



# Butler High School 2022 – 2023 PROGRAM OF STUDIES



**This course catalog booklet has been prepared to assist students and parents in the course selection process. The program of studies you select will determine not only the degree to which you utilize the offerings of the school but also the educational and career opportunities available to you upon graduation.**

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**IT TAKES MORE TO BE A BULLDOG!**

BUTLER HIGH SCHOOL  
2022-2023 PROGRAM OF STUDIES

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## **SCHOOL PHILOSOPHY**

We, the administrators, faculty, and staff of Butler High School, commit ourselves to educate our students so that they may best fulfill their potential in a society based on democratic ideals. We believe that this is a task shared by the school, home, and community agencies in order to develop the intellectual, emotional, physical, social, and ethical qualities needed by our youth in this constantly changing world.

We believe in the freedom of each individual student to plan his/her own life and to carry out plans with due consideration of the consequences. Through careful planning, we strive to challenge each student's academic, vocational and avocational interests, and to help him/her realize his/her potential for originality, leadership, and service to school and community.

We strive to make students aware of their responsibilities to society and the opportunities therein. We must bring them to the realization of the need to utilize their intelligence and talents in achieving a better understanding of themselves and their environment. We introduce them to the cultural contributions of humanity for the general enrichment of their lives. We offer pleasant, well-equipped facilities for learning in both practical and cultural phases of training and endeavor to teach proper respect for these facilities.

We recognize the importance of the individual and the group to which he/she belongs. In order that the individual may be equipped to meet responsibilities, we must encourage the choice of curriculum and activities suitable to his/her abilities, interests, and needs. We provide a comprehensive, yet flexible curriculum to meet these various needs within the economic ability of the community.

This booklet has been prepared as a reference to assist students with the design of their academic program. It also contains an overview of academic procedures, such as requirements for graduation, description of courses, and counseling services.

School counselors will assist students in selecting courses based on their individual plans and BHS graduation requirements. This booklet should be reviewed before any scheduling conference. Parents are welcome to meet with their child and counselor during the scheduling conference.

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## **HIGH SCHOOL GRADUATION REQUIREMENTS (140 Credits\* )**

<b>Courses</b>	<b>Credits</b>
English	20
Health and Physical Education	20
Mathematics	15
Science	15
Social Studies – 1 year of World History & 2 years of U.S. History	15
Technology, Career & Consumer Sciences/21 <sup>st</sup> Century Skills	5
Visual and Performing Arts	5
World Languages	5
Financial Literacy	2.5

**In addition, all students must complete a total of 140 credits in order to graduate.**

### **COURSES MEETING GRADUATION REQUIREMENTS**

It is important to note that one course may not be used to meet requirements in two areas, such as Visual and Performing Art and 21<sup>st</sup> Century Life and Careers. For example, a student cannot take Photography I and have it meet both the Visual and Performing Art and 21<sup>st</sup> Century Life and Careers requirement. However, if a student took Photography 2, then this second five-credit course could meet the other category requirement.

Financial Literacy is a state requirement for all students. (2.5 Credits) Those requirements can be met in the courses Financial Literacy or Financial Math, both semester courses.

Many of these courses have switched to semester courses for 2020-21. 5 credits are needed in Visual and Performing Arts and 21st Century Skills

<b>VISUAL PERFORMING ARTS</b>	<b>21<sup>ST</sup> CENTURY SKILLS</b>
<b>Contemporary Crafts*</b>	<b>Introduction to Business*</b>
<b>Drawing &amp; Painting I &amp; II*</b>	<b>Introduction to Marketing*</b>
<b>Concert Choir</b>	<b>Entrepreneurship*</b>
<b>Band</b>	<b>CAD I, CAD II</b>
<b>CAD I, II</b>	<b>Career and Consumer Exploration</b>
<b>Music Theory*</b>	<b>Digital Photo I* &amp; II</b>
<b>Digital Photo I*</b>	<b>Foods I, II*</b>
<b>Digital Photo II</b>	<b>Computer Science Principles*</b>
<b>Sculpture*</b>	<b>Structured Learning Experience</b>
<b>Drama*/Advanced Drama*</b>	<b>Morris County Tech Programs</b>
<b>Public Speaking*</b>	<b>Work-Based Learning Exp/Int</b>
<b>AP Studio Art</b>	<b>AP Computer Science Principles</b>
<b>Advanced Art*</b>	<b>Journalism*</b>
<b>Advanced Art II*</b>	<b>Engineering and Robotics*</b>
<b>Choir Lunch(1.25 credits)</b>	<b>Digital Marketing in the 21st Century*</b>
<b>Yearbook (Taken prior to 2021-2022)</b>	<b>Python*</b>
<b>Art I (Taken prior to 2021-2022)</b>	<b>Python II*</b>
<b>Good as Gold (Taken prior to 2021-2022)</b>	<b>Making it on Your Own*</b>
<b>Chamber Choir (Taken prior to 2021-2022)</b>	<b>Sports and Entertainment Marketing*</b>
	<b>Hospitality and Tourism*</b>
	<b>Yearbook (Taken prior to 2021-2022)</b>

\* Represents semester course

## 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 (ELA) and mathematics for the classes of 2016 through 2022 and beyond.

Students graduating as members of the class of 2023- 26 can meet graduation assessment requirements through a variety of ways, including:

1. achieving passing scores on certain NJGPA assessments; (students must take the NJGPA in 11th grade to be eligible for another pathway below:

2. achieving certain scores on alternative assessments, such as the SAT, ACT, PSAT, ASVAB or Accuplacer
3. the submission by the district of a student portfolio through the Department's portfolio appeals process. (Special Ed students whose Individualized Education Plans (IEPs) specify an alternative way to demonstrate proficiencies will continue to follow the graduation requirements set forth in their IEPs.)

### **NJSLA Testing Requirements**

#### **ELA and Mathematics Assessment Graduation Requirements for the Classes of 2023 - 2026**

**To receive a diploma and participate in graduation, students must earn a minimum of 140 credits and meet state levels of proficiency on the New Jersey Graduation Proficiency Assessments. (NJGPA or by meeting one of the following criteria in the link below)**

[New Jersey High School Graduation Requirements](#)

**The NJDOE is committed to providing fair notice to students and educators and will continue to collaborate with stakeholders to transition to the next generation of statewide assessments.**

## **ATTENDANCE**

Regular and punctual attendance, as specified by Butler Board of Education Policy #5200, and described in the Butler High School Code of Conduct/Student Handbook, is a requirement for graduation. All students would be familiar and compliant with these policies and procedures.

## **CLASS ELIGIBILITY**

Any student who fails to earn passing grades in their core/required subjects will be retained at their current grade level. **(Example: If a student fails English I, they will be placed in English I the next year)** Students who fail any of their major subjects are required to independently register and attend summer school classes, in an approved summer school program, during the summer immediately following the regular school year of the failure. Students are expected to successfully complete their summer school classes and regain grade level status prior to the beginning of the new school year. **Summer school grades will count toward BHS graduation requirements, but will not be calculated in a student's grade point average (GPA).**

All students in grades 9 and 10 should be enrolled in a minimum of 8 class periods (40 credits minimum). Students in grades 11 and 12 must be enrolled in a minimum of 7 class periods (35 credits minimum) unless approved by BHS Administration.

In order for any student to attain graduation status, request Senior Programs, or enjoy senior privileges, they must earn a minimum of 100 credits, as described in this Program of Study, prior to September 1<sup>st</sup> of their senior year.

It is the responsibility of the student to enroll and earn credit in sufficient courses required for graduation, college acceptance/requirements, and NCAA eligibility for college athletics. If any deficiency is noted, students should make an appointment to see their school counselor immediately.

## **SCHOOL COUNSELING DEPARTMENT**

The mission of the School Counseling Department at Butler High School is to foster the positive academic, career, and personal growth of its students. The counseling staff assists students in gaining insight into themselves so as to work toward their maximum potential. School counselors discuss matters of importance with students that will help ensure a successful four years at BHS, in addition to helping the student plan for post-high school success. The School Counseling Department provides many resources to assist students. Information is available through the Counseling Office, on the Counseling Website, and on Naviance. Parents/students who are enrolled in the Naviance program should routinely check the website to receive timely information on an array of topics such as SAT/ACTs, program and scholarship opportunities, and the college process. Information is also provided on the bulletin board located in the hallway outside of the Counseling Office.



## **SCHEDULING GUIDELINES**

### **Master Schedule Process and Schedule Changes**

The high school master schedule and staffing are determined by the course selections of the students. Every effort will be made to accommodate your course requests. There are times that courses will not be offered due to insufficient enrollment requiring students to select an alternative. In addition, some courses in the Course Catalog are offered every other year. Board of Education policy indicates that each course must have a minimum number of students to be offered with only a few exceptions. Also, due to the availability of staff and facilities, a student's schedule may be in "conflict" and can only be resolved by selecting an alternate course.

The process of selecting an academic program involves many people and requires several months of preparation and consultation. Student course selections are made after serious deliberation among faculty, student, counselor, and parents/guardians. The selection of an academic program is designed to meet the student's personal and educational goals. All students must select a full program (minimum of 7 classes or 35 credits). Changes from this program are not encouraged and may not be possible; therefore, it is essential that the original selections be given careful and thoughtful consideration.

The need for a program change is recognized only under special circumstances. Scheduling problems, course conflicts, and clear change in future plans should be given the highest priority. Counselors often find that some students wish to change their schedules for the wrong reasons — their friends are not in their class, the teacher is too demanding, they want a study hall in the morning/afternoon, etc. Students, faculty, and parents are urged to think through the real reason behind the request for change, for numerous changes have an adverse effect on the school's overall academic program as well as the student's.

### **Course Requests**

All students are scheduled for the subsequent year's program during the spring semester. During scheduling conferences, counselors will review placement recommendations with the student and parents. Student placement into course levels is governed by:

- current grade level
- successful completion of prerequisite courses
- enrollment in co-requisite courses (where applicable)
- requisite course placement criteria
- teacher recommendation
- satisfactory/timely completion of summer assignments and/or requirements

Students are not permitted to schedule two subjects, one prerequisite to the other, during the same school year (i.e. Spanish I and Spanish II, or Algebra I and Algebra II). Under certain circumstances, permission may be granted by the principal for a student to double up in a particular area, according to the individual's needs.

## **COURSE SELECTION PROCEDURES**

### **Group Meetings**

Throughout the school year, school counselors will meet with large groups of students to distribute and explain scheduling materials. Following these meetings, students should discuss graduation requirements and post-secondary plans with their parents in preparation for an individual scheduling conference.

### **Individual Scheduling Conferences**

During the spring semester, each student will meet with their counselor to plan a schedule for the following school year. Parents/guardians are welcome to attend this conference.

During this conference:

- credits and graduation requirements shall be reviewed
- post-secondary plans are discussed
- course placement recommendations are discussed
- subsequent school year course requests are finalized.

### **Schedule Change of Policy and Procedures**

Once schedules are completed and distributed to students, they are considered final and cannot be changed. Under certain circumstances, some issues may need to be corrected. Counselors will be available to make these corrections during the first two weeks that school is in session.

The circumstances include:

### **Categories of Changes**

**Type 1** changes significantly affect the student's schedule and are of primary importance. Adjustments should be made before the start of the current school year. Examples of Type 1 changes are:

- period or course conflicts
- course not being offered
- computer entry error (ex. student has the wrong course on schedule)
- previous failure or documented difficulty with a teacher

**Type 2** changes usually reflect a major program change. Adjustments should be made by the end of the summer. Examples of Type 2 changes are:

- summer school involvement
- student going into or out of a shared-time program (ex: Vo-Tech)
- change in program emphasis, such as student going from college prep to technical
- student participating in Challenger Program at CCM or PCCC

### **Level Changes**

Level changes during the school year are discouraged. A tremendous amount of time is spent placing students in the appropriate level based on grades, teacher recommendations, and testing. Students requesting a change need to demonstrate the following:

1. Attends academic assistance on a regular basis with teacher
2. Meeting with school counselor to set up a plan

### 3. Parent meeting with counselor and teacher and student

Even if a student demonstrates all of the above criteria for a level change, it may not be possible to switch a student's schedule due to the course being full, schedule shifts, etc. In addition, the change would occur at the end of mp 1 to make the switch. The grade would carry over to the new course the student is enrolled in. GPA and grades are not adjusted on a switch. Level change requests are not granted beyond the end of mp 2 without administrative approval.

#### **Other Changes**

*All other changes are discouraged.* All schedule change requests (of any type) must be requested in writing and signed by a parent/guardian. The policy of Butler High School *IS NOT* to make preference-based or lateral course changes. The supervisor of Guidance will review all parent requests and render a decision.

#### **Adding a Course**

A student may request to enter a course provided he/she has parent/guardian approval and the course has an available seat. With the exception of level changes, students may enter any new course up until the **5th** day for a semester class and the **10th** day for a full year course. Students will be responsible for making up all missed work in the new course.

#### **Withdrawal from a Course**

The dropping of a course is a serious matter and is usually discouraged. Only after much thought and consultation should a change take place. The request to drop a course must be in writing from the parent/guardian. Students requesting to drop a course from their schedule must request an appointment with their counselor. The counselor will review the request and consult with all relevant parties involved before rendering a decision.

Students may be permitted to withdraw from any class up to the **tenth day** without penalty provided that they will still be carrying a minimum of *7 classes each semester and 35 credits* unless given administrative approval.

Students who withdraw after the *tenth day* may receive a "WF" (Withdrawal Failing). *This grade will be entered for the marking period in which the withdrawal occurs and the final grade for the course.* A student wishing to appeal the "WF" must do so in writing to the principal within ten school days of the withdrawal. If the appeal is approved by the administration, the "WF" will become a "W" on the transcript.

If the student makes a level change, the grade the student has achieved will transfer over to the new course and will carry the GPA of the new course.

#### **Request for Entry into Additional Courses/Minimum Course Load**

Because of the difficulty of making up work which has been covered in a class, a student may not enter a course after the **10th school** day that the course is in session. In very unusual circumstances, where graduation requirements must be met or a definite hardship would be experienced by the student, the student may request to enter a class by preparing a written petition outlining all the arguments for a waiver of policy. The petition will be reviewed by a committee consisting of the teacher, department supervisor, counselor, and principal; and if a

waiver is granted, it will be the student's responsibility to independently complete all assignments within two weeks of entry or a date stipulated in a contract developed between the student and teacher. In the event of any late entry, the student enters with an incomplete for the work covered and is responsible for make-up as stated.

### College Preparatory Programs

Students who plan to go to college should be ready to complete the academic subjects which are required for college entrance. Entrance requirements vary from college to college. These requirements are usually referred to in terms of College Units. One College Unit is granted for each year of a college accepted subject which has been successfully completed in high school. Four-year colleges usually require a minimum of sixteen College Units for admission. These units are required by most colleges in the following subject areas:

Course	Years	Examples
English	4	Courses taken at CP level or higher
World Language	2-4	Concentration in one language
Mathematics	3-4	Algebra I, Algebra II, Pre-calculus, Calculus, Geometry,
Science	3-4	Biology, Chemistry, Physics, Physiology, Electives AP Sciences -
Social Studies	3-4	World History, US History I and II, Electives

Courses noted on the table above note broadly based requirements. Specific colleges and majors may call for heavier admission requirements. It is essential that students refer to college catalogs to determine exact admission requirements. School counselors are available to guide students through this procedure. Students are encouraged to take a well-rounded academic program that includes electives in the Business, Fine, Practical, and Performing Arts Departments.

