

*Black Horse Pike Regional School District*  
580 Erial Road  
Blackwood, NJ 08012

*Program of Studies*  
*Course Selection Booklet*  
2015 – 2016

**Triton Regional High School**



**Highland Regional High School**



**Timber Creek Regional High School**



# BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

580 Erial Road, Blackwood, New Jersey 08012-4550

(856) 227-4106 • Fax (856) 227-6835

[www.bhprsd.org](http://www.bhprsd.org)

January 2015

Dear Parents and Students:

Choosing the right courses for a student is a major undertaking. The Black Horse Pike Regional School District community takes great pride in the rigor and breadth of our diverse course offerings. Our schools offer over 200 courses, including 13 Advanced Placement courses. The selection process can be both exciting and challenging. It is for that reason that I encourage you to apply serious care during this process.

Read through our Program of Studies Course Selection Booklet carefully, examining the many course descriptions and consider what choices might be appropriate for your individual needs, while paying careful attention to your post-secondary aspirations. Additionally, be certain to stimulate conversations with your school counselor, with additional input from teachers with whom you have built a solid rapport, as well as other professionals within the learning community. Doing so will enable you to make an informed and thoughtful decision.

The Black Horse Pike Regional School District provides every student with an enriching and rewarding experience through its various programs. By taking the proper time to review these materials and through seeking the appropriate guidance from a cadre of professionals at the BHPERSD, I am confident you will be able to take advantage of all of the curricular possibilities we have to offer you. Ultimately, I feel that the Black Horse Pike Regional School District can provide every student with an outstanding education and appropriately prepare you for your post-secondary plans. Likewise, I am excited to be a part of this process.

If I can be a resource to you during this critical process, please feel free to call upon my services.

Sincerely,



Matthew Szuchy  
Director of Curriculum and Instruction

**TRITON HIGH SCHOOL**  
250 Schubert Avenue  
Runnemede, NJ 08078-1796  
(856) 939-4500 ° Fax (856)939-4724

**HIGHLAND HIGH SCHOOL**  
450 Erial Road  
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**TIMBER CREEK HIGH SCHOOL**  
501 Jarvis Road  
Erial, NJ 08081-2169  
(856) 232-9703 ° Fax (856) 232-5267

## BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

## ADMINISTRATION

Telephone: (856) 227-4106

Dr. Brian Repici, Superintendent  
Mr. Matthew Szuchy, Director of Curriculum & Instruction  
Mrs. Julie Scully, Supervisor of Personnel Management  
Ms. Jean Grubb, Board Secretary/Business Administrator  
Mr. David Cappuccio, Director of Special Services & Special Education

DEPARTMENT SUPERVISORS		
NAME	DEPARTMENT	EXT.
Mr. Glenn Smith	Technology Education /Art	2307
Mrs. Jennifer Brown	Phys. Ed, Family and Consumer Science, Music	2309
Mrs. Marcie Geyer	Language Arts Literacy	6305
Mrs. Mary-Alice Baratta	Planning, Research, Evaluation, Assessments, Special Projects and Business	4304
Mr. Frank Torcasio	Athletic Director	4007
Mrs. Lynne Sireci	Math	2301
Mrs. Katherine Rivera	Science	6300
Ms. Gail Shelly	Social Studies/ World Languages / ELL	4306
Mrs. Erika Silich	Special Education	4302
Mrs. Jessica Caffrey	Special Education/Behavior Analyst	4308

DIRECTORS OF SCHOOL COUNSELING		
NAME	SCHOOL	EXT.
Ms. Jennifer Grimaldi	Triton Regional High School	2021
Mr. Art Alessandrini	Highland Regional High School	4036
Mr. Alan Powell	Timber Creek Regional High School	6053

## MISSION STATEMENT

The mission of the Black Horse Pike Regional School District is to educate a diverse population in an atmosphere consistent with the ideals of a free and democratic society. We are committed to an exemplary educational program, based upon the Core Curriculum Content Standards, as adopted by the State Board of Education. It is the expectation of this district that all pupils achieve the New Jersey Core Curriculum Content Standards at all grade levels. We will continue to improve students' and teachers' technological literacy as a means of preparing for the future with confidence and creativity. Our schools will ensure the safety and security of all students and strive to provide the best learning environment. We will enhance our students' growth by providing them with a creative, purposeful, and ethical atmosphere. We are dedicated to providing our students an opportunity to achieve academic goals, develop good skills, and make a positive contribution to society.

