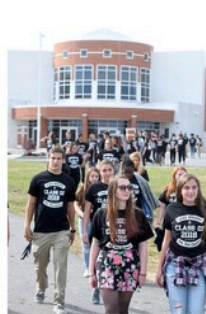


Cedar Creek High School

Curriculum Guide

2018-19



Cedar Creek High School

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609-593-3560
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www.cedarcreekhs.net

District Administration (609) 909-2600

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Mr. Thomas Grossi, Business Administrator-Board Secretary	ext. 2745
Mrs. Donna Blair, District Director of Curriculum	ext. 2661
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Cedar Creek Administration (609) 593-3560

Mr. Scott Parker, Principal	ext. 4001
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Departmental Supervisors (609) 593-3560

Mrs. Karen Cavalieri, Supervisor of Guidance	ext. 4025
Mr. Mike Manning, Supervisor of Business, English, Family & Consumer Sciences, and World Languages	ext. 4306
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School Counseling Department (609) 593-3560

Mrs. Donna Marie Ferriola-Brosh, School Counselor	ext. 4024
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Mrs. Sarah Leathers, School Counselor	ext. 4036
Ms. Paula Londono, School Counselor	ext. 4028
Mrs. Zakiyah Johnson, Guidance Secretary	ext. 4022

Child Study Team (609) 593-3560

Ms. Jean Gwathney, School Psychologist	ext. 4041
Mrs. Jennifer Thoms, Speech Pathologist	ext. 4042
Ms. Stacey Ferrari, Speech Pathologist	ext. 4042
Mrs. Cori Koury, School Social Worker	ext. 4037
Ms. Michele Barnes, CST Secretary and School Registrar	ext. 4040

Greater Egg Harbor Regional High School District

also includes:

Oakcrest High School
1824 Dr. Dennis Foreman Drive
Mays Landing NJ 08330
609-909-2600
Mr. James Reina, Principal

Absegami High School
201 South Wrangleboro Road
Galloway NJ 08205
609-652-1372
Dr. Jeri-Lynn Vernon, Principal

Welcome to “The Creek”

Dear Pirates,

Former Chicago Bears coach, Mike Ditka once said, “Success is about taking advantage of opportunity.” Here at Cedar Creek High School, we stress the importance of embracing the opportunities afforded to students during their four years as a Pirate. We are very proud of the diversity of our student body, the diversity of our programs, and the diversity of the opportunities we provide for our students. Our goal is to inspire and motivate students to push themselves academically and to pursue their interests. The expectations at Cedar Creek have been set at a high level. Those who have come before have had tremendous success in the classroom, on the fields, and in the community. The challenge is to continue that success and build even greater expectations for those who follow.

With approximately 900 students, we are able to offer varied academic and elective programs, while still promoting a community atmosphere where students and staff can build meaningful, productive relationships. Cedar Creek’s size is optimum for creating a school with offerings for students of assorted interests. The diverse population of Cedar Creek will serve to prepare our students for the interactions they will have as adults with people of all racial, ethnic, and religious backgrounds.

Students seeking to challenge themselves need look no further. Cedar Creek offers no less than 16 AP courses, and electives in eight different disciplines. Cedar Creek students have the opportunity to earn college credit through numerous colleges and universities. Each of the Magnet Programs (Engineering & Environmental Sciences) is based on college level curriculum and can result in additional college credits for students. We also offer online learning which students can utilize to satisfy their interests and pursue their passions.

Additionally, Cedar Creek High School offers many supportive services and instruction for students who may require additional assistance. Within our Special Education Department, we offer five academic settings. Our freshman students receive skill-specific instruction in Rhetoric (to increase research and writing skills) and Career and Educational Technology (21st century computing and technology) along with a Freshman Seminar course to assist in their transition to high school. Other freshmen are also eligible for a focused, reading-intensive curriculum and/or an additional math-lab to ensure they possess the necessary proficiencies to be successful throughout their high school career. Students in grades 10 through 12, both regular education and special education, can also receive varying levels of support in credit-bearing courses designed to assist with both graduation requirements and other coursework.

Our belief that experiences outside of the classroom are valuable is evident in the many athletic, performing, service, and academic teams, clubs, and organizations that we offer at “The Creek”. Cedar Creek strives to ensure that there is something for everyone. All students are encouraged to be involved in the Cedar Creek community. It is that participation that creates the belief, “Once a Pirate, Always a Pirate.”

We Are Cedar Creek!



Scott Parker
Principal

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"Home of the Pirates"

Community

The Greater Egg Harbor Regional High School District is comprised of Egg Harbor City, Galloway, Hamilton and Mullica Townships. It is the largest school district, in area, in the State of New Jersey. It also serves students from Green Bank and Port Republic. The District operates three comprehensive high schools, Absegami, Cedar Creek and Oakcrest High School grades 9-12. The District is located in Atlantic County approximately 12 miles West of Atlantic City and a sixty-minute drive from Philadelphia. The area is semi-rural with agriculture and light industry.

School

Cedar Creek is located on 66 acres in Egg Harbor City. The total student population is approximately 900 students. The number of credits required for graduation is 120, and students must maintain a good attendance record in order to be eligible for graduation. The school year consists of three trimesters with graduation in June.

Curriculum

A student's program is individualized with emphasis on aptitude, interest, and career goal. There are a variety of electives that meet the student's educational and vocational needs.

Courses are available in the following departments:

- Academic Enrichment
- Applied Technology
- Art
- Business
- English
- English Language Learners (ELL)
- Family & Consumer Sciences
- Health and Wellness
- Mathematics
- Media
- Music
- Performing Arts
- Science
- Social Studies
- Special Education
- World Language

Grading

Numerical grades are earned during each trimester. Grade point averages are reported using these numerical averages.

Grade Conversion Scale

A+ = 100-97	B+ = 89-87	C+ = 79-77	D+ = 69-67	F = 59/Below
A = 96-93	B = 86-83	C = 76-73	D = 66-63	WP = Withdraw Passing
A- = 92-90	B- = 82-80	C- = 72-70	D- = 62-60	WF = Withdraw Failing

Fast Facts

School Name:	Cedar Creek High School
School Colors:	Forest Green and Burgundy
School Nickname:	Pirates
School Opened:	September 2010
Number of Students:	900

Graduation Requirements

A graduating pupil must earn a minimum of 120 credits. These credits must include:

1. Four credit years of English (20 credits)
2. Three credit years of Mathematics including Algebra 1, Geometry, and a math course that builds upon the concepts and skills of Algebra and Geometry (15 credits)
3. Three credit years of Social Studies including United States and New Jersey History as required by N.J.S.A. 18A:35-1 and 35-2 and further including one credit year of World History and Cultures (15 credits)
4. Three years of lab science, including biology; a choice among chemistry, physics or environmental science; and a third inquiry-based lab or technical science (15 credits)
5. One credit year of World Language (5 credits)
6. One credit year of Physical Education, Health, and Safety for each year of enrollment, as required by N.J.S.A. 18A:35-5,7&8 (5 credits)
7. One credit year of Visual and Performing Arts (5 credits)
8. One credit year of Career education and Consumer, Family, and Life Skills, or Vocational-Technical education (5 credits)
9. A half credit year in Financial, Economic, Business and Entrepreneurial Literacy (2.5 credits)

In addition to earning 120 credits in the course work listed above, students must meet NJ State mandated assessment requirements.

These programs include all of the NEW JERSEY STATE CORE CURRICULUM CONTENT STANDARDS and NJ Student Learning Standards, as set forth above, by the Department of Education.

The curriculum listed in this catalog was adopted and approved by the Greater Egg Harbor Regional High School District Board of Education at its regular board meeting in December 2017.

The courses described in this catalog are subject to revision or deletion depending upon student subscription, the curricular needs of the District, and/or the changing requirements of the New Jersey Department of Education. These are the New Jersey Department of Education graduation requirements as of December 2017.

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

Graduation Testing Requirements

As of the latest communication from the NJDOE, students in the Classes of 2019 and 2020 will be able to satisfy State Testing Requirements of demonstrating proficiency in English Language Arts and Mathematics in the following ways:

English Language Arts	Mathematics
Achieve a passing score of 750 on a PARCC ELA 9 or ELA 10 Assessment <i>or</i>	Achieve a passing score of 750 on a PARCC Algebra I Assessment <i>or</i>
Achieve a passing score of 725 on a PARCC ELA 11 Assessment <i>or</i>	Achieve a passing score of 725 on a PARCC Geometry or Algebra II Assessment <i>or</i>
Achieve a passing score on a substitute competency test <i>or</i>	Achieve a passing score on a substitute competency test <i>or</i>
Meet the criteria of the NJDOE Portfolio Appeal	Meet the criteria of the NJDOE Portfolio Appeal

Please note:

Class of 2021 & Class of 2022 must take all PARCC assessments and achieve a passing score on both the ELA-10 and Algebra-1 end of course PARCC assessments. Students who have not demonstrated proficiency on these assessments and have taken all end of course PARCC assessments for which they are eligible, can demonstrate graduation assessment proficiency by meeting the criteria of the portfolio appeals process.

Class of 2020 students can only use a substitute competency test to satisfy their graduation assessment requirement provided they take all end of course PARCC assessments for which they are eligible.

Class of 2019 & 2020: Students who do not achieve a passing score on both a math and ELA PARCC assessment will be considered to have demonstrated proficiency if they meet or exceed one of the scores below:

Substitute Assessment	Passing Score
SAT-Critical Reading and Math (prior to March 2016)	400
SAT-Evidence Based Reading & Writing -EBRW (March 2016 & beyond)	450
SAT-Reading Test Subscore (March 2016 & beyond)	22
SAT Math (March 2016 & beyond)	440
SAT-Math Test Subscore (March 2016 & beyond)	22
ACT-Reading and Math	16
ASVAB-AFQT Score	31
ACCUPLACER-Write Placer	6
ACCUPLACER-Write Placer ESL	4
ACCUPLACER Math-Elementary Algebra	76
PSAT/NMSQT - Critical Reading and Math (prior to October 2015)	40
PSAT/NMSQT - Reading Test and Math Test (October 2015 & beyond)	22

Financial Literacy

The graduation requirement of one half credit-year in Financial, Economic, Business, and Entrepreneurial Literacy can be satisfied through the following courses:

- AP Macroeconomics
- Business Law & Ethics
- Computing for College
- Consumer Math
- Employment Preparation & Aptitude
- Honors Financial Accounting
- Restaurant Management & Hospitality
- Small Business Entrepreneurship
- Stock Market & Investment

With the exception of Consumer Math which is offered through the Math Department, all course descriptions which meet this requirement can be found listed in the Business Department. The graduation requirement for Financial Literacy can also be met through an online option with approval of the Business Supervisor and at the parent/guardian's expense.

Academic Recognition

The Greater Egg Harbor Regional High School District does not rank students numerically in relation to his or her classmates. However, Greater Egg Harbor Regional High Schools does recognize students for academic achievement using cumulative weighted GPA as follows:

Summa Cum Laude: 99+, Magna Cum Laude: 95-98.99, Cum Laude: 93-94.99

This recognition will appear on transcripts beginning at the end of junior year and will be recalculated at the end of each subsequent trimester.

The Valedictorian and Salutatorian will be the students with highest and second highest weighted cumulative GPA at the conclusion of the second trimester of their senior year. In order to be eligible for these honors, the pupils must have been enrolled in the high schools in this District, by September 1st of the pupils' senior year.

In addition to the recognition of the Valedictorian and Salutatorian, at the conclusion of the third trimester of the senior year students will be recognized as Summa Cum Laude, Magna Cum Laude, and Cum Laude.

Honor Roll and High Honor Roll will be acknowledged at the end of each trimester on student report cards. Students earning Distinguished Varsity Scholar and Varsity Scholar status will be determined at the end of each academic year. The following criteria will be used:

- High Honor Roll: Students earning a weighted trimester GPA of 93 or above are so honored
- Honor Roll: Students earning a weighted trimester GPA of 83 to 92.99 are so honored
- Distinguished Scholar: Students earning a cumulative weighted GPA of 93 or above at the end of each academic year will be recognized as a Distinguished Scholar.
- Varsity Scholar: Students earning a cumulative weighted GPA of 87-92.99 at the end of each academic year will be recognized as a Varsity Scholar.

National Honor Society

Membership in the National Honor Society is limited to juniors and seniors. This honor is conferred upon students by the faculty in recognition of outstanding accomplishments in scholarship, service, leadership, and character. The selection committee is composed of faculty members selected by the principal as prescribed by the National Association of Secondary School Principals (NASSP).

Criteria for selection into NHS:

- **Scholarship:** The juniors and seniors with a minimum weighted 90 grade point average will be eligible for selection. Juniors & Seniors will be considered for selection at the end of the first trimester of their junior and senior years.
- **Service:** The candidate will show willingness to help others in the group that are less gifted, volunteer his/her talents toward the attainment of group goals, and perform work without regard to reward.
- **Leadership:** The candidate will demonstrate the ability to motivate others, set the appropriate examples, and establish consistency in leading a group.
- **Character:** The candidate will be honest, trustworthy, respectful and tolerant of others, and be a pleasant and positive individual.

Course Selection Process

During the months of January, February, and March, students and their parents/guardians will have an opportunity to participate in the selection of courses for next year. It is the goal of the Guidance Department to develop an educational plan that will afford students the opportunity to:

- Fulfill State and District graduation requirements
- Meet their postsecondary goals
- Meet with success in rigorous coursework

Curriculum Guide

Students at Cedar Creek High School and our eighth grade sending districts are provided access to our curriculum guide. The purpose of the guide is to furnish students and their families with information about Cedar Creek High School, course offerings, graduation requirements and important telephone numbers. Students and parents are encouraged to research courses carefully and be prepared to select courses wisely for the following school year. The curriculum guide is subject to revisions throughout the school year as curricular opportunities and needs arise. The most recent curriculum guide revision will be available online at www.cedarcreekhs.net.

Orientations

During the winter months our current freshman, sophomore and junior students will be invited to attend a course selection presentation. At the presentation, students will be introduced to the curricular offerings for the 2018-2019 school year. In addition, counselors will discuss the importance of choosing the level of courses, electives and alternate courses wisely.

Our eighth grade students have an opportunity to participate in the following orientation programs:

- **Open House:** This event takes place in the fall and is an opportunity for our communities to visit our schools and begin to explore the many programs, activities, and athletics that are available while touring the facilities.

- **Shadow Program:** This is a chance to spend the day as a high school student and experience a typical high school schedule. Individual appointments are arranged through the guidance/main office.
- **Curriculum Guide Mailing:** Prior to our Eighth Grade Visitations, a curriculum guide and welcome letter will be mailed to each eighth grade student residing within the Greater Egg Harbor Regional High School District.
- **Eighth Grade Visitations:** GEHRHSD representatives will visit area middle schools to promote opportunities and course offerings available.
- **Academic Night:** This evening program is offered to both students and parents/guardians and is traditionally held at the high school during the month of January. During this program, school administrators, counselors, supervisors and teachers have an opportunity to present our school and curriculum to our eighth grade community.
- **Class of 2022 Orientation:** This program takes place in the spring and is for students who will be attending Cedar Creek High School in the fall of 2018. This program will officially welcome students to the school community and provide families with the necessary information regarding school policies and procedures.

Meeting with Counselors

All parents/guardians are encouraged to participate in their child's selection of courses for the following school year. Cedar Creek High School will work with the sending districts to identify a time when Cedar Creek Guidance Counselors will meet with 8th grade students for the purpose of selecting courses. The sending districts will be responsible for notifying parents of the days and times of these conferences. Counselors will meet in small groups with students in grades nine and ten for the course selection process. Parents or guardians are encouraged to schedule an individual meeting with his or her child's counselor. An appointment can be made by contacting the counselor directly. After school and/or evening hours are also available.

Counselors will meet with each junior individually to select courses and update the student's post-secondary plan. Parents will be notified of the appointment date and time and are encouraged to attend. An evening program will be scheduled in January for all juniors and parents/guardians to attend prior to the scheduled appointment.

Course selections will be mailed home in April for parents and students to verify course selections. No changes to a student's course selections can be made after the verification period has ended.

Factors to Consider in Selecting Courses

Regardless of the student's grade level, there are numerous factors and responsibilities to consider when selecting courses for a given year. Please review the following list for helpful hints.

- **Four Year Plan:** When selecting courses, students should think in terms of a four-year, high-school program of courses, and how the program will prepare them for their goals after high school.
- **Graduation Requirements:** Guidance Counselors will ensure students are selecting the necessary courses needed to meet our high school graduation requirements.

- ❑ **Recommendations:** Counselors will utilize the recommendations provided to them by teachers to determine appropriate academic placement. Students/Parents will have the ability to appeal these recommendations should they request an alternate academic program.
- ❑ **Academic Enrichment:** Students may be recommended for an academic enrichment course such as College and Career Readiness (CCR) or Math Lab, based upon criteria that includes: teacher recommendation, grades, PARCC Scores, and/or additional standardized tests.
- ❑ **Honors and Advanced Placement Courses:** Entrance into Honors/Advanced Placement courses requires teacher recommendation and/or the following minimum grade requirement:
 - ❑ Earn a 90 or above in his or her current college preparatory course to enroll in an Honors and/or Advanced Placement course.
 - ❑ Earn an 80 or above in his or her current Honors course to enroll in an Advanced Placement level course
- ❑ **Carnegie Units:** most four-year colleges recognize a Carnegie Unit as a college preparatory course. Most four year college programs recommend the following Carnegie units:
 - 4 units English
 - 2 units Laboratory Science
 - 3 units College Prep Math – Algebra 1, Geometry, and Algebra 2
 - 3 units Social Studies
 - 2 units World Language
 - 2 units Additional work in the following areas: English, Social Studies, World Languages, Mathematics and/or Sciences.

*** Please note that each college has its own admission requirements and should be researched further as the student prepares to graduate. The more selective colleges require additional Carnegie units.**

- ❑ For every elective chosen, students should provide numerous alternate courses. These selections should be chosen carefully and judiciously for there is a possibility that a student may receive one of these courses in their schedule.
- ❑ Athletic Scholarships, NCAA, NAIA - Students who possess the athletic ability to be recruited by a Division I or II school for an athletic scholarship must be declared eligible by the NCAA Clearinghouse. Students are required to take and pass specific courses to be eligible. Go to www.eligibilitycenter.org for addition information. Students should also be aware that some colleges are governed by the NAIA. Go to <https://www.playnaia.org/eligibility-center> for additional information.