### GRADING AND RANKING

#### GRADE EQUIVALENTS

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A = 95 - 100	B+ = 87 - 89	C+ = 77 - 79	D = 65 - 69
A- = 90 - 94	B = 83 - 86	C = 73 - 76	F = 64-below
	B- = 80 - 82	C- = 70 - 72	WF - Withdraw Failing
			W - Withdraw
			P - Passing
			ME - Medical Excused

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**COMPUTATION OF QUALITY POINT AVERAGE AND RANK:**

Grades are weighted whereby letter grades are converted to quality points according to the following scale:

Regular courses = 1.0

Honors courses = 1.2

AP courses = 1.4

GRADING SCALE	QUALITY POINTS		
	Regular Courses	Honors Courses	AP Courses
<b>A (95-100)</b>	4.0	4.80	5.60
<b>A- (90-94)</b>	3.8	4.56	5.32
<b>B+ (87-89)</b>	3.5	4.20	4.90
<b>B (83-86)</b>	3.0	3.60	4.20
<b>B- (80-82)</b>	2.8	3.36	3.92
<b>C+ (77-79)</b>	2.5	3.00	3.50
<b>C (73-76)</b>	2.0	2.40	2.80
<b>C- (70-72)</b>	1.8	2.16	2.52
<b>D (65-69)</b>	1.0	1.20	1.40
<b>F (64-below)</b>	0.0	0.00	0.00
<b>P - Passing</b>	Not Factored in GPA	Not Factored in GPA	Not Factored in GPA
<b>W - Withdrawal</b>	Not Factored in GPA	Not Factored in GPA	Not Factored in GPA
<b>WF - Withdraw Failing</b>	0.0	0.0	0.0

The factors considered in computing Class Rank are: Grades earned in the course, level of the course, and credits designated for the course.

**MINIMUM GRADE PER MP**

Students can receive no lower than a 50 for a mp grade for marking periods 1 and 3. The 2nd, 4th mp, and FG will be reflected anywhere from 1 -100 based on what the student earned.

## **NCAA ELIGIBILITY REQUIREMENTS FOR COLLEGE ATHLETICS**

There are stringent eligibility requirements for any student who plans to compete on a college level in any Division I or Division II athletic program. The specifics of these guidelines may be found on the internet at (<https://web3.ncaa.org/ecwr3/>). All potential college athletes are urged to complete an NCAA ClearingHouse application at the beginning of their junior year. Division III and NAIA schools do not require NCAA ClearingHouse eligibility.

### **PLANNING YOUR PROGRAM**

At BHS, we offer a variety of electives from which you may choose. At all stages of planning, you must be mindful that we also have a number of graduation requirements. Students and parents are urged to consult with their school counselor to develop an appropriate academic program. Together, school counselors, students, and parents coordinate an appropriate academic plan by reviewing student achievement, interests, and aptitude related to individual career or educational goals. Teachers and Department Supervisors are also available to answer specific questions regarding course requirements and their importance toward intended college/career choices.

<b>GRADE 9</b>	<b>GRADE 10</b>
<b>English I</b>	<b>English II</b>
<b>World History</b>	<b>U.S. History I</b>
<b>Physical Education/Health 9</b>	<b>Physical Education/Health 10</b>
<b>Mathematics</b>	<b>Mathematics</b>
<b>Science</b>	<b>Science</b>
<b>World Language</b>	<b>World Language</b>
<b>Visual/Performing Arts or 21st Century Skills Elective</b>	<b>Visual/Performing Arts or 21st Century Skills Elective</b>
<b>Visual/Performing Arts or 21st Century Skills Elective</b>	<b>Visual/Performing Arts or 21st Century Skills Elective</b>

**2.5 Credits of Financial Literacy need to be taken by graduation.**

GRADE 11	GRADE 12
English III	English IV
U.S. History II	Social Studies Elective
Physical Education/Health 11	Physical Education/Health 12
Mathematics	Mathematics Elective
Science	Science Elective
World Language/Elective	Elective
Elective	Elective
Elective	Elective

### WEIGHTED COURSES

All courses offered at Butler High School are classified according to one of three categories and a weighted value is assigned to that category for the purpose of determining grade point average (GPA) and class rank. The categories, their definitions and their respective weighted values are as follows:

### COLLEGE-LEVEL COURSES

These consist of all courses in which students do college-level work and may receive college credit for the course or subsequent advanced placement testing. The weighted value for these courses is 1.4.

These courses are:

- AP United States History
- AP Chemistry (**offered alternating years**)
- AP Biology
- AP Calculus
- AP Computer Science Principles
- AP Literature and Composition
- AP Language and Composition
- AP Physics (**offered alternating years**)
- AP Psychology
- AP Statistics
- AP Spanish Language and Culture
- AP Music Theory

### Honors Courses

These consist of all Honors Program courses and advanced elective courses. The weighted value of these courses is 1.2.

These courses are:

- English I Honors
- English II Honors
- World History Honors

US History I Honors  
Biology Honors  
Chemistry Honors  
Physics Honors  
Geometry Honors  
Algebra II/Honors  
Pre-calculus Honors  
French IV Honors  
Spanish IV Honors  
Physiology Honors - Dual Enrollment  
Marketing Honors - Dual Enrollment  
Psychology Honors Dual Enrollment

### **ADMISSION TO COLLEGE**

Admission to college is usually quite competitive. In order to ensure consideration by a college admissions committee, students should begin planning for college in the eighth grade by giving serious deliberation to course selections for high school. Each college has its own admission requirements and sets its own priorities. When you apply to college, the admissions office creates a file of information to consider as it makes a decision about you. There are seven areas normally considered:

1. Academic record and school recommendation
2. GPA
3. Class Rank
4. Test Scores
5. Activities (athletics, work experience, community service, etc.)
6. Unique characteristics of the applicant
7. Demonstrated interest in the college or university

### **GUIDELINES FOR COLLEGE PREPARATION**

#### **A. Most Highly Competitive Colleges Look for the Following:**

English - 4 years

Social Studies - 4 years

Mathematics - 4-5 years

Lab Science - 4-5 years



World Language (the same language preferred) - 4-5 years

*Variations of the above requirements exist depending upon the college and the student's major.*

### **Non-Academic Factors**

Admissions committees place considerable emphasis upon the quality of participation in extracurricular activities and look favorably upon applicants who have demonstrated leadership capabilities. Signs of independence, maturity, time management, and organizational skills. A student's work experience can be a benefit in the admissions process. Personality, character, motivation, special talents, and life experiences are other factors taken into consideration. The college catalog and website are the best sources of current, accurate information.

### **B. Very Competitive Colleges Look for the Following:**

English - 4 years

Social Studies - 3 years

Mathematics – 4 years

Lab Science - 3-4 years

World Language (the same language preferred) - 3-4 years

*Variations of the above requirements exist depending upon the college and the student's major.*

### **Non-Academic Factors**

Non-academic factors as outlined under Most Highly Competitive Colleges are taken into consideration by the admissions committees. The college websites and catalogs should always be checked for admissions particulars.

### **C. Competitive Colleges Look for the Following:**

English - 4 years

Social Studies - 3 years

Mathematics - 3 years

Lab Science - 2 years

World Language - 2 years

Four other units (years), if possible, are to be selected from the above five major academic areas. Other subject areas such as music, art, and business will sometimes count toward the 16 units depending upon the college and major selected. Variations do exist. Some colleges may require only fifteen units, one year of science, or no foreign language. The college counselor

should be consulted for specific requirements.

### **Non-Academic Factors**

Non-academic factors as outlined under Most Highly Competitive Colleges are taken into consideration.

### **D. Two Year Community Colleges Look for the Following:**

English - 4 years

Social Studies - 3 years

Mathematics - 3 years

Lab Science - 1 year

*Variations of the above requirements exist depending upon the college and the major the student selects. Some two-year colleges have an open admission policy whereby an applicant only needs to have graduated from an approved secondary school or have a high school equivalency diploma.*

## **ADVANCED PLACEMENT® - COLLEGE LEVEL COURSES**

The Advanced Placement (AP) Program and College Level Courses give students an opportunity to pursue college-level studies while still in secondary school and to receive advanced placement credit. The program in Butler High School presently provides courses and examinations in nine introductory college areas of study. The program is open to students who might welcome the challenge and the numerous benefits of undertaking Advanced Placement study.

Any student who wishes to take an Advanced Placement Course must complete the summer assignment for that course. Specific requirements for summer assignments shall be issued by each AP teacher. This assignment will be submitted to the teacher by the third week of August. Failure to complete and submit the assignment will result in the student being removed from the Advanced Placement Course.

### **AP ENGLISH LANGUAGE & COMPOSITION**

**Grade: 11**

**Credits: 5**

**Course #036**

**Full-Year Course**

**Weighted Value: 1.4**

**Prerequisite:** Teacher recommendation; and successful completion and submission of summer assignment.

**Course Description:** The AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. This course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in this course will deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations.

**AP ENGLISH LITERATURE & COMPOSITION**      **Grade: 12**      **Credits: 5**  
**Course #026**      **Full-Year Course**      **Weighted Value: 1.4**  
**Prerequisite:** Teacher recommendation; successful completion and submission of summer assignment.

**Course Description:** The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. This course will prepare students to meet with success on the AP exam in the spring.

**AP UNITED STATES HISTORY**      **Grade 11**      **Credits: 5**  
**Course # 145**      **Full-Year Course**      **Weighted Value: 1.4**  
**Prerequisite:** Teacher recommendation and successful completion and submission of summer assignment.

**Course Description:** In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. The AP United States History course of study is a one-year program designed for motivated students seeking an advanced program of studies and the possibility of college credit. This course requires summer reading and writing assignments. Testing of these readings occurs during the first class meetings. The A.P. History exam is given in May of Junior Year.

**AP CHEMISTRY**      **Grades: 11 and 12**      **Credits: 6**  
**Course # 222**      **Full-Year Course**      **Weighted Value: 1.4**  
**Prerequisite:** Teacher recommendation and successful completion and submission of summer assignment.

**Course Description:** AP Chemistry is a college level program that follows the Advanced Placement syllabus published by the College Entrance Examination Board. The course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Topics include states and structure of matter, reactions, and descriptive chemistry. A series of laboratory and research projects will supplement instruction.

**AP PHYSICS**      **Grades: 11 and 12**      **Credits: 6**  
**Course #240**      **Full-Year Course**      **Weighted Value: 1.4**  
**Corequisite:** Teacher recommendation and successful completion and submission of summer assignment.

**Course Description:** This course provides a systematic introduction to the main principles of mechanics and emphasizes the development of conceptual understanding and problem-solving

ability using algebra, trigonometry and basic calculus. The concepts of basic derivatives and integrals are covered during the first few weeks of the school year. In most colleges this is a one semester course including a laboratory component. This course provides the foundation in physics for students in the science fields. **\*Not offered in the 22-23 School Year**

**AP CALCULUS**

**Grade: 12**

**Credits:5**

**Course # 342**

**Full-Year Course**

**Weighted Value: 1.4**

**Text:** Calculus: Graphical, Numerical, Algebraic: AP edition, Pearson

**Prerequisite:** Teacher recommendation and successful completion and submission of summer assignment.

**Course Description:** The Advanced Placement Calculus course is a college-level program that is directed toward the Advanced Placement Examination. Topics Include:

- The elementary functions (algebraic, trigonometric, exponential, and logarithmic), limits, and continuity
- The derivative - application of the derivative including maximum/minimum problems, velocity/acceleration, and related rates
- The antiderivatives-applications of the antiderivative, techniques of integration, the definite integral as in area, slope fields, the fundamental theorem of calculus
- Applications of the integral including exponential and logarithmic functions and their derivatives, trigonometric and inverse trigonometric functions and their derivatives, are between curves and volume of a solid revolution.

**AP BIOLOGY**

**Grades: 11 and 12**

**Credits: 6**

**Course #255**

**Full-Year Course**

**Weighted Value: 1.4**

**Text:** Campbell Biology, 10<sup>th</sup> Edition, 2014 Pearson

**Prerequisite:** Teacher recommendation and successful completion and submission of summer assignment.

**Course Description:** The Advanced Placement Program in Biology follows the syllabus published by the College Entrance Examination Board. The course covers four broad areas which include:

- The process of evolution drives the diversity and unity of life.
- Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.
- Living systems store, retrieve, transmit, and respond to information essential to life processes.
- Biological systems interact, and these systems and their interactions possess complex properties.

Each of these sections will also include required laboratory experiences. This course exceeds the requirements of the syllabus of any college freshman biology.

**AP PSYCHOLOGY**

**Grade: 12**

**Credits: 5**

**Course #154**

**Full-Year Course**

**Weighted Value: 1.4**

**Text:** Myers' Psychology for the AP Course, David Myers and C. Nathan Wall, 3rd Ed.

**Prerequisite:** Teacher recommendation and successful completion and submission of a summer assignment

**Course Description:** AP Psychology is a rigorous, college-level course designed to introduce students to the systematic and scientific study of the behavior and mental processes of human

beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology and are expected to apply these theories to everyday life situations. Students will also learn about the methods and ethical considerations psychologists use in their science and practice and be able to employ these methods as they evaluate psychological research studies. The overall goal of the course is to attain a passing score of 3, 4, or 5 on the College Board AP Exam in May.

**AP COMPUTER SCIENCE PRINCIPLES**                      **Grades 10 - 12**                      **Credits 5.0**  
**Course # 383**    **Full Year Course**                      **Weighted Value: 1.4**

**Prerequisite:** Successful completion and submission of a summer assignment  
**Course Description:** AP Computer Science Principles introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking, and inviting students to understand how computing changes the world. Students develop innovative computational artifacts using the same creative processes artists, writers, computer scientists, and engineers use to bring big ideas to life.

**AP MUSIC THEORY**    **Grades 10 - 12**                      **Credits: 5**  
**Course # 068**    **Full-Year Course**                      **Weighted Value: 1.4**

**Prerequisite:** Teacher Recommendation and completion of Music Theory elective  
**Course Description:** Advanced Placement Music Theory is a full-year course. The goal of this course is to train competent musicians who have the capacity to utilize their analytic abilities to develop a deeper understanding and appreciation of music. This will be accomplished through various means including; ear training, the use of solfege syllables, score study, and analysis. Students will also develop the ability to understand phrase structure, motivic treatment, and recognize various musical forms (eg. binary, ternary, strophic, and theme and variation). The compositions studied will cover a wide range of standard Western vocal and instrumental selections spanning the Renaissance to Contemporary works. Students will develop a more profound awareness of these various styles of music by understanding their historical and cultural significance. Students will apply their knowledge as they analyze, listen to, read and compose music.

