documentation of the creative process and maintain a digital portfolio of projects created throughout the course.

Sculpture
Grades 9, 10, 11, 12
2 ½ Credits
PREREQUISITE: Art I or 8th Grade Enrichment.

Students will use a variety of materials ranging from paper, wood, wire, stone, and environmental based materials. With each project students will research and study both historical and contemporary artists who work three-dimensionally. Students will be required to keep a sketchbook for notes, sketches and weekly homework assignments.
## VISUAL ARTS

ROXBURY HIGH SCHOOL

### Photography I
**Grades 9, 10, 11, 12**  
**2 ½ Credits**  
**PREREQUISITE:** Art I or 8th Grade Enrichment & teacher recommendation.  
This course will introduce students to black & white fine art photography and the essential procedures for understanding the photographic process. The focus of this course will include the history of photography, technical aspects of using a digital camera in full manual mode, digital editing programs, computer printing skills, and applying the elements & principles of design to each photographic image. Historical and contemporary photographers will be studied and applied to student work. Students will be required to keep a digital visual library for researching class assignments.

### Photography II
**Grades 9, 10, 11, 12**  
**2 ½ Credits**  
**PREREQUISITE:** Successful completion of Photography I.  
This course is for students interested in furthering their technical and conceptual knowledge of fine art photography. The emphasis of this course is placed on introducing conceptualism to expand upon original ideas. Students will be introduced to color photography, demonstrate technical competence of the manual camera, continue to refine computer printing techniques, and produce a photography portfolio. Historical and contemporary photographers will continue to be studied and used to inform student ideas. Students will be required to keep a digital visual library for researching class assignments.

### Advanced Photography
**Grades 10, 11, 12**  
**5 Credits**  
**PREREQUISITE:** Photography II, Teacher Recommendation  
This course is designed for students who are motivated, able to work independently and who have a strong interest in pursuing art and photography beyond high school. Students will expand upon digital editing programs, advanced lighting techniques, and conceptualism. There is also an introduction to traditional darkroom techniques; pinhole camera, film camera, and darkroom printing. They will be required to create a year-long personal portfolio as well as still-life, portraiture and product shots. Students will be required to keep a digital visual library for researching class assignments and are required to create and maintain an online portfolio of photographs created throughout the year.

### Graphic Design
**Grades 9, 10, 11, 12**  
**5 Credits**  
**PREREQUISITE:** Art I or 8th Grade Enrichment.  
This course will introduce students to graphic design, also known as communication design, which is the art and practice of planning and projecting ideas, concepts, and experiences with visual content. The focus of this course will be on the use of the computer for visual communication. Course studies will include design using illustration, typography, photography and graphic forms as well as discussions on art history and historical influences on present design trends. This course is designed for students who are highly motivated, able to work independently and who have a strong interest in pursuing art as a major in college. Students will be required to keep a sketchbook for sketches, notes, and homework assignments.

### Yearbook Production
**Grades 9, 10, 11, 12**  
**5 Credits**  
**PREREQUISITE:** Art I or 8th Grade Enrichment.  
Through the use of editorial techniques and current trends in design, editing, and writing skills students will create this year’s Echo Yearbook. Students will learn essential editorial design, writing, and photography skills to create this year’s unique yearbook making all decisions from content to color to design. Also included in this course will be the business side of publishing, from budgeting to advertising sales as well as general business practices. At the completion of this course students will have a sense of satisfaction in knowing that they created the one and only record of this high school year.

### Portfolio Development
**Grades 10, 11, 12**  
**5 Credits**  
**PREREQUISITE:** Art II and/or Drawing & Painting and portfolio review.  
This is an art major class aimed toward students who have a solid foundation in basic art technique. Focus is on development of an art portfolio for college admission. Emphasis during the first half of the year is placed on observational drawing, skill development, self-expression and personal style. In the second semester students research college/art school portfolio requirements,
evaluate their body of work, develop an individual plan for completion of additional works and then create artwork which fulfills their goals. Students examine various artists and artistic styles, complete written documentation of the creative process and create and maintain a digital portfolio of completed work. Summer drawing projects required.