Changes to Selected Courses

As it has been stated earlier, it is extremely important that both students and parents/guardians take the time to discuss and plan the selection of courses. This planning should enable the student to:

- fulfill graduation requirements
- meet personalized learning plans
- achieve academic success
- explore interests
- develop talents and hobbies
- increase opportunities to receive assistance in Reading, Math, and/or Writing in order to pass the mandated New Jersey Department of Education state graduation assessment(s)
- To this extent, we encourage parents to be actively involved in this process so courses are sensibly chosen and there will not be a need to alter courses in the fall. A student's selection of courses may change given the following reasons:

- Student subscription to a course is low and a decision not to offer the course is made; students will have an opportunity to select another course
- A course appeal form is processed and approved
- Results on a standardized test indicate a skill deficiency
- A student fails a sequential course
- A student does not attend summer school for a failed course
- A student did not earn credit in passed courses due to attendance reasons

SCHEDULE CHANGE GUIDELINES

It is our goal that all students will be scheduled by April 1st. Students and parents are urged to review course requests with great care and consideration. Course selections will be mailed home in April for parents and students to verify course selections. No changes to a student's course selections can be made after the verification period has ended.

As the year progresses, some students may find themselves in a class that is not academically appropriate. If the counselor, teacher and subject supervisor agree that a student is academically misplaced, a change will be considered, provided space is available. Grades within a discipline will follow the student moving either up or down a level. Students will be required to make up the work missed in their new class. Misplacement most often is identified during the first trimester; however the deadline for consideration expires five school days after the first trimester report card is posted.

NOTES:

- a) Parent permission is required for all changes.
- b) The above guidelines do not allow for:
 1. Teacher preference
 2. Changing lunch periods
 3. Changing a course from one period to another
- c) A year-long course will not be recorded on the transcript, provided the course is dropped by the end of the first trimester. Post-deadline drops will be entered on the permanent record as a withdrawal/failure or withdrawal/passing and receive no credit. A withdrawal/failure (WF) will be calculated into a student's cumulative GPA as a 59.
- d) Appeals may be made to the subject supervisor, Guidance Supervisor, and then to the Principal.

Eighth Class Request

All students in grades 10-12 are assigned a study hall, unless they are identified as being in need of an academic support class. If a student is not identified for the academic support class and does not want a study hall, he/she can opt to take an eighth class. At the time of the course selection process Band, Instrumental Music, Select Choir and Chorus can be taken as an eighth class. Special eighth class academic considerations will be entertained on a case by case basis dependent upon course availability. Students enrolled in a district magnet program may also request an 8th class in order to meet graduation requirements. As the scheduling process continues or at some point in September, if it appears that the master schedule could accommodate eighth period class requests, counselors would attempt to honor student requests. Please understand that even if space is available in a particular class, other scheduling variables might preclude a student from being able to take an eighth class. Please note that sophomores, juniors and seniors are only permitted one study hall period.

Science Labs-Study Halls

When a student enrolls in an AP science lab course they are required to meet an additional period once in a four day rotation. To accommodate the science labs, students' lab period typically replaces their study hall. Therefore on the day of the rotation which a student has their science lab they will not have a

study hall. In the event a student is taking an eighth class or his/her schedule prohibits taking the lab from a study hall, the student's lab period will be taken from his/her Physical Education Course or selected elective courses. Please note that when a lab is taken from a Physical Education or a selected elective course, the course is assigned four credits as opposed to five. The four credit Physical Education course would satisfy graduation requirements. However, parents/guardians and students should be aware that based upon the method used to calculate GPA and class rank, a four credit Physical Education class or a four credit selected elective course would have a different impact than a five credit Physical Education class or a five credit selected elective course.

Attendance – Loss of Credit

The Greater Egg Harbor Regional High School District Parent/Student Guidebook explains all attendance and tardiness policies and procedures. Students and parents are responsible for familiarizing themselves with this material. The Parent/Student Guidebook is available on our school's webpage at www.cedarcreekhs.net

Promotion/Retention Policy

It is the GEHRHSD Board policy that grade status of students be established each September on the basis of how many credits have been earned as listed below:

<u>Grade</u>	<u>Credits</u>
➤ 9 th Grade	0 - 24.9
➤ 10 th Grade	25 - 59.9
➤ 11 th Grade	60 - 84.9
➤ 12 th Grade	at least 85

Dual Credit Program

The Greater Egg Harbor Regional High School District has entered into a Dual Enrollment Agreement with Stockton University, Atlantic Cape Community College (ACCC), and Rider University. These agreements provide students enrolled in specific dual enrollment courses the opportunity to obtain college credit from either Stockton University, ACCC, or Rider University. In addition, students enrolled in the GEHRHSD Magnet programs may have an opportunity to earn dual credit that is specific to each program.

In order to participate in this program, the student must:

- Be enrolled in a dual credit eligible course
- Complete a dual credit application and registration with the college offering the dual credit
- Remit tuition for the course to the college offering the dual credit.

Upon successful completion of the course, the student must request an official transcript from the college offering the dual credit. It is up to the parent and the student to verify how these credits will transfer to the college the student plans to attend.

Course offerings for the 2018-2019 school year are reviewed and updated annually. Once Dual Credit articulation agreements are signed with the GEHRHSD, students and parents are notified of approved courses by September of the school year in which they can apply.

GEHRHSD Magnet Programs

The Greater Egg Harbor Regional High School District Magnet Programs represent six focused curricular choices. Each offering has, at its core, a design to move students beyond a customary high school education. It will also provide them with a concentrated, topic-specific program that will serve to prepare them for either University study of the topic or entrance into a career in the field of study. Each Magnet Program consists of a series of electives to be taken over a student's four-year career that will expose them to the vocation and allow the student to study with peers who share their educational interests and aspirations. Students in the Magnet Program will be provided with a "hands-on" learning experience delivered not only from GEHRHSD teachers, but also Professionals from the field of study and College Professors utilizing real-world applications of their knowledge.

The following Magnet Programs will be offered for the 2018-19 School Year:

- **AIR FORCE JUNIOR ROTC IN AEROSPACE SCIENCE & LEADERSHIP** offered at Oakcrest High School
- **BIOMEDICAL SCIENCES** offered at Oakcrest High School
- **COMPUTER SCIENCE AND NETWORK TECHNOLOGY** offered at Absegami High School
- **ENGINEERING** offered at Cedar Creek High School
- **ENVIRONMENTAL SCIENCE** offered at Cedar Creek High School
- **HOMELAND SECURITY AND PUBLIC SAFETY** offered at Absegami High School

Any eighth grade student within the Greater Egg Harbor Regional High School District is eligible to apply to any of the Magnet Programs. The priority deadline to complete the online application packet by December 8th of their eighth grade year to be considered for acceptance into the Magnet Programs.

This application is available online at www.gehrhsd.net.

Air Force JROTC in Aerospace Science & Leadership

Develop citizens of character dedicated to serving their nation and community.

Oakcrest's AFJROTC is a program offered to high school students in grades 9-12. Students may enter the program at the beginning of grades 9-12. Students must complete an application process which is available on the GEHRHSD district webpage. Students will be enrolled in the following courses based on the number of years they has been in the program.

AFJROTC: Aerospace Science & Leadership 100 (1st Year Cadets)	Grades 9-12	5 Credits
AFJROTC: Aerospace Science & Leadership 200 (2nd Year Cadets)	Grades 10-12	5 Credits
AFJROTC: Aerospace Science & Leadership 300 (3rd Year Cadets)	Grades 11-12	5 Credits
AFJROTC: Aerospace Science & Leadership 400 (4th Year Cadets)	Grade 12	5 Credits

The AFJROTC Curriculum is offered on a 4-year rotational schedule. First Year and Second Year, are enrolled in the same course. Each year the curriculum in the AFJROTC includes an Aerospace Science (AS) component, a Leadership Education (LE) component, and a Wellness/PT component that rotates throughout the four year cycle as detailed in the chart below.

CADET YEAR	School Year 2018/19	School Year 2019/20	School Year 2020/21	School Year 2021/22
1, 2, 3 or 4	AFJROTC Components Offered	AFJROTC Components Offered	AFJROTC Components Offered	AFJROTC Components Offered
	AS-220	AS-200	AS-300	AS-100
	LE-200 + DRILL	LE-300 + DRILL	LE-400 + DRILL	LE-100 + DRILL
	WELLNESS	WELLNESS	WELLNESS	WELLNESS

Within the LE portion of the program is a Drill and Ceremonies component. Citizenship, leadership, character and community service are the core tenets of the program. Course work includes aerospace science, military history, customs and courtesies, drill and ceremonies and building upon student's skills such as leadership, self-confidence and discipline – qualities that are necessary to thrive in any career.

AFJROTC is not a military recruitment program, and students are in no way obligated to join the military upon graduation. High school students who successfully complete at least three years in the program may be able to enter the military at a higher pay grade than most enlistees. College bound students can compete for a Military Academy nomination or a Military ROTC scholarship through their Air Force Junior ROTC unit.

Following is a description of the various Aerospace Science (AS), Leadership Education (LE), and Wellness components that students will be exposed to throughout their four years in the AFJROTC program.

AEROSPACE SCIENCE COMPONENTS (AS):

AS-100: A Journey into Aviation History:

This is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets. Throughout the course, there are readings, videos, hands-on activities, and in-text and student workbook exercises to guide in the reinforcement of the materials.

AS-200: The Science of Flight: A Gateway to New Horizons

This is an introductory course that focuses on how airplanes fly, how weather conditions affect flight, flight and the human body, and flight navigation. The course is designed to complement materials taught in math, physics, and other science-related courses and is aligned with the National Science Education Standards, the Math Standards and Expectations, and ISTE National Educational Technology Standards for Students.

AS-300: Exploring Space: The High Frontier

This is a science course that includes the latest information available in space science and space exploration. The course begins with the study of the space environment from the earliest days of interest in astronomy and early ideas of the heavens, through the Renaissance, and on into modern astronomy. It provides an in-depth study of the earth, sun, stars, moon, and solar system, including the terrestrial and the outer planets. It discusses issues critical to travel in the upper atmosphere such as orbits and trajectories unmanned satellites, and space probes. It investigates the importance of entering space and discusses manned and unmanned space flights, focusing on concepts surrounding spaceflight, space vehicles, launch systems, and space missions. The section on manned spaceflight focuses on the Space Shuttle, space stations and beyond, covering milestones in the endeavor to land on the Moon and to safely orbit humans and crafts for temporary and prolonged periods. The course covers the human aspect of spaceflight, focusing on the human experience in space. It also examines the latest advances in space technology, including robotics in space, the Mars Rover, and commercial uses of space.

AS-400: Management of the Cadet Corps

The cadets should manage the entire corps during their fourth year in the Air Force Junior ROTC program. This hands-on experience affords cadets the opportunity to put theories of previous leadership courses into practice. Planning, organizing, coordinating, directing, controlling, and decision-making will be done by cadets. They will put into practice their communication, decision-making, personal-interaction, managerial, and organizational skills. Instructors should keep in mind that since there is no textbook for this course, the course syllabus will be structured so that cadets achieve course objectives by completing core management activities.

LEADERSHIP EDUCATION COMPONENTS (LE)

LE-100: Traditions, Wellness, and Foundations of Citizenship

This course introduce cadets to history, organization, mission, traditions, goals, and objectives of AFJROTC for all services. Cadets are required to teach, learn and perform 30 basic Air Force Drill commands throughout the school year. A safe and open space is provided to allow the cadets proper space to practice drill commands and procedures. Lessons will cover how to be emotionally, mentally, and physically healthy. Avoiding and preventing violence in today's society will also be covered. How to recognize types of bullying and how to advocate for prevention of this type of behavior. It will cover healthy living, physical fitness, and how to make safe, drug-free, and responsible decisions. This course will also examine the negative effects of air and water pollution, and how to help keep the environment safe. Cadets will be introduced to civics and our national government, including a historical understanding of the American flag and other important national symbols. The final chapter will also cover how the US Constitution protects our rights and freedoms as American citizens.

LE-200: Communication, Awareness, and Leadership

Leadership Education 200 stresses communications skills and cadet corps activities. Much information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. Written reports and speeches complement the academic materials. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects.

LE-300: Life Skills and Career Opportunities

This course it is designed to prepare students for life after high school in the high-tech, globally oriented, and diverse workplace of the 21st century. Students will learn how to become a more confident financial planner and to save, invest, and spend money wisely, as well as how to avoid the credit trap. They will learn about real-life issues such as understanding contracts, leases, warranties, legal notices, personal bills, practical and money-saving strategies for grocery shopping, apartment selection, and life with roommates. The Holland Interest Inventory and other self-assessments will help them to reveal their attitudes, aptitudes, and personal skills. This self-understanding will allow them to explore career paths and understand requirements that they will need to be successful at work and in life.

LE-400: Principles of Management

This course provides exposure to the fundamentals of management. The text contains many leadership topics that will benefit students as well as provide them with some of the necessary skills needed to put into practice what they have learned during their time in AFJROTC. We are confident this course, coupled with what the cadets have already learned during their time in AFJROTC, will equip them with the qualities needed to serve in leadership positions in the corps. Throughout the text are many ethical dilemmas, case studies, and role play activities built into the lessons. These activities are based on real life experiences and will students the opportunity to practice what they learn by getting involved in discussions and expressing their opinions.

Drill and Ceremonies

Provides an in-depth introduction to drill and ceremonies. The course concentrates on the elements of military drill, and describes individual and group precision movements, procedures for saluting, drill, ceremonies, reviews, parades, and development of the command voice. Students are provided detailed instruction on ceremonial performances and protocol for civilian and military events and have the opportunity to personally learn drill.

WELLNESS COMPONENT

CHWP: Cadet Health and Wellness Program

The Wellness Program (known as Physical Training) is an official and integral part of the Air Force Junior ROTC program. The objective of the Wellness Program is to motivate cadets to lead healthy, active lifestyles beyond program requirements and into their adult lives. Students are required to take the Presidential Fitness Test at the beginning and end of each school year.

Biomedical Sciences

Oakcrest's Biomedical Magnet is run in conjunction with nationally accredited Project Lead the Way, currently in operation in 50 states. The Project Lead the Way Biomedical Science Program is a sequence of courses which follows a proven hands-on, real-world problem-solving approach to learning. Students explore the concepts of human medicine and are introduced to topics such as physiology, genetics, microbiology and public health. Through activities like dissecting a heart, students examine the processes, structures, and interactions of the human body – often playing the role of biomedical professionals. They also explore the prevention, diagnosis, and treatment of disease, working collaboratively to investigate and design innovative solutions to the health challenges of the 21st Century such as fighting cancer with nanotechnology.

Throughout the BMS program, students acquire strong teamwork and communication practices, and develop organizational, critical-thinking, and problem-solving skills. Along the way, students investigate a variety of careers in biomedical science.

HONORS PRINCIPLES OF THE BIOMEDICAL SCIENCES **Grade 9** **5 Credits**

Students investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, and research processes. This course provides an overview of all the courses in the Biomedical Sciences program and lays the scientific foundation for subsequent courses. This course is designed for 9th or 10th grade students. This course receives honors weight.

HONORS HUMAN BODY SYSTEMS **Grade 10** **5 Credits**

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the roles of biomedical professionals to solve medical mysteries. This course is designed for 10th, 11th or 12th grade students. This course receives honors weight.

Prerequisite: *Principles of the Biomedical Sciences*

HONORS MEDICAL INTERVENTIONS **Grade 11** **5 Credits**

Students investigate a variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the life of a fictitious family. The course is a "How-To" manual for maintaining overall health and homeostasis in the body. Students explore how to prevent and fight infection; screen and evaluate the code in human DNA; prevent, diagnose and treat cancer; and prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. This course is designed for 11th or 12th grade students. This course receives honors weight.

Prerequisite: *Human Body Systems*

CAPSTONE MAGNET COURSE **HONORS BIOMEDICAL INNOVATION** **Grade 12** **5 Credits**

Students design innovative solutions for the health challenges of the 21st century. They work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project with a mentor or advisor from a university, hospital, research institution, or the biomedical industry. Throughout the course, students are expected to present their work to an audience of STEM professionals. This course is designed for 12th grade students. This course receives honors weight.

Prerequisite: *Medical Interventions*

Computer Science and Network Technology

Absegami High School's Computer Science and Network Technology Magnet allows students to participate in a Project Lead the Way (PLTW) Computer Science Program. This four-year program helps students develop communication, leadership, and management skills and provide students with the opportunity to earn various industry certifications. Coupled with creative technical savvy, students will be inspired to consider the endless possibilities in careers in computing and/or networking.

HONORS PROJECT LEAD THE WAY COMPUTER SCIENCE ESSENTIALS Grade 9 5 Credits

With emphasis on computational thinking and collaboration, this year-long course provides an excellent entry point for students to begin or continue the PLTW Computer Science K-12 experience. Computer Science Essentials will expose students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence.

In Computer Science Essentials, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. They'll apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.

Computer Science Essentials helps students create a strong foundation to advance to Computer Science Principles, Computer Science A, and beyond.

HONORS PROJECT LEAD THE WAY COMPUTER SCIENCE PRINCIPLES Grades 10 5 Credits

Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

Prerequisite: Successful completion of *Intro to Computer Science*

HONORS PROJECT LEAD THE WAY COMPUTER SCIENCE A Grades 11 5 Credits

Honors Project Lead the Way Computer Science A focuses on further developing computational-thinking skills through the medium of Android™ App development for mobile platforms. The course utilizes industry-standard tools such as Android Studio, Java™ programming language, XML, and device emulators. Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases. This course aligns with the AP CS A course.

Prerequisite: Successful completion of *Honors PLTW Computer Science Principles*

HONORS PROJECT LEAD THE WAY CYBERSECURITY Grades 12 5 Credits

Honors Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.

Prerequisite: Successful completion of *Honors PLTW Computer Science A*

Engineering

Cedar Creek's Engineering Magnet is run in conjunction with nationally accredited Project Lead the Way, currently in operation in 50 states. The combination of traditional math and science courses with innovative Pathway to Engineering courses prepares students for college majors in engineering and E/T fields and offers them the opportunity to earn college credit while still in high school. Pathway to Engineering courses engage high school students through a combination of activities-based, project-based, and problem-based (APPB) learning. This approach encourages students to develop skills that will also assist them in other rigorous courses and programs, such as Honors and Advanced Placement.

HONORS INTRODUCTION TO ENGINEERING DESIGN (IED) Grade 9 5 Credits

Introduction to Engineering Design (IED) is the first course for students enrolled in the Cedar Creek Engineering Magnet. The major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community.

HONORS PRINCIPLES OF ENGINEERING (POE) Grade 10 5 Credits

Principles of Engineering (POE) is the second course for students enrolled in the Cedar Creek Engineering Magnet. This survey course exposes students to major concepts they will encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions. This course receives honors weight.

Prerequisites: *Introduction to Engineering Design (IED), or the recommendation of the Science Supervisor.*

HONORS DIGITAL ELECTRONICS (DE) Grades 11-12 5 Credits

Digital Electronics (DE) is an option for a third or fourth year course for students enrolled in the Cedar Creek Engineering Magnet. Digital electronics is the foundation of all modern electronic devices such as mobile phones, MP3 players, laptop computers, digital cameras and high-definition televisions. Students are introduced to the process of combinational and sequential logic design, engineering standards and technical documentation.