**AP STATISTICS**    **Grades: 11 and 12**                      **Credits: 5**  
**Course #343**    **Full-Year Course**                      **Weighted Value: 1.4**

**Text:** The practice of Statistics, 5<sup>th</sup> Edition, 2014 BFW  
**Prerequisite:** Minimum average of 93 in Algebra II CP or Honors or Concurrently with Algebra II Honors and Math Teacher Recommendation  
**Course Description:** This course covers the following general topics of study: “exploring data”, “planning and design of a study”, “anticipating patterns” and “statistical inference”. The class has required projects that require students to design surveys and experiments, gather data, analyze the data numerically and graphically and apply inferential statistics to draw conclusions for a population. Students will write formal reports on their projects using statistical language.  
**This course requires a strong reading comprehension ability.**

**AP SPANISH LANGUAGE AND CULTURE**                      **Grade: 12**                      **Credits: 5**  
**Course # 433**    **Full-Year Course**                      **Weighted Value: 1.4**

**Prerequisite:** Teacher recommendation and successful completion and submission of a summer assignment

**Course Description:** The AP Spanish Language and Culture course emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. This course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

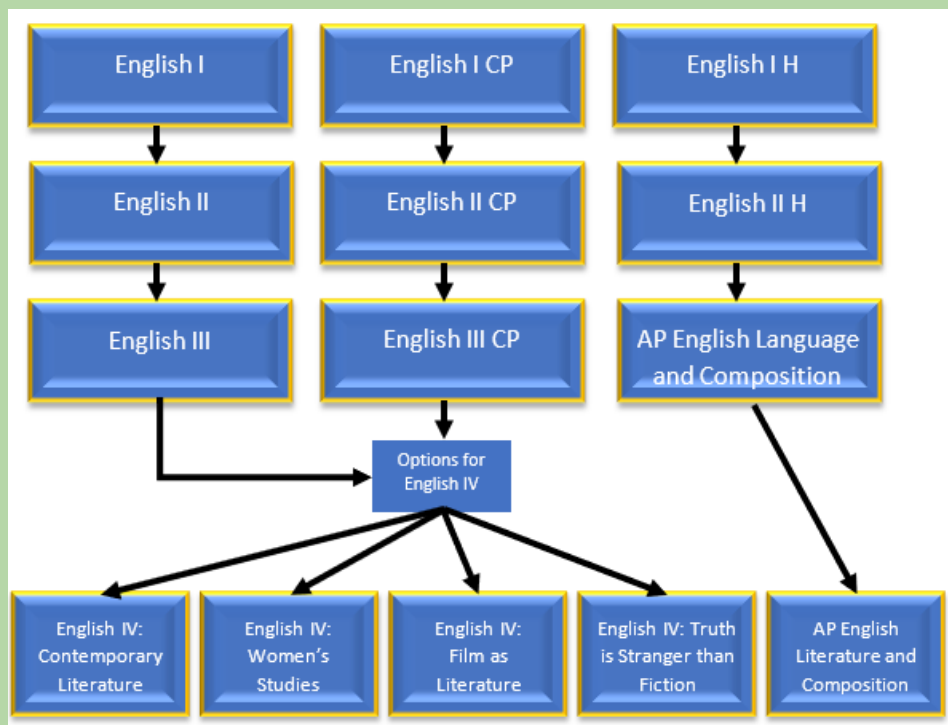
## ENGLISH

### INTRODUCTION

The English Language Arts courses at Butler High School provide students with quality, rigorous instruction to help them become better readers, writers, speakers, and listeners. The curriculum has been developed in alignment with the New Jersey Student Learning Standards and provides wide opportunities for students to select courses that are stimulating and academically rigorous.

Our most proficient and hard-working students should pursue a program of advanced and honors courses, culminating in AP English Language and Composition and AP English Literature and Composition courses and taking the Advanced Placement tests in the spring. Advanced Placement English courses prepare students in the critical reading, analytical, and writing skills measured on the national tests.

This is a typical course progression for students at each level of English:



**ENGLISH I** **Grade: 9** **Credits: 5**  
**Course #005** **Full-Year Course** **Weighted Value: 1**

**Prerequisite:** None

**Course Description:** This course is designed to help students develop and refine their skills in the areas of reading, writing, listening, speaking, and using language skills. In the area of reading, students will read and analyze literature and informational texts in order to hone their analytical skills and develop a deeper understanding of critical reading. In the area of writing, students will continue to practice and develop their skills in the area of narrative, argumentative, and expository writing. In the areas of speaking and listening, students will work in collaborative groups to discuss and develop their understanding of Grade 9 topics and texts. They will practice speaking aloud to their peers. Finally, they will develop their language skills by learning and practicing the conventions of English grammar and usage in their writing and speaking.

**ENGLISH I CP** **Grade: 9** **Credits: 5**  
**Course #003** **Full-Year Course** **Weighted Value: 1**

**Prerequisite:** NJSLA assessment scores, current 8<sup>th</sup> grade marking period grades, and English teacher recommendation.

**Course Description:** Students in this course are introduced to the work ethic and independent goal-setting fundamentals of college-bound students. This course is designed to help students develop and refine their skills in the areas of reading, writing, listening, speaking, and using language skills. Students will read literature and informational texts in order to hone their analytical skills and develop a deeper understanding of critical reading. In the area of writing, students will continue to develop their skills in the area of narrative, argumentative, and expository writing. Finally, they will develop their language skills by learning and practicing the conventions of English grammar and usage in their writing and speaking.

**ENGLISH I HONORS** **Grade: 9** **Credits: 5**  
**Course #006** **Full-Year Course** **Weighted Value: 1.2**

**Prerequisite:** NJSLA assessment scores, current 8<sup>th</sup>-grade report card scores, and teacher recommendation

**Course Description:** Students in this course focus on meeting the requirements and challenges of a high school curriculum at an accelerated pace. Students will read at and above-grade-level complex texts and are expected to master the fundamentals of composition writing, polish grammar skills, and to widen their vocabulary base within the context of their varied reading and writing assignments. Literature and informational texts are studied for the purpose of developing judgment, broadening perception, improving comprehension, and fostering language skills. In addition to the core curriculum, additional books, both fiction and nonfiction and projects will supplement class discussions and expository writing. This course emphasizes the improvement in all areas of communication skills at a challenging pace.

**ESL** **Grades: 9-12** **Credits: 5**  
**Course #012** **Full-Year Course** **Weighted Value: 1**

**Prerequisite:** None

**Course Description:** ESL instruction is provided for English language learners. Intensive drills are practiced in all four language skills with special emphasis on reading and writing. Students

participate in one period a day five days a week until they demonstrate proficiency to succeed in the mainstream classes.

**ENGLISH II  
Course #015**

**Grade: 10  
Full-Year Course**

**Credits: 5  
Weighted Value: 1**

**Prerequisite:** Passing score in English I

**Course Description:** This course was developed to help students reach mastery of grade-level expectations according to the New Jersey Student Learning Standards. In this course, students will analyze texts from multiple perspectives using nonfiction sources to support this analysis, analyze arguments by identifying the use of rhetorical devices and supporting textual evidence, and compose a research paper, in MLA format, and embed rhetorical devices and textual evidence in their writing. In the area of writing, students will continue to develop their skills in the area of narrative, argumentative, and expository writing. Finally, they will develop their language skills by learning and practicing the conventions of English grammar and usage in their writing and speaking. The goals of this course are the Grade 10 Progress Indicators of the New Jersey Student Learning Standards.

**ENGLISH II HONORS  
Course #016**

**Grade: 10  
Full-Year Course**

**Credits: 5  
Weighted Value: 1.2**

**Prerequisite:** NJSLA Scores, minimum 93 average in English I CP/passing score in English I Honors, teacher recommendation

**Course Description:** In this course, students focus on meeting the requirements and challenges of a Grade 10 English curriculum at an accelerated pace. They will read and write in a variety of genres in order to hone their literacy skills and prepare them for the future. Specifically, they will read complex at and above-grade-level texts and analyze the effectiveness and use of figurative/rhetorical tools within an author's purpose, understand informational texts and decipher points of view through analysis of editorials and news stories, incorporate rhetorical/figurative tools in their own writing, conduct thorough research and understand the importance of credible sources, source collaboration and synthesis, and proper documentation, and continue to develop an appreciation of novels, historical fiction, poetry, and short stories and will be able to analyze their understanding of these works through writing.

**ENGLISH II CP  
Course #017**

**Grade: 10  
Full-Year Course**

**Credits: 5  
Weighted Value: 1**

**Prerequisite:** NJSLA Scores, minimum average of 93 in English I or Passing score in English I CP, and teacher recommendation

**Course Description:** Students in this course are expected to demonstrate the work ethic and independent goal-setting fundamentals of college-bound students. This course was developed to help students reach mastery of grade-level expectations according to the New Jersey Student Learning Standards. In this course, students will analyze texts from multiple perspectives using nonfiction sources to support this analysis, analyze arguments by identifying the use of rhetorical devices and supporting textual evidence, and compose a research paper, and embed rhetorical devices and textual evidence in their writing. In the area of writing, students will continue to develop their skills in the area of narrative, argumentative, and expository writing. The goals of this course are the Grade 10 Progress Indicators of the New Jersey Student Learning Standards.



**ENGLISH III** **Grade: 11** **Credits: 5**  
**Course #025** **Full-Year Course** **Weighted Value: 1**

**Prerequisite:** Passing score in English II

**Course Description:** This course was developed to help students reach mastery of grade-level expectations according to the New Jersey Student Learning Standards. In this course, students will recognize and analyze the elements of a narrative and include these components in their own writing, draw inferences about a text and support these claims through relevant textual evidence in a well-organized essay, conduct a research project, use databases and complete the multi-step writing process, and identify and analyze how rhetorical devices impact the meaning of a text.

**ENGLISH III CP** **Grade: 11** **Credits: 5**  
**Course #027** **Full-Year Course** **Weighted Value: 1**

**Prerequisite:** NJSLA Scores, minimum average of 93 in English II or passing score in English II CP, and teacher recommendation

**Course Description:** Students in this course are expected to demonstrate the work ethic and independent goal-setting fundamentals of college-bound students. This course was developed to help students reach mastery of grade-level expectations according to the New Jersey Student Learning Standards. In this course, students will recognize and analyze the elements of a narrative and include these components in their own writing, draw inferences about a text and support these claims through relevant textual evidence in a well-organized essay, conduct a research project, use databases and complete the multi-step writing process, and identify and analyze how rhetorical devices impact the meaning of a text.

**ENGLISH IV: Contemporary Literature** **Grade: 12** **Credits: 5**  
**Course # 038** **Full-Year Course** **Weighted Value: 1**

**Prerequisite:** Passing score in English III

**Course Description:** In this course, students will explore a variety of issues involving race, gender, religion, poverty, war, scientific advances through the integration of reading, writing, speaking, listening, and language skills. Students will analyze full texts and excerpts, films, essays, and articles in order to assess and understand these issues. Students will further explore contemporary issues through a variety of writing tasks, research-based assignments, and student-directed problem-based tasks. The goals of this course are the grade-level progress indicators within the New Jersey Student Learning Standards.

**ENGLISH IV: Film As Literature** **Grade: 12** **Credits: 5**  
**Course # 042** **Full-Year Course** **Weighted Value: 1**

**Prerequisite:** Passing score in English III

**Course Description:** Film, TV, and media saturate our daily lives and drive our collective consciousness in ways that we often don't recognize as a society and as individuals. In this course, students will learn how to "read" films that offer alternate perspectives and broaden their personal worldviews. This class is also meant to broaden students' critical abilities in reading, writing, listening, speaking, and language. The goals of this course are the grade-level progress indicators of the New Jersey Student Learning Standards.

**ENGLISH IV: Women's Studies** **Grade: 12** **Credits: 5**  
**Course # 041** **Full-Year Course** **Weighted Value: 1**

**Prerequisite:** Passing score in English III

**Course Description:** This course will introduce students to the dynamics of gender embedded in literature and film. Students will study the patterns of gender depiction and its evolution throughout time. This course will focus on women's lives and experiences as early as the 17th century, and will also touch upon the connection between power and gender. Students will study key events and figures throughout history, and the slow, yet crucial, progress made to overcome the division between men and women. Students will read novels and watch films and study these texts under the feminist lens, identifying actions that helped bridge the gap, motivating factors for these characters to take a stance, and the reception of their opposition. The goals of this course are the grade-level progress indicators within the New Jersey Student Learning Standards.

**ENGLISH IV: The Truth is Stranger than Fiction**      **Grade: 12**      **Credits: 5**  
**Course # 039**      **Full-Year Course**      **Weighted Value: 1**

**Prerequisite:** Passing score in English III

**Course Description:** In this course, students will explore a wide-variety of incredibly true human interest experiences in the form of short stories, essays, novels, and graphic novels. Reading non-fiction allows students to gain new perspectives on the human condition, thereby creating empathy, interest, and understanding. Students will also engage in writing tasks that focus on memoir writing to share their own stories, and research writing that reflects their own areas of interest based upon the texts read in class. The goals of this course are the grade-level progress indicators within the New Jersey Student Learning Standards.

**CREATIVE WRITING**      **Grades: 9-12**      **Credits: 2.5**  
**Course # 040**      **Semester Course**      **Weighted Value: 1**

**Prerequisite:** None

**Course Description:** In this course, students will explore and develop techniques for reading and writing prose and poetry. Students are introduced to the essential elements of poetry and prose as they carefully analyze various poems, short stories, excerpts from novels, and informational texts. Self-reflection, self-expression, and free-writing are integral parts of the course; students write in their journals daily. Relevant news articles and current events are integrated as topics of class discussions and journal writes. Students will participate in workshop sessions to learn the importance of planning, revising, and editing their writing through multiple drafts. Writing pieces will eventually be selected and curated for publishing in the Butler High School Literary Magazine *Unleashed*.

## **DRAMA**

**Course #: 045**      **Grades: 9-12**      **Credits: 2.5**  
**Prerequisite:** None      **Semester Course**      **Weighted Value: 1**

**Course Description:** In this course, students will gain a comprehensive knowledge of dramatic literature, theatre history, methods of acting techniques/skills, and theories of the theatre, which they learn to integrate with their growing expertise in acting, directing, and playwriting. The class also explores cultural and historical events in theatre history; furthermore, the program examines different traditions and interactions of world plays and musicals. Students will delve into commedia dell'arte, stage realism, expressionism, Shakespeare, and musical theatre. Students will be able to understand theatre history through the study of Greek Theatre, the Renaissance, Elizabethan Times, through the present day.

**ADVANCED DRAMA****Course #:090****Prerequisite:** Passing Score in Drama

**Course Description:** In this course, students will continue with their study of dramatic literature, theatre history, methods of acting techniques/skills, and theories of the theatre, which they learn to integrate with their growing expertise in acting, directing, and playwriting. Students will study more advanced techniques and skills for acting and build upon foundational skills learned during Drama.

**Grades: 9-12****Semester Course****Credits: 2.5****Weighted Value: 1****PUBLIC SPEAKING****Course # 046****Prerequisite:** None

**Course Description:** In this course, students will learn about the purpose of speech, identify major components and attributes of speech types, and understand how to prepare for, research, organize, outline, and present a speech. Students will also examine model speeches and identify strengths and weaknesses in meeting the requirements for speech types through the adjudication process. This course will give students the opportunity to develop and strengthen skills in preparing and presenting public oral presentations in a variety of situations.

**Grades: 9-12****Semester Course****Credits: 2.5****Weighted Value: 1****JOURNALISM****Course # 044****Prerequisite:** None

**Course Description:** In this course, students will study the way journalism has been impacted by history and how it impacts our society then and now by studying the history and evolution of journalism. The students will conduct interviews, engage in meaningful research, and develop their journalistic writing skills throughout the year by producing their own authentic pieces and publications. The students will carefully select and curate articles to be published in the Butler High School Newspaper.

**Grades: 11-12****Semester Course****Credits: 2.5****Weighted Value: 1****SAT/ACT TEST PREPARATION (ELA and MATH)****Course # 400****Prerequisite:** Algebra 1

**Course Description:** In this course, students will learn the necessary skills to meet with success on the SAT and ACT test in the areas of Math, Reading, Writing, and Language. **This is a semester class which will be graded as PASS/FAIL and will not be calculated toward GPA or class rank.**

**Grades: 10-12****Semester****Credits: 2.5****Weighted Value: 1****EVOLUTION OF CINEMA****Course # 043****Prerequisite:** None

**Course Description:** The purpose of this course is to give students an introduction to the history of film. Students will learn the basics of film and the history and evolution of cinema. Films will be viewed according to thematic units, and students will analyze how different filmmakers work within the genres. Included in the course will be a major movie project that profiles specific film classics as well as noteworthy actors and directors. Students will reflect on movies and their importance within society.