AP Art Studio
Grade 12
10 Credits
PREREQUISITE: Portfolio Development, Teacher Recommendation and portfolio review. The Advanced Placement Studio Art course provides highly motivated, seriously committed students with a college-level visual art experience. Instruction will be individualized to the student’s area of interest. Quality of work, demonstration of proficient knowledge of design principles, techniques, materials, experimentation of new ideas and approaches, and the creation of a body of work based upon particular interests and ideas expressed visually will be the focus of the course. Portfolio preparation and evaluation, college & career information, critiques and independent study are emphasized. Portfolios are submitted to the College Board for evaluation at the end of the school year. Summer projects and participation in the Senior Art Show are required.
WORLD LANGUAGES

ROXBURY HIGH SCHOOL

As technology, communication and business internationalize many aspects of our lives, mastering a second language is an increasingly valuable skill. Many colleges require a minimum of three sequential years of world language study in high school. The State of New Jersey has mandated a minimum of 5 credits (one year) of world language study as a high school graduation requirement for all students.

At Roxbury High School a student may elect to study French and/or Spanish. A four-year sequence is available in grades 9-12 for both languages. Honors level begins in the second year for both languages. “B” level classes are offered in Spanish levels 1 - 3. Advanced Placement courses are offered in both French and Spanish.

French

French I A
Grades 9, 10, 11, 12
5 Credits
This course is designed to introduce the student to basic vocabulary, speech patterns, and structure of the French language. Emphasis is placed on communication through reading, speaking, listening, and writing. The student will also develop an appreciation for the culture of French speaking countries.

French II Honors
Grades 9, 10, 11, 12
5 Credits
PREREQUISITE: Outstanding achievement in French I A with teacher recommendation and outstanding performance on Benchmark Assessments.
This level is designed for students who have demonstrated outstanding aptitude, interest, and achievement in French skills, as well as the motivation and self-discipline to engage in serious study. The objective of this course is to increase the student’s ability to understand spoken French and to develop speaking, listening reading, and writing skills. These skills will be reinforced through challenging oral and written assignments. In addition, students will continue to study and appreciate the culture, geography, and history of French-speaking countries in greater depth.

French II A
Grades 9, 10, 11, 12
5 Credits
PREREQUISITE: Successful completion of French I A with teacher recommendation and successful performance on Benchmark Assessments.
The objective of French II is to increase the student’s ability to understand spoken French and to develop speaking, reading and writing skills. Emphasis is placed on vocabulary, idiomatic expressions, grammatical structure, and speech patterns. The student will continue to study and appreciate the culture, geography and history of French-speaking countries.

French III Honors
Grades 10, 11, 12
5 Credits
PREREQUISITE: Outstanding achievement in French II Honors with teacher recommendation and outstanding performance on Benchmark Assessments.
This course is designed for students who have demonstrated outstanding aptitude, interest, and achievement in French language skills, as well as motivation and self-discipline. The objective of the course is to further refine and develop communication skills, both oral and written. This will be accomplished through challenging verbal and written assignments and activities. The cultural aspects of the language will be interwoven in the course of study.

French III A
Grades 10, 11, 12
5 Credits
PREREQUISITE: Successful completion of French II A, with teacher recommendation and successful performance on Benchmark Assessments.
The objective of this course is to further refine and develop communication skills, both oral and written. The grammatical concepts learned in French I and II are reviewed and new structures are introduced. The cultural and geographical aspects of the language are interwoven throughout the course of study.
WORLD LANGUAGES

ROXBURY HIGH SCHOOL

French IV Honors
Grades 10, 11, 12
5 Credits
PREREQUISITE: Outstanding achievement in French III Honors with teacher recommendation and outstanding performance on Benchmark Assessments.

This level is designed for those students who have demonstrated outstanding achievement, aptitude, and interest in French language skills, as well as the motivation and self-discipline to engage in serious study. This course is designed to improve and refine listening, speaking, reading, and writing communicative skills. The students will study selected cultural topics, periods of French history, and styles of art.

Advanced Placement French Language
Grades 11, 12
5 Credits
PREREQUISITE: Outstanding achievement in French IV Honors or in French III Honors with teacher recommendation and outstanding performance on Benchmark Assessments.

This course covers the equivalent of a third year college course in advanced composition and conversation. It stresses verbal skills, composition, and grammar. This course emphasizes the use of French for active communication. Students will be expected to comprehend formal and informal spoken French, compose expository passages, express ideas orally with accuracy and fluency, and read easily and accurately newspaper and magazine articles and modern French literature. French will be the sole language of communication. Students in this course will be preparing for the College Board Advanced Placement French Exam.