Prerequisite: *Principles of Engineering (POE), or the recommendation of the Science Supervisor.*

AP COMPUTER SCIENCE PRINCIPLES (AP-CSP) Grades 11-12 5 Credits

CSP is an option for a third or fourth year course for students enrolled in the Cedar Creek Engineering Magnet. Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. All components of AP-CSP are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

Prerequisite: *Principles of Engineering (POE), or the recommendation of the Science Supervisor*

HONORS ENVIRONMENTAL SUSTAINABILITY Grades 11-12 5 Credits

Honors-Environmental Sustainability is an option for a third or fourth year course elective for students enrolled in the Cedar Creek Engineering or Environmental Science Magnet. It is a rigorous activity, project, and problem-based course in which students investigate and design solutions to solve real-world challenges related to world food security, renewable energy, and clean drinking water. Students completing BioE will develop an understanding of the scientific and technological foundations for each of the problems. Students apply their knowledge and skills as they use an engineering design process to design and test solutions that help solve these global challenges. Unit topics will include: 1. Biological Engineering for a better tomorrow. 2. Water. 3. Food Security. 4. Renewable Fuels. Biological

Engineering will develop students' thinking skills and prepare them for emerging careers such as genetic engineering, biofuels, and bio manufacturing.

Prerequisite: *Principles of Engineering (POE), or the recommendation of the Science Supervisor.*

HONORS ENGINEERING DESIGN & DEVELOPMENT (EDD) Grade 11-12 5 Credits

Honors Engineering Design and Development (EDD) is a fourth year elective course for students enrolled in the Cedar Creek Engineering or Environmental Science Magnet. In this capstone course, students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Students perform research to choose, validate, and justify a technical problem. After carefully defining the problem, teams design, build, and test their solutions while working closely with industry professionals who provide mentoring opportunities. Finally, student teams present and defend their original solution to an outside panel.

Prerequisite: *Principles of Engineering (POE), or the recommendation of the Science Supervisor. Students in 11th grade must have a teacher recommendation to enroll in this course.*

Environmental Science

Cedar Creek's Environmental Science Magnet will offer students interested in pursuing environmental-related fields of study at the college level or similar careers an opportunity to begin advanced coursework during their high school years. Coursework is being designed through a collaborative effort with Stockton College and professors within its Environmental Science School. Students will interact with professionals from the field and local and state agencies to gain real-world experiences and begin establishing their own contacts within the field.

**ENVIRONMENTAL ECOLOGY
AND SUSTAINABILITY**

Grade 9 5 Credits

Environmental Ecology and Sustainability is the first course for students enrolled in the Cedar Creek Environmental Science Magnet. Environmental Ecology and Sustainability will provide a strong foundation in the concepts of ecology, geology, sociology and biology that will allow for further understanding of the Earth and the sustainability of life on it. Integrated in the course is a laboratory component which will improve observational skills, allow for the development and completion of well-designed experiments. Students will interpret and share results and conclusions with their instructor and classmates. Environmental Ecology and Sustainability will focus on utilizing a GIS computer software program which will allow students to become proficient in the cutting edge technology associated with environmental studies. Students will also become involved in a Personal Research Project in the field of Environmental Science. This course emphasizes lab work, critical thinking, and ethical problem solving. This course will also create an open forum for discussion and research of current issues/advances in the field of environmental science.

**ENVIRONMENTAL SYSTEMS
AND SUSTAINABILITY**

Grade 10 5 Credits

Environmental Systems and Sustainability is the second course for students enrolled in the Cedar Creek Environmental Science Magnet. Students taking Environmental Systems and Sustainability will continue with the on-going Environmental investigations that were started in the first year course. There will be further discussion of case studies and concepts using high level deductive-reasoning and empirical data analysis. Environmental Systems and Sustainability is intended to expand the student's knowledge of environmental science and its applications so that he/she may make informed decisions in the future. Environmental Systems and Sustainability emphasizes lab work, critical thinking, and ethical problem solving. Environmental Systems and Sustainability will also create an open forum for discussion and research of current issues/advances in the field of environmental science.

Prerequisite: *Environmental Ecology and Sustainability or the recommendation of the Science Supervisor.*

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

Grades 11-12 5 Credits

Advanced Placement Environmental Science is the third or fourth course for students enrolled in the Cedar Creek Environmental Science Magnet. Students taking Environmental Science will learn to define

and provide examples of the basic concepts of ecology and physical geography. Students will learn how the growth of the world's population and economic growth has altered the environment, including ecological and abiotic systems. Students will understand how changes in the earth's systems are likely due to human populations. Students will be able to explain how humans can try to mitigate the effects of growing populations and expanding economies through changes in technology, policy, governmental regulations, agreements and incentives. **Students are expected to take the Advanced Placement Environmental Science Exam in May.**

Prerequisite: *Environmental Systems and Sustainability, or the recommendation of the Science Supervisor.*

HONORS ENVIRONMENTAL SUSTAINABILITY

Grades 11-12 5 Credits

Honors-Environmental Sustainability is an option for a third or fourth year course elective for students enrolled in the Cedar Creek Engineering or Environmental Science Magnet. It is a rigorous activity, project, and problem-based course in which students investigate and design solutions to solve real-world challenges related to world food security, renewable energy, and clean drinking water. Students completing BioE will develop an understanding of the scientific and technological foundations for each of the problems. Students apply their knowledge and skills as they use an engineering design process to design and test solutions that help solve these global challenges. Unit topics will include: 1. Biological Engineering for a better tomorrow. 2. Water. 3. Food Security. 4. Renewable Fuels. Biological Engineering will develop students' thinking skills and prepare them for emerging careers such as genetic engineering, biofuels, and bio manufacturing.

Prerequisites: *Principles of Engineering (POE) or Environmental Systems and Sustainability, or the recommendation of the Science Supervisor.*

HONORS DESIGNING A SUSTAINABLE FUTURE

Grades 11-12 5 Credits

Designing a Sustainable Future is an option for a third or fourth year elective course for students enrolled in the Cedar Creek Environmental Science Magnet. This course focuses on the social, economic, ethical, and scientific efforts needed to define a sustainable future. Students will examine technological solutions to environmental problems, discuss their underlying principles, and examine the societal dimensions. In addition to coursework, that will include group and independent research papers & projects, students will consider these issues on a local, national, and global scale to pursue implementation of their own solutions.

HONORS MARINE & WILDLIFE SCIENCES

Grades 11-12 5 Credits

Marine & Wildlife Sciences is an option for a third or fourth year elective course for students enrolled in the Cedar Creek Environmental Science Magnet. This class will take an in-depth look at the science and management of wildlife and marine species. Course topics include, but are not limited to, biomes, natural selection and ecological succession, natural and manmade aquatic systems, wildlife reserves, fish and game anatomy, population dynamics and controls, sustainability, and human and wildlife interactions.

HONORS ENGINEERING DESIGN & DEVELOPMENT (EDD)

Grade 11-12 5 Credits

Honors Engineering Design and Development (EDD) is a fourth year elective course for students enrolled in the Cedar Creek Engineering or Environmental Science Magnet. In this capstone course, students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Students perform research to choose, validate, and justify a technical problem. After carefully defining the problem, teams design, build, and test their solutions while working closely with industry professionals who provide mentoring opportunities. Finally, student teams present and defend their original solution to an outside panel.

Prerequisite: *Principles of Engineering (POE) or Environmental Systems and Sustainability, or the recommendation of the Science Supervisor. Students in 11th grade must have a teacher recommendation to enroll in this course.*

Homeland Security and Public Safety

Absegami's Homeland Security and Public Safety Magnet affords students at Absegami High School unique educational and real world field experiences and opportunities. The four year program focuses on security, planning, logistics, and operational detail related to homeland security and public safety. Homeland Security has been and will continue to be a fast growing career field. Although relatively new, the field is already one of the country's largest employers. The federal Department of Homeland Security employs 230,000 people alone. The varied occupations found under the Public Safety portion of the magnet represent a myriad of career opportunities for students. For example, there are over 700,000 police officers and 227,000 Emergency Medical Technicians (EMTs) currently employed across the country. These numbers are projected to increase.

Both the curriculum and the real world internships offered with local, state, and national agencies, will prepare students for work following graduation and those interested in attending a four year university. Dual college credit will be offered to students through Richard Stockton College. All courses offered in the Homeland Security and Public Safety magnet will be challenging and relevant to students entering the world of work or the world of post-secondary education (See recommended classes for college bound students). Course material will link the past to the present, and all magnet classes will share common themes. Magnet courses will be interdisciplinary in nature, incorporating science, language, mathematics, and history.

HOMELAND SECURITY I

Grade 9

5 Credits

Homeland Security I will be the required first year course for all students enrolled in the Homeland Security magnet at Absegami. The course will reflect the three main concepts within the mission statement of the Department of Homeland Security: Border Control, Disaster Resilience and National Security. Through those main ideas, students will investigate case studies involving issues of security, both at home and abroad, focusing on border control, disaster preparedness and response, and terrorism. Students will explore the history and philosophical roots of terrorism, including famous incidents such as the Boston Marathon Bombing and the Fort Hood Shootings. Notable groups associated with terroristic attacks such as Al Qaeda will also be reviewed. Students will closely look at the history of homeland security from antiquity to present day and analyze the current relationships between local, state, and federal agencies responsible for a safe and secure homeland. Students will further analyze our nation's political choices and their effect on world events. Students will evaluate multiple disciplines and career paths that are available to individuals under the umbrella of homeland security, including, but not limited to, crime scene investigation, government operations, psychology and various law enforcement agencies. In addition to the coursework, this class will develop and grow the skills that are necessary to succeed in high school and beyond. Students will focus on debate, global awareness, organization, public speaking, research, teamwork and the need for a strong work ethic. The class will focus on learning the content through the scope of the 21st Century Skills that are essential for success in the future. This course is part of an articulation agreement with Atlantic Cape Community College. Students who complete this course will be waived of this requirement if attending ACCC.

CRIME SCENE INVESTIGATION

Grade 10

5 Credits

Crime Scene Investigation is the required second year course for all students enrolled in the Homeland Security magnet at Absegami High School. This course focuses on the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system. Major topics include processing a crime scene, collecting and preserving evidence, identifying types of physical evidence, organic and inorganic analysis of evidence, hair, fibers, and paint, toxicology, arson and explosion investigations, serology, DNA, fingerprints, firearms, and document analysis. The main focus of this course will be to emphasize the evidential value of crime scene and related evidence and the services of what has become known as the crime laboratory. This course combines basic theory and real laboratory experiments, creating an experiment based situation for the better understanding of the students. The experiments used reinforce previously learned scientific principles rooted in Biology, Chemistry and physics. Each unit has its own experiments, which can be modified depending on class size and exterior circumstances such as climate.

Prerequisite: *Successful Completion of Homeland Security I*

HONORS HOMELAND SECURITY II**Grade 11****5 Credits**

This course reviews (Homeland Security I) the definitions and concepts of terrorism and introduces students to more complex issues surrounding the institutions, policies and procedures relevant to the security of the United States. Students will examine federal, state, and local governmental agencies that work to protect our country from terrorism, natural disasters, and man-made catastrophes. Students will also be introduced to the ever advancing forms of technology used by our Homeland Security apparatus to prevent and respond to events that are of national concern. A special emphasis will be placed on cyber technologies, including our national infrastructure and use of Geographic Information System (GIS) by our Homeland Security entities.

Prerequisite: *Successful Completion of Crime Scene Investigation*

HONORS LAW AND CRIMINAL JUSTICE**Grade 11****5 Credits**

The repeated terrorist attacks of the last 20 years, both domestic and foreign, have had a major impact on the field of law. This year long course will review the history of the events that have shaped the field of law and those tasked with enforcement. Students will review real case studies to determine how local, state, and federal agencies prevent and at times respond to crimes committed by terrorists and their supporters. Students will further explore the role of crime fighting agencies, prosecuting and defense attorneys, judges, and others connected to the investigation and trials of those who commit illegal acts. The use of guest speakers and fieldtrips will expose students to careers in the field of law.

Prerequisite: *Successful Completion of Crime Scene Investigation*

HONORS CYBER SECURITY AND ACCOUNTING**Grade 12****5 Credits**

Cyber Security and Accounting will be the required senior year course for all students enrolled in the Homeland Security magnet at Absegami. In addition to be a required for students in the magnet, the course will meet the state of New Jersey's graduation requirement for a half credit year in Financial, Economic, Business and Entrepreneurial Literacy. The course's focus will be based on the Department of Homeland Security's description of cyber security which is as follows: "Cyberspace and its underlying infrastructure are vulnerable to a wide range of risk stemming from both physical and cyber threats and hazards. Sophisticated cyber actors and nation-states exploit vulnerabilities to steal information and money and are developing capabilities to disrupt, destroy, or threaten the delivery of essential services. A range of traditional crimes are now being perpetrated through cyberspace. This includes the production and distribution of child pornography and child exploitation conspiracies, banking and financial fraud, intellectual property violations, and other crimes, all of which have substantial human and economic consequences." As with the other courses offered in the magnet, this class will develop and grow the skills that are necessary to succeed in high school and beyond. Students will focus on debate, global awareness, organization, public speaking, research, teamwork and the need for a strong work ethic. The class will focus on learning the content through the scope of the 21st Century Skills that are essential for success in the future.

Prerequisite: *Successful Completion of Honors Homeland Security II and/or Honors Law and Criminal Justice.*

Advanced Placement Program

The Advanced Placement Program (AP) gives students an opportunity to take college-level courses and exams while they are still in high school. Many colleges will award college credits to students that earn a three, four or five on the AP end of the course exam.

If students are planning to register for one or more AP courses, the following should be kept in mind and students should be prepared to make such commitments:

- All students are expected to take the AP Examination in May
- Usually, there is at least one hour of homework per night including weekends and vacations for an AP course
- AP courses are equivalent to college courses. They are extremely rigorous. If a student plays a sport, participates in a time consuming co-curricular activity, or has a job, will he or she have time to do all the work that is required for multiple AP courses?

At Cedar Creek High School, Advanced Placement courses are offered in the following subject areas for the 2018-2019 school year:

Art:

- AP Studio Art

English:

- AP English Language & Composition
- AP English Literature & Composition

Social Studies:

- AP US Government and Politics
- AP Psychology
- AP US History

Math:

- AP Calculus AB
- AP Calculus BC
- AP Statistics

Science:

- AP Chemistry
- AP Physics 1
- AP Physics C
- AP Biology
- AP Computer Science Principles
- AP Environmental Science

Business:

- AP Macroeconomics

World Language:

- AP Spanish Language

Please Note: AP Course offerings will be determined by course subscription. AP courses that do not run due to low subscription may be offered via The Virtual High School based upon availability. Students interested in taking an AP course that is not offered at their respective high school can also enroll via The Virtual High School. Students interested in selecting an Advanced Placement course must meet the course prerequisites when applicable. The following is a list of tentative courses and is subject to change as per The Virtual High School. For full course descriptions, please visit The Virtual High School website at www.vhs.org

- AP Art History
- AP Computer Science A
- AP European History
- AP French Language and Culture
- AP Human Geography
- AP World History

The Greater Egg Harbor Regional High School District is pleased to provide the opportunity for eligible juniors and seniors to take online courses through Virtual High School (VHS) for the 2017-2018 school year. The Virtual High School is a high quality online course provider that works in cooperation with local schools to provide enriching online courses. Virtual High School is a collaborative effort of hundreds of high schools from across the country and around the world. It will offer our students a way to expand their educational opportunities and 21st century skills in an entirely new way via the Internet. VHS is nationally accredited by the Middle States Commission for Secondary Education and the Northwest Accreditation Commission. The VHS online design and delivery standards are in alignment with the NEA recommended standards for online teaching and learning.

VHS allows students an opportunity to pursue an area of particular interest. However, VHS courses do not replace school curriculum offerings, the VHS philosophy is to work with schools to provide supplemental courses that otherwise would not be available. Therefore, students may only choose courses that are not currently offered at their high school.

Although exciting and innovative, VHS is not for everyone. A student must meet the VHS course prerequisites and have a cumulative GPA of 80 or above. A student should only consider taking a VHS class if he/she is an extremely self-motivated, self-disciplined learner who is a proficient user of technology. Before students apply, they need to make sure that they fully understand what is involved in taking an online course through VHS. VHS online classrooms use a learning management system called Desire2Learn. Through Desire2Learn, VHS students can post assignments, communicate with their teacher, participate in discussions, and collaborate on group projects. VHS courses are facilitated by experienced, certified teachers and their curriculum provides students with opportunities to pursue unique areas of interest while gaining critical thinking and communication skills.

Frequently Asked Questions about VHS

How can I register for a Virtual High School course?

A student must complete the Virtual High School Application and request the course through their guidance counselor when they select their courses for the following year.

Does a student receive credit for taking a Virtual High School class?

Yes. A student will receive five credits for a full year class. If the course is one of the students eight courses in their schedule, the student's grade will also be incorporated into his/her GPA and class rank.

How many Virtual High School classes can a student take?

A student is permitted to take one VHS class per year as one of their eight courses. Students can choose to take a VHS course as a ninth course, but it would be at their expense and although credit would be awarded a course taken above the students allotted eight courses would not count towards their GPA and class rank.

What grade levels are permitted to take a Virtual High School class?

Students entering grades eleven and twelve will be able to submit a Virtual School Application.

What happens if a student drops a Virtual High School class?

We do not expect students to drop a VHS course once they have made a commitment to enroll. Students will be carefully pre-screened to ascertain their level of motivation and ability to succeed in an online environment. However, a student who elects to drop a VHS class may do so at his/her expense due to the fact that the school has paid the tuition and other students may have been denied the opportunity to enroll due to the limited number of seats.

Can a student take a VHS course if the AP course is offered at your home high school?

Students cannot take an AP class through VHS if the course is offered at the student's home high school unless there is a hard conflict in the student's schedule.

Can a student take a Virtual High School course for credit recovery?

Yes, similar to the various summer school options currently offered, students who have not successfully completed a course and received no credit can enroll in a VHS class in addition to their eighth courses or during the summer. Both options would be at the student expense.

Who can a student contact if he/she is having concerns about their class or Virtual High School instructor?

Each high school will provide a "site coordinator." The school's librarian will serve as the site coordinator and act as a liaison between your home high school and VHS. The site coordinator will communicate the VHS program to students and parents, monitors student progress, and communicates with the VHS support team and the student's guidance counselor.

How will Virtual High School classes be delivered?