## ***EDUCATIONAL PHILOSOPHY***

We believe that a public school in a democratic society must educate for diversity in an atmosphere of freedom. As our students grow and develop, we trust that creative and purposeful actions will dominate their lives. It is our belief that their interpretation of the world depends on the kinds of ideas that fill their minds. If those ideas are weak, superficial, and incoherent, our students' lives will be uninspired, uninteresting, and chaotic. If the ideas are energetic, profound, and rational, their lives will be motivated, enriched and meaningful.

We believe that when a community asks for education, it is asking for ways to make life intelligible and meaningful. It asks that all subjects, no matter how specialized, emanate from a core of purposeful action, which reflects its basic convictions. We adhere to the teaching of core curriculum content standards established by the Department of Education. We, therefore, believe that the acquisition of the ability to interact positively with their environment will form the basis of our students' success in their future occupational endeavors as well as their physical and social activities.

It follows that the Black Horse Pike Regional School District educates only if we enable our students to continue learning. Every bit of evidence they can acquire in any area leads them that much closer to what is true, and being closer to the truth is ultimately the most satisfying experience.

We further believe that if we are to survive as a people, we will do so only if we perceive intellectual, scientific, and political truths as dynamic concepts to be discovered through inquiry, not as immutable dogma to be transmitted by authority. Thus, we aim to develop skills, attitudes, habits of mind, and the kinds of knowledge and understanding that will enable the student to act purposefully within the community.

### **VISION STATEMENT:**

The Black Horse Pike Regional School District is a community of lifelong learners nurturing the development of critical thinkers and involved citizens prepared to lead fulfilling lives in a changing world.

### **Four key questions guide our work:**

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?
- How will we deepen the learning for each student?

Student learning is our shared responsibility and the focus of each professional learning team's work. Teams of educators design and administer common learning experiences and assessments, analyze and compare the results together, and adjust instructional strategies accordingly. This collaboration upholds our rigorous, coherent curriculum; extends student learning; and results in vibrant and effective instruction.

Students understand the essential learning objectives, expect to be held accountable, and know that we will do whatever it takes to help them achieve high standards. Student successes are celebrated daily. As a result, students are engaged and invested in learning that is differentiated for their academic, social, physical, and emotional needs.

We are a community of curious learners constantly striving for excellence. In a climate of trust and respect, thoughtful change is valued and everyone has the courage to participate in conversations that push us beyond what is thought possible.

## **Equity in Education Programs and Services**

It is the policy of the Board of Education to ensure equal and bias-free access to all school facilities, courses, programs, activities, and services, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability.

The school district administration will ensure: that all pupils will have equal and barrier-free access to all school and classroom facilities, that minority and female pupils are not under-represented in gifted and talented or accelerated/advanced courses and that minority and male pupils are not over-represented in detentions, suspensions, expulsions, dropouts, or special needs classifications. Support services will be available to all pupils and that all limited English-proficient pupils and pupils with disabilities will have equal and bias-free access to all school programs and activities. The school district will ensure equal and bias-free access for all pupils to computers, computer classes, vocational education classes, and technologically-advanced instructional assistance, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability.

### **District Compliance Officers:**

*Affirmative Action Officers:* Julie Scully, 856-227-4106 ext. 8019 and Jean Grubb, 856-227-4106 ext. 8007

*Title IX/District Comprehensive Equity Officer:* Julie Scully, 856-227-4106 ext. 8019

*Section 504 Compliance Coordinator:* David Cappuccio, 856-227-4106 ext. 8013

Black Horse Pike Regional School District  
580 Erial Rd., Blackwood, NJ 08012

## PROGRAM OF STUDIES

2015 – 2016 School Year

*Please review your course selections carefully.  
After June 15, 2015, only students scheduling  
changes necessary to meet departmental criteria or  
scheduling conflicts will be honored.*

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## HIGH SCHOOL PROGRAM PLANNER AND WORKSHEET (Class of 2018 and higher)