Spanish

Spanish Communication & Culture
Grades 9, 10, 11, 12
5 Credits
PREREQUISITE: Teacher recommendation.

This course is designed for the student who may require additional preparation before enrolling in a sequential language program. This one year, five-credit course enables the high school student to complete the NJ State graduation requirement for World Language study, while meeting the state standards. The curriculum for this class, which emphasizes basic Spanish conversation and culture, fulfills the language requirement for a high school diploma. With successful performance in this course and with teacher recommendation, the student may subsequently enroll in Spanish I.

Spanish I
Grades 9, 10, 11, 12
5 Credits
PREREQUISITE: Teacher recommendation.

This course is designed to introduce the student to the four basic skills of language study: listening, speaking, reading, and writing. Students will explore basic pronunciation, vocabulary, grammar, and culture. Much emphasis is placed on communication and language skill building. The student will also develop an appreciation for the culture and traditions of Spanish-speaking countries.

Spanish II Honors
Grades 9, 10, 11, 12
5 Credits
PREREQUISITE: Outstanding achievement in Spanish I with teacher recommendation and outstanding performance on Benchmark Assessments.

This level is designed for those students who have demonstrated advanced language skills and possess the self-discipline, motivation and interest to engage in rigorous language exploration. This course will continue to develop the four basic skills of language learning: listening, speaking, reading, and writing. The student will develop an extensive vocabulary, increase ability to communicate in writing and orally, improve comprehension of the written and spoken language, and expand knowledge and appreciation of Hispanic culture.

Spanish II A
Grades 9, 10, 11, 12
5 Credits
PREREQUISITE: Successful achievement in Spanish I with teacher recommendation and successful performance on Benchmark Assessments.

This course will continue to develop the four basic skills of language acquisition: listening, speaking, reading, and writing. The student will expand vocabulary, increase ability to communicate in writing and orally, improve comprehension of written and spoken language, and expand knowledge and appreciation of Hispanic culture.
Spanish II B
Grades 10, 11, 12
5 Credits
PREREQUISITE: Successful completion of Spanish I, with teacher recommendation and successful performance on Benchmark Assessments.
Grammar, vocabulary, and speaking skills build upon the previous year's accomplishments. Active communication is emphasized. The student will continue to study and appreciate the culture, geography, and history of Spanish-speaking nations.

Spanish III B
Grades 10, 11, 12
5 Credits
PREREQUISITE: Successful completion of Spanish II B, with teacher recommendation.
Spanish vocabulary, grammar, culture, listening and speaking skills are built upon the previous year's accomplishments. Active communication is emphasized. The student will continue to study and appreciate Hispanic culture, geography, and history.

Spanish III Honors
Grades 10, 11, 12
5 Credits
PREREQUISITE: Outstanding achievement in Spanish II Honors with teacher recommendation and outstanding performance on Benchmark Assessments.
This level is designed for those students who have demonstrated outstanding achievement, aptitude, and interest in Spanish communication, as well as the motivation and self-discipline to engage in rigorous language exploration. New grammatical concepts are introduced for use in advanced speaking and writing. The culture and history of Spain are studied, concentrating on art, geography, and history. Readings complement and expand cultural studies. Emphasis is placed on improving comprehension, reading and writing skills, and increased oral fluency.

Spanish IV Honors
Grades 11, 12
5 Credits
PREREQUISITE: Outstanding achievement in Spanish III Honors with teacher recommendation and outstanding performance on Benchmark Assessments.
This level is designed for those students who have demonstrated outstanding achievement, aptitude, and interest in Spanish language skills, as well as the motivation and self-discipline to engage in rigorous language exploration. Spanish IV Honors is designed to provide advanced students the opportunity to review all grammatical concepts, improve speaking skills, expand reading comprehension, enhance writing ability, and refine listening comprehension ability. The focus will be on day-to-day communication. The student will also study selected Latin American topics. The language skills will be reinforced through challenging oral and written activities and assignments.

Spanish III A
Grades 10, 11, 12
5 Credits
PREREQUISITE: Successful achievement in Spanish II A with teacher recommendation and successful performance on Benchmark Assessments.
The grammatical structure learned in Spanish I and II are reviewed thoroughly and new concepts are introduced for use in advanced speaking and writing. The culture and history of Spain are studied, concentrating on art, geography, and history. Readings complement and expand cultural studies. Emphasis is placed on improving comprehension, reading and writing skills, and increased oral fluency.