Courses are delivered by certified instructors and move forward on a weekly calendar schedule so students cannot finish early at an accelerated pace. VHS course design standards ensure that all courses have a high level of peer-to-peer interaction so students learn from their peers as well as their instructor. The asynchronous schedule enables students around the globe to participate in working groups and class discussions.

Are Virtual High School classes scheduled in a way to allow students to manage their time effectively and keep up with their course work?

Scheduled online learning with allotted time during the school day, weekly assignments, and a fixed semester or year-long schedule can help students keep up with their course work and manage their time effectively. Students who have successfully completed an online course can show colleges and employers that they have learned how to manage their time and assignments effectively.

How does the Virtual High School timetable compare to the GEHRHSD calendar in terms of semesters & trimesters, finals, and when grades are due?

When the VHS course is a full year course, the VHS first marking period grade will be entered as the student's first trimester grade. The VHS mid-year grade will be entered as the student's second trimester grade. The average of the student's third and fourth marking period VHS grade will be entered as the student's third trimester grade. The final grade assigned by VHS will be the student's final grade on the high school transcript.

When a student is enrolled in two VHS semester courses, the VHS first marking period grade will be entered as the student's first trimester grade. At the end of the second trimester, the student's first semester VHS course grade will be reported for GPA calculation purposes. The VHS year-end grade for the second semester course will be entered for the third trimester.

Timelines for progress reports and grades will be communicated to the VHS instructor by our VHS Site Coordinator.

Will students be assigned a specific classroom for their Virtual High School class?

Students will be assigned a study hall for attendance purposes. However, students do not have to work on their VHS course at that scheduled time. Students should effectively plan and monitor their time in order to successfully complete their VHS class. The VHS course will appear on the student's transcript and will be calculated into the student's GPA.

What if a student is "closed" out of a Virtual High School course?

As with any class that may be closed to a student, the student will be placed on a "wait" list. The student will be instructed by his/her counselor to select another VHS or home high school class.

Virtual High School Course offerings for the 2018-19 school year:

Advanced Placement

AP Art History ^
AP Computer Science A
AP Economics
AP Environmental Science
AP European History
AP French Language and Culture
AP Human Geography
AP Music Theory
AP Physics 1
AP Physics C
AP World History

Arts

American Popular Music *
Art History *
Art History: Art of the Caribbean *
Creating Art History *
History of Photography *
Music Listening and Critique *
Music: Fundamentals of
Composition *

Business

Business Math *
International Business *
Personal Finance *

Computer Science and Technology

Creative Programming with
Scratch *
Programming in Visual Basic*
Video Game Designing Using
Game Maker *
Web Design-Advanced *
Web Design-Basics *

Engineering

Engineering Principles*

Notes

*Indicates a semester course (must select two)

^Pending Audit Approval from the College Board

For full course descriptions, please visit The Virtual High School website at www.vhs.org

Language Arts

101 Ways to Write a Short Story *
Academic Writing *
Around the World in 80 Days *
Essay Writing *
Fantasy and Science Fiction Short
Stories *
Film and Literature *
Folklore and Literature of Myth,
Magic and Ritual *
Ghoulies, Ghosties, and Long-
Legged Beasities
Horror Writers *
Journalism in the Digital Age *
Literature of the World*
Mythology *
Poetry Writing *
Screenwriting Fundamentals *
Shakespeare in Film *
20th Century Women Authors*
Young Adult Literature *

Life Skills/Heath

Employability Skills *
Now What Will You
Do? *
Parenting in the 21st
Century *
Preparing for College *

Mathematics

Math and Modern Logic *
Math You Can Use In College *
Mathematics of Electricity *
Number Theory *

Science-Life Sciences

Animal Behavior and Zoology *
Biochemistry *
Bioethics *

Biotechnology *
Epidemics *
Evolution and the Nature of
Science *
Genes and Disease *
Oceanography *
Pre Veterinary Medicine*

Science-Physical Sciences

Astronomy Principles *
Climate Change *
Earth and Space System Science
Meteorology *
Nuclear Science *

Social Studies

Constitutional Law *
Criminology *
Eastern and Western Thought *
Economics *
Modern Middle East *
Peacemaking *
Philosophy I *
Practical Law *
Psychology of Crime *
Sociology *
Sports and Society *
The Glory of Ancient Rome *
The Holocaust
World Conflict, a United Nations
Introduction *
World Religions *

World Language

Italian Language and Culture *
Mandarin Chinese Language and
Culture*
Portuguese 1
Russian Language and Culture *
Spanish Culture and 20th Century*
Hispanic Literature*

Small Learning Community

The goal of a Small Learning Community is to present increased opportunities for student leadership and ownership of the learning process. It is unique in focus and is dynamic and interactive. A Small Learning Community seeks to make connections with community organizations that will allow students to experience guest speakers, field trips, internships, career shadowing and other authentic work projects. Supervisors evaluate the curricula and projects to ensure that they are consistent with the Core Curriculum Content Standards. The student population of the SLC is diverse and heterogeneous, reflective of the overall population of Cedar Creek High School. The SLC is open to all students who meet the course prerequisites.

Restaurant and Food Service Management

This small learning community is geared for the student with career plans or interest in the culinary and/or restaurant field. Students will learn the skills of the day-to-day needs of running a restaurant and the long-term vision and leadership needed to sustain its success. This SLC will satisfy the student's Financial Literacy and Visual/Performing Arts graduation requirements. In addition, students will have the opportunity to earn their ServSafe certification. The following is a description of the two course offerings.

CULINARY ARTS II

Grades 10-12 5 Credits

Culinary Arts II is the second course in the Culinary Arts pathway program. The course builds on previous work in safety and sanitation, topics in the restaurant industry, food storage and preservation, and food preparation methods. In addition, the students learn fundamentals of resource management and their application to the Hospitality and Foodservice Industry including coordination of both "front of the house" and "back of the house" areas. The course develops the teamwork and job skills necessary to secure Hospitality and Food Service employment. Students will enhance and demonstrate learned skills through school based enterprise as a structured learning experience. Students will prepare, package, market and distribute meals to faculty and for special school events. Students taking this course are expected to participate in the industry Serv-Safe assessment, an Industry-Valued credential.

Prerequisite: *Successful completion of Culinary Arts I*

RESTAURANT MANAGEMENT & HOSPITALITY

Grades 11-12 5 Credits

This course will acquaint students with management strategies and practices found in successful restaurants. Students will apply mathematical skills needed for budgeting in the Food Service industry, teach the dynamic interrelationships of the functions of marketing price, and explore all channels of distribution, promotion, and product responsibility, all while providing practical experience in decision-making and customer service. Skills developed in this course are critical to controlling both food costs and food quality through effective management. Professionalism, etiquette, and interpersonal skills will also be studied. Students will apply their knowledge from this course, as well as the cohort Culinary II/III, in their management of a self-sufficient catering business for the school community. **Successful completion of this course will enable students to fulfill the graduation requirement of 2.5 credits in financial literacy.**

Prerequisite for Small Learning Community: *Culinary Arts I and/or Instructor's Recommendation*

Academic Enrichment

ACADEMIC FOUNDATIONS

Grades 9-12 5 Credits

Academic Foundations is a course in which grade level content in the core academic areas will be taught and/or reinforced through the use of mini lessons that correspond to curricular instruction being offered in the student's core subject areas. In addition, test preparation skills and strategies will be provided with an emphasis on preparing the student for the PARCC assessment in terms of content and format. Finally, the student will be taught organizational and study skills which include: problem solving, critical reading, organizational and learning strategies, time management, use of technology, note taking, and post high school planning transition skills. The expectation is that students will be able to apply newly acquired skills to become more effective learners. This class is offered to students whose IEP states the need for such instruction.

FRESHMAN SEMINAR

Grade 9 1 Credit

Freshman Seminar is a required first trimester course designed to familiarize our students with the expectations of high school and establish successful academic behaviors. Students will also be introduced to various forms of educational technology such as our Genesis Student Portal, Naviance and Google Apps for Education. Students will begin creating the structure of their educational portfolio which will be developed during their high school career. Freshman Seminar is followed by our Rhetoric and Career and Education Technology courses for freshman students during the second and third trimesters.

CAREER AND EDUCATIONAL TECHNOLOGY

Grade 9 2 Credits

Career and Educational Technology (CET) is a one trimester course required for 9th grade students. This course focuses on developing 21st Century technology skills. In a global economy driven by information and innovation, students must be fluent with leading/emerging technology tools and possess workplace readiness skills to excel and compete effectively. This course incorporates advanced features of industry standard software including the Microsoft Office Suite and collaborative technology tools such as Google Apps. Ninth grade students will take this course trimester two or three following Freshman Seminar.

RHETORIC

Grade 9 2 Credits

Rhetoric is a one trimester course required for all ninth grade students. Students will learn the essentials of correct and clear writing. This course focuses on word choice (diction), syntax, imagery, and tone. Students refine their writing skills and learn both the modern Language Association and American Psychological Association formats for writing. There is instruction in correct grammar and usage. Student writing includes literary analysis, narrative writing, and analytical writing. Emphasis is given to writing coherently for both school and the workplace. Organization and study skills are also addressed. Ninth grade students will take this course trimester two or three following Freshman Seminar.

MATH LAB

Grade 9 5 Credits

This course will be a mandatory corequisite to Algebra-1 for 9th grade students who demonstrate a need for increased fundamental skills. Teacher recommendations, standardized test scores, and the GEHRHSD proficiency assessment will be used to identify students in need of this course. This course will be in lieu of the student's world language or elective.

COLLEGE AND CAREER READINESS

Grades 10-12 5 Credits

Student placement in this course is based on multiple measures of student performance which include a review of available standardized test scores, student performance in the major academic areas of English, Math, Science and Social Studies, and teacher recommendations. The program's goal is to provide academic support in all areas and to prepare students for the mandated PARCC assessments so that students will meet the State of New Jersey graduation requirement. Students in the program receive grade-level, individual, and/or small group assistance in all academic areas with a focus on English Language Arts and/or Mathematics.

Applied Technology

COMPUTER-AIDED DESIGN AND DRAFTING I

Grades 9-12

5 Credits

This course will provide students with an understanding the fundamentals of drafting and drafting tools used to create mechanical drawings. Activities include; drawing isometric sketches of mechanical parts, develop orthographic drawings, develop the front, side and top views of a part to put together a working drawing. Students will use AutoCAD software to draw two dimensional drawings; orthographic and isometric drawings of mechanical parts. The second half of the course focuses on architectural drafting; understanding how to draw a floor plan, elevation views, footing plans and section views of a home using AutoCAD. After developing the working prints students will build a model of the design.

COMPUTER-AIDED DESIGN AND DRAFTING II

Grades 10-12

5 Credits

In this 2nd year course, students will build on the fundamentals learned in CADD I and will provide students the opportunity to further master their skills using CADD software. Students will learn how to use Inventor to create 3D solid models and use a 3D printer to make designs a reality. Draw detail parts and create assembly drawings of the mechanical parts. Draw a 3D model of a home on the computer using inventor to develop the walls and foundation and doors, windows and make changes easily.

Prerequisite: *Computer-Aided Design and Drafting I*

Art

DIGITAL PHOTOGRAPHY

Grades 9-12

5 Credits

This course introduces the fundamentals and practices of the modern visual medium of photography and how it relates to the genres of art, modern culture, film, television, and photojournalism. Students will learn and practice the fundamental techniques of digital photography and the software associated with editing and presenting visual works to an audience. To gain a thorough understanding and appreciation for creation and expressing oneself visually, students will explore the production process and procedures of visual storytelling by planning, executing and presenting an original, body of work. Additionally, students will apply the practices and principles of digital photography to the observation and creation of documentary film and photo art. Ultimately, this course seeks to make students aware of the importance of the human story and the many ways to effectively convey it to a universal audience through photography, writing and video-using the basic production practices of photography, digital video, visual storytelling techniques and journalism. At the culmination of the course, students will be expected to produce a comprehensive digital portfolio of work which exemplifies a working knowledge of the concepts of visual storytelling through images, video and writing.

SCULPTURE

Grades 9-12

5 Credits

Sculpture will provide opportunities for students to develop powers of expression by visual, three-dimensional means. Students will work using a variety of sculptural methods including additive, subtractive, manipulative and substitution. Students will construct three-dimensional artwork from a multitude of materials such as: wire, clay, wood, paper, soap, etc. Looking at past as well as more contemporary sculptors will aid in the incorporation of Art History in this class. Students will also participate in aesthetic conversation while viewing art and ending with class critiques.

STUDIO ART & DESIGN

Grades 9-12

5 Credits

Studio Art and Design is an introductory level course in art that explores art making from the most basic techniques through advanced creative approaches in the studio setting. Students will explore various steps in creation of art, including preparatory work and art criticism. Students will be provided with a basic studio orientation. Students will be exposed to a number of different media and are encouraged to experience, invent and transfer learning from one medium to another. The specific program content includes the Elements and Principles of Art & Design, composition, drawing, painting, book arts, sculpture, typography, illustration, printmaking, mixed media, collage, montage, watercolor, crafts, and pastel painting. The course will include an introduction to careers in the professional and technical fields,

as well as the historical and cultural involvement of art. Studio Art & Design will provide aesthetic experience in creating / performing, critical / analytical / judgment / valuing, aesthetic / personal philosophy, and historical / cultural / social concepts.

CERAMICS AND THREE DIMENSIONAL ART

Grades 10-12 5 Credits

Ceramics and Three Dimensional Art will further develop students sculptural design skills. New methods and materials will be introduced, including: stone carving, mold making, mosaics and wheel thrown ceramics. Art history will also be explored more deeply. Students will participate in class critiques and aesthetic conversation while viewing art.

Prerequisite: *Sculpture*

TWO DIMENSIONAL ART AND DESIGN

Grades 10-12 5 Credits

An advanced level studio art course with an emphasis on drawing and painting. Students will investigate historical and contemporary topics as they relate to artistic expression and design. The Elements and Principles of Art and Design will be explored through a variety of media. Course content includes art production, design thinking, art history, criticism, aesthetics, and studies in visual culture. Studio experiences include drawing, painting, illustration, and printmaking projects. Each student will demonstrate progress over time by developing a body of work and organizing a portfolio.

Prerequisite: *Studio Art or Teacher Recommendation*

HONORS ART PORTFOLIO DEVELOPMENT

Grades 11-12 5 Credits

Honors Portfolio Development is designed as an advanced art course for students who are seriously interested in the practical studio experience. Students will develop competence and understanding in visual concerns through the development of a portfolio. Units of study include: still life, illumination, chiaroscuro, gathered fabric, symbolism, figure drawing and painting, portraiture, sculpture, assemblage, pastel, pen and ink, and digital media.

Prerequisite: *Two Dimensional Art, Ceramics, Sculpture, or recommendation of the Art Teacher*

AP STUDIO ART

Grades 11-12 5 Credits

This course is intended for serious and committed art students who wish to begin creating artwork at the college level. AP Studio Art students work with diverse media, styles, subjects, and content. The 2-D Design portfolio addresses two-dimensional design issues and involves decision making about how to use the elements and principles of art in an integrative way. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Students may choose to submit any or all three of the portfolios (Two-Dimensional Design, Three-Dimensional Design, and Drawing). Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses.

The Portfolios consists of three sections:

- The Breadth section illustrates a range of ideas and approaches to art making.
- The Concentration section shows sustained, deep, and multi perspective investigation of a student-selected topic.
- The Quality section represents the student's most successful works with respect to form and content.

Students' work is informed and guided by observation, research, experimentation, discussion, critical analysis, and reflection, relating individual practices to the art world. Students are asked to document their artistic ideas and practices to demonstrate conceptual and technical development over time. The AP Studio Art Program supports students in becoming inventive artistic scholars who contribute to visual culture through art making.

Prerequisite: *Art Portfolio Development and/or teacher recommendation*

Business

COMPUTER GRAPHICS/APPLICATIONS I

Grades 9-12

5 Credits

This course is designed for developing knowledge of the Computer Graphics/Applications industry using professional software programs. Programs such as Adobe Photoshop, Adobe In-Design, and Adobe Illustrator are used to create and design magazine layouts, magazine covers, letterhead, business cards, photo enhancements and manipulations. Digital Photography will be introduced using a digital camera. Photoshop will be used extensively throughout the course.

BUSINESS LAW & ETHICS

Grades 9-12

5 Credits

This course teaches students their rights as citizens and consumers in the business sector. Emphasis is placed on their understanding of the court system, criminal and civil, legal contracts, credit, consumer law, and employment law. Students will become familiar with relevant laws and explore the applications of law both in business situations and in personal transactions. Business ethics examines ethical principles and moral or ethical problems that arise in a business environment. It applies to all aspects of business conduct and is relevant to the conduct of individuals and entire organizations. Consumer ethics help us understand how our purchasing power can help or harm the world around us. Discussions stress those legal topics that will be relevant to students such as: understanding a lease, renting or buying a home and insuring a car, borrowing money and buying on credit. **Successful completion of this course will enable students to fulfill the graduation requirement of 2.5 credits in financial literacy.**

COMPUTER GRAPHICS/APPLICATIONS II

Grades 10-12

5 Credits

This course is designed for enhancing the knowledge of Computer Graphics/Applications using advanced professional software programs. Programs such as Adobe Photoshop with animation, Adobe In-Design, Adobe Illustrator, Macromedia Flash, are used to create professional documents and other professionally printed materials. Digital Photography on an advanced level will be learned using digital cameras, graphic designs and digital imaging. Materials will be created for internal school use.

Prerequisite: *Computer Graphic Applications I*

HONORS FINANCIAL ACCOUNTING

Grades 10-12

5 Credits

Does your future include a degree in business, marketing, management, finance or even cosmetology? No matter what field you choose, an accounting course will likely be required. Accounting has many benefits, regardless of your career choice. The study of accounting is interesting and fun, yet thought-provoking. This course introduces students to the fundamental accounting principles that include analyzing transactions, journalizing, posting and preparing financial statements. Students work with service and merchandising businesses. Through accounting simulations, students apply their knowledge of accounting to real-world situations. Upon completion of accounting, students will have the basic understanding needed to succeed in future accounting courses at the university or technical college level. **Successful completion of this course will enable students to fulfill the graduation requirement of 2.5 credits in financial literacy.**

MARKETING

Grades 10-12

5 Credits

Marketing is the process of developing, promoting and distributing products to satisfy customers' wants and needs. Marketing helps connect businesses to their customers. Marketing encompasses topics such as: the U.S. economy and its role in global marketing, e-commerce, consumerism, product development, pricing, business competition, advertising, public relations, promotion and careers. Students acquire a strong foundation on how businesses use effective marketing strategies in the business world. Even if you do not choose a career in marketing, an understanding of the subject matter will be very useful in your future no matter what job you hold.