	GRADE 9	GRADE 10	GRADE 11	GRADE 12*	REQUIRED FOR GRADUATION	
					YEARS	CREDITS
<i>English</i>					4	20
<i>Social Studies</i>					3	15
<i>Mathematics</i>					3	15
<i>Science</i>					3	15
<i>World Language</i>					1	5
<i>Physical Education</i>					4	15
<i>Health</i>					4	5
<i>Visual/Performing Arts</i>					1	5
<i>Career Education, 21st Century Life &amp; Careers</i>					1	5
<i>Financial, Economic, Business, and Entrepreneurial Literacy</i>					½ year	2.5
<i>Electives</i>						27.5
<b>TOTAL CREDITS</b>						130

- All courses are college preparatory, unless otherwise indicated in a student's Individualized Educational Plan.
- In order to be eligible for Fall and Winter co-curricular activities and sports, students must have earned at least 30 credits during the prior school year.
- In order to be eligible for Spring co-curricular activities and sports, students must be passing the equivalent of a least 15 credits at the end of the first semester.

**\*Seniors may carry less than 25 credits (but a minimum of 20 credits) provided they meet all requirements to graduate by June.**

## NJ State Minimum\* Graduation Requirements by Content Area and Grade 9 Class

	<b>Course and credit requirements for all students entering grade 9 2015-2016</b>
<b>N.J. Department of Education Required Assessments</b>	Beginning in 2014-2015 PARCC Exam (9 <sup>th</sup> , 10 <sup>th</sup> , & 11 <sup>th</sup> ) ****
<b>LANGUAGE ARTS LITERACY</b>	20 credits aligned to grade nine through 12 standards
<b>MATHEMATICS</b>	15 credits including algebra I and geometry or the content equivalent* and a third year of math that builds on the concepts and skills of algebra and geometry and prepares students for college and 21 <sup>st</sup> century careers
<b>SCIENCE</b>	15 credits including at least five credits in laboratory biology/life science or the content equivalent**; an additional laboratory inquiry-based science course including chemistry, environmental science, or physics; and a third laboratory/inquiry-based science course
<b>SOCIAL STUDIES</b>	15 credits including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography and global content in all course offerings, US History I & II
<b>FINANCIAL, ECONOMIC, BUSINESS, AND ENTREPRENEURIAL LITERACY</b>	2.5 Credits
<b>HEALTH, SAFETY, AND PHYSICAL EDUCATION</b>	3 ¾ credits in health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week, as required by N.J.S.A. 18A:35-5, 7 and 8
<b>VISUAL AND PERFORMING ARTS</b>	5 credits
<b>WORLD LANGUAGES</b>	5 credits
<b>TECHNOLOGICAL LITERACY</b>	Consistent with the Core Curriculum Content Standards, integrated throughout the curriculum
<b>21<sup>ST</sup> CENTURY LIFE AND CAREERS, OR CAREER-TECHNICAL EDUCATION</b>	5 credits
<b>TOTAL CREDITS (State Minimum)</b>	120 *** (Classes of 2015, 2016, and 2017) 130 *** (Class of 2018 and higher)

\*School districts may establish course and/or credit requirements which exceed the State minimums.

\*\* "Content equivalent" means courses or activities that include the same or equivalent knowledge and skills as those found in traditionally titled courses which are required for high school graduation and which are aligned with the Core Curriculum Content Standards. This content must be taught by certified teachers, may be integrated in one or more courses, may be titled differently, or may present material in an interdisciplinary or spiral format.

\*\*\* The 120 (130 for class of 2018 and higher) credit total is greater than the sum of the individual requirements above, to allow for student electives.

\*\*\*\*The New Jersey Department of Education has not yet indicated what indicates proficiency on the PARCC Exam.



# YOUR HIGH SCHOOL PROGRAM

The purpose of this booklet is to provide a complete description of the program of studies offered by the Black Horse Pike Regional School District. The *Program of Studies* booklet focuses on your entire four years of high school.

The list of subject offerings in the Black Horse Pike Regional School District is designed to give you an opportunity to design an individual program which takes into consideration your specific interests, abilities, needs and future goals.