Spanish IV A
Grades 11, 12
5 Credits
Spanish IV is designed to provide advanced Spanish students the opportunity to review all grammatical concepts, improve speaking skills, expand reading comprehension, enhance writing ability, and refine listening comprehension ability. The focus will be on day-to-day communication. The student will also study selected Latin American topics.
Spanish V A  
Grade 12  
5 Credits  
PREREQUISITE: Successful achievement in Spanish IV A or IV Honors, with teacher recommendation and evidence of high achievement on Benchmark assessments.  
This Spanish level V A course will cover the equivalent of a second-year Spanish college course. The focus will be on communication skills, literature, and grammatical structure in the language. Students will analyze and synthesize oral and written text and express ideas orally in Spanish with accuracy and fluency. They will be expected to participate in in-depth discussions of world current events, environmental and political issues, cultural perspectives, and various literary works. Spanish will be the sole language of communication.

Advanced Placement Spanish Language  
Grades 11, 12  
5 Credits  
PREREQUISITE: Outstanding achievement in Spanish IV Honors, with teacher recommendation and outstanding performance on Benchmark Assessments.  
This course covers the equivalent of a third year college course in advanced language acquisition. It stresses oral skills, composition, and grammar. This course emphasizes the use of Spanish for active communication. Students will be expected to comprehend formal and informal spoken Spanish, compose expository passages, express ideas orally with accuracy and fluency, and read easily and accurately newspaper and magazine articles and modern Hispanic literature. Spanish will be the sole language of communication. Students in this course will be preparing for the College Board Advanced Placement Spanish Language Exam.
SCHOOL AND COMMUNITY PROGRAMS
ROXBURY HIGH SCHOOL

SPECIAL SERVICES

Roxbury High School offers a wide continuum of placement and program options that assist in the delivery of the Individual Education Plan developed by the Child Study Team in coordination with the students’ family. Academic programing is supported by a variety of related services including: counseling, speech, occupational therapy, and physical therapy. The goal of an integrated population throughout the building is of the utmost importance to all staff and administration.

(Step) Student Transition Employment Program
Grades 10, 11, 12
5 Credits
The Roxbury High School STEP program provides special education students the opportunity to gain work related skills and experience in a supervised environment. The focus of this program is to provide exposure to various careers and develop post-secondary workplace readiness skills including: personal responsibility, self-initiation, commitment and the understanding of employment ethics.

Careers in Healthcare
Grades 11, 12
5 Credits
Prerequisite: Biology, Chemistry or Intro to Chem/Physics can be taken concurrently
This course is recommended for students who are interested in healthcare careers such as nursing, nursing assistant, home health aide, radiologist, ultrasound technician, etc. and benefit from modifications and accommodations as outlined in their IEP’s. The course emphasizes the anatomy and physiology of the human body’s twelve systems and related systemic diseases. The course further emphasizes career paths related to the human body systems and connections between what is being learned in the classroom and potential career paths.
MORRIS COUNTY SCHOOL OF TECHNOLOGY

ROXBURY HIGH SCHOOL

Share Time Career And Technical Programs
Grades: 11, 12
20 Credits

Morris County School of Technology provides students the opportunity to receive daily career and technical training as part of their junior and/or senior high school program. Academic subjects are taken at the home school and then students are transported to Morris County School of Technology for publicly-supported specialized career and technical training. The programs are designed to prepare students for trade-related employment.

Minimum Requirements:
1. Be enrolled as a 10th or 11th grader in the home high school. Ninth graders may be considered for career and technical courses on an individual basis.
2. Have an acceptable academic, attendance and behavior record in the home school.
3. Parent/Student submits online application and signs Parent Release Form to be handed in to home school counselor.
4. Counselor submits high school section of the application online
5. Applicant has a sincere interest and sufficient motivation to succeed in the chosen program.
6. Applicant possesses sufficient maturity to work in a shop setting.

Application Process:
A student interested in applying to a Share Time program should submit an online application at www.mcvts.org and provide their home school counselor with signed Parent/Guardian Release Form. Counselor will complete high school portion of application for applicant.