**Grades: 9 -12****Semester Course****Credits: 2.5****Weighted Value: 1**

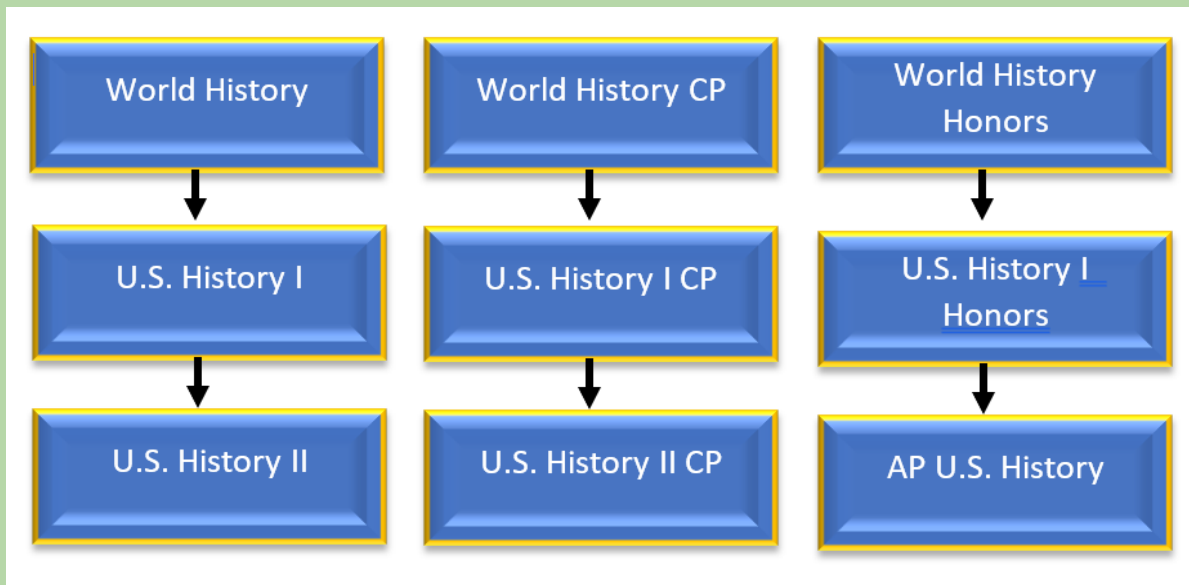
## SOCIAL STUDIES

### INTRODUCTION

The Butler Social Studies courses offer students rigorous learning opportunities that challenge their thinking and worldviews. Students are encouraged to embrace multiple perspectives of history, value diversity, and promote cultural understanding in our interconnected global community. Students will make connections between past events and the present in order to promote historical understanding and critical inquiry.

Honors and Advanced Placement courses require considerable diligence on the part of the students to excel. They are designed for the purpose of allowing the students to expand their horizons. They will be required to critically analyze and synthesize a variety of complex historical documents and conduct in-depth research on historical topics and issues. Students planning to major in history in college should consider taking history during each of the four years of high school.

This is the typical sequence of course progressions at each level:



### WORLD HISTORY CP

Course #101

**Prerequisite:** Teacher Recommendation

**Course Description:** This course will focus on modern world history and focus on the relationship between Europe and other parts of the world including the Middle East and the Americas. The course will look at world history as a constantly evolving area of study in which students will compare viewpoints and perspectives in order to formulate a more complete picture of history. It will be rooted in the analysis of primary and secondary sources throughout history and will place a strong emphasis on developing and understanding the people and forces that have shaped world history. Students will also develop the important writing and research skills that are necessary for a successful college experience. The goals of this course

**Grade: 9**

**Full-Year Course**

**Credits: 5**

**Weighted Value: 1**

are the grade band performance expectations found within the 2020 New Jersey Student Learning Standards for Social Studies.

**WORLD HISTORY**

**Grade: 9**

**Credits: 5**

**Course #102**

**Full-Year Course**

**Weighted Value: 1**

**Prerequisite:** None

**Course Description:** This course will focus on modern world history and focus on the relationship between Europe and other parts of the world including the Middle East and the Americas. The course will look at world history as a constantly evolving area of study in which students will compare viewpoints and perspectives in order to formulate a more complete picture of history. It will be rooted in the analysis of primary and secondary sources throughout history and will place a strong emphasis on developing and understanding the people and forces that have shaped world history. Students will also develop the important writing and research skills that are necessary for success in future endeavors. The goals of this course are the grade band performance expectations found within the 2020 New Jersey Student Learning Standards for Social Studies.

**WORLD HISTORY HONORS**

**Grade: 9**

**Credits: 5**

**Course #105**

**Full-Year Course**

**Weighted Value: 1.2**

**Prerequisite:** Teacher Recommendation

**Course Description:** The course stresses an understanding of the events and trends of modern Europe and how they influenced the colonization and development of the Americas. The honors course provides a solid background for those students who intend to enroll in the AP United States History course. The course concentrates on three major areas: concepts, major historical facts, and historical analysis. The skills necessary for writing thematic essays and document-based essays will be stressed as an integral part of the assessment process. Students who successfully complete the course are expected to demonstrate knowledge of basic chronology and of major events and trends from approximately 1350 to 1917. Students will also be able to demonstrate an ability to analyze historical evidence and to express that understanding within the framework of a well-developed essay. The goals of this course are the grade band performance expectations found within the 2020 New Jersey Student Learning Standards for Social Studies.

**U.S. HISTORY I CP**

**Grade: 10**

**Credits: 5**

**Course #131**

**Full-Year Course**

**Weighted Value: 1**

**Prerequisite:** Passing score in World History and Teacher Recommendation

**Course Description:** U.S. History I CP presents a chronological study of America from exploration through the period of Reconstruction. The course stresses the political, social, and economic factors that influenced the development of eighteenth and nineteenth-century America. This course is designed to provide students with a solid background for the continued study of history. Students use an inquiry approach to studying history, emphasizing documents, original materials, primary sources, maps, etc. Much emphasis is placed upon individual reading and analysis. Students are expected to draw conclusions both orally and in writing. The goals of this course are the grade band performance expectations found within the 2020 New Jersey Student Learning Standards for Social Studies.

**U.S. HISTORY I****Grade: 10****Credits: 5****Course #132****Full-Year Course****Weighted Value: 1****Prerequisite:** Passing score in World History

**Course Description:** U.S. History I is a course which presents students with a chronological examination of America from the period of exploration and settlement through the period of Reconstruction. The course stresses the political, social, and economic background of America. In addition, the course emphasizes study skills that are useful for developing an understanding of history such as outlining, map recognition, cause and effect, and essay writing. In addition, students focus on the study of national and world affairs in order to develop a better understanding of the United States and its current place in the world. The goals of this course are the grade band performance expectations found within the 2020 New Jersey Student Learning Standards for Social Studies.

**U.S. HISTORY I HONORS****Grade: 10****Credits: 5****Course #135****Full-Year Course****Weighted Value: 1.2****Prerequisite:** Passing score in World History and Teacher Recommendation

**Course Description:** U.S. History I Honors is a rigorous course designed to help prepare students for the AP United States History course in 11th grade. This course presents students with a chronological examination of America from the period of exploration and settlement through the period of Reconstruction. The course stresses the political, social, and economic background of America. In addition, the course emphasizes study skills that are useful for developing an understanding of history such as outlining, map recognition, cause and effect, and essay writing. In addition, students focus on the study of national and world affairs in order to develop a better understanding of the United States and its current place in the world. The goals of this course are the grade band performance expectations found within the 2020 New Jersey Student Learning Standards for Social Studies.

**U.S. HISTORY II CP****Grade: 11****Credits: 5****Course #141****Full-Year Course****Weighted Value: 1****Prerequisite:** Passing score in US History I and Teacher Recommendation

**Course Description:** U.S. History II CP follows the progression of history, maintaining the same chronological sequence as the U. S. History I program. Beginning with the Gilded Age, the students will study the growth and development of America. Woven into the curriculum is an examination of the institutions and principles of the American system of government, as well as an ongoing study of current events. The goals of this course are the grade band performance expectations found within the 2020 New Jersey Student Learning Standards for Social Studies.

**U.S. HISTORY II****Grade: 11****Credits: 5****Course #142****Full-Year Course****Weighted Value: 1****Prerequisite:** Passing score in US History I

**Course Description:** U. S. History II continues the progression of American history, maintaining the same chronological sequence as the U. S. History program. Beginning with the Progressive Era and the Spanish-American War, the students will investigate the growth and development of America from the late nineteenth century to the present day. Woven into the curriculum will be an examination of the institutions and principles of the American system of government, as well as an ongoing study of current events. The goals of this course are the grade band performance expectations found within the 2020 New Jersey Student Learning Standards for Social Studies.

**SOCIOLOGY** **Grades: 11-12** **Credits: 2.5**  
**Course #151** **Semester Course** **Weighted Value: 1**  
**Prerequisite:** None

**Course Description:** In this course, students study a series of social problems and matters of concern to themselves and the world around them. The units of study align with the National Standards for High School School Sociology and include the Sociological Perspective and Methods of Inquiry, Social Structures: Culture, Institutions, and Society, Social Relationships, and Stratification and Inequalities. A major emphasis is placed on class participation, group projects, and the writing of reaction papers associated with various chapter units. Students will make oral recordings, research community opinions, participate in role-playing situations, and create projects on subjects of contemporary concern.

**PSYCHOLOGY CP** **Grades: 10-12** **Credits: 2.5**  
**Course # 061** **Semester Course** **Weighted Value: 1**  
**Prerequisite:** None

**Course Description:** This elective course introduces students to the workings of the human mind and how it affects behavior. Topics stressed in this course include: personality, motivation and emotions, growth and development, mental health and mental illness, and psychological methods and statistics. The course utilizes experimental techniques throughout the year to enable students to experiment with the concepts being taught.

**PSYCHOLOGY HONORS (DUAL ENROLLMENT)** **Grades: 10-12** **Credits: 5**  
**Course # 155** **Full-Year Course** **Weighted Value: 1.2**

**Prerequisite:** Successful completion and submission of a summer assignment

**Course Description:** Psychology (Dual Enrollment) is a rigorous, college-level course designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology and are expected to apply these theories to everyday life situations. Students will also learn about the methods and ethical considerations psychologists use in their science and practice and be able to employ these methods as they evaluate psychological research studies.

**Students are eligible to receive 3 credits from William Paterson University.**

**CHILD DEVELOPMENT** **Grades: 9-12** **Credits: 2.5**  
**Course # 063** **Semester Course** **Weighted Value: 1**  
**Prerequisite:** None

**Course Description:** In this course, students will study the physical, intellectual, social, and emotional development of a child from conception to five years of age. This course teaches parenting and caregiving roles in relation to the developing child as well as guiding them in the learning process. Students will also have opportunities to experience working with and observing children as they play and learn. This class is a basic foundation course, for any student wanting to pursue a career in education or working with children in any capacity.

**CIVIL/CRIMINAL LAW** **Grades: 9-12** **Credits: 2.5**  
**Course # 062** **Semester Course** **Weighted Value: 1**  
**Prerequisite:** None

**Course Description:** This course is an introduction to the basics of law and the legal system. The course is designed to introduce the students to the various facets of law as it affects their everyday lives as well as familiarize them with the workings of our criminal justice system. It aims to give students a better understanding of how law works and better prepare them to face adult responsibilities. Units include school law, constitutional law, criminal law, juvenile justice, torts, contracts, and family law. Students have the opportunity to hear speakers who have made careers in the justice system and discuss current issues in the field.

**GENOCIDE AND HUMAN RIGHTS**

**Grades: 11-12**

**Credits: 2.5**

**Course # 064**

**Semester Course**

**Weighted Value: 1**

**Prerequisite:** None

**Course Description:** Within this half-year course, students will be immersed in the study of genocide and human rights beginning in the early 20th Century with the Armenian Genocide and continuing through the Holocaust, the Cambodian “Killing Fields,” the genocides in Bosnia and Rwanda, and the first genocide of the 21st Century in Darfur, Sudan. Students will also explore the situational forces that may compel ordinary people to commit evil and evaluate the efficacy of the international community’s attempts to prevent genocide and punish its perpetrators. This course complies with the New Jersey State Mandate for Holocaust and Genocide Education.

**AMERICAN HISTORY THROUGH FILM AND MUSIC**

**Grades: 9-12**

**Credits: 2.5**

**Course # 065**

**Semester Course**

**Weighted Value: 1**

**Prerequisite:** None

**Course Description:** This course offers students a unique way to view American history through the lens of films and music. Through film and music analysis, students will gain a new insight into the historical events that occurred from the American Revolution through recent US history. Through this course, students will hone their critical writing skills as they write reaction and analysis papers to films and music experienced in class. In addition to learning the historical accounts, students will explore character development, conflict, theme, symbolism, foreshadowing, and geographical/social/cultural settings.

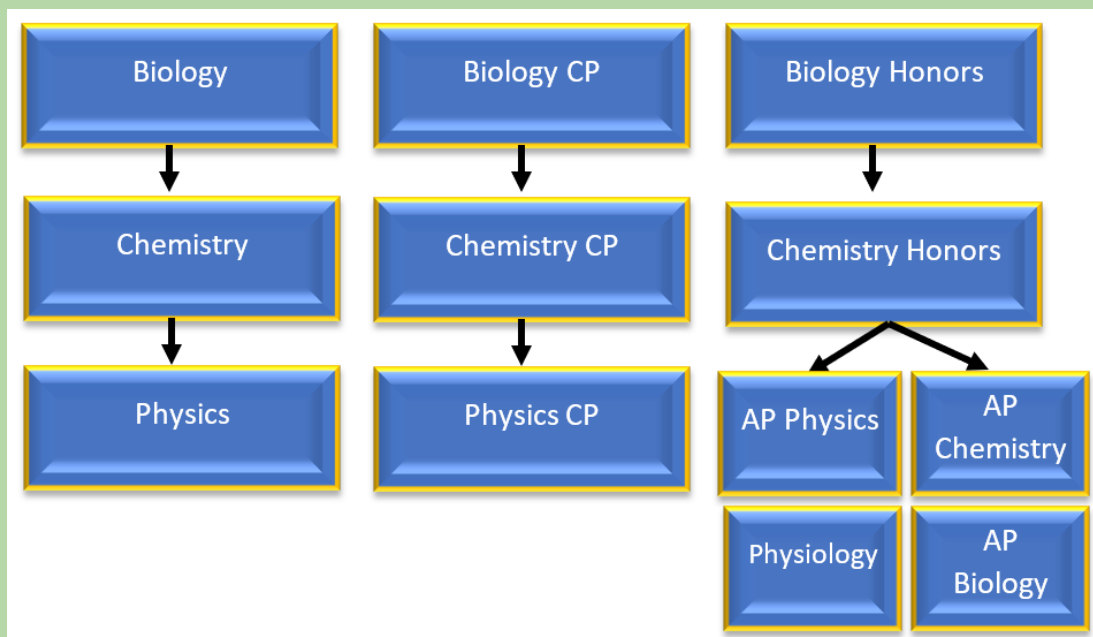
**SCIENCE**

**INTRODUCTION**

The Science Department has two major goals: 1) to offer courses that will enable all students to become scientifically literate and concerned individuals able to function confidently in our increasingly technological society, and 2) to give students preparing for professional work in science and related fields a broad background and a depth of understanding in both the physical and life sciences. Science graduation requirements are 1. Laboratory biology science, 2. Laboratory/inquiry-based science course (i.e.chemistry or physics) and 3. Laboratory/inquiry-based science course.