SMALL BUSINESS ENTREPRENEURSHIP**Grades 10-12 5 Credits**

Do you have what it takes to start a new business? Do you have an idea for a business but need the tools to get started? This course will provide you with the core skills you need to become successful. In this course you will study the characteristics of successful entrepreneurs. You will also learn about self-employment and basic economic concepts related to small businesses, such as competition and production. This course will also walk you through the steps of setting up a business, including developing a business plan, a mission and a vision, attracting investors, and marketing your company. As a capstone, students will create a business plan based on their researched business idea. **Successful completion of this course will enable students to fulfill the graduation requirement of 2.5 credits in financial literacy.**

STOCK MARKET AND INVESTMENTS**Grades 10-12 5 Credits**

The overall goal of this course is to improve student financial literacy. This course is designed for students who wish to learn or expand their knowledge of the stock market, investing, and finance within the global economy. Students will learn how financial markets work. They will also learn how to design a personal finance plan, select among saving and investment options, locate and use financial data, and recognize and protect against investment fraud. Students will use math in calculating formulas such as percentage change, price-to-earnings ratios, and investment yields. This course also gives students the opportunity to use Microsoft Excel as an analysis and productivity tool. Current issues involving the stock market and investing will also be presented. Additionally, students will participate in a national investment competition in the spring. **Successful completion of this course will enable students to fulfill the graduation requirement of 2.5 credits in financial literacy.**

ADVANCED PLACEMENT MACROECONOMICS**Grades 10-12 5 Credits**

This course is designed to incorporate the instructional guidelines for high school economics courses as proposed by College Board. This course will provide students with the learning experience equivalent to an introductory college course in macroeconomics. Students are required to meet the level of effort and the performance necessary to be prepared for the AP Macroeconomics exam in May. Advanced Placement Macroeconomics will give students a thorough understanding of the principles of economics that apply to an entire economic system. Students will study national income and price determination, and develop students' familiarity with economic performance measures, economic growth, and international economics. Students will also compare and contrast the varying theories of classical and contemporary economists and evaluate the effect their theories have had on the US economy. Citizens will be viewed as both consumers and producers regarding their functions in the larger economic system. Students will realize and study the nature and functions of product markets, along with the costs associated with these markets. Market models that will be studied and applied include: pure competition, monopolistic competition, oligopoly and pure monopoly. Emphasis will be placed on government's roles in economics and how economics are affected by governmental decisions. Students will also be given the option to study Microeconomics and principles that apply to the individual decision maker, as well as the option to take the AP Microeconomics exam. **Students are expected to take the Advanced Placement Macroeconomics Exam in May. Successful completion of this course will enable students to fulfill the graduation requirement of 2.5 credits in financial literacy.**

COMPUTING FOR COLLEGE**Grades 11-12 5 Credits**

This course is designed for the college bound junior or senior who has a solid understanding of Word, PowerPoint, and Excel. Students will be aided in the investigation of college majors and conduct research as part of the college selection process. *Naviance* will be utilized to organize student college information and compile research regarding all facets of the college application process. SAT preparation will be discussed and review questions will be presented to help students prepare for exam dates. Students will also complete projects using MS Office to enhance knowledge of the applications. **Successful completion of this course will enable students to fulfill the graduation requirement of 2.5 credits in financial literacy.**

EMPLOYMENT PREPARATION AND APTITUDE**Grades 11-12 5 Credits**

Employment Preparation and Aptitude is designed to transform the student into a viable candidate for today's competitive job market. The steps in completing a job search are put to task. Review of instruction is provided to reinforce skills in areas such as: locating job openings, resume writing and letters of application, interviewing and communication techniques, personal/professional development, handling supervisory positions, career progression, and coping with job related stress. Ongoing discussions include: how to be successful at work, performance appraisals and labor law, today's marketplace and top career choices. Students will create a portfolio of class work, which will be used for future career plans. Employment skill sets will be enriched through: "on-the-job" training via observation and assistance within the daily operation of the school. It is the expectation that students enrolled in this course will be dressed appropriately for their workplace assignment. Success will be based on positive evaluation by the "employer" and portfolio development as monitored by the instructor. **Successful completion of this course will enable students to fulfill the graduation requirement of 2.5 credits in financial literacy.**

Prerequisite: *Must have a cumulative GPA of 77 or above. Enrollment into this course is subject to building principal review of student's school attendance and conduct.*

RESTAURANT MANAGEMENT & HOSPITALITY**Grades 10-12 5 Credits**

This course will acquaint students with management strategies and practices found in successful restaurants. Students will apply mathematical skills needed for budgeting in the foodservice industry, teach the dynamic interrelationships of the functions of marketing price, and explore all channels of distribution, promotion, and product responsibility, all while providing practical experience in decision-making and customer service. Skills developed in this course are critical to controlling both food costs and food quality through effective management. Professionalism, etiquette, and interpersonal skills will also be studied. Students will apply their knowledge from this course to the management of a self-sufficient catering business for the school community. **Successful completion of this course will enable students to fulfill the graduation requirement of 2.5 credits in financial literacy.**

Note: The graduation requirement for Financial Literacy can also be met through an online option with approval of the Business Supervisor and at the parent/guardian's expense.

English

ENGLISH I**Grade 9 5 Credits**

English I is a college preparatory academic course designed for students performing at or above grade level. It is required of all freshmen. Based on the NJ Student Learning Standards, it encompasses the areas of reading, writing, speaking, listening, viewing, and technology with a focus on universal and global awareness. Topics and literature will come from around the world and span time. Students will read works from authors such as Homer, Mathabane, Confucius, Alvarez, Shakespeare, and Dickens. Reading selections, audio-visual materials, classroom activities, and assessment tools are varied to accommodate all students. Students are introduced to the MLA format research paper in this course.

HONORS ENGLISH I**Grade 9 5 Credits**

Honors English I is a college preparatory course designed for highly motivated students with outstanding ability. One course goal is to prepare students for Honors/AP level courses that may be taken in sophomore through senior years. Based on the NJ Student Learning Standards, critical reading, writing, language, speaking, and listening skills are refined in a rigorous academic environment in which students are expected to be able to work independently. *Students selected for Honors English I should be highly proficient in their reading, writing, and organizational abilities. Student selection is based on multiple measures.*

AMERICAN LITERATURE**Grade 10 5 Credits**

American Literature is a college preparatory academic course designed for students performing at or above grade level. American Literature is required of all sophomores. Based on the NJ Student Learning

Standards, it encompasses the areas of reading, writing, speaking, listening, viewing, and technology. American literature and culture of the Pre-Colonial through American Realism movements is studied. Reading selections, audio-visual materials, classroom activities, and assessment tools are varied to accommodate all students. Students are expected to complete a properly documented and parenthetically cited research paper in this course.

HONORS AMERICAN LITERATURE

Grade 10

5 Credits

Honors American Literature is a college preparatory class designed for highly motivated students with outstanding ability. Based on the NJ Student Learning Standards, critical reading, writing, language, speaking, and listening skills are refined in a rigorous academic environment in which students are expected to work independently. Historical, political, and literary texts chosen for the course provide a strong foundation for the study of future Advanced Placement courses in the humanities that include English Language, American Literature, United States History, and Psychology.

Prerequisites: *Teacher recommendation and/or a 90 or above in English I.*

ADVENTURES IN LITERATURE:

THE ODYSSEY OF THE HUMAN EXPERIENCE

Grades 11-12

5 Credits

This is a college preparatory course is designed for students in grades 11 and 12. Adventures in Literature traces the development of the twentieth-century non-fiction adventure narrative to its modern expression in the exploits of twenty-first century adventurers and athletes. This class will consider both the literary and literal construction of the adventure narrative. The class readings challenge a unified concept of adventure writing beginning with the sixteenth century journals of Cabeza de Vaca and Sir Francis Drake, moving to the nineteenth century writings of Lewis and Clark, and then to contemporary descriptions of wilderness travel, like London and Krakauer. This course is aligned to the NJ Student Learning Standards in English Language Arts for Grades 11 and 12 and fulfills an English graduation requirement.

HONORS BRITISH LITERATURE

Grades 11-12

5 Credits

This course is for highly motivated students in grades 11 and 12 who wish a thorough and demanding study of works composed by British authors. Students will hone their close reading skills through plays, novels, poems and essays, while sharpening their ability to write clearly and informatively. Major works studied are from authors such as Shakespeare, Chaucer, Austen, Shaw, Bronte and Tolkien. This course is aligned to the NJ Student Learning Standards in English Language Arts for Grades 11 and 12 and fulfills an English graduation requirement.

Prerequisite: *Teacher recommendation and/or a 90 or above in current English course or 80 or above in an Honors level English course.*

CONTEMPORARY LITERATURE

Grades 11-12

5 Credits

This is a college preparatory course designed for students in grades 11 and 12. Students will explore themes in Literature from the 20th century through various media and genres. Students will understand how these themes have helped shape the culture in which we live. Students will survey the literature of The Harlem Renaissance, The Beat Movement, The Lost Generation, modern existentialists and current best-selling authors such as Cormac McCarthy and Margaret Atwood. This course is aligned to the NJ Student Learning Standards in English Language Arts for Grades 11 and 12 and fulfills an English graduation requirement.

HONORS CONTEMPORARY LITERATURE

Grades 11-12

5 Credits

This class is designed for highly motivated students who will be challenged in the areas of reading, writing, speaking, viewing, and using technology. Students will explore themes in literature from the 20th century through various media and genres. Students will understand how these themes have helped

shape the culture in which we live. Students will survey the literature of The Harlem Renaissance, The Beat Movement, The Lost Generation, modern existentialists and current best-selling authors such as Cormac McCarthy and Margaret Atwood. This course is aligned to the NJ Student Learning Standards in English Language Arts for Grades 11 and 12 and fulfills an English graduation requirement.

Prerequisite: *Teacher recommendation and/or a 90 or above in current English course or 80 or above in an Honors level English course.*

LITERATURE OF THE INDIVIDUAL

Grades 11-12 5 Credits

This is a college preparatory course designed for students in grades 11 and 12. Through the lenses of race, gender, socio-economics, spirituality, oppression, and tragedy, students will reflect on their place in the world while studying the development of both society and the individual through the literary works in the course. Students will survey contemporary and dystopian fiction in the writings of Bradbury, Salinger, Orwell, Shakespeare, and Victorian and Gilded Age authors. This course is aligned to the NJ Student Learning Standards in English Language Arts for Grades 11 and 12 and fulfills an English graduation requirement.

HONORS LITERATURE OF THE INDIVIDUAL

Grades 11-12 5 Credits

This honors level class is designed for highly motivated students who will be challenged in the areas of reading, writing, speaking, viewing, and using technology. Through the lenses of race, gender, socio-economics, spirituality, oppression, and tragedy, students will reflect on their place in the world while studying the development of both society and the individual through the literary works in the course. Students will survey contemporary and dystopian fiction in the writings of Bradbury, Salinger, Orwell, Shakespeare, and Victorian and Gilded Age authors. This course is aligned to the NJ Student Learning Standards in English Language Arts for Grades 11 and 12 and fulfills an English graduation requirement.

Prerequisite: *Teacher recommendation and/or a 90 or above in current English course or 80 or above in an Honors level English course.*

ADVANCED PLACEMENT

ENGLISH LANGUAGE and COMPOSITION

Grades 11-12 5 Credits

This course in English Language and Composition is a rigorous program that engages students in becoming skilled readers and writers. The ultimate goal of the course is to enable students to read complex texts with understanding, to write effectively for a variety of purposes, and to develop an awareness of the connection between a writer's purpose/theme and the rhetorical strategies he/she employs to achieve this goal. **Students are expected to take the Advanced Placement English Language and Composition Exam in May.**

Prerequisites: *Teacher recommendation and/or a 90 or above in current English course or an 80 or above in current Honors English course.*

ADVANCED PLACEMENT

ENGLISH LITERATURE and COMPOSITION

Grades 11-12 5 Credits

This course in English Literature and Composition is a rigorous program that engages students in the careful reading and analysis of a variety of literary works drawn from various genres, periods, and cultures. Through the close and active reading of representative texts, students will deepen their understanding of the writer's style and use of language. Writing assignments will focus on the critical analysis of literature. The ultimate goal of the course is to have students learn how to experience, interpret, and evaluate literature. **Students are expected to take the Advanced Placement English Literature and Composition Exam in May.**

Prerequisites: *Teacher recommendation and/or a 90 or above in current English course or an 80 or above in current Honors English course.*

English Electives

CREATIVE WRITING

Grades 9-12 5 Credits

Based on the NJ Student Learning Standards, this college preparatory course is designed for serious writers who desire to perfect their craft, explore various genres, analyze forms and format, and become experts at communicating the images from their minds to the minds of readers or listeners. Conducted in a writer's workshop environment, intrinsic to the process is each participant's active commitment as a writer, reader, listener, and critic. The end product is a portfolio that exemplifies a compilation of the students' most outstanding work. The publication of the annual literary magazine is one of the course objectives. This course may be repeated for credit.

English Language Learners (ELL)

ENGLISH LANGUAGE LEARNERS EDUCATION I-IV

Grades 9-12 5 Credits

In accordance with the WIDA ELP Standards, English Language Learners 1, 2, 3 and 4 will center on the language needed and used by English Language Learners in order to succeed within our school and our society. The expectation is that students will progress from language proficiency level 1, Entering, to level 6, Reaching. The focus throughout the ELL program will be on listening, speaking, reading and writing:

- Listening- process, understand, interpret, and evaluate spoken language in a variety of situations
- Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences
- Reading- process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
- Writing- engage in written communication in a variety of situations for a variety of purposes and audiences

ENGLISH LANGUAGE LEARNERS LAB

Grades 9-12 5 Credits

ELL Lab is offered to students who are non-native English speakers and/or who have limited English proficiency skills. The second language acquisition focus will be on cognitive academic learning proficiency skills (CALPS) in order to help the student successfully acquire the skills needed to make a smooth transition to the mainstream classes. Students will also receive reinforcement and instruction in reading, speaking, listening, and writing as outlined in the World-Class Instructional Design and Assessment (WIDA) standards and in conjunction with the NJ Student Learning Standards for ELA. Multiple measures will be used for assessment of the skills which include, but are not limited to, the Assessing Comprehension and Communication in English State-to-State for English Language Learners Test (ACCESS), the WIDA-ACCESS Placement Test (W-APT), the Multi-Activity Classroom (MAC) test, Read 180 and teacher recommendation.

READING FOR ENGLISH LANGUAGE LEARNERS

Grades 9-12 5 Credits

Reading for ELL introduces and reinforces skill development to the reading process for second language students as they progress through the stages of language acquisition. The course involves structured class activities as well as group and individual work with the goal of sequential skill development, increase in overall reading level, and improved performance on state-mandated assessments. Modified and differentiated instruction is also incorporated into daily lessons to meet the individual needs of students.

Family and Consumer Sciences

CULINARY ARTS I

Grades 9-12

5 Credits

Culinary Arts I is the first course in our Culinary Arts pathway program. This course is for students in grades 9-12, the course focuses specifically on sanitation, safety, weights and measures, food preparation, technology, consumerism, and nutrition. Course content involves the basic concepts of food preparation, meal planning, shopping, basic skills instruction and critical thinking skills.

CULINARY ARTS II

Grades 10-12

5 Credits

Culinary Arts II is the second course in the Culinary Arts pathway program. The course builds on previous work in safety and sanitation, topics in the restaurant industry, food storage and preservation, and food preparation methods. In addition, the students learn fundamentals of resource management and their application to the Hospitality and Foodservice Industry including coordination of both “front of the house” and “back of the house” areas. The course develops the teamwork and job skills necessary to secure Hospitality and Food Service employment. Students will enhance and demonstrate learned skills through school based enterprise as a structured learning experience. Students will prepare, package, market and distribute meals to faculty and for special school events. Students taking this course are expected to participate in the industry Serv-Safe assessment, an Industry-Valued credential.

Prerequisite: *Successful completion of Culinary Arts I*

Note: Students who complete the course sequence of Culinary 1, Culinary II, and Culinary III and pass the Serve Safe test are eligible for articulated college credits through Atlantic Cape Community College. Students should see their guidance counselor for further information.

TOMORROW’S TEACHERS

Grades 11-12

5 Credits

Tomorrow’s Teachers will assist students with an interest in teaching in developing the interpersonal and leadership skills necessary for a career in education. This class will address professional and personal development, professional practice, and academic growth in the following areas: Human relations in the school and community, education in American Society, and organizational process and behavior within the context of the school and community. Students learn the fundamentals of education by participating in a field experience at the elementary, middle, or high school level. Students will have the opportunity to earn college credit with successful completion of the course.

Health & Wellness

ADAPTED PHYSICAL EDUCATION

Grades 9-12

5 Credits

Students admitted to this program are those who (for physical, mental, or any other defined reasons) cannot participate in the regular physical education program. Instruction is adapted to the needs of the individual. Each student must have a form completed by a physician/CST each year before participation is allowed in any course activity.

HEALTH & PHYSICAL EDUCATION

Grades 9-12

4/5 Credits

Health and Physical Education is a four year program. Students will participate in team/individual sports and physical fitness activities. The program is both elective and delineated. Physical Education offers each student a variety of elective during the school year. Progression in skill level and knowledge of physical activities will be emphasized. A major focus for all electives will be physical fitness for a healthy life. Fitness terminology, skills and general knowledge are introduced in the freshman year and reinforced throughout the student’s high school career. Activities include, but are not limited to: archery, basketball, football, soccer, lacrosse, volleyball, track and field, handball, softball, physical fitness testing, weight training, golf, tennis, recreational games, yoga, mass games, and fitness activities.

Students in grades 9-11 will have one trimester of health and two trimesters of physical education. For grade 12, the health curriculum will be infused into the physical education class. Health encourages students to be responsible, respectful, informed and capable when making decisions which would impact upon the well-being of themselves and others. Health investigates a range of human interactions. Areas of study include: Driver's Education, Health and Wellness, Body systems, Comprehensive Family Life Education, Mental Health, Social Health, Human Development, Nutrition and Fitness, Substance Abuse, Communicable & Non-communicable diseases, Environmental & Community Health, Medical products, services and careers, death and dying, Violence and vandalism, dating violence, bullying, Cultural diversity, gender equity and Safety & First Aid. The course will also meet the requirements of the state in educating students on Bullying, Dating Violence, and suicide prevention. The suicide prevention bill (N.J.S.A. 18A:6-111 (2004) requires instruction in suicide prevention and related mental health issues. The state also requires the establishment of bullying prevention programs (N.J.S.A. 18A37-17), and sexual assault prevention education. (N.J.S.A. 18A:35-43)

GOAL SPECIFIC FITNESS

Grades 11-12 4/5 Credits

Goal Specific Fitness is an elective course that meets the Health and Wellness requirement for students in grades 11 and 12. Instruction in this course is designed to promote, encourage, and evaluate the student's personal fitness goals and/or individual athletic readiness. Target areas of instruction include but are not limited to endurance, strength, balance and flexibility. This course focuses contemporary exercise/training methods for developing and evaluating the student's fitness and athletic goals, concentrating on both the physical and mental aspects of fitness.