Applications will be available December 2016

The high school counselor will provide the following required information:
1. High School transcripts
2. PARCC or Private School equivalent
3. Child Study Team records or 504 Plan if applicable
4. Attendance Data
5. Discipline Data
6. Parent/Guardian Release Form
7. Math and English teacher recommendations

Parent/Guardian will be contacted by Morris County School of Technology to schedule an interview for qualifying applicants. It is important that accurate, current email addresses be provided in the application for both the counselor and parent, as all correspondence will be via email. Questions regarding the application process should be directed to Gina DiDomenico, Student Recruitment at 973-627-4600, Extension 277 or questions regarding programs to Stephen Ward, Guidance Counselor, at 973-627-4600 extension 228.

Share Time Programs for Students with Special Needs
Grades: 11, 12
20 Credits

The Morris County School of Technology is committed to serving students with special needs. Accordingly, three programs are dedicated to meet these needs for students requiring self-contained classroom settings. The programs respond to industry requirements and are designed to equip the student with the skills he/she will need for employment after graduation. These programs are available to classified students enrolled in public secondary schools who are 15-20 years of age. A complete set of Child Study Team records must accompany the application.

*Fundamentals courses are special class programs with modified curriculum and a low student: teacher ratio.
MORRIS COUNTY SCHOOL OF TECHNOLOGY

ROXBURY HIGH SCHOOL

Share Time Programs

Auto Body/Collision Repair
Grades: 11-12 (Two Year Program)
The Auto Body and Collision Repair program exposes students to the essential concepts and principles of automotive structural repair and paint refinishing. Students learn knowledge and skills required to perform high quality, comprehensive, and safe collision repairs using industry recognized I-CAR education programs. Students have the opportunity to earn I-CAR and NATEF/ASE certifications and credentials. Students who completed the Auto Body and Collision Repair Program pursued post-secondary education and/or employment as auto body technicians, collision repair technicians, and automotive painters.

Automotive Service Technology
Grades: 11-12 (Two Year Program)
The Auto Service Technology program exposes students to essential concepts and principles of automotive mechanics. Students learn the key components of the automotive systems, including braking, electrical, steering and suspension, and engine performance using industry recognized ASE education programs. The program is NATEF accredited and the instructors are ASE certified. Students have the opportunity to earn NATEF, Hunter, and Snap-On certifications and credentials. Students who completed the Auto Service program pursued post-secondary education and/or employment as auto technicians, specialty technicians, and automotive service managers.

Carpentry
Grades: 11-12 (Two Year Program)
The Carpentry program exposes students to the construction process from the ground up, with an emphasis on project based learning experiences. Students learn the technologies and skills needed to construct residential and light commercial buildings common in today’s environment. Upon completion, students have the opportunity to earn entrance into the local carpenter’s union. Students who completed the Carpentry program pursued post-secondary education in architecture, project management, engineering and business administration, apprenticeship, and/or employment with general contractors and local carpenter’s unions.

Computer Aided Design & Drafting
Grades: 11 or 12 (Two Year Program)
The Computer Aided Design and Drafting program exposes students to essential concepts and principles of technical drafting and 3D design and animation. Students learn how to transform mechanical and architectural drawings into 3D designs, including buildings, characters and scenes using 3D software. Students use the 3D printer to produce actual prototypes of the designs they created. Students who completed the Computer Aided Design and Drafting program pursued post-secondary education and/or employment as designers, 3D modelers and animators, and blueprint drafters.

Cosmetology
Grades: 11-12 (Two Year Program)
The Cosmetology program exposes students to essential concepts and principles of cosmetology and hair styling. Students learn the principal components of salon operations, including hair, skin, and nail care. Students have the opportunity to earn a New Jersey State Board of Cosmetology and Hairstyling License. Students who completed the Cosmetology program pursued post-secondary education and/or employment as cosmetologists, hairstylists, hair color specialists, make-up artists, beauty care consultants, product distributors, industry educators, cosmetology instructors and salon owners.