This is the typical sequence of course progressions at each level:





## **BIOLOGY**

**Course #217**

**Prerequisite:** None

**Course Description:** This course investigates the concepts of Biology. Topics such as the chemistry of living things, cells, heredity, biotechnology, ecology, evolution, and microbes are discussed. Evaluations will be in the form of portfolios, reviews, quizzes, and tests

**Grade: 9**

**Full-Year Course**

**Credits: 5**

**Weighted Value: 1**

## **CHEMISTRY**

**Course #218**

**Prerequisite:** None

**Course Description:** Chemistry Academic is an inquiry-based learning approach to developing the major chemistry concepts. It incorporates laboratory and inquiry-based experiments, classroom discussions and authentic projects, and hands-on activities. The atomic theory, the nature of matter in its various phases, chemical periodicity, and the mole concept are studied early on in the course. Among the basic principles included are energy, reaction rates, reaction equilibrium, and characteristics of chemical reactions and acid-base behavior.

**Grade: 10**

**Full-Year Course**

**Credits: 5**

**Weighted Value: 1**

## **PHYSICS**

**Course #216**

**Prerequisite:** None

**Course Description:** This course investigates the concepts of Physical Science. Topics such as Matter, Chemical reactions, Motion, Forces, Energy, Sound, Light, Electricity, and Magnetism are discussed. Evaluations will be in the form of portfolios, reviews, quizzes, and tests.

**Grade: 11**

**Full-Year Course**

**Credits: 5**

**Weighted Value: 1**

## **BIOLOGY CP**

**Course #212**

**Prerequisite:** A review of NJSLA assessment scores combined with current 8<sup>th</sup> grade marking period grades and science teacher recommendation.

**Grade: 9**

**Full-Year Course**

**Credits: 6**

**Weighted Value: 1**

**Course Description:** Biology is the study of living organisms and their vital processes. Concepts such as the scientific method, chemistry of living things, cells, genetics, ecology, biotechnology, evolution, and diversity are explored. Laboratory techniques including the use of the microscope will be utilized.

**BIOLOGY HONORS**

**Grade: 9**

**Credits: 6**

**Course #210**

**Full-Year Course**

**Weighted Value: 1.2**

**Prerequisite:** A review of NJSLA assessment scores combined with current 8<sup>th</sup> grade marking period grades and science teacher recommendation.

**Course Description:** The Biology I Honors course is an excellent preparation for the advanced sciences offered at Butler High School. This course follows the Biology I course outline. The topics will be presented with more depth requiring the students to understand concepts as well as factual information. The scope of the course is broadened to include advanced topics selected from the Advanced Placement Biology Text. Writing techniques in science are stressed.

**CHEMISTRY CP**

**Grade: 10**

**Credits: 6**

**Course #219**

**Full-Year Course**

**Weighted Value: 1**

**Prerequisite:** Minimum final average of 75 in Algebra I and Biology teacher recommendation.

**Course Description:** What are substances composed of? How are their properties related to their composition? How does one substance interact with another? The study of chemistry attempts to answer these and other similar questions. Emphasis is placed on instructing students in proper laboratory techniques. The use of calculators is encouraged for solving problems. Students taking chemistry are expected to conduct experiments and to submit carefully prepared laboratory reports.

**CHEMISTRY HONORS**

**Grade: 10**

**Credits: 6**

**Course # 220**

**Full-Year Course**

**Weighted Value: 1.2**

**Prerequisite:** Minimum final average of 80 in Algebra I and Biology Honors and teacher recommendation.

**Course Description:** What are substances composed of? How are their properties related to their composition? How does one substance interact with another? The study of chemistry attempts to answer these and other similar questions. Emphasis is placed on instructing students in proper laboratory techniques. The use of calculators is encouraged for solving problems. Students taking chemistry are expected to conduct experiments and to submit carefully prepared laboratory reports.

**PHYSICS CP**

**Grade: 11**

**Credits: 6**

**Course # 243**

**Full-Year Course**

**Weighted Value: 1**

**Prerequisite:** Algebra I and Geometry CP

**Course Description:** Physics CP emphasizes learning the fundamental principles of nature from which concepts can be derived. In reality, the basic laws and rules, if understood, are what students use for the rest of their lives by applying them to a myriad of situations. The course goal is to facilitate students' understanding of the rules of nature by learning their foundations, not by learning their mathematical derivations. This course contains a lab component.

**PHYSICS HONORS****Course # 245****Text:** College Physics**Grade: 11****Full-Year Course****Credits: 6****Weighted Value 1.2**

**Prerequisite:** Final average of 85 in Algebra II Honors, teacher recommendation and minimum of 93 in the first three marking periods of Chemistry CP or successful completion of chemistry honors

**Course Description:** Physics is the study of energy, motion, space, time, light, and electricity. Lab investigations are used to discover, explore, or demonstrate various physical phenomena. Lab, lecture, and group activities are interrelated into a unified teaching concept of physics.

**PHYSIOLOGY HONORS (DUAL ENROLLMENT)****Course # 254****Grades: 11-12****Credits: 6****Full-Year Course****Weighted Value: 1.2**

**Prerequisite:** Teacher recommendation and successful completion and submission of summer assignment.

**Course Description:** This course covers the structure and biochemistry of the human body. Each system of the body is studied in detail, and its relation to the whole organism is stressed. Appropriate laboratory experiments in biochemistry and dissection are used to supplement the classwork, with a detailed dissection of the fetal pig illustrating all of the body systems included in the course. Physiology is recommended for serious biology students. **Students are eligible to receive 3 credits from Fairleigh Dickinson University as this is a DUAL ENROLLMENT Course.**

**MARINE BIOLOGY CP****Course # 256****Grades: 11-12****Credits: 2.5****Semester****Weighted Value: 1**

**Prerequisite:** Successful completion of Biology, Biology CP, or Biology Honors

**Course Description:** Marine Biology is for students interested in learning more about the marine environment. The focus of this class is to understand the ways in which marine organisms interact with each other and their physical environment. Topics will include the marine environment and organisms, ecosystems of the ocean, and humans' relationship to the ocean. Field trips and lab exercises will be incorporated to gain an in-depth understanding of the topics.

**ETHICS IN SCIENCE CP****Course # 057****Grades: 10-12****Credits: 2.5****Semester****Weighted Value: 1**

**Prerequisite:** None

**Course Description:** This course centers on contemporary topics in Biology that require ethical examination. Some of the issues that are discussed include medical ethics, human experimentation, cloning, euthanasia, genetic counseling, toxic waste, nuclear holocaust, and current science issues as they arise.

**HUMAN GENETICS CP****Course # 058****Grades: 10-12****Credits: 2.5****Semester****Weighted Value: 1**

**Prerequisite:** None

**Course Description:** This course takes an overview of the most rapidly changing sciences today, one which impacts directly on the lives of everyone. Students will have the opportunity to discover how traits are passed from one generation to the next and what happens when things go wrong. They will examine human pedigrees, human karyotypes (chromosomes), techniques in genetic engineering, and a variety of genetic problems.

**EARTH SCIENCE CP** **Grades: 10-12** **Credits: 2.5**  
**Course # 085** **Semester** **Weighted Value: 1**  
**Prerequisite:** None

**Course Description:** Earth science is an introductory college preparatory laboratory science course designed to provide students with an understanding of earth systems, air, land, and water. Topics studied include areas of meteorology, geology, astronomy, climatology, and oceanography. Earth Science provides students with a framework for understanding weather forecasting, volcanic activity, earthquakes, storms, polar caps, the atmosphere, and plate tectonics.

**ENVIRONMENTAL SCIENCE CP** **Grades: 10-12** **Credits: 2.5**  
**Course # 084** **Semester** **Weighted Value: 1**  
**Prerequisite:** None

**Course Description:** Environmental Science carefully analyzes the various interactions that are taking place between modern humans and their environment. The course requires students to integrate content from biology, chemistry, earth science as well as social studies. Topics covered include ecology, dendrology, ocean circulation, estuary science, local geology, agronomy, hydrology, succession, energy, climate, emerging diseases, land, water and air quality. Students must analyze data, design experiments, draw conclusions. and work independently as well as in groups.

**HUMAN ANATOMY CP** **Grades: 11-12** **Credits: 2.5**  
**Course # 055** **Semester** **Weighted Value: 1**  
**Prerequisite:** None

**Course Description:** The human body has been designed to present an anatomical and physiological survey of the human systems with an emphasis on human disease. The curriculum includes topics such as: basic cell and tissue types, homeostatic mechanisms, cardiovascular system, musculoskeletal system, digestive system, reproductive system, respiratory system, excretory system, and nervous system.

**ASTRONOMY** **Grades: 11-12** **Credits: 2.5**  
**Course # 054** **Semester** **Weighted Value: 1**  
**Prerequisite:** None

**Course Description:** Science begins with observation. Ancient societies used the motions of the Sun, Moon, and stars to establish their cultures and sustain their people. The field of astronomy has changed dramatically over the last millennia, and with every new discovery, our understanding of the Universe changes as well. This semester course is designed to provide students with an exploratory experience in astronomy topics including: gravity, orbital motion, constellations, moon phases, telescopes, the solar system, stellar evolution, galaxies, the big bang, and the possibility of life outside our solar system.

**ZOOLOGY** **Grades: 11-12** **Credits: 2.5**  
**Course # 053** **Semester** **Weighted Value: 1**  
**Prerequisite:** None

**Course Description:** The Zoology curriculum offers students an in-depth look at the structure and function of living things (at the microscopic and macroscopic levels), the continuity and

evolution of animal life, the diversity of animal life, and careers in zoology. Specific topics from the major themes include the cell, reproduction, inheritance, natural selection and adaptation, the various phyla and classes of animals, dissection techniques, and zoology education.

**ENGINEERING AND ROBOTICS**

**Grades: 10-12**

**Credits: 2.5**

**Course # 086**

**Semester**

**Weighted Value: 1**

**Prerequisite:** None

**Course Description:** This course is designed to introduce students to the basics of engineering and robotics as it teaches science, technology, engineering, and mathematics (STEM). Students will learn how to use feedback from sensors, applied mathematics, and measurement to program their robot to navigate in its environment. Students will have the opportunity to complete multiple challenges involving guided research, problem-solving, working in teams, and design documentation by means of an Engineer's Notebook.

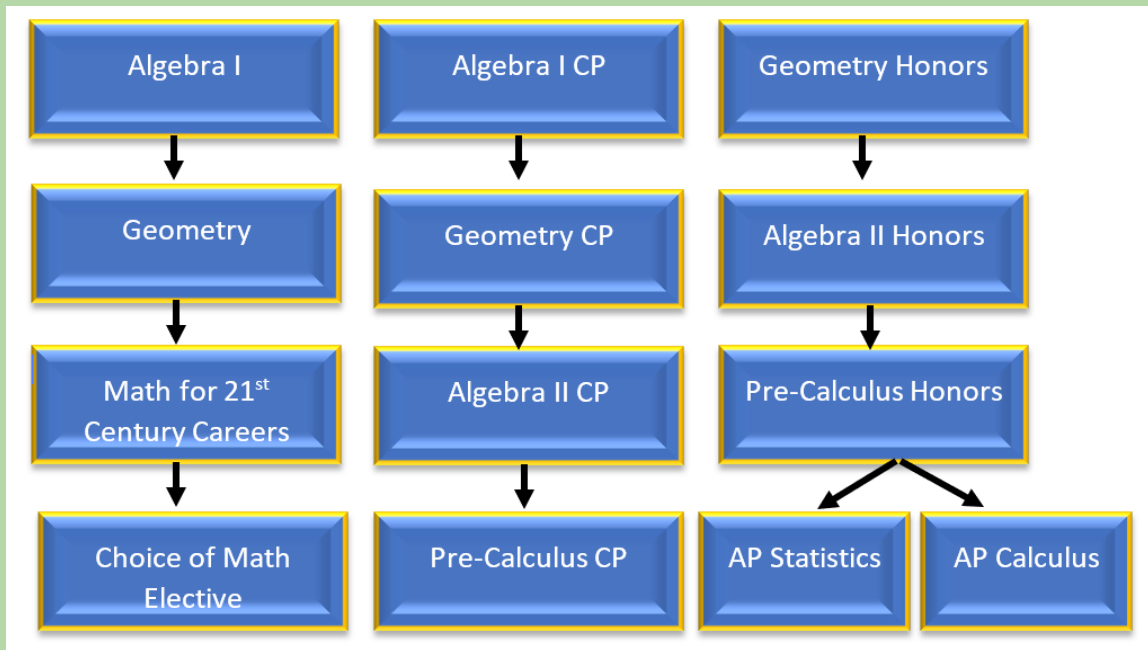
**MATHEMATICS**

**INTRODUCTION**

The mathematics curriculum provides for a sequential presentation of the subject which is designed to contribute to the present and probable future educational, vocational and cultural needs of students. The courses are organized into sequences at various ability levels in an attempt to meet the individual needs of all students.

Students should remember when planning their program that most colleges require a minimum of three years of high school mathematics. The curricular requirements for three years of high school mathematics at BHS are Algebra I, Plane Geometry and a Third year of math that builds on the concepts and skills of Algebra and Geometry and prepares students for college and 21st century careers. Students who successfully complete Algebra I in eighth grade may be exempt from the course at high school.

This is a typical course progression for students at each level of Mathematics:



**ALGEBRA I CP**  
**Course # 302**

**Grade: 9**  
**Full-Year Course**

**Credits: 5**  
**Weighted Value: 1**

**Prerequisite:** A review of NJSLA assessment scores combined with current 8<sup>th</sup> grade marking period grades and math teacher recommendation.

**Course Description:** Algebra I follows the common core state standards in Mathematics. Many of the concepts presented in Algebra I are progressions of concepts started in grades 6 through 8; the content presented in this course is intended to extend and deepen the previous understandings.

The units covered include: working with expressions and equations, linear and exponential relationships, quadratic functions that are complex, an extension of concepts of integer exponents to rational exponents, and descriptive statistics with regression analysis.

**ALGEBRA I**  
**Course # 303**

**Grade: 9**  
**Full-Year Course**

**Credits: 5**  
**Weighted Value: 1**

**Prerequisite:** Teacher Recommendation

The course will follow the same standards as the Algebra I CP course but with the instruction differentiated for a better understanding of the concepts. The focus will be on using manipulatives and alternative presentations of the standards so the student meets with success.

**GEOMETRY**  
**Course # 304**

**Grade: 10**  
**Full-Year Course**

**Credits: 5**  
**Weighted Value: 1**

**Prerequisite:** Successful completion of Algebra I; teacher recommendation

**Course Description:** The course will follow the same standards as the Geometry I course but with the instruction differentiated for a better understanding of the concepts. The focus will be on using manipulatives and alternative presentations of the standards so the student meets with success.

**MATH FOR 21ST CENTURY CAREERS**  
**Course #306**

**Grades: 11-12**  
**Full-Year Course**

**Credits: 5**  
**Weighted Value: 1**

**Prerequisite:** Successful Completion of Algebra1, Geometry

**Course Description:** Individualized reinforcement of state-mandated topics for a third-year course (Algebra and Geometry), real-life uses of problem-solving and modeling skills are stressed in this course. The course also reviews the concepts needed for students to be successful on college placement exams.

**GEOMETRY HONORS**

**Course # 311**

**Grades: 9-10**  
**Full-Year Course**

**Credits: 5**  
**Weighted Value: 1.2**

**Prerequisite:** A review of NJSLA assessment scores combined with current 8<sup>th</sup> grade marking period grades and math teacher recommendation or a minimum of 93 in High School Algebra I CP for the first three marking periods.

**Course Description:** The Geometry courses will follow the common core state standards for Geometry. The standards presented in high school are meant to formalize and extend middle grades geometric experiences. The units will include: constructions, proving theorems, dilations and proportional reasoning, similarity of right triangles, right triangle trigonometry, laws of sines and cosines, circles, similarity within circles, proofs of circle concepts, application from 2-D to 3-D objects, area, and volume. The common core state standards will be taught at a more rigorous, challenging level.