Prerequisite: Student must have an A average in their previous Health and Physical Education course at the time of scheduling, or the recommendation of the Health and Wellness Supervisor.

MOVEMENT FOR A HEALTHY LIFESTYLE

Grades 11-12 4/5 Credits

Movement for a Healthy Lifestyle is an elective course that meets the Health and Wellness requirement for Grades 11 and 12 students. Students will explore various non-traditional physical activities creating life-long wellness habits. This course will include basic concepts of nutrition, movement, and mindfulness. Each student will design a personalized, life-long movement plan to achieve a specific wellness goal. This will prepare students to be active throughout their entire lives.

Notes:

- While these new electives are open to juniors and seniors, priority will be given to scheduling seniors as course enrollment may be limited based upon staffing and scheduling constraints
- Students who have successfully completed Health and Physical Education 1, 2, & 3 can fulfill their fourth year of their Physical Education requirement through the Dance or Dance Composition curriculum. These descriptions can be found in the Performing Arts section of this guide.

SPORTS MEDICINE

Grades 11-12 5 Credits

Sports Medicine is designed for the student who is interested in the study of anatomy and physiology and how sports affect these human body systems. Areas of emphasis include the study of anatomy, exercise physiology, kinesiology, athletic injury evaluation, rehabilitation of athletic injuries, and pharmacology. The human skeletal, muscular, and nervous systems are covered in great detail. Lab experiences are an essential learning tool and include blood pressures and heart rates, reflexes, joint assessments, ankle and various taping techniques, splinting and wrappings, and dissections.

Math

Incoming ninth grade students will be notified of the date to take the GEHRHSD Algebra Placement Exam to assist with proper course placement.

Typical Sequences			
Grade 9	Grade 10	Grade 11	Grade 12
Honors Algebra II/Trig	Honors Pre-Calculus AP Statistics	AP Calculus AB AP Calculus BC AP Statistics Calculus	AP Calculus AB AP Calculus BC AP Statistics Honors Linear Algebra
Honors Geometry	Honors Algebra II/Trig	Honors Pre-Calculus AP Statistics	AP Calculus AB AP Calculus BC AP Statistics Calculus Probability & Statistics
Geometry	Honors Algebra II/Trig Algebra II/Trig	Honors Pre-Calculus Pre-Calculus Probability & Statistics AP Statistics	AP Calculus AB AP Calculus BC AP Statistics Calculus Pre-Calculus Probability & Statistics
Algebra I (Concurrent Math Lab may be scheduled based on placement test)	Honors Geometry Geometry	Honors Algebra II/Trig Algebra II/Trig Algebra II	AP Statistics Honors Pre-Calculus Pre-Calculus Algebra II Probability & Statistics Consumer Math

Departmental Notes:

Algebra I students who earn a trimester grade of at least 90% and receive a teacher recommendation may double up in *Geometry* and *Algebra II/Trigonometry* the following year if their goal is to take a Calculus course during their high school experience.

ALGEBRA I**Grades 9-12 5 Credits**

The focus of this course will be on the study of linear functions, quadratic functions, exponential functions, and data analysis. It is intended for students who are preparing to enter college or the workplace upon graduation from high school. Students will be prepared to take any associated standardized test as well as continue the mathematics curriculum to Geometry, Algebra II.

ALGEBRA II**Grades 10-12 5 Credits**

Algebra II is designed for students who are continuing the traditional mathematics route. This course will build upon concepts learned in Algebra I and Geometry. Students will explore topics such as functions, equations and inequalities, probability and statistics, logarithmic and exponential relationships, quadratic and polynomial equations, and matrices. This course will fulfill a student's final mathematics graduation requirement; students enrolled in this course should understand that Pre-Calculus will not be an option in the subsequent year as it will not cover required trigonometry.

Prerequisite: *Algebra I* **Corequisite:** *Geometry*

ALGEBRA II/TRIGONOMETRY**Grades 9-12 5 Credits**

This course is an extension of the Algebra I curriculum. Topics that were first introduced in Algebra I will be built upon and applied to problems that require higher order thinking skills. Additional topics will be introduced in a variety of methods, including self-discovery activities, group projects and presentations, and teacher led class discussions. Algebra II/Trig builds a foundation of mathematics for those students going onto Pre-Calculus and/or Trigonometry. Students will explore topics such as functions, equations and inequalities, probability and statistics, logarithmic and exponential relationships, quadratic and polynomial equations, trigonometric functions and matrices. Technology will be used to introduce and expand upon the areas of study listed above, use of line resources and graphing calculators will be incorporated into each unit.

Prerequisite: *Algebra I* **Corequisite:** *Geometry*

HONORS ALGEBRA II/ TRIGONOMETRY**Grades 9-12 5 Credits**

Honors Algebra II/ Trigonometry is geared for students who successfully completed Honors Geometry or for outstanding Algebra I/Geometry students. Additional topics will also be introduced in a variety of methods, including self-discovery activities, group projects and presentations, and teacher led class discussions. Students will explore such topics as advanced functions, equations and inequalities, probability and statistics, logarithmic and exponential relationships, quadratic and polynomial equations, advanced trigonometric functions, and matrices. Technology will be used to introduce and expand upon the areas of study listed above. The faster pace of this course allows for deeper investigation of the concepts by conducting research, solving challenging problems, and completing and presenting projects to further challenge a student. More challenging problem solving, a minimum of one project per quarter, and extension work will be required outside classroom hours than (CP) Algebra II/Trig.

Prerequisite: *Algebra I* **Corequisite:** *Geometry or Honors Geometry*. *Entrance into this course requires teacher recommendation and/or a 90 in a current college preparatory math course.*

CALCULUS**Grades 11-12 5 Credits**

Calculus is designed for students who successfully completed Pre-Calculus and who are preparing to enter college. The purpose of this course will be an overview of Pre-Calculus, the study of limits, differentiation, and integration. The course will also give students a clear connection between the graphic and algebraic representations of equations and functions and to monitor the behavior of these functions.

Prerequisite: *Honors Pre-Calculus or Pre-Calculus*

ADVANCED PLACEMENT CALCULUS AB**Grades 10-12 5 Credits**

The Advanced Placement Calculus curriculum to be covered is similar to a college-level, first semester Calculus course and some schools may accept successful completion of this course (as demonstrated by a score of 3 or higher on the AP Calculus AB exam) for credit and/or placement. This course is open to junior and senior students who have successfully mastered the content of four college-preparatory mathematics courses including Algebra, Geometry, Algebra II and Pre-Calculus. The focus of this course is divided into two branches: differential and integral calculus. The course will investigate four major ideas of these branches during the year: limits, derivatives, indefinite integrals, and definite integrals, in

preparation for the Advanced Placement Exam. The integration of technology is fundamental to this course and concepts are investigated and solved analytically, graphically, numerically and verbally.

Students are expected to take the Advanced Placement Calculus AB Exam in May.

Prerequisite: *Teacher recommendation and/or an 80 or above in Honors Pre-Calculus*

ADVANCED PLACEMENT CALCULUS BC

Grades 11-12 5 Credits

AP Calculus BC covers AP Calculus AB topics, as well as additional topics in differential and integral calculus and infinite series. This course is rigorous, challenging, and demanding, and is recommended only for those who appreciate and understand the theoretical aspects of mathematics. Additional topics are logistic growth, Euler's Method, improper integrals, series convergence, and Maclaurin and Taylor Series. Students who perform well may receive up to two semesters of college credit. Students who take the AP Calculus BC examination will receive an AP Calculus AB subscore grade in addition to the AP Calculus BC grade. **Students are expected to take the Advanced Placement Calculus BC Exam in May.**

Prerequisite: *Teacher recommendation and/or an 80 or above in Honors Pre-Calculus or successful completion of Advanced Placement Calculus AB*

CONSUMER MATH

Grades 11-12 5 Credits

Consumer Math is designed as a mathematics elective for students who have fulfilled their three year requirements for graduation. Emphasis will be placed on consumer applications of mathematics using problem solving strategies to develop critical thinking skills. The course will help students become effective consumers and will apply their skills to making real world consumer decision. **Successful completion of this course will enable students to fulfill the graduation requirement of 2.5 credits in financial literacy.**

Prerequisite: *Algebra II*

GEOMETRY

Grades 9-12 5 Credits

Geometry is the second year of the district's traditional mathematics sequence. Geometry includes the logical study of plane and solid figures, and the discovery of relationships of these figures through deductive and inductive reasoning. Students will study the geometric plane using points and lines, and then move through a rigorous triangle unit. Students will prove that triangles are congruent, and two triangles are similar. Following three sided shapes, students will study the characteristics of quadrilaterals and polygons, as well as, apply proportions and similarity theorems to similar polygons. Finally, students will study 3-D planes using polygons to create polyhedra to calculate the surface area and volume of solid figures.

Prerequisite: *Algebra I*

HONORS GEOMETRY

Grades 9-12 5 Credits

This course is the first within the district's honors mathematics sequence for those students who demonstrated exceptional proficiency in Algebra I. It reviews student's knowledge of parallel lines, triangles, quadrilaterals, circles, area, volume, transformations, as well as concepts of coordinate Algebra. The student is then required to expand upon these basic assumptions using postulates, corollaries and theorems; and apply these rules of Geometry to then discover, using inductive and deductive reasoning, how geometric objects are related. The use of graphing calculators will be incorporated after the introduction of Trigonometry.

Prerequisite: *Teacher recommendation and/or a 90 or above in Algebra I*

HONORS LINEAR ALGEBRA

Grades 11-12 5 Credits

The Honors Linear Algebra student is provided with a careful balance of theory, explanations, examples, applications, and geometric intuition. Exercises contain both computational problems and proofs. The student will be introduced to Maple, which is a computer program that can be utilized to complete a variety of symbolic, numeric, and graphical computations. This course will require the student to rely on rigor and derivation of facts from axioms rather than informational content.

Prerequisite: *Advanced Placement Calculus AB or Advanced Placement Calculus BC*

MATH LAB**Grade 9****5 Credits**

This course will be a mandatory corequisite to Algebra-1 for 9th grade students who demonstrate a need for increased fundamental skills. Both teacher recommendations and the GEHRHSD proficiency assessment will be used to identify students in need of this course. This course will be in lieu of the student's world language or elective.

PRE-CALCULUS**Grades 11-12****5 Credits**

Pre-Calculus is designed as the fourth course within the district's college preparatory math sequence. This rigorous course focuses on the study of trigonometry, a review and extension of functions introduced in Algebra 2/Trigonometry including polynomials, rationals, logarithmic and exponential. A transformational approach to graphing is used with families of related graphs. Numerical, graphical, and algebraic solutions will be considered for all problems where appropriate. The study of limits will be pivotal in preparing students for AP Calculus AB, or Calculus, the following year.

Prerequisite: *Algebra II/Trigonometry, or Honors Algebra II/Trigonometry*

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

Honors Pre-Calculus is designed as the third course in the district's honors math sequence. This rigorous course focuses on an intense study of trigonometry, a review and extension of functions introduced in Honors Algebra 2/Trigonometry using limits, and introductory topics of Calculus. The fundamental properties of Calculus such as derivatives, curve sketching and related rates will be introduced, as well as, a unit on sequences and series, to prepare students to enter AP Calculus BC the following year.

Prerequisite: *Honors Algebra II/Trigonometry or Algebra II/Trigonometry. Entrance into this course Requires teacher recommendation and/or a 90 in Algebra II/Trigonometry.*

PROBABILITY AND STATISTICS**Grades 10-12****5 Credits**

This course will introduce general statistical principles which will be useful to all students. It will connect statistical concepts to students' lives, helping them to think critically, become informed consumers, and make better decisions. It will show students how to read data critically and with comprehension, how to produce data that provides clear answers to important questions, how to display data, and how to draw trustworthy conclusions based on data. Statistics is a course that is mandatory for most majors in college; being exposed to statistics in high school is a benefit for college-bound students.

Prerequisite: *Algebra II*

ADVANCED PLACEMENT STATISTICS**Grades 10-12****5 Credits**

The purpose of Advanced Placement Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are introduced to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. This course is intended for those students who have completed Algebra II/Trigonometry (or higher) and would like to receive college credit for an introductory-level statistics course. **Students are expected to take the Advanced Placement Statistics Exam in May.**

Prerequisite: *Entrance into this course requires teacher recommendation and/or a 90 in Algebra II/Trigonometry or an 80 or above in Honors Algebra II/Trigonometry.*

Media

INTRODUCTION TO MASS MEDIA

Grades 9-12 5 Credits

Introduction to Mass Media is an introductory course to the world of television, radio and film and their related careers. A foundation course, it is designed to equip students with the skills necessary to function in a media oriented society. Students also develop skills for use in a fully equipped television studio. The course provides experience in oral presentation, dramatic presentation and media understanding. Students will develop a beginning portfolio. This program is structured to allow for individual growth, as well as peer and teacher support and evaluation.

TELEVISION BROADCAST

Grades 9-12 5 Credits

This course is an advanced course in the communications career field. Student's work in a television studio performing all of the functions related to its operation; performing, directing, editing, sound mixing, special effect techniques, etc. The primary instrument for the teaching of these skills is the production of a daily news program for broadcast on the school's closed circuit system and the production of special projects. Students have the responsibility to devote some time beyond the normal class period after school hours or during lunch periods to complete assignments and projects. Students will continue with portfolio development.

Prerequisite: *Introduction to Mass Media or Film Production and/or teacher recommendation*

FILM PRODUCTION

Grades 10-12 5 Credits

Film Production blends practical, hands-on learning with grounding in the aesthetics and craft of moviemaking. Students will be guided through a number of activities to engage them in film theory and production skills. Students looking to pursue a degree in communications or drama, students who feel that an extensive knowledge of technology and its evolution will benefit them in life, as well as creative students seeking an outlet to express their thoughts, feelings and opinions are the intended members of the course. Coursework will focus on utilizing various forms of authentic assessment that will provide students with a rigorous and relevant curriculum. Upon completion of the course, students will demonstrate a strong understanding of the history and trade of movie making. Via integrated study and a creation of works that directly coincide with historical events, styles, movements, techniques, methods and genre, students will learn and achieve. Furthermore, through a heavy focus on the business and community links, students will be given a foundation for pursuing future careers, internships and networks in the field.

HONORS DIGITAL VIDEO AND EDITING

Grades 10-12 5 Credits

Honors Digital Video and Editing is designed to allow students to continue to develop and master the art of media and the skills related to media production. The focus of this course will be on the importance of mastering pre-production planning and preparation. Students will also work towards mastery of videotaping and filmmaking skills, editing, on-camera performance, interview skills, portfolio development, writing for television, advanced camera operation, vocal acuity, as well as school wide public relations and contact with community and business leaders. This course may be repeated for credit.

Prerequisite: *Television Broadcast and/or teacher recommendation*

Music

BAND

Grades 9-12 5 Credits

This course is designed for the student who wishes to perform in an applicable instrumental group in the Greater Egg Harbor Regional School District. Membership is open to any interested student who enjoys instrumental music and displays the basic skill knowledge needed to progress further in this varied instrumental class. Students may also play a variety of instruments based on their skill level and availability. The Band has the responsibility to perform at football games, parades, competitions, graduation, and concerts with some scheduled after-school rehearsals. This course also provides aesthetic experience in:

- creating and performing
- critical/analytical/judgment/valuing
- aesthetic/personal philosophy
- historical/cultural/social concepts

This course may be repeated for credit.

CHORUS

Grades 9-12 5 Credits

This elective concentrates on the fundamentals of choral singing and performance. Membership is open to any interested student who enjoys music, particularly singing. Choral members have a responsibility to perform at concerts, competitions, festivals, graduation, and all scheduled after-school rehearsals and performances. The course also provides aesthetic experience in:

- creating and performing
- critical/analytical/judgment/valuing
- aesthetic/personal philosophy
- historical/cultural/social concepts

This course may be repeated for credit.

INSTRUMENTAL MUSIC

Grades 9-12 5 Credits

This course is designed for students who desire to begin playing or already play a band instrument and want an individualized music experience. Students meet with the instructor for individual study. This course is also open to band members who wish to receive additional intensive study for their instruments. This course also provides aesthetic experience in:

- creating and performing
- critical/analytical/judgment/valuing
- aesthetic/personal philosophy
- historical/cultural/social concepts

This course may be repeated for credit.

SELECT CHOIR

Grades 9-12 5 Credits

This course is designed for the student who wishes to perform in an applicable choral group in the Greater Egg Harbor Regional School District. The Select Choir member has the responsibility to perform at concerts, competitions, festivals, graduation, and all scheduled after-school rehearsals and performances. This course also provides aesthetic experience in:

- creating and performing
- critical/analytical/judgment/valuing
- aesthetic/personal philosophy
- historical/cultural/social concepts

This course may be repeated for credit.

Prerequisite: *Audition and Teacher Recommendation*

HISTORY OF ROCK AND ROLL

Grades 10-12 5 Credits

History of Rock and Roll seeks to balance understanding the development and significance of Rock and Roll in its historical and social environment with maintaining a focus on listening to the music as the main mode of understanding. Students will have a chance to be the rock critic as they study the chronological history of rock and view Rock and Roll films and videos. Class assignments will be organized around lectures, small group discussions, and in-class activities. The course begins with an overview of ancestors and influences: blues, boogie-woogie, jazz, swing, country and western, gospel and popular music, and the crossover success of rhythm and blues acts that marked the true birth of rock and roll. We will study the musical and social trends of the 1960s, including the influence of the British Invasion, which really signaled the arrival of rock's second generation, the rock explosion and social upheaval of

the late 1960s, and the changes in Rock and Roll music during the seventies, eighties, and nineties. The course will culminate in an exploration of today's current music trends and icons.

HONORS MUSIC THEORY

Grades 9-12 5 Credits

This class is designed for two kinds of students: The music student who is considering music as a possible career/college choice and the music student who wishes to gain a higher understanding of how music is composed. Honors Music Theory is one of the most valued and sometimes difficult classes a music student will take in college. This course will prepare students by teaching them the basics of music composition and analysis. Students will be able to identify keys, chord functions and progressions, while developing writing skills through 4-part chorales. This course will prepare students to enroll in AP Music Theory which will be offered during the 2019-2020 school year.

Prerequisite: *Concert Band, Music Lab, Piano Lab, Audition, or Teacher Recommendation*

Performing Arts

DANCE

Grades 9-12 5 Credits

In this course, students are introduced to the basic elements of dance. These elements will be explored through a study of Jazz, Modern, and Ballet techniques with an emphasis on creative movement and improvisation. Students will explore a variety of choreographic devices and create original dance works. Coursework also includes social dance, basic anatomy for the dancer, dance notation and history. Students have the responsibility to participate in informal performances and the annual spring dance concert. They will also maintain a journal to analyze and critique individual and class work. Proper dance attire is required. This course may be repeated for credit. Note: Students who have successfully completed Health and Physical Education 1, 2, & 3 can fulfill their fourth year of their Physical Education requirement through the Dance curriculum.