As you progress through high school, you will have the responsibility of building your pattern of studies around a core of required subjects. To help you make your choice effectively, the director of school counseling and your counselor, as well as your teachers, are willing to assist you in making these decisions. When you have familiarized yourself with the information contained in the following pages, discuss with your parents for their approval those subjects that you would like to include in your schedule for next year.

## College Oriented Pattern

This program is planned for those students who have the ability and the desire to obtain educational training beyond high school: four year college, junior college, or nursing school. Seventeen Carnegie Units in subjects acceptable to the post high school training institution form the pattern of this course.

Preparing to meet requirements for college should be a long-term project that begins with your first year of high school. The usual minimum of high school units required for college is:

English	4
World Languages	2
Mathematics (Algebra I, Geometry, Algebra II)	3 (or 4)
Science (Laboratory)	3
Social Studies	3
Electives from traditional academic subjects	<u>2</u>
	17 (could be 18)

This is a basic minimum. However, individual colleges may differ. Two years of the same language usually must be completed before the college will grant any credit toward entrance and some colleges, including all New Jersey State Colleges, require three years of college prep mathematics and two years of lab science.

# S.T.E.A.M. Academy

Science, Technology, Engineering, Art and Math

We have partnered with Camden County College to create a pathway for students to focus their high school experience towards a number of possible programs. Successful students could leave high school with up to a semester's worth of college credits through Dual Credit programs and the College Now option\*. A list of dual credit programs and their college equivalent are listed below. For more information on dual credit, check with your counselor.

High School Course	Department	CCC Course #	CCC Course Title	Credits	Grade Required	AP/Score	Highland	Triton	Creek
AP Statistics	Math	MTH 111	Elements of Statistics I	3	A, B or C	Not Required	X		X
AP Biology	Science	BIO 111	Biology I-Science	4	A or B	YES 3+	X	X	X
AP Chemistry	Science	CHM 111	Chemistry I- Science	4	A or B	Not Required	X	X	X
AP Environmental Science	Science	BIO 106	Living in the Environment	4	A or B	YES 3+	X	X	X
AP Physics 1	Science	PHY 101	Physics I	4	A, B or C	Not Required	X	X	X
AP Physics 2 **	Science	PHY 102	Physics II	4	A, B or C	Not Required			
Forensic Science	Science	CHM 145	Intro to Forensic Science	4	A or B	Not Required	X	X	X
AP Government & Politics	Social Studies	POL 103	American Government	3	A or B	Not Required	X		X
AP Psychology	Social Studies	PSY 101	Basic Psychology	3	A, B or C	Not Required		X	X
AP U.S. History II	Social Studies	HIS 122	US History II	3	A, B or C	Not Required	X	X	X
CAD I & Architectural Des.	Technology	CAD 101	Computer Aided Engineering Graphics	4	A or B	Not Required		X	X
Robotics **	Technology	EET 101	Electrical & Electronic Principles	4	A or B	Not Required			
French III Honors	World Lang	FRE 101	Elementary French I	3	A or B	Not Required	X	X	X
French IV Honors	World Lang	FRE 102	Elementary French II	3	A or B	Not Required	X	X	X
Italian III Honors	World Lang	ITA 101	Elementary Italian I	3	A or B	Not Required	X	X	X
Italian IV Honors	World Lang	ITA 102	Elementary Italian II	3	A or B	Not Required	X	X	X
Spanish III Honors	World Lang	SPA 101	Elementary Spanish I	3	A or B	Not Required	X	X	X
Spanish IV Honors	World Lang	SPA 102	Elementary Spanish II	3	A or B	Not Required	X	X	X

\*\* New course... No dual credit yet

The S.T.E.A.M. Preparatory Academy at Black Horse Pike Regional is a rigorous two-year interdisciplinary program designed to provide a strong educational foundation for academically gifted students planning to pursue careers in *Science, Technology, Engineering, Arts or Mathematics*. Students enrolled in this program should be prepared for exceptionally challenging coursework and a variety of educational opportunities.

**The Purpose:** To develop high school pathways that will prepare and direct students for college and focus class and coursework selections on a given career. The pathway will include courses for students to earn college credit to ready them for their ultimate career goal. We want to pilot a program to help get the word out and inform students about REAL opportunities and put them on a track to get them there. We want to develop roadmaps for counselors and students.