**GEOMETRY CP**

**Course # 312**

**Grade: 10**  
**Full-Year Course**

**Credits: 5**  
**Weighted Value: 1**

**Prerequisite:** A review of NJSLA assessment scores combined with current 8<sup>th</sup> grade marking period grades and math teacher recommendation; 75 in Algebra 1 CP or 85 in Algebra 1

**Course Description:** The Geometry courses will follow the common core state standards for Geometry. The standards presented in high school are meant to formalize and extend middle grades geometric experiences. The units will include: constructions, proving theorems, dilations and proportional reasoning, similarity of right triangles, right triangle trigonometry, laws of sines and cosines, circles, similarity within circles, proofs of circle concepts, application from 2D to 3D objects, area, and volume.

**ALGEBRA II HONORS**

**Course # 321**

**Grades: 10-11**  
**Full-Year Course**

**Credits: 5**  
**Weighted Value: 1.2**

**Prerequisite:** Minimum final grade of 93 in Algebra I and minimum of 93 in the first three marking periods of Geometry Honors; and teacher recommendation

**Course Description:** The course follows the common core state standards in Mathematics. Algebra II builds on the understanding of linear, quadratic, and exponential functions from Algebra I, and will extend function concepts to include polynomial, rational, and radical functions. There is a continuation of modeling situations and solving equations. The units covered include: focus on the similarities of rational expressions, algebra knowledge of linear, exponential, polynomial, rational, radical, and absolute value functions, trigonometric functions, modeling periodic phenomena, transformations, statistics, probability. The standards at the Honors level will be taught at a more rigorous, challenging level.

**ALGEBRA II CP** **Grade: 11** **Credits: 5**  
**Course # 322** **Full-Year Course** **Weighted Value: 1**  
**Prerequisite:** Minimum final grade of 75 in Algebra I CP and Geometry CP; and teacher recommendation

**Course Description:** The course follows the common core state standards in Mathematics. Algebra II builds on the understanding of linear, quadratic, and exponential functions from Algebra I, and will extend function concepts to include polynomial, rational, and radical functions. There is a continuation of modeling situations and solving equations. The units covered include: focus on the similarities of rational expressions, algebra knowledge of linear, exponential, polynomial, rational, radical, and absolute value functions, trigonometric functions, modeling periodic phenomena, transformations, statistics, probability.

**PRECALCULUS HONORS** **Grades: 11-12** **Credits: 5**  
**Course # 331** **Full-Year Course** **Weighted Value: 1.2**

**Prerequisite:** Minimum final average of 85 in Geometry Honors and Algebra II Honors or a minimum of 93 in the first three marking periods in Algebra II CP, and Teacher Recommendation  
**Course Description:** This subject provides the student with the mathematics backing necessary for the study of Calculus and Advanced Placement Calculus. A rigorous approach, additional topics, and in-depth solutions to challenging problems are the distinguishing factors between this course and Pre-Calculus.

**PRECALCULUS CP** **Grades: 11-12** **Credits: 5**  
**Course # 332** **Full-Year Course** **Weighted Value: 1**

**Prerequisite:** Minimum final average of 80 in Geometry CP and Algebra II CP; and teacher recommendation  
**Course Description:** This subject provides the students with the knowledge necessary for the study of Calculus. The content of this course includes: factoring and determining the roots of polynomial equations as well as graphing of polynomial functions, solving polynomial inequalities, discerning relations among function exponents and logarithms. Trigonometric functions are studied in-depth and probability and statistics are extensively covered.

**FINANCIAL MATH** **Grades: 10-12** **Credits: 2.5**  
**Course # 052** **Semester** **Weighted Value: 1**

**Prerequisite: Algebra 1**  
**Course Description:** A dive into financial topics that are pertinent to a High School Student. The course will cover college decision-making regarding finance, personal buying decisions and investments. By exploring the relationships among income and careers, money management, credit and debt management, risk management and investing, insurance, and taxes, the student will become an educated and critical consumer. **The course will satisfy the New Jersey Department of Education's requirements for Personal financial Literacy.**

**REAL WORLD MATH** **Grades 11-12** **Credits: 2.5**  
**Course # 059** **Semester** **Weighted Value: 1**

**Prerequisite: Algebra 1**  
**Course Description:** This course explores relevant topics in the use of math in everyday life, from budgeting to investing to purchasing. Students will learn through a project-based platform important skills for the future.



**SAT/ACT TEST PREPARATION (ELA and MATH)**      **Grades: 10-12**      **Credits: 2.5**  
**Course # 400**      **Semester**      **Weighted Value: 1**  
**Prerequisite:** Algebra 1  
**Course Description:** In this course, students will learn the necessary skills to meet with success on the SAT and ACT test in the areas of Math, Reading, Writing, and Language. **This is a semester class which will be graded as PASS/FAIL and will not be calculated toward GPA or class rank.**

**MATH SEMINAR NJGPA**      **Grade: 12**      **Credits: 5.0**  
**Course #095**      **Semester**      **Weighted Value: 1**  
**Prerequisite:** Placement by the Math and Guidance Department  
**Course Description:** Math Seminar NJGPA is a mandated course for those students who haven't met the mathematics testing requirements for graduation set by the New Jersey Department of Education. The course helps the student in the creation of a Portfolio that will be submitted to the State.

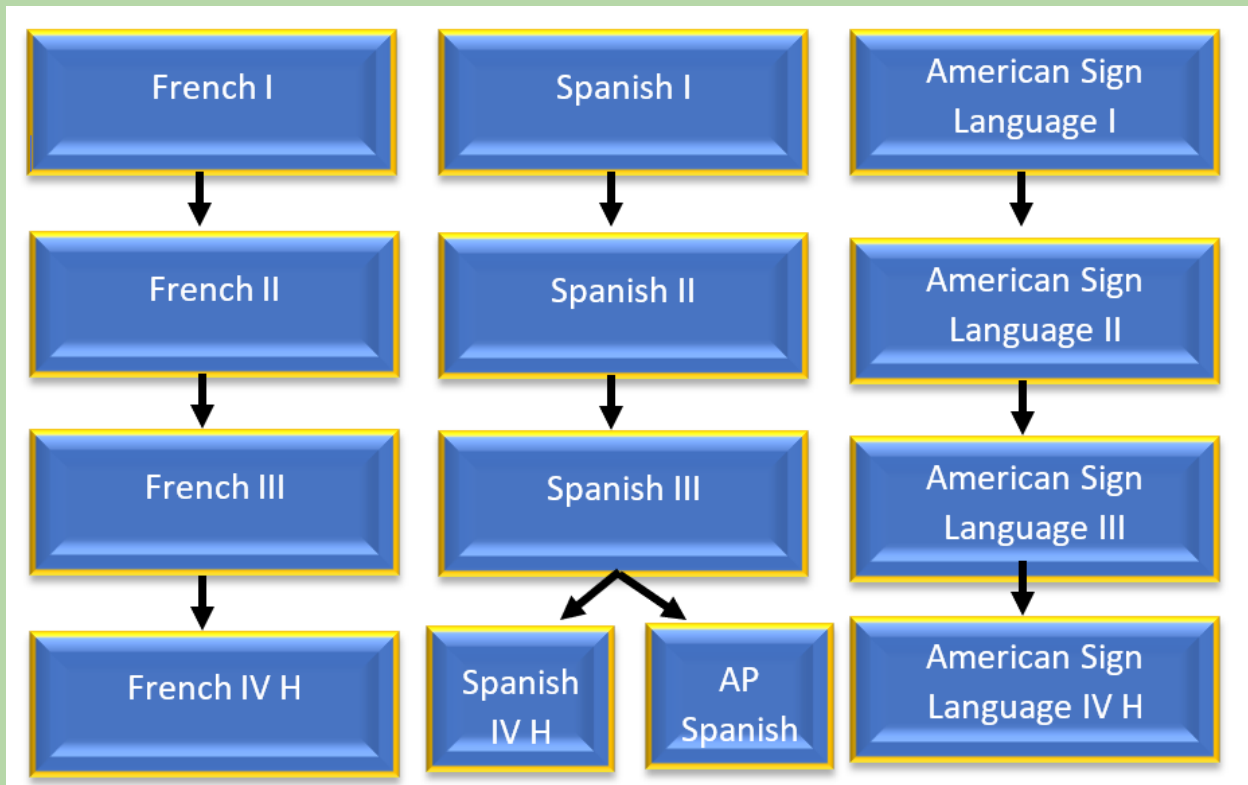
**PROBABILITY AND STATISTICS**      **Grades: 10-12**      **Credits: 2.5**  
**Course # 082**      **Semester**      **Weighted Value: 1**  
**Prerequisite:** Algebra 1  
**Course Description:** This semester course is designed to cover the New Jersey student learning standards for probability and statistics and to introduce data science in an engaging, problem-based manner. Students will learn through hands-on experiments the fundamental concepts of both topics.

## **WORLD LANGUAGES**

### **INTRODUCTION**

The World Language Department offers a range of language study options to meet the individual needs and abilities of our students. The goal is not only to equip students with the knowledge and skills required for effective communication in the target language but also to impart to them an understanding of and an appreciation for world cultures. In today's global community, the demand has never been higher to learn a second language. These World Language courses offer a multifaceted, comprehensive language program. The curriculum encompasses interpersonal communication, interpretive communication, and presentational communication while emphasizing the interrelationship between the language and its respective culture. Moreover, multiple language acquisition enables the individual to reflect upon and gain insight into the student's own language and culture.

This is a typical course progression for students at each level of World Language:



### **FRENCH I**

**Course # 401**

**Prerequisite:** None

**Grades: 9-12**

**Full-Year Course**

**Credits: 5**

**Weighted Value: 1**

**Course Description:** French I introduces students to basic pronunciation, vocabulary, grammar, and culture. Each unit introduces new language and vocabulary in situational contexts. The course presents students with the opportunity to explore a variety of real-world topics and through this exploration, students will gain knowledge of French and become more culturally and linguistically proficient. Students will be assessed in all three modes of communication using ACTFL guidelines and in accordance with the 2020 New Jersey Student Learning Standards for World Languages. At all times our teachers seek to make language learning a pleasant experience within the framework of a disciplined, serious, and worthwhile commitment.

### **FRENCH II**

**Course # 403**

**Prerequisite:** Passing score in French I

**Grades: 10-12**

**Full-Year Course**

**Credits: 5**

**Weighted Value: 1**

**Course Description:** The specific aims of this course are to provide students with the essential French language skills and cultural understandings necessary to live and work in an increasingly diverse world. In this course, students will continue learning French through engaging language learning activities and projects. Students will engage in listening, reading, writing and speaking activities as they relate to real-world scenarios. Students will be assessed in all three modes of communication using ACTFL guidelines and in accordance with the 2020 New Jersey Student Learning Standards for World Languages. At all times our teachers seek to make language learning a pleasant experience within the framework of a disciplined, serious, and worthwhile commitment. **\*Not offered in the 22-23 School Year**

**FRENCH III**  
**Course # 405**

**Grades: 11-12**  
**Full-Year Course**

**Credits: 5**  
**Weighted Value: 1**

**Prerequisite:** Passing score in French II; Teacher Recommendation

**Course Description:** In this third-year course, the conversation is expanded, and students will begin utilizing the more advanced grammatical concepts and structures learned throughout the third year. Students will read, write, and listen to stories, poems, and informational texts like newspaper articles from authentic sources. The overall aims of this course are to provide students with the essential French language skills and cultural understandings necessary to live and work in an increasingly diverse world. Students will be assessed in all three modes of communication using ACTFL guidelines and in accordance with the 2020 New Jersey Student Learning Standards for World Languages. At all times our teachers seek to make language learning a pleasant experience within the framework of a disciplined, serious, and worthwhile commitment.

**FRENCH IV HONORS**  
**Course # 407**

**Grade: 12**  
**Full-Year Course**

**Credits: 5**  
**Weighted Value: 1**

**Prerequisite:** Successful completion of French I, II, and III; Teacher Recommendation

**Course Description:** In this fourth-year course, the conversation is expanded, and students will be expected to utilize more advanced grammatical concepts and structures learned throughout their years in French I-III. Students will read, write, and listen to stories, poems, and informational texts like newspaper articles from authentic sources. The overall aims of this course are to provide students with the essential French language skills and cultural understandings necessary to live and work in an increasingly diverse world. Students will be assessed in all three modes of communication using ACTFL guidelines and in accordance with the 2020 New Jersey Student Learning Standards for World Languages. At all times our teachers seek to make language learning a pleasant experience within the framework of a disciplined, serious, and worthwhile commitment.

**SPANISH I**  
**Course # 421**

**Grades: 9 - 12**  
**Full-Year Course**

**Credits: 5 each**  
**Weighted Value: 1**

**Prerequisite:** None

**Course Description:** Spanish I introduce students to basic pronunciation, vocabulary, grammar, and culture. Each unit introduces new language and vocabulary in a situational context. Grammar concepts will be taught in context through listening, speaking, reading, and writing activities in the target language. The course presents students with the opportunity to explore a variety of real-world topics and through this exploration, students will gain knowledge of the target language and become more culturally and linguistically proficient. Students will be assessed in all three modes of communication using ACTFL guidelines and in accordance with the 2020 New Jersey Student Learning Standards for World Languages. At all times our teachers seek to make language learning a pleasant experience within the framework of a disciplined, serious, and worthwhile commitment.

**SPANISH II**  
**Course # 423**

**Grades: 9-12**  
**Full-Year Course**

**Credits: 5 each**  
**Weighted Value: 1**

**Prerequisite:** Passing score in Spanish I or passing score on the Spanish II placement test

**Course Description:** The specific aims of this course are to provide students with the essential Spanish language skills and cultural understandings necessary to live and work in an increasingly diverse world. In this course, students will continue learning Spanish through

engaging language learning activities and projects. Students will engage in listening, reading, writing, and speaking activities as they relate to real-world scenarios. Students will be assessed in all three modes of communication using ACTFL guidelines and in accordance with the 2020 New Jersey Student Learning Standards for World Languages. At all times our teachers seek to make language learning a pleasant experience within the framework of a disciplined, serious, and worthwhile commitment.

**SPANISH III**  
**Course # 425**

**Grades: 10-12**  
**Full-Year Course**

**Credits: 5 each**  
**Weighted Value: 1**

**Prerequisite:** Passing score in Spanish II

**Course Description:** In this third-year course, the conversation is expanded, and students will begin utilizing the more advanced grammatical concepts and structures learned throughout the third year. Students will read, write, and listen to stories, poems, and informational texts like newspaper articles from authentic sources. The overall aims of this course are to provide students with the essential Spanish language skills and cultural understandings necessary to live and work in an increasingly diverse world. Students will be assessed in all three modes of communication using ACTFL guidelines and in accordance with the 2020 New Jersey Student Learning Standards for World Languages. At all times our teachers seek to make language learning a pleasant experience within the framework of a disciplined, serious, and worthwhile commitment.

**SPANISH IV HONORS**  
**Course #430**

**Grades: 11 - 12**  
**Full-Year Course**

**Credits: 5**  
**Weighted Value: 1.2**

**Prerequisite:** Teacher Recommendation

**Course Description:** In this fourth-year course, the conversation is expanded, and students will be expected to utilize more advanced grammatical concepts and structures learned throughout their years in Spanish I-III. Students will read, write, and listen to stories, poems, and informational texts like newspaper articles from authentic sources. The overall aims of this course are to provide students with the essential Spanish language skills and cultural understandings necessary to live and work in an increasingly diverse world. Students will be assessed in all three modes of communication using ACTFL guidelines and in accordance with the 2020 New Jersey Student Learning Standards for World Languages. At all times our teachers seek to make language learning a pleasant experience within the framework of a disciplined, serious, and worthwhile commitment.