INTRODUCTION TO THEATRE

Grades 9-12 5 Credits

Introduction to Theatre is a basic introductory course and concentrates on the basics of dramatics in terms of theatre mechanics, speech introduction, and play construction. Activities include readings, presentation of oral exercises, participation in dramatic performances and analysis of same. For the objectives and proficiencies of this course to be fully achieved by the individual student, all theatre students are expected to devote some "after school" time to the activities of this course. This course fulfills the requirements of the New Jersey Visual and Performing Arts Core Content Standards in the areas of (a) aesthetics, (b) creation & performance, (c) elements & principles of the arts, (d) critique and (e) world cultures, history, and society.

DANCE COMPOSITION

Grades 9-12 10 Credits

This year long course is designed to master advanced level skills in ballet, modern, and jazz techniques along with developing knowledge in dance history, composition, theory and analysis. The primary emphasis will be on refining technical and performance skills and will follow N. J. core curriculum content standards for Performing Arts /Dance. Note: Students who have successfully completed Health and Physical Education 1, 2, & 3 can fulfill their fourth year of their Physical Education requirement through the Dance Composition curriculum.

Prerequisite: *Audition and/or by dance teacher recommendation.*

PLAY PERFORMANCE

Grades 10-12 5 Credits

This elective is a developmental course which builds upon skills and knowledge from Introduction to Theatre. Play Performance is for all students who have successfully completed Drama. Emphasis will be on interpreting drama, producing drama, and the fundamentals of play production while developing and reinforcing the skills introduced in Introduction to Theatre, including vocal skills, acting and improvisation. Musical theatre will be introduced as well as a more in-depth study of character analysis. Participation in school performances such as the plays, one acts, and musical is also required. This course may be repeated for credit.

Prerequisite: *Introduction to Theatre and/or teacher recommendation.*

Science

Typical Science Sequence for Students in the Class of 2020, 2021 and 2022			
Grade 9	Grade 10	Grade 11	Grade 12
Honors Physics Physics	Honors Chemistry Chemistry <u>Science Elective Course Options:</u> AP Physics 1 Environmental Science Forensics	Honors Biology Biology <u>Science Elective Course Options:</u> Students can take any additional science course in which the course prerequisite has been met.	AP Biology AP Chemistry AP Physics 1 AP Physics C AP Environmental Science Honors Anatomy & Physiology Honors Environmental Sustainability Environmental Science Forensics
Typical Science Sequence for Students in the Class of 2019			
Grade 9	Grade 10	Grade 11	Grade 12
Classical Science	Honors Biology Biology	Honors Chemistry Chemistry Environmental Science Physics <u>Science Elective Course Options:</u> Students can take any additional science course in which the course prerequisite has been met.	AP Biology AP Chemistry AP Environmental Science AP Physics 1 AP Physics C Honors Anatomy & Physiology Honors Environmental Sustainability Environmental Science Forensics Physics
Honors Biology	Chemistry Honors Chemistry	AP Biology AP Chemistry AP Physics 1 AP Environmental Science Honors Anatomy & Physiology Environmental Science Forensics Physics	AP Biology AP Chemistry AP Physics 1 AP Environmental Science Honors Anatomy & Physiology Environmental Science Forensics Physics

Notes:

1. Physics, Chemistry, and Biology must be taken in sequential order for all students entering 9th grade as of September 2016.
2. Students may double up in elective science classes based on teacher recommendation and academic performance.
3. Students electing to double up in two AP lab sciences must take a study hall to accommodate lab periods.

BIOLOGY**Grade 11****5 Credits**

This laboratory course is designed to help students gain an understanding of how the study of living things has developed through the use of investigation and observation. Students are encouraged to inquire, experience, and integrate the biological principles they have learned into their own lifestyles. This course incorporates hands-on laboratory activities in the areas of Cellular Biology, Biochemistry, Genetics, Biotechnology, Evolution, Ecology, and Human Impact.

Prerequisite: *Chemistry & Physics for Class of 2020 & 2021, Classical Science for Class of 2019*

HONORS BIOLOGY**Grade 11****5 Credits**

This laboratory course is designed to introduce and subsequently immerse students into the process of learning about the biochemistry of cells, cellular biology, genetics, biotechnology, ecology and human impact issues. The topics are developed around the five themes of biology: Organization and Development, Matter and Energy Transformations, Interactions and Interdependence, Heredity and Reproduction, and Evolution and Diversity. All topic material can be related to these themes. Lab investigations relating to the current subject material will be performed weekly and will introduce the student to the use of equipment and traditional lab skills which can be expanded upon in college. Students will be encouraged to develop study skills, test taking skills and lab skills as well as gain information on career opportunities and current research in the various fields of biology. It is aligned with Advanced Placement Biology in order to ensure greater success for those students who decide to take Advanced Placement Biology as an upper classman.

Prerequisite: *Teacher recommendation and/or a 90 or above in Chemistry*

ADVANCED PLACEMENT BIOLOGY**Grades 12****6 Credits**

AP Biology meets an additional period once in a four day rotation. The first goal of the Advanced Placement Biology course is to assist the student in his/her goal of scoring the maximum on the AP Biology Examination. Students will experience a beginning level college biology course with all of its goals and objectives. The course consists of four "Big Ideas" set forth by the College Board for the new AP Biology Course. The Big Ideas are as follows:

Big Idea 1: The process of evolution drives the diversity and unity of life.

Big Idea 2: Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.

Big Idea 3: Living systems store, retrieve, transmit, and respond to information essential to life processes.

Big Idea 4: Biological systems interact, and these systems and their interactions possess complex properties.

Students enrolled in the course will conduct the 13 required labs mandated by the College Board.

Students are expected to take the Advanced Placement Biology Exam in May.

Prerequisite: *Biology and Chemistry or Honors Biology and Honors Chemistry. Entrance into this course requires teacher recommendation and/or a 90 in a current college preparatory science course or an 80 in a current honors science course.*

CHEMISTRY**Grades 10-12****5 Credits**

This laboratory course is designed to introduce and subsequently immerse the student into the process of learning about the building blocks of matter and their interactions. This course highly stresses mathematical computation and problem solving skills. It introduces the student to the traditional fundamental skills and use of equipment that can be expanded on in the future at the college level.

Prerequisite: *Physics for Class of 2020, 2021 and 2022 and Biology for Class of 2019.*

HONORS CHEMISTRY**Grades 10****5 Credits**

This laboratory courses is designed to introduce and subsequently immerse the student into the process of learning about the building blocks of matter and their interactions. This course stresses quantitative reasoning and problem solving skills. It introduces the student to the fundamental skills and use of equipment found in a college level lab program, experimental design, data analysis and interpretation.

Prerequisite: *Physics or Honors Physics for Class of 2020, 2021, and 2022. Biology or Honors Biology, and Geometry/Honors Geometry for Class of 2019. Entrance into this course requires teacher recommendation and/or a 90 in a current college preparatory science course.*

ADVANCED PLACEMENT CHEMISTRY

Grades 11-12 6 Credits

AP Chemistry meets an additional period once in a four day rotation. AP Chemistry is equivalent to two semesters of a college level inorganic chemistry course. This course stresses quantitative reasoning and problem solving skills in each of the five content areas as described by the College Board in the "Advanced Placement Course Description", as a lab program that introduces the student to the fundamental skills and use of equipment found in a college level lab program, experimental design, data analysis and interpretation. The course consists of six "Big Ideas" set forth by the College Board the Big Ideas are as follows:

Big Idea 1: The chemical elements are the building blocks of matter, which can be understood in terms of the arrangements of atoms.

Big Idea 2: Chemical and physical properties of materials can be explained by the structure and the arrangement of atoms, ions, or molecules and the forces between them.

Big Idea 3: Changes in matter involve the rearrangement and/or reorganization of atoms and/or the transfer of electrons.

Big Idea 4: Rates of chemical reactions are determined by details of the molecular collisions.

Big Idea 5: The laws of thermodynamics describe the essential role of energy and explain and predict the direction of changes in matter.

Big Idea 6: Bonds or attractions that can be formed can be broken. These two processes are in constant competition, sensitive to initial conditions and external forces or changes.

Students are expected to take the Advanced Placement Chemistry Exam in May.

Prerequisite: *Chemistry or Honors Chemistry. Entrance into this course requires teacher recommendation and/or a 90 in a current college preparatory science course or an 80 in a current honors science course.*

ENVIRONMENTAL SCIENCE

Grades 10-12 5 Credits

This laboratory course allows students to study concepts from physical science, biology, chemistry and earth science with an environmental focus. The course is designed to develop knowledge of scientific principles and to improve laboratory skills. Students will explore scientific habits of mind through guided scientific inquiry. Scientific processes, enhancement of mathematical skills and content area reading will be stressed.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

Grades 11-12 6 Credits

AP Environmental Science meets an additional period once in a four day rotation. Students taking Advanced Placement Environmental Science will learn to define and provide examples of the basic concepts of ecology and physical geography. Students will learn how the growth of the world's population and economic growth has altered the environment, including ecological and abiotic systems. Students will understand how changes in the earth's systems are likely due to human populations. Students will be able to explain how humans can try to mitigate the effects of growing populations and expanding economies through changes in technology, policy, governmental regulations, agreements and incentives. **Students are expected to take the Advanced Placement Environmental Science Exam in May.**

Prerequisite: *Chemistry or Honors Chemistry* **Corequisite:** *Biology or Honors Biology*

Entrance into this course requires teacher recommendation and/or a 90 in a current college preparatory science course or an 80 in a current honors science course.

FORENSICS

Grades 10-12 5 Credits

This course studies how forensic scientists assist in solving crimes. Topics include history of forensic science, the crime scene, physical and biological evidence collection and analysis, microscopic investigations, hair and fiber analysis, determination of the time of death, and insect study. DNA evidence is also covered along with computer, document, and voice recognition as evidence. Disclaimer: Some of the course content may be graphic.

HONORS HUMAN ANATOMY & PHYSIOLOGY**Grades 11-12 5 Credits**

This laboratory course is designed to introduce students pursuing a career in the allied health field to the structure and function of the human body. In addition, medical terminology, diagnostic tools, current research and clinical advances will be covered. In the laboratory portion, students will learn proper laboratory techniques, how to prepare biological drawings and write formal lab reports through hands-on and virtual activities.

Prerequisite: *Chemistry* **Corequisite:** *Biology Entrance into this course requires teacher recommendation and/or a 90 in a current college preparatory science course.*

PHYSICS (Class of 2022)**Grade 9 5 Credits**

The course introduces students to the study of physics conceptually by studying physical phenomena, and by requiring them to describe those phenomena computationally and graphically, both in the classroom and the laboratory. The major topics include kinematics, mechanics, impulse, momentum, energy, thermodynamics, waves, light, optics, sound, electricity, and magnetism.

HONORS PHYSICS (Class of 2022)**Grade 9 5 Credits**

The course introduces students to the study of physics conceptually by studying physical phenomena, and by requiring them to describe rigorously those phenomena computationally and graphically, both in the classroom and the laboratory. The major topics include kinematics, mechanics, impulse, momentum, energy, thermodynamics, waves, light optics, sound, electricity and magnetism.

Prerequisite: *Acceptance into this course for 9th graders will be based on multiple measures including a review of science and math grades and teacher recommendations.*

PHYSICS (Class of 2019)**Grades 12 5 Credits**

This laboratory course is designed to be the equivalent of an introductory level physics course. This course provides a systematic introduction to the main principles of physics and emphasizes the development of critical thinking skills and problem solving techniques. It calls upon most mathematical techniques through Algebra II and Trigonometry.

Prerequisite: *Biology* **Corequisite:** *Algebra II*

ADVANCED PLACEMENT PHYSICS I**Grades 10-12 6 Credits**

AP Physics 1 meets an additional period once in a four day rotation. Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. The following are Big Ideas:

Big Idea 1: Objects and systems have properties such as mass and charge. Systems may have internal structure.

Big Idea 2: Fields existing in space can be used to explain interactions.

Big Idea 3: The interactions of an object with other objects can be described by forces.

Big Idea 4: Interactions between systems can result in changes in those systems.

Big Idea 5: Changes that occur as a result of interactions are constrained by conservation laws.

Big Idea 6: Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena

Students are expected to take the Advanced Placement Physics I Exam in May.

Corequisite: *Algebra II/Trigonometry Entrance into this course requires teacher recommendation and/or a 90 in a current college preparatory science course or an 80 or above in a current honors science course.*

ADVANCED PLACEMENT PHYSICS C**Grades 11-12****6 Credits**

AP Physics C meets an additional period once in a four day rotation. AP Physics C: Mechanics is equivalent to a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course. **Students are expected to take the Advanced Placement Physics I Exam in May.**

Prerequisite: *Honors Physics or Physics* **Corequisite:** *AP Calculus AB*

Social Studies

WORLD HISTORY**Grade 9****5 Credits**

World History is a college preparatory academic course designed for students performing at or above grade level. This course is required for all students as a prerequisite to graduation. The scope of the course will focus on the correlation between historical eras and events and their effect and role in shaping the modern world. Students will analyze the various aspects of civilizations in the regions of Africa, Middle East, India, China, Latin America and Europe. Students will be exposed to all aspects of civilizations, including cultural, social, economic, political and geographical themes.

HONORS WORLD HISTORY**Grade 9****5 Credits**

The Honors World History curriculum will place special emphasis on the utilization of advanced research and writing skills along with in-depth analysis of the major themes of world history. Students are required to perform research independently, analyze a variety of documents such as primary sources, charts, graphs, political cartoons and novels, and ultimately demonstrate higher level critical thinking skills orally and on comprehensive objective and written assessments. Students will be better prepared for Advanced Placement testing by mastering these critical thinking skills. *Students selected for Honors World History should be highly proficient in their reading, writing, and organizational abilities. Student selection is based on multiple measures.*

UNITED STATES HISTORY I**Grade 10****5 Credits**

United States History I is a college preparatory academic course designed for students performing at or above grade level. U.S. History I, a required course, is designed to address and achieve the goals set forth in the New Jersey Core Curriculum Content Standards for Social Studies. Three areas of humanities are emphasized: history, citizenship and geography. Embedded in these content areas are economic, cultural, anthropological, sociological and global perspectives. By the end of the course, students will have studied major periods in history as delineated in the Standards for Social Studies:

- o Colonization, Revolution and Constitution (1585-1800)
- o New Nation, Expansion, and Reform (1801-1861)
- o Civil War and Reconstruction (1850-1877)
- o The Development of the Industrial United States (1890-1930)
- o The Emergence of Modern America: World War I and the Roaring Twenties (1890-1930)

HONORS UNITED STATES HISTORY I**Grade 10****5 Credits**

This Honors United States History I curriculum will place special emphasis on the utilization of advanced research and writing skills along with in-depth analysis of major periods in history. U.S. History I, a required course, is designed to address and achieve the goals set forth in the New Jersey Core Curriculum Content Standards for Social Studies. Students are required to perform research independently, analyze a variety of documents such as primary sources, charts, graphs, political cartoons and novels, and ultimately demonstrate higher level critical thinking skills orally and on comprehensive objective and written assessments. Students will be better prepared for Advanced Placement testing by mastering these critical thinking skills.

Prerequisites: *Teacher recommendation and/or a 90 or above in World History.*

UNITED STATES HISTORY II**Grade 11****5 Credits**

United States History II is a college preparatory academic course designed for students performing at or above grade level. U.S. History II, a required course, is designed to address and achieve the goals set forth in the New Jersey Core Curriculum Content Standards for Social Studies. Three areas of humanities are emphasized: history, citizenship and geography. Embedded in these content areas are economic, cultural, anthropological, sociological and global perspectives. In terms of scope and sequence, this course will continue from the end of the U.S. History I course. By the end of the course, students will have studied the following major periods in history as delineated in the Standards for Social Studies:

- o The Great Depression, New Deal and World War II (1929-1945)
- o Postwar United States: Cold War, Civil Rights, Social Change (1945-1970s)
- o Contemporary United States: Domestic/International Policies and Interconnected Global Society (1970-Present)

Throughout the course, the organization and operation of the various levels of government as well as the rights for individuals will be emphasized as events are studied. A special unit on the Holocaust and Prejudice Reduction will engage students in projects and assembly presentations.

HONORS UNITED STATES HISTORY II**Grade 11****5 Credits**

This Honors United States History II curriculum will place special emphasis on the utilization of advanced research and writing skills along with in-depth analysis of three major periods in history. While the customary areas of history and geography are examined, the concentration will be politics (national and international), law, and citizenship. U.S. History II, a required course, is designed to address and achieve the goals set forth in the NJCCCS for Social Studies. Students are required to perform research independently, analyze a variety of documents such as primary sources, charts, graphs, political cartoons and novels, and ultimately demonstrate higher level critical thinking skills. Students will also be expected to be active participants in their learning. Students will be better prepared for Advanced Placement testing by mastering these critical thinking skills.

Prerequisites: *Teacher recommendation and/or a 90 or above in United States History I.*

ADVANCED PLACEMENT UNITED STATES HISTORY**Grades 11-12****5 Credits**

Students satisfy the second year of their U.S. History requirement by taking AP U.S. History. They may also take this course as an elective. The course will be following the national AP model for U.S. History. Students will be engaged in intensive instruction and will be expected to take the Advanced Placement US History exam. The course will span the entire spectrum of U.S. History beginning with Discovery and Settlement of the New World to the present. In addition to mastering content, concepts and themes, students will be trained in analyzing and interpreting primary sources and writing about Document Based Questions (DBQs). **Students are expected to take the Advanced Placement United States History Exam in May.**

Prerequisites: *Teacher recommendation and/or a 90 or above in United States History 1 and an 80 or above in Honors United States History I.*

Social Studies Electives**ADVANCED PLACEMENT GOVERNMENT & POLITICS****Grades 10-12****5 Credits**

Advanced Placement U.S. Government and Politics is based on an introductory level college course in Political Science. Emphasis is placed on a broad knowledge of U.S. History and U.S. Politics and Government. A primary purpose of the course is to prepare the student for the Advanced Placement test in which they may receive college credit if they receive an adequate score. This course is targeted for the highly motivated academic student who is interested in pursuing college level study. Content includes the formation of the American government, political beliefs and behaviors, political parties, mass media and public policy. Students will be expected to evaluate public policy, compare and contrast political philosophies, and critically evaluate landmark cases of the Supreme Court. **Students are expected to take the Advanced Placement Government and Politics Exam in May.**

Prerequisites: *Teacher recommendation and/or a 90 or above in current social studies course or an 80 or above in current honors social studies course.*

CONSCIENCE OF MANKIND**Grades 10-12 5 Credits**

What should I do with my life? What kind of person should I be? How should we treat others? What makes actions right or wrong? What is good and what is bad? What should we value? How should we organize society? Is there any reason to be moral? Is morality relative or subjective? How, if at all, can such questions be answered? Understanding these questions and ethical practices is important to a successful life, both personally and professionally. Conscience of Mankind is designed to help students understand the ethical issues involved in global situations, such as genocide, modern/colonial slavery and man's exploitation of man, as well as personal decisions made in individuals' lives. This course will allow students to discuss moral issues and reasoning and come to a deeper and more critically reflective understanding of humanity's most controversial and courageous moments.