Electrical Trades
Grades: 11-12 (Two Year Program)
The Electrical Trades program exposes students to the essential concepts and principles of residential and commercial electrical systems. Students learn knowledge and skills required to perform the functions of an electrician, including wiring, motor controls, telecommunications, alarm systems, computer installations, and fiber optics. Upon completion, students have the opportunity to advance their studies and pursue apprenticeship through participation in Morris County Vocational School District’s continuing education program or the program at Pennsylvania College of Technology (Penn State University). Articulation agreements provide students with the opportunity to begin the post-secondary programs with advanced standing. Students who completed the Electrical Trades program pursued post-secondary education and/or employment as electricians, electrical helpers, utility workers, and union apprentice.
MORRIS COUNTY SCHOOL OF TECHNOLOGY

ROXBURY HIGH SCHOOL

Engineering Design and Advanced Manufacturing
Grades: 11-12 (Two Year Program)

Engineering Design and Advanced Manufacturing (EDAM) is a share time program offered by Morris County Vocational School District and County College of Morris (CCM). Located on the campus of CCM in Randolph, this program offers students classes in engineering, computer science, electronics and other technology applications to earn college credits before high school graduation. Students enrolled in EDAM will also earn CCM certificates of Achievement in Mechanical Computer Aided Drafting and Engineering Technology. Every year, additional CCM courses will be offered to EDAM students through the Winterim and Early Summer I sessions. The courses will either be designed to have students meet math requirements for the program or meet degree requirements for the Mechanical Engineering Technology program at CCM. Placement into these additional courses will be based on Accuplacer Elementary Algebra and College Level Math scores ascertained at the beginning of the program. Students who complete the Engineering Design and Advance Manufacturing program have the option of continuing at CCM to earn an Associate’s Degree in Mechanical Engineering Technology program for one additional year. They also have the option to continue on to a four-year college or university or pursue workforce placement.

Fundamentals of Buildings and Grounds*
Grades: 11-12 (One or Two Year Program)

The Fundamentals of Building and Grounds Maintenance program exposes students to the essential concepts and principles of interior and exterior building maintenance. Students learn the knowledge and skills required to perform the functions of a custodian, including electrical, plumbing, and carpentry work, floor buffing, cleaning, painting, and landscaping. Students have the opportunity to earn OSHA Forklift Operations Certification and a New Jersey State Black Seal Low Pressure Boiler Operations License. Students who completed the Building and Grounds maintenance program pursued post-secondary education and/or employment as maintenance or custodial personnel, repair workers, landscapers, and painters.

Fundamentals of Food Services*
Grades: 11-12 (One or Two Year Program)

The Fundamentals of Food Services program exposes students to the essential concepts and principles of culinary arts. Students learn the knowledge and skills required to perform the functions of food service personnel, including sanitation, hot and cold food preparation, cooking procedures, baking, and table set up and service. Students have the opportunity to gain practical experience by working in our industry standard kitchen and planning functions for the community. Students who completed the Food Services program pursued post-secondary education and/or employment as prep cooks, pantry cooks, dietary assistants, baker assistants, bakery clerks, and cake decorators.

Fundamentals of Retail & Supermarket Careers*
Grades: 11-12 (One or Two Year Program)

The Fundamentals of Retail and Supermarket Careers program exposes students to the essential concepts and principles of retail sales. Students learn the knowledge and skills required to perform the necessary functions of retail establishments and supermarkets, including customer service, basic marketing, cash register operations, bagging techniques, bakery preparations, and career readiness skills. Students have the opportunity to gain practical experience by working in the school store, which is open to the campus community. Students who completed the Retail and Supermarket Careers program pursued post-secondary education and/or employment as bakery, deli, meat, and seafood department personnel, customer assistant clerks, and retail assistants.

Plumbing & Pipe Fitting
Grades: 11-12 (Two Year Program)

The Plumbing and Pipefitting program exposes students to the essential concepts and principles of plumbing, pipefitting, and heating in residential and commercial environments. Students learn the knowledge and skills required to perform the functions of plumbers and pipefitters, including drafting and design, pipe installation, building codes, venting systems, and green technology. Upon completion, students have the opportunity to advance their studies and pursue apprenticeship through participation in Morris County Vocational School District’s continuing education program. Students who completed the Plumbing & Pipefitting program pursued post-secondary education and/or employment as plumbers, plumber’s assistants, pipefitters, and plumbing apprentices.
Machine and Welding Technology
Grades: 11 or 12 (Two Year Program)

The Welding Technologies program exposes students to the essential concepts and principles of welding and fabrication. Students learn the knowledge and skills required to perform the functions of a welder, including mig, tig, and stick welding processes, print interpretation, thermal cutting processes, hydraulic metal shear, and metric and standard measurements. After completion, students have the opportunity to advance their studies and pursue apprenticeship through participation in Morris County Vocational School District’s continuing education program. Students who completed the Machine and Welding Technologies program pursued post-secondary education and/or employment as welders, pipefitters, machinists, and fabricators.