**AMERICAN SIGN LANGUAGE I\***  
**Course # 431**

**Grades: 9-12**  
**Full-Year Course**

**Credits: 5**  
**Weighted Value: 1**

**Prerequisite:** None

**Course Description:** ASL I is an introduction to American Sign Language and the Deaf community. Students will learn basic vocabulary, grammar, sentence structure, and cultural foundations of ASL. Students will begin to learn to express themselves through signing by using: concrete ideas, fingerspelling and grammar. Using age-appropriate activities, students develop the ability to perform the tasks of the novice language learner. By the end of the course, students will understand short signed phrases when attending and respond expressively with learned material, produce learned signs, phrases, and sentences, detect main ideas in familiar material that is signed, be able to transcribe American Sign Language (ASL) into English, and recognize the importance of communication and how it relates to the American Deaf culture.

Students will be assessed on the standards laid out in the 2020 New Jersey Student Learning Standards for World Languages. At all times our teachers seek to make language learning a pleasant experience within the framework of a disciplined, serious, and worthwhile commitment. **\*This world language selection will have limited capacity so it is important to have an alternate world language choice.**

**AMERICAN SIGN LANGUAGE II\***

**Grades: 10-12**

**Credits: 5**

**Course # 432**

**Full-Year Course**

**Weighted Value: 1**

**Prerequisite:** Successful completion of ASL I

**Course Description:** In American Sign Language II, students continue their study and practice of basic skills initiated in ASL I. This course is designed to increase students' proficiency in American Sign Language with a deeper emphasis on comprehension skills, conversational skills, cultural awareness, grammatical features, and vocabulary development. Students will increase their understanding of ASL and the Deaf culture through a variety of interactive activities. Students will be assessed on the 2020 New Jersey Standards for World Languages.

**\*(There are a small number of colleges/universities who do not recognize ASL as a language requirement - check with the individual institutions on world language requirements)**

**TECHNOLOGY, CAREERS, AND CONSUMER SCIENCE**

**FINANCIAL LITERACY**

**Grades: 9-12**

**Credits: 2.5**

**Course # 071**

**Semester**

**Weighted Value: 1**

**Co-requisite:** None

**Course Description:** This is a one-semester course that will provide students with the skills and concepts needed to gain personal and financial responsibility related to financial planning, savings, investments, and charitable giving in the global community by exploring the relationship between income and careers, money management, credit, and debt management, risk management and investing, protecting assets and insurance, taxes, and becoming a critical consumer. This course will meet the NJ State requirement for the 21 st Century Skills – Financial Literacy standard.

**INTRODUCTION TO BUSINESS**

**Grades: 9-12**

**Credits: 2.5**

**Course # 510**

**Semester**

**Weighted Value: 1**

**Prerequisite:** None

**Course Description:** Introduction to Business is a course designed to introduce the student to the business world. It provides the student with the necessary background needed to understand the economic problems of today's modern and complex business world. In this program of studies, an emphasis is placed on career education, case studies, and computer simulations relating to marketing principles.

The Introduction to Business course explains the role and purpose of business in our economic system with emphasis on what everyone should know to function effectively as a consumer, a worker, and a citizen in a free enterprise system. This is a course designed to aid every student, not just business education majors. Students may join DECA (Business Club).

**ENTREPRENEURSHIP** **Grades: 10-12** **Credits: 2.5**  
**Course # 530** **Semester** **Weighted Value: 1**  
**Prerequisite:** None

**Course Description:** This course will give students the information and decision making skills necessary to start a small business and make it grow. It also benefits students who don't start or run their own business. The course offers employees a glance at the business arena and helps all students understand their roles as consumers. There is a special emphasis on developing a business plan.

**INTRODUCTION TO MARKETING** **Grades: 9-12** **Credits: 2.5**  
**Course # 515** **Semester** **Weighted Value: 1**  
**Prerequisite:** None

**Course Description:** In this course, students learn about the basic ingredients of selling, advertising, marketing, display, promotion, merchandising, economics, marketing mathematics, operations, and entrepreneurship. In addition, they will learn about various styles, theories, and functions of management. Students may explore careers in: fashion merchandising, money and banking, supermarket industry, advertising, service station retailing, restaurant industry, hotel/motel management, travel and tourism, E-Commerce, Technical Marketing, and other related areas. Students may join DECA (Business Club).

**DIGITAL MARKETING IN THE 21ST CENTURY** **Grades: 10-12** **Credits: 2.5**  
**Course # 070** **Semester** **Weighted Value: 1**  
**Prerequisite:** None

**Course Description:** This course will offer students "hands-on" creative opportunities with developing ad layouts, creating displays, analyzing television and radio ads as well as looking at the exciting world of advertising and visual merchandising. Students will also have the opportunity to get an in-depth look at internet marketing, with a focus on social media.

**ADVANCED MARKETING** **Grades:10-12** **Credits: 2.5**  
**Course # 072** **Semester** **Weighted Value: 1**  
**Prerequisite:** Introduction to Marketing

**Course Description:** This is a course designed to review and apply fundamental marketing concepts learned in prior courses. It properly challenges students to a higher level of thinking via the application of topics such as drafting a business plan, conducting market research, and implementing changes to a market strategy. **This course is offered during Fall Semester Only.**

**HOSPITALITY AND TOURISM** **Grades: 10-12** **Credits: 2.5**  
**Course # 073** **Semester** **Weighted Value: 1**  
**Prerequisite:** None

**Course Description:** This course teaches students how to identify, develop, and promote tourism and hospitality products and services. Issues such as marketing, sales, advertising, and promotion for the tourism and hospitality industry will be explored, along with basic planning and financial topics.

**MARKETING HONORS (DUAL ENROLLMENT)** **Grades: 10-12** **Credits: 5**  
**Course # 542** **Full-Year** **Weighted Value: 1.2**  
**Prerequisite:** None

**Course Description:** This is a full-year marketing course with the opportunity to earn college-level credits, via a dual enrollment partnership with William Paterson University. The course includes an in-depth and aggressive scope and sequence on the fundamentals of marketing. Students will understand the role of marketing in a customer-centric organization and its interrelationships with other functional areas. making distribution decisions, and developing promotions.

**PYTHON I**  
**Course # 074**  
**Prerequisite:** None

**Grades: 9-12**  
**Semester**  
**Credits: 2.5**  
**Weighted Value: 1**

**Course Description:** The Python Programming course is a one-semester course covering topics typically found in introductory computer programming (coding) courses. Other introductory programming courses are not required; students merely need to have typical computer usage skills prior to starting this course.

**PYTHON II**  
**Course # 075**  
**Prerequisite: Python I**

**Grades: 9-12**  
**Semester**  
**Credits: 2.5**  
**Weighted Value: 1**

**Course Description:** The second part of the Python course continues with the programming language and prepares the student for AP Courses Computer Science Principles and the future Computer Science A.

**FOODS I**  
**Course #726**  
**Text:** None  
**Prerequisite:** None

**Grades: 9-12**  
**Semester**  
**Credits: 2.5**  
**Weighted Value: 1**

**Course Description:** This course introduces the student to the basic nutrition and daily requirements of a teenager. Experiences are provided for planning and preparing foods which will meet health needs. Use of equipment and utensils, proper service of meals, and the development of responsible work habits will also be stressed.

**FOODS II**  
**Course #728**  
**Text:** None  
**Prerequisite:** Foods I

**Grades: 9-12**  
**Semester**  
**Credits: 2.5**  
**Weighted Value: 1**

**Course Description:** This course provides students with more in-depth knowledge of nutrition and consumer buying and in the preparation of cakes (and decoration), appetizers, desserts, meal preparation, and food safety.

**MAKING IT ON YOUR OWN**  
**Course # 089**  
**Prerequisite:** None

**Grades: 9-12**  
**Semester**  
**Credits: 2.5**  
**Weighted Value: 1**

**Course Description:** In this course, students will learn specific skills that will help them now and prepare them to live on their own at college or in the future. Units of study include: basic income and budgeting skills, career pathways planning, getting a job including resume writing and interview skills, securing a place to live, basic skills for living at home including laundry and cooking/meal planning, and other essential skills.

**WORK BASED LEARNING****Course #540 and #541****Prerequisite: None # 540 and # 541****Course Description:****Grade: 12****Full Year****Credits: 15****Weighted Value: 1**

A work-based learning program that provides students with an opportunity to develop basic occupational and employment skills. This program is offered to seniors only and students must provide their own transportation. The students must work a minimum of 15 hours per school week. A completion of 540 hours of on-the-job training is required. The students receive one grade for their work experience and related class. The related classroom instruction includes self-assessment activities with a concentration on career education. The course includes a study of general business, personal finance, and life skills topics, such as banking, insurance, and taxes. A major emphasis is put on workplace ethics and behavior.

**VISUAL AND PERFORMING ARTS****INTRODUCTION**

The Fine Arts curriculum is designed to meet the needs of all students. The arts provide us with a tangible picture of a society's maturation--an evolutionary cycle from primitive culture to high civilization. We measure the quality of a civilization by the art it produces. Music and Art represent measurable advancements in the human creative spirit. Fine Arts courses encompass both performance and non-performance areas. Ernest Boyer wrote in his book *High School* that the Arts "are the means by which civilization can be measured... they are an essential part of the human experience... These skills are no longer just desirable. They are essential if we are to survive together with civility and joy."

**ADVANCED ART****Course # 088****Prerequisite: 5 Credits of Art**

**Course Description:** This half-year course of study is designed for students who wish to further investigate techniques and processes in the visual arts to problem solve, enhance creativity, and work independently. Students will recognize the cultural and historical influences that have an effect on the visual arts and develop a greater appreciation of the arts through in-depth experiences both in and out of class.

**Grades: 10-12****Semester Course****Credits: 2.5****Weighted Value: 1****ADVANCED ART II****Course # 091****Prerequisite: Advanced Art**

**Course Description:** This course provides an opportunity for the student to continue work on their Art Portfolio.

**Grades: 10-12****Semester Course****Credits: 2.5****Weighted Value: 1****CONTEMPORARY CRAFTS****Course # 702****Prerequisite: None**

**Course Description:** Students will be introduced to the basic craft offerings, after which more advanced techniques will be implemented. Areas of crafting that will be covered are pottery sculpture, basketry, furniture painting, textiles, puppetry, dolls and 2D design. Some materials may need to be purchased by the student.

**Grades: 9-12****Semester Course****Credits: 2.5****Weighted Value: 1**





**Course Description:** Computer-Aided Drawing II continues employing problem-solving techniques, and utilizing the KeyCreator 12.6 program operations to communicate in a pictorial manner. CAD II concentrates on the engineering applications of the program same as CAD I, while venturing into advanced techniques in mold making and sheet metal bending. This course will be beneficial to those individuals with a technical inclination. It will also serve as a great introduction to anyone who is considering a future in a variety of engineering fields, architecture, construction, or manufacturing.

**DIGITAL PHOTOGRAPHY I**

**Course #650**

**Prerequisite:** None

**Course Description:** Digital Photography I course is offered to students who are interested in learning how to use a DSLR (digital single-lens reflex) camera and professional-grade computer programs such as Adobe Photoshop and Illustrator. Students who enroll in the Digital Photo I course will learn how to set up the shutter, aperture, and ISO manually and be taught how to read the information that the DSLR offers to achieve the correct exposure. The course will spend the first semester learning how to use the DSLR, the history of photography, downloading, and photo manipulation and enhancement using Adobe Photoshop. The second semester will focus on compositional techniques and strategies with theme-based challenges. The pinnacle project will be the setup and display of the students' work in the Butler High School Art Show. The Digital Photography I class is a challenging course that is ideal for any student considering a career in photography or anyone who has the perseverance to gain the knowledge to obtain superior quality photographs from the equipment they currently own or plan on purchasing.

**Grades: 9-12**

**Semester**

**Credits: 2.5**

**Weighted Value: 1**

**DIGITAL PHOTOGRAPHY II**

**Course #655**

**Prerequisite: Digital Photography I**

**Course Description:** Digital Photography II is for students who are interested in learning advanced camera techniques. Students spend the first semester using the 35mm SLR camera and the second semester will be dedicated to the digital camera and the Adobe Photoshop program. This course is ideal for any student considering a career in photography or would like to gain the knowledge to obtain superior quality photographs from the equipment they currently own. Owning a 35mm SLR and a digital camera is highly recommended.

**Grades: 10-12**

**Full-Year**

**Credits: 5.0**

**Weighted Value: 1**

**CONCERT CHOIR**

**Course #740**

**Prerequisite:** None

**Course Description:** Concert Choir is a mixed choral group open to all interested students of all levels who enjoy singing a variety of music from classical to popular. It employs all types of singing including unison, three and four parts. The emphasis of Concert Choir is on performing; therefore, all concerts are a major part of the program.

**Grades: 9-12**

**Full-Year**

**Credits: 5.0**

**Weighted Value: 1**

**CONCERT CHOIR (Lunch)**

**Course #742**

**Prerequisite:** None

**Course Description:** Concert Choir Lunch is a mixed choral group open to all interested students of all levels who enjoy singing a variety of music from classical to popular. It employs

**Grades: 9-12**

**Full-Year**

**Credits: 1.25**

**P/F NO GPA**

all types of singing including unison, three and four parts. The emphasis of Concert Choir is on performing; therefore, all concerts are a major part of the program. This class was created for students who can't fit choir into their schedule. **It meets twice a 4-day cycle during labs and is a P/F course which carries no GPA/rank.** Students in the 5 credit Concert Choir period should not be enrolled in Concert Choir Lunch. **A P or F will appear on the students report card and transcript.**

**BAND**

**Course #751**

**Prerequisite:** None

**Grades: 9-12**

**Full-Year Course**

**Credits: 5**

**Weighted Value: 1**

**Course Description:** Band is a full-year course which meets every day for one full period. It is understood that participation in the course requires performances outside the school day. Expectations for this class increase with each grade level. Performances include but are not limited to: December, March, May evening concerts, Memorial Day Parade, and graduation in June.

**MUSIC THEORY**

**Course # 066**

**Prerequisite:** None

**Grades: 9-12**

**Semester**

**Credits: 2.5**

**Weighted Value: 1**

**Course Description:** Music Theory is a half-year course giving student musicians the opportunity to understand the fundamental concepts of how music is constructed. Traditional performance-based ensembles (band, chorus, and orchestra) do not have the time to study the complex underlying relationships found within music. This course provides the time. The major emphasis is focused on harmony and how it has changed through the centuries. Through classroom lectures, active listening, student composition, and guided practice, students gain an insight into the building blocks of music.

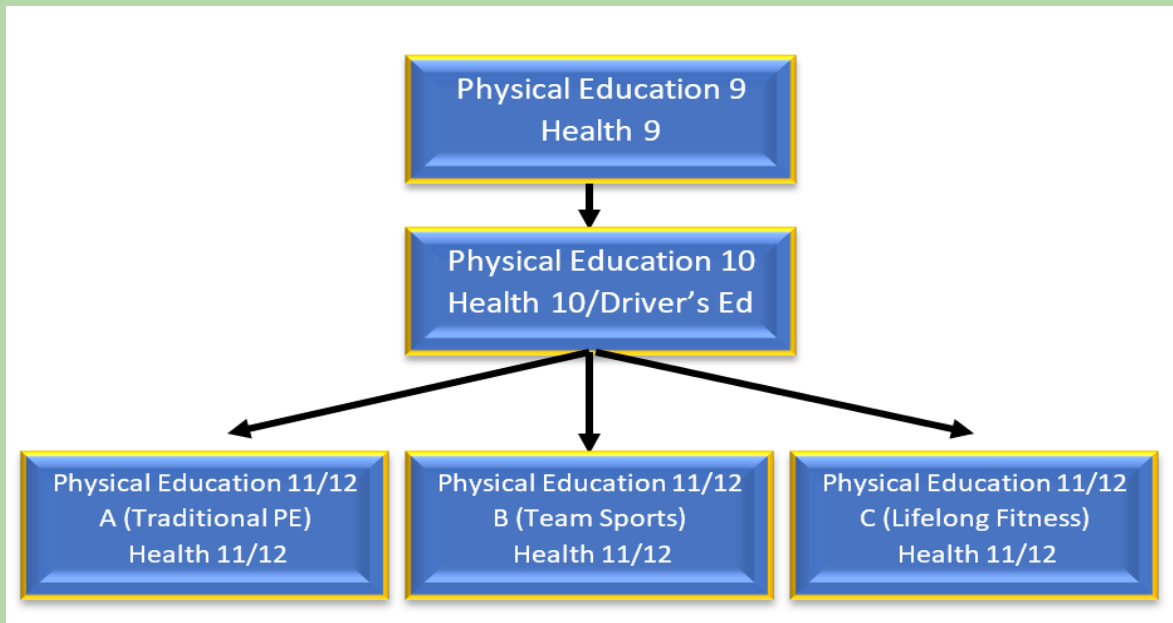
**PHYSICAL EDUCATION/HEALTH SEQUENCE OPTIONS**

**INTRODUCTION**

As an NJ state requirement, physical education is mandatory for each year of attendance in high school. At Butler High School, students will experience a physical education program consisting of three marking periods, earning 3.75 credits per year. The health component is a one marking period course in which students earn 1.25 credits yearly.