PSYCHOLOGY**Grades 10-12 5 Credits**

Psychology is the scientific study of human and animal behavior. Why do we do what we do? Why are we who we are? Psychology intends to introduce students to a systematic scientific study of the behavior and mental processes of human beings and other animals. Students are introduced to the psychological facts, principles and phenomena associated with the major subfields within the discipline. Topics include history, research, biology, sensation, perception, consciousness, learning, motivation, emotion, development, personality, testing, psychological disorders and treatment. Also included is an examination of the methods psychologists use in their science and their practice. Emphasis is placed on how the world is perceived by the brain and what effect those perceptions have on both normal and abnormal personality behaviors.

ADVANCED PLACEMENT PSYCHOLOGY**Grades 10-12 5 Credits**

Advanced Placement Psychology will consist of a survey of the major concepts and theoretical perspectives that exist in the body of modern day psychological thinking. Emphasis will be placed on developing an eclectic philosophy by studying the theories of Freud, Piaget, Erikson, Adler, Watson, Skinner, Bandura, Rogers and Maslow. In addition to these theorists, students will be exposed to the works of other contemporary psychologists and their contributions to psychological thought. Also included is an examination of the methods psychologists use in their science and practice as well as how the world is perceived by the brain and what effect those perceptions have on both normal and abnormal personality behaviors. A unit on abnormal psychology will expose students to the study of mental illnesses as well as treatment strategies used in both normal and abnormal psychology. This course is an elective that is offered to sophomore, junior and senior level students who choose to develop their understanding of the content on the advanced level. **Students are expected to take the Advanced Placement Psychology Exam in May.**

Prerequisites: *Teacher recommendation and/or a 90 or above in current social studies course or an 80 or above in current honors social studies course.*

ABNORMAL PSYCHOLOGY**Grades 11-12 5 Credits**

It is a major goal of the course to familiarize the student with the basic concepts, ideas and theories of human behavior as applied to the area of abnormal psychology. Students will be introduced to classic and current scientific findings and perspectives and will be expected to apply them to understanding abnormal human behavior. Emphasizes major diagnostic categories and criteria, individual and social factors of maladaptive behavior, and types of therapy. Additionally, the course includes methods of clinical assessment and research strategies.

HISTORY IN 20th CENTURY AMERICAN POP CULTURE**Grades 11-12 5 Credits**

History in 20th Century American Pop Culture is an elective course that will review and develop student understanding of major historic events, trends and innovations that have had a profound impact on the evolution of American popular culture. These include the evolution of television, motion pictures, radio, the role of professional sports, and popular music. Content examples include the Super Bowl, Woodstock, Punk Rock, and classic television series. The course will also explore ways in which changes in pop culture have had significant political, economic and social implications. Course assignments address the NJCCCS for Social Studies. Artifacts, movies, and interviews will be used to enhance student understanding.

LAW AND CRIMINAL JUSTICE

Grades 11-12 5 Credits

This year long course will involve the study of the American system of criminal justice at the federal, state and local level. The class is organized around the three major components of the criminal justice system: police, courts, and corrections. It is a major goal of the course to familiarize the student with the basic concepts, ideas and theories of criminal justice and legal proceedings. Students will be introduced to historic and current case law and will be expected to apply them to an understanding of criminology and jurisprudence. Included will be an examination of the role of judges, juries, prosecutors, investigators, defense attorneys, defendants, and other actors in the trial process; the problem of crime in society; the role of the police; and correctional agencies. Both legal and behavioral realities of each stage of the criminal justice process are examined. Examine the issues and events surrounding the September 11, 2001 attacks and its subsequent effects on criminal justice and investigations.

Special Education

Students are enrolled in courses by virtue of their Individualized Educational Program (IEP). All classes will follow the General Education College Prep Curriculum with the use of modifications and adaptations on an individual basis. All students are expected to take and pass the New Jersey State mandated assessments. Special Education program descriptions appear below.

SUPPLEMENTARY AIDES AND SERVICES PROGRAM (SAS)

Students in the supplementary aides and services setting receive instruction from a general education teacher with support from paraprofessional in the classroom. The paraprofessional is assigned to the classroom with the general education teacher to provide assistance to students with IEPs. Students receive aid, modifications and/or support in a less restrictive environment. The paraprofessional assists in providing the aids and services identified in each student's IEP. Course descriptions for SAS courses can be found in the corresponding department's section of this book.

IN-CLASS RESOURCE PROGRAM (ICR)

Students in the in-class resource instructional setting are placed in a general education class with both a content specialist and special education teacher assigned. Teachers in this setting work collaboratively to plan and implement a challenging curriculum using strategies, techniques, and materials as needed to address each student's unique learning style. The preparation of lesson plans and delivery of instruction is a shared responsibility between the content specialist and the special education teacher. Course descriptions for ICR courses can be found in the corresponding department's section of this book.

SPECIAL CLASS PROGRAM (SCP)

This program serves students with similar educational needs related to their disabilities in accordance with their IEPs. Special class program courses offer a general education curriculum that is modified to provide instructional strategies based on the student's IEP. Students are instructed by a general education teacher with the assistance of a paraprofessional. Class size is reduced to allow for more individualized instruction. Course descriptions for SCP courses can be found in the corresponding department's section of this book.

PULL-OUT REPLACEMENT RESOURCE PROGRAM (POR)

Students in the pull-out replacement resource program are placed in a special education class with a special education teacher. Students in this setting follow general education curriculum. Modifications and adaptations are provided by the special education teacher as determined by each student's IEP. Class size is limited to allow for more individualized instruction. Course descriptions for POR courses can be found in the corresponding department's section of this book. Course descriptions that are unique to the POR setting are listed below:

READ 180

Grade 9

5 Credits

READ 180 is an intensive reading intervention program designed to improve reading comprehension and instill the habits of lifelong readers. The program directly addresses individual needs through adaptive and instructional software, high interest literature, and direct instruction in reading and writing skills. This program will be given to all ninth grade students in the Resource Center.

R.E.A.C.H. (Realizing Educational and Career Hopes) – A Functional Life Skills Program

This REACH program is designed to enable students with mild to moderate cognitive limitations to acquire academic and functional skills necessary for employment (in both supported and/or non-supported settings) and independent living. The program curriculum promotes vocational competencies for those students who cannot incidentally learn these skills. Instruction of these skills is infused into daily content area material rather than being taught as separate instructional units. Program components will include direct instruction in English, Reading, Math, Social Studies, Science, Problem Solving, and Vocational Preparation. Course descriptions for the R.E.A.C.H. Program can be found in the corresponding department's section of this book. Course descriptions that are unique to the REACH Program are listed below:

ADAPTED PHYSICAL EDUCATION

Grades 9-12

5 Credits

Students will participate in an adaptive physical education class. Adaptive PE is offered to students who cannot participate in the regular physical education program. Instruction is adapted to meet the individual needs of the students.

APPLICATIONS OF ALGEBRA

Grade 9

5 Credits

This is a basic skills course with an emphasis placed on functional applications of acquired algebraic knowledge. Students will develop, analyze, and explain methods for solving problems involving proportions, ratios, evaluative expressions, and graphing. Basic math skills are reinforced by interpreting symbols of algebra and solving problems encountered in activities of daily living.

APPLICATIONS OF GEOMETRY

Grade 10

5 Credits

This is a basic skills course with an emphasis placed on functional applications of acquired geometric knowledge. Students will develop an understanding of skills such as the use of angles and geometrical figures, develop and analyze methods and formulas for problem solving, and identify examples of point, line segment and angle in the design of objects and materials found in places of daily living. Students will use this knowledge to apply the principles of symmetry, transformation, and spatial reasoning to real world situations.

APPLICATIONS OF ALGEBRA II

Grade 11

5 Credits

This is a basic skills course designed to build on acquired algebraic and geometric knowledge. Students will further explore numbers, polynomials, equations and inequalities, sequences and series, probability and statistics. Students will also learn types of functions and how to solve them. An emphasis is placed on functional applications of the concepts through real world problem solving.

CONCEPTS OF PHYSICS**Grade 9****5 Credits**

This is a basic skills course designed to build upon fundamentals of physics concepts. Students will gain an understanding of components of energy, light, sound, electricity, and magnetism. Students will also apply ideas of physics to technology and examine the impact physics has in society.

CONCEPTS OF ENVIRONMENTAL CHEMISTRY**Grade 10-11****5 Credits**

This is a basic skills course designed to introduce students to the fundamental concepts of environmental chemistry. Students will gain an understanding of matter, atoms, molecules, mixtures, compounds, acids and bases, chemical reactions, and the periodic table. They will also explore chemical processes occurring in the environment which are impacted by man's activities.

CONCEPTS OF BIOLOGY**Grade 11****5 Credits**

This is a basic skills course designed to help students develop an understanding of how the study of living things has evolved through the use of investigation, observation and the accumulation of verifiable knowledge. Students should begin to realize the impact biology has on their everyday lives as well as society. They are also encouraged to inquire, experience and integrate the biological principles they have learned into their everyday life.

FINANCIAL LITERACY**Grade 12****5 Credits**

This course is designed to alert, inform, and educate students in concepts of personal finance. Real world topics include income, money management, spending and credit, saving and investing, insurance, taxes, and consumer rights.

LIFE SKILLS**Grades 9-12 5/10 Credits**

This course is designed for students in the REACH program. The course will focus on practical living skills, personal growth and management, social skills, communication, consumer awareness (comparative shopping, money management, credit, purchasing a car), and employment skills (finding a job, resume writing, interviewing techniques, maintaining employment).

READING**Grades 9-12****5 Credits**

Depending on the student's reading level, English and Reading will be supported by either System 44, a foundational reading program designed for struggling readers, or READ 180, an intensive reading intervention program that effectively addresses adolescent illiteracy and special needs reading. Both programs are presented through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. This course will satisfy one credit year of the World Language Requirement.

SCHOOL TO CAREER**Grades 12****20 Credits**

The School to Career program provides eligible students with an opportunity to participate in a half day school-based structured learning experience. A variety of career readiness opportunities are available to students based on interest and ability level. Opportunities include: food service, library & media services, shipping & receiving, buildings & grounds, classroom assistance, and retail sales. Students learn responsibility and the value of a dedicated work ethic. A planned program of individualized job training and work experience activities is developed for each student, appropriate to the student's abilities. Functional life skills are further developed to assist students in preparing for graduation and entry into a community-based job site the following year.

ACADEMIC FOUNDATIONS**Grades 9-12****5 Credits**

Academic Foundations is a course in which grade level content in the core academic areas will be taught and/or reinforced through the use of mini lessons that correspond to curricular instruction being offered in the student's core subject areas. In addition, test preparation skills and strategies will be provided with an emphasis on preparing the student for the PARCC assessment in terms of content and format. Finally, the student will be taught organizational and study skills which include: problem solving, critical reading, organizational and learning strategies, time management, use of technology, note taking, and post high

school planning transition skills. The expectation is that students will be able to apply newly acquired skills to become more effective learners. This class is offered to students whose I.E.P. states the need for such instruction.

LEARNING STRATEGIES

Grades 9-12 5 Credits

This course focuses on 4 major areas of development to support academic success: organizational skills, test taking, problem solving, and academic work habits. The course will concentrate on encouraging students to acquire a variety of skills which will allow them to better organize their course load as well as increase time management skills, improve test taking techniques, develop effective work study habits, and enhance critical thinking and problem-solving strategies.

GROUP DYNAMICS

Grades 9-12 5 Credits

This course provides students with a bio-pyscho-social framework within which to explore the factors that affect the development of positive self-regard, healthy relationships, physical and emotional self-care, problem solving skills, and emotional/behavioral self-regulation. Students will develop a greater understanding and appreciation for their own unique qualities and abilities, while identifying both age appropriate developmental tasks and challenges that are specific to their own life histories. Students will identify the healthy and unhealthy coping skills that they typically employ and will learn a variety of positive coping skills to promote resilience and well-being. Students will demonstrate utilization of anger management skills, improved socialization skills, adaptive coping mechanisms, and the ability to manage moods and emotions more effectively.

World Languages

FRENCH, GERMAN, LATIN, SPANISH

Grades 9-12

5 Credits

The first two years of language study focus on developing basic communicative skills in reading, speaking, listening, and writing. As students advance through levels I and II, they are systematically guided to use the target language as a tool for both written and oral communication. Students within level III & IV courses earn Honors weight and examine the cultures and traditions of their language in more detail, and are expected to be on a college preparatory tract. Students are introduced to historical, traditional, and folkloric aspects of the target culture via authentic materials that provide samples of native language and cultural background within contextual communicative situations.

French I	German I	Honors Latin III	Spanish I
French II	German II	Honors Latin IV	Spanish II
Honors French III	Honors German III		Honors Spanish III
Honors French IV	Honors German IV		Honors Spanish IV

AP SPANISH LANGUAGE

Grades 11-12 5 Credits

Advanced Placement Spanish Language covers the equivalent of a third year college course in advanced Spanish conversation and composition using authentic materials and sources. In this course emphasis is placed upon attaining a high degree of competency in oral skills, reading comprehension, grammar and composition. The course seeks to develop language skills that are useful and may be applied to various activities and disciplines. Students who enroll should already have a basic knowledge of the language and cultures of Spanish-speaking peoples and should have attained a reasonable proficiency in using the language. **Students are expected to take the Advanced Placement Exam in May.**

Prerequisites: *Teacher recommendation and/or a 90 or above in current Spanish course.*

SPANISH FOR HERITAGE SPEAKERS I

Grades 9-12 5 Credits

Spanish for Heritage Speakers is a course offered to students with varying oral proficiencies in their heritage language, but who require instruction in reading, writing, and formal speaking of the Spanish language. Authentic reading materials, films, and Internet resources will facilitate language acquisition, along with providing students with a venue to explore Latino cultural diversity. Analysis of literary works and global issues will challenge these students to develop the skills necessary to realize their full potential as native speakers of Spanish.

Prerequisite: *Completion of an assessment that demonstrates the student's verbal fluency.*

SPANISH FOR HERITAGE SPEAKERS II**Grades 10-12 5 Credits**

Spanish for Heritage Speakers 2 is a course offered to students who have completed Spanish for Heritage Speakers 1, and who require instruction in reading, writing, and formal speaking of the Spanish language. Authentic reading materials, films, and Internet resources will facilitate language acquisition, along with providing students with a venue to explore Latino cultural diversity. Analysis of literary works and global issues will challenge these students to develop the skills necessary to realize their full potential as native speakers of Spanish. **Prerequisite:** *Either successful completion of Spanish for Heritage Speakers I or adequate performance on an assessment that demonstrates the student's verbal fluency.*

Child Find

The Greater Egg Harbor Regional High School District coordinates Child Find activities to locate, identify and evaluate school-age children residing within the district who may be in need of special education services. If you have a child with a disability who is not receiving educational services, or if you suspect your child may have a disability, please contact the District Supervisor of Special Services at 609-625-0028.

Hijo Encontrado

El Distrito Regional de Greater Egg Harbor coordina el programa Child Find para ubicar, identificar y evaluar los niños de edad escolar que residan dentro del distrito que se necesitan servicios de la educación especial. Si Usted tiene un hijo con una discapacidad que todavía no ha recibido servicios de educación, o si usted sospecha que su hijo tenga una discapacidad, favor de ponerse en contacto con la supervisora de distrito de servicios especiales en 609-625-0028.

Greater Egg Harbor Regional High School District Eligibility Policy

The Eligibility Policy will apply equally to all students that participate in activities and or athletics. Students will gain or lose eligibility for fall and winter activities and athletics based upon credits earned from the preceding year. To be eligible for fall and winter activities and athletics, students must have earned 30 credits in the preceding school year. Pupils entering grade 9 for the first time have no eligibility requirement for fall and winter activities and athletics. Student eligibility in grades 9-12 for spring activities and athletics will be determined by averaging the first and second trimester grades. To be eligible for spring activities and athletics, students must have a passing first & second trimester average in at least six classes. A grade of WF (withdrawn failing) will be counted as a failure. The maximum number of credits that may be earned during the summer for eligibility purposes is 10 credits.

NCAA Clearinghouse Freshman Initial-Eligibility Standards

High School Student/Athletes who wish to compete in athletics in college at the Division I or Division II level must meet the initial-eligibility standards of the NCAA and be certified to compete by the NCAA Clearinghouse.

The Initial-Eligibility Requirements for Division I and II are available to review at the NCAA Clearinghouse Eligibility Center website and in the High School Guidance Office. Students and parents are strongly encouraged to review the athletic eligibility requirements for the NCAA prior to the course selection process.

High School Student/Athletes should register with the NCAA Clearinghouse Eligibility Center early in their sophomore year of high school. Go to www.eligibilitycenter.org to register.

Athletics and Activities

Cedar Creek High School anticipates offering the following athletic teams, activities, and clubs for students. The Cedar Creek Administration strongly encourages students to become actively involved in the various sports, activities, and clubs we offer. Additional activities may be offered.

Athletics

FALL

Cheerleading
Cross Country - Boys
Cross Country - Girls
Field Hockey
Football
Soccer - Boys
Soccer - Girls
Tennis - Girls
Volleyball - Girls

WINTER

Basketball - Boys
Basketball - Girls
Cheerleading
Winter Track - Boys
Winter Track - Girls
Wrestling
Swimming (Boys/Girls)

SPRING

Baseball
Golf - Coed
Softball
Tennis - Boys
Track - Boys
Track - Girls
Crew (Boys/Girls)
Lacrosse - Boys
Lacrosse - Girls

Activities

Academic Team
Art Club
Band
Choir
Culinary Club
Dance Club
Drama Club
Environmental Competition
Fellowship of Christian Athletes
Freshman Class
Future Business Leaders of America

Gay-Straight Alliance
Girls Athletic Association
Junior Class
Key Club
Literary Magazine
Math Club
Media Club
Mock Trial
National Honor Society

Peer Mediation
Philosophy Club
Pirate Princess
Robotics Club
Science Club
Senior Class
Sophomore Class
Stage Craft
Student Council
Thespan Society
Yearbook Club