**PHYSICAL EDUCATION**

Physical Education at Butler High School emphasizes the importance of physical fitness as well as team work, fair play and sportsmanship. Specific periods of time are scheduled to explain and address the various components of fitness. Team and individual sport activities are designed to develop cooperative learning experiences through healthy competition and skill development.



## PHYSICAL EDUCATION COURSES

### PHYSICAL EDUCATION 9

**Course Length: 3 Marking Periods / Credits: 3.75**

Physical Education 9 emphasizes motor skill development and health and skill-related fitness concepts. Students will participate in a wide variety of developmentally appropriate activities that will help develop and maintain a healthy lifestyle. Activities will include a balance of team and individual sports with instruction focusing on skill development, refinement, and game play for each activity. Activity-related fitness strategies will be integrated throughout each topic of study.

### PHYSICAL EDUCATION 10

**Course Length: 3 Marking Periods / Credits: 3.75**

Physical Education 10 emphasizes motor skill development and health and skill-related fitness concepts. Students will participate in a wide variety of developmentally appropriate activities that will help develop and maintain a healthy lifestyle. Activities will include a balance of team and individual sports with instruction focusing on skill development, refinement, and gameplay for each activity. Activity-related fitness strategies will be integrated throughout each topic of study.

### PHYSICAL EDUCATION 11/12 A (Traditional PE)

**Course Length: 3 Marking Periods / Credits: 3.75**

Physical Education 11/12 A emphasizes motor skill development and health and skill-related fitness concepts. Students will participate in a wide variety of developmentally appropriate activities that will help develop and maintain a healthy lifestyle. Activities will include a balance of lifelong, team, and individual sports. Instruction will focus on skill development, refinement, and gameplay for each activity. Activity-related fitness strategies will be integrated throughout each topic of study.

## **PHYSICAL EDUCATION 11/12B (Team Sports PE)**

**Course Length: 3 Marking Periods / Credits: 3.75**

Physical Education 11/12 B will focus on team-oriented sports with an emphasis on moderate to a high levels of skill and competition. The weight-training portion will focus on establishing personal goals in addition to teaching the correct technique for core athletic lifts and strength development. Team sports will include skill development, gameplay, and game strategy. Activities for this elective include flag football, ultimate Frisbee, softball, volleyball, indoor soccer, and weight training.

## **Course Title: Physical Education 11/12 C (Lifelong Fitness PE)**

**Course Length: 3 Marking Periods / Credits: 3.75**

Physical Education 11/12 C will focus on the development of lifetime activities with an emphasis on individual sports. An emphasis on activities of lifelong fitness including indoor and outdoor recreational games, and an understanding of how to use and apply the weight room/cardio lab. Time allocated to the weight room/cardio lab will include setting and working toward personal fitness goals that focus on the cardiovascular and muscular systems, balance, and agility.

## **HEALTH COURSES**

One marking period per year is devoted to health education. The spectrum of health education involves an individual's understanding of the elements of physical health, mental and emotional health as well as social health. The curriculum focuses on the development of responsible, productive citizens through the context of our healthy choices.

### **GRADE 9 - REPRODUCTION AND THE LIFE CYCLE**

**Course Length: 1 Marking Period / Credits: 1.25**

Emphasis is given to the reproductive systems of the male and female. In understanding that reproduction is an essential function of living organisms, our focus is on all the elements involved in ensuring the healthy components of these systems. STDs, alcohol, and drug use are incorporated into this unit. Additional curricular emphasis is given to the life cycle from birth to early childhood.

### **GRADE 10 - DRIVER ED THEORY AND DEFENSIVE DRIVING**

**Course Length: 1 Marking Period / Credits: 1.25**

Driver Education Theory is the first segment of driver education. Students must also pass the State of New Jersey written driving test with a grade of 80% or better. After turning 16 and passing both driver classroom instruction and the NJ State written driving test, they are eligible to take a behind-the-wheel program. After passing the classroom instruction and 6 hours of behind-the-wheel training, the student may be eligible for a 10% discount on insurance.

**GRADES 11 & 12 A, B C (Cycle 1) - NUTRITION/BUILDING, HEALTHY RELATIONSHIPS/STDs HIV/AIDS**

**Course Length: 1 Marking Period / Credits: 1.25**

This cycle deals with proper nutrition and its role in maintaining physical health. It will provide the students with information which will assist them in making good food choices as they relate to maintaining physical health. STDs, alcohol, and drug use are incorporated in this unit. Drug/Opioids, dating, and domestic violence will also be covered in this course. Cancer awareness, Lymes prevention, and organ donation will also be discussed in this course. Also, this cycle will deal with strengthening relationships by exploring methods of dealing with stressful situations and opening effective communication lines with family and peers.

**GRADE 11 & 12 A, B C (CYCLE 2) - FIRST AID/SAFETY/FAMILY LIFE**

**Course Length: 1 Marking Period / Credits: 1.25**

This cycle will deal with measures to be taken when encountering various emergency situations. In addition, it will identify health threats in the home and environment so as to avoid health emergencies. Also covered in this cycle will be a focus on how the family impacts society. CPR and AED training along with accident and fire prevention.

**STRUCTURED LEARNING EXPERIENCE**

**STRUCTURED LEARNING EXPERIENCE**

**Grade: 12**

**Credits: 10**

**Course #916**

**Full Year Course**

**Weighted Value: 1**

**Text: N/A**

**Prerequisite: None**

**Course Description:**

The implementation of this program will provide the student with the opportunity to earn credits while learning vocational skills in local businesses or agencies. This work experience will be a structured paid/non-paid activity of limited duration and with specific learning objectives. Enrollment will be through an IEP developed by the IEP team and guidance counselor. The student will be eligible to receive 10 credits for a full year program. Students must be seniors or have departmental permission. "Structured Learning Experience" (SLE) means experiential, supervised, in-depth learning experiences aligned to the New Jersey Student Learning Standards that are designed to offer students the opportunity to more fully explore career interests within one or more of the Career Clusters. SLEs are designed as rigorous activities that are integrated into the curriculum and that provide students with opportunities to demonstrate and apply a high level of academic, and/or technical skills, and develop personal, academic, and career goals.

**CAREER AND CONSUMER EXPLORATION**

**Grades: 11-12**

**Credits: 5**

**Course #970**

**Full Year Course**

**Weighted Value: 1**

**Text: N/A**

**Prerequisite: None**

**Course Description:**

The course includes career exploration and preparation; social and individual well being; awareness of child labor law as appropriate business writings, interviewing techniques, on-the-job scenarios and discussion seminar, communication skills; appropriate employment decorum and dress; consumer and practical math and instruction and contain certain literacy components

## MORRIS COUNTY VOCATIONAL SCHOOL DISTRICT

**Course Title: Technical Education (Shared Time)**

**Course Length: Full Year / Credits: 20 Credit (Approximate depending on program)**

A shared-time program is offered to the Butler High School student who would like to remain a Butler student but also would like to take advantage of one of the many vocational programs listed below at the Morris County Vocational School District. Four periods would be spent at MCVSD(or satellite campus) in the vocational program of the student's choice. The student would be at BHS for the remainder of his/her educational program. Transportation is provided.

### MCVSD Programs

Allied Health	Engineering Technology
Auto Body and Collision Repair	Electrical Trades
Auto Services Technology	Exercise Science
Carpentry	Fundamentals of Buildings and Grounds Maintenance
Cosmetology	Fundamentals of Food Services
Culinary Arts & Hospitality	Plumbing and Pipefitting
Cyber Security & Information	Welding Technologies

*Due to the specific graduation requirements set by the State of New Jersey, it has become increasingly difficult to complete the mandatory 140 credits requirements and be enrolled in MCVSD as a shared-time student. Careful consideration should be given to deciding if the shared-time program is appropriate for your child. A share-time program decision should be discussed between student, parent, school counselors, and Morris County Vocational School District. A meeting will be required for any student who plans on attending the MCVSD share-time program between student, parents, and high school counselors to make a final determination if this is an appropriate program of study.*

**IN ADDITION, ALL VOCATIONAL COURSES DO NOT GET CALCULATED IN BUTLER'S GPA. It will be included on the BHS transcript but will not be calculated at Butler High School in the student's GPA.**

## CHALLENGER PROGRAM (CCM) / (PCCC)

The Challenger Program at County College of Morris or the Passaic County Community College affords high-achieving juniors or seniors the opportunity to take college courses while still in high school. Students interested in either program must meet the specific entry requirements as determined by the institution they wish to attend (see information below). In addition, Butler High School's supervisor of guidance must approve all applications and specific courses to be taken. Only credit-bearing courses that are considered educationally significant and which will contribute to the student's academic and/or career goals will be approved.

Approved juniors may only take evening session courses outside of the regular school day. Seniors have the option of taking day or evening courses. Seniors desiring to take day courses can use an early dismissal option (2.5 GPA or better) if eligible. Please check with your school counselor for specific details and applications. The student will assume all costs associated with the program including application fee, tuition, books, transportation, and any other associated costs.

### Challenger Program (CCM) Requirements

All students must take the Accuplacer Placement Test at CCM. This will enable the college to monitor the enrollment of students in appropriate courses. Students who do not meet the minimum scores in mathematics will be precluded from taking courses with mathematics as a prerequisite or with a strong math component (ex. accounting and/or certain sciences). Students who do not meet the requirements for English Composition will be precluded from taking courses in which English is a prerequisite and/or there is a strong writing component. Pre-College age students are not permitted to take any remedial classes at the college.

Exemptions for the college placement testing:

- SAT scores of 540 Critical Reading and 530 Math
- ACT scores of 21 for English and 21 for Math

See Counselor for details on CCM and PCCC





## **Virtual High School Course Work (Original Credit and/or Acceleration)**

The purpose of this program is to create the opportunity for a student to prove competency and receive credit for a course of study not offered at Butler High School or for scheduling conflicts. Students have the option to enroll in an online course at their own expense, **pending approval from guidance.**

### **Guidelines:**

- The online coursework must be approved by the supervisor of Guidance in conjunction with the guidance procedures.
- Requests must be received by June 15th for full-year coursework during the summer.
- Approval will only be granted for courses not offered at Butler High School, for remediation of scheduling conflicts, or with special permission of the Guidance Director.
- Online courses may not be taken to satisfy graduation requirements.
- If a request is submitted to address a scheduling conflict, the request must be submitted immediately after receiving your high school schedule.
- Online virtual courses will adhere to all Butler High School Guidance Department's change of schedule procedures.
- Online virtual coursework will be completed during a scheduled open period and/or outside of the school day.(Summer)
- Students may not be granted permission to move ahead to the next level course unless they earn a B- or better in the course.
- If a student does not complete or withdraw from a course, a WF (withdrawal failing) will be posted on the transcript.
- Virtual School coursework will not count toward GPA.
- Coursework needs to be completed by August 15 in order to advance to the next course.

### **Alternative Credit Option**

For the 2022-2023 school year, courses may be taken for credit under one of the following scenarios:

- Student fails a course and must remediate
- The course/experience is not offered at Butler High School
- For transfer students only - a prerequisite to gain entrance into another course (Students must obtain a minimum of B- to advance to the next course.)

**Please note: Courses cannot be used to satisfy a graduation requirement.**

All of the above must be approved by the director of guidance before enrolling. Courses will appear on a student's transcript with credits achieved and the institution where the credits were

earned. Approved Courses will not be factored in a student's GPA calculation. Courses must be completed in a timely manner (time specified on the approval form). Courses taken prior to the start of a student's freshman year will not appear on the Butler High School transcript under any circumstances.

Students who plan on pursuing alternative course work must submit a letter to their guidance counselor prior to:

- June 15 - for Fall (semester 1) and full-year coursework
- July 1 - Course being remediated.
- November 15 – for Spring (semester 2) coursework

**(Final Grade for an FY online course - Due by May 15)**

## DUAL ENROLLMENT COURSES

Butler High School has partnered with Fairleigh Dickinson University (FDU) and William Paterson University (WPU). Students who enroll in courses that are affiliated with the aforementioned universities are responsible for the tuition as required by each university. Butler's teachers have been approved by the respective university to teach concurrent enrollment courses. Additional information regarding dual enrollment will be distributed to parents once their child is enrolled in the class.

Course Name	Grade	Affiliation	Credit	Total Tuition	Notes
Physiology Honors	10-12	Fairleigh Dickinson University	BHS - 6 FDU - 3	\$300.00*	*Tuition subject to change
Marketing Honors	10-12	William Paterson University	BHS - 5 WPU - 3	\$300.00*	*Tuition subject to change
Psychology Honors	10-12	William Paterson University	BHS - 5 WPU - 3	\$300.00*	*Tuition subject to change

On Campus Tuition Rates & Savings Via Concurrent Enrollment (per course)
Fairleigh Dickinson University - \$3,855.00 (savings = \$3,550.00) William Paterson University - \$1,311.00 (savings = \$1,011.00)

**Please note: College Credit is only guaranteed for the universities listed above. Please consult with your school counselor who will instruct you on how to determine, through the college admission office, if the credits will transfer to a particular college.**



FAIRLEIGH  
DICKINSON  
UNIVERSITY

## OPTION II

**Butler High School can consider granting opportunities to earn credit toward graduation through alternative pathways.**

The [New Jersey Student Learning Standards](#) (NJSLS) establish a core body of knowledge and skills that all students need in order to become healthy, productive, well-informed employable citizens of an ever-expanding and changing world. Option II (N.J.A.C. 6A:8-5.1(a)1ii) of the high school graduation requirements allows local school districts to approve alternative educational experiences that support student achievement of the NJSLS. Option II allows schools to provide a superior education for all students through the use of multiple and diverse pathways to college and career. **Option II** extends flexibility at the local level by allowing schools to choose from an array of models for developing activities or programs linked to The Student Learning Standards, such as interdisciplinary and theme-based programs; independent study; co-curricular and extracurricular activities; magnet programs; student exchange programs; distance learning opportunities; internships; community service; or other structured learning experiences

Examples of Option II Credit approval:

Enrolling in a course not offered at BHS to stay in a certain sequence of courses.

Enrolling in college courses at a local community college for HS credit

Enrolling a financial literacy course online to satisfy a requirement.

Enrolling summer course in order to advance in a math or science sequence.

Receiving HS credit for employment on a partial school day.

Please note that all scenarios above would require an application process and administrative approval before being scheduled for the 2021 - 22 school year. Please consult with your school counselor for more details on specific situations for your child.

**IT TAKES MORE!**