**The Need:** Students need direction and real opportunities that are realistic to their abilities and dreams. They need education on the career opportunities that are out there that they do not yet know about... beyond the specifics and typical. Patient care/healthcare options are available as well as Applied associates degrees in Horticulture or Forensics.

\* College Now requires a qualifying score on the College Placement Test (Accuplacer... <https://www.accuplacer.org> )

Interested students begin the process during course selection for their freshmen year of high school by taking Innovative Engineering. Students should be on track to take advanced math and science classes throughout their high school careers. Juniors can enter the Academy by filling out an application and submitting it to their counselor. Courses for Junior and Senior year are listed below with blanks for electives and/or other academic courses.

#### Possible Junior Year Courses

AP Lang & Comp  
Pre-Calc Honors  
A.P. Calculus AB  
A.P. Statistics  
A.P. Chem  
A.P. Env. Science  
A.P. Physics I  
A.P. Biology  
US II A.P.  
PE/Health 11

### Junior / Senior Requirement...

### Capstone Project

#### Possible Senior Year Courses

A.P. Lit & Comp.  
  
A.P. Math (Calc AB, Statistics)  
  
AP Science (ES, Phys, Chem, Biology)  
  
Early Release for extended learning at CCC...  
Students can take up to four college courses

Students will be required to complete and present a Capstone Project during their senior year. An advisor will work closely with the students during the end of their junior year to help prepare for the project. During the first semester of their senior year, they will take a S.T.E.A.M. Capstone Independent Research course to finalize the project. The project will then be presented at Camden County College. **The Capstone project is a culminating experience calling upon students to utilize a vast amount of skills and knowledge learned throughout high school. The projects will ask students to research a chosen topic, create their own experiment, analyze their own results of this experiment, and disseminate the results of the project. This experience must show inter-disciplinary connections as related to a career including emphasis on Science, Technology, Engineering, Art, and Math.**

## Possible Career Paths/Programs: (Examples)

**Biotechnology/Forensic Science.** Associate in Applied Science

- Biological Technicians work with scientists studying living organisms. Many assist scientists who conduct medical research helping to find a cure for cancer or AIDS, for example. Biological technicians, also analyze organic substances such as blood, food and drugs, and some examine evidence in a forensic science laboratory.
- In High School...
  - AP Biology (Dual Credit with CCC with a 3 or higher on the AP exam)
  - AP Chemistry (Dual Credit with CCC with a C or higher)
  - AP Calculus
  - Elements of Statistics (Dual Credit with CCC with a C or Higher)
  - Forensic Science (Dual Credit with CCC)

**CADD.** Associate in Applied Science

- This career oriented major in college includes instruction on the use of a number of the most popular industry-standard graphics and drafting software applications. Employment opportunities include CADD operator, CADD technician, Computer draftsperson and Design drafter.
- In High School...
  - AP English Language and Composition
  - CADD I & Architectural Design (Dual Credit with CCC)
  - AP Calculus
  - AP Physics I (Dual Credit with CCC)

## *Steam Academy possibilities*

STEAM ACADEMY \* STEAM ACADEMY \* STEAM ACADEMY \* STEAM ACADEMY \* STEAM ACADEMY

STEAM	Courses	Careers	Possible College Credits
<b>S</b> <i>Science</i>	<i>Anatomy &amp; Physiology A.P. Biology (Dual Credit) A.P. Chemistry (Dual Credit) A.P. Physics I (Dual Credit) Forensic Science (Dual Credit) A.P. Environmental (Dual Credit)</i>	<i>Surgical Technology Biomedical Labs Pharmaceutical Industry Clinical, Hospital and reference laboratories</i>	<i>Up to 20 college credits using only the dual credit options</i>
<b>T</b> <i>Technology</i>	<i>Printing Technology (College NOW)* Internet tools and techniques (College NOW)* Digital Photography Digital Video Production Multimedia Applications Practical Computer Applications</i>	<i>Computer Animation Computer Graphics Electronic publishing Computer Programmer Database administrator</i>	<i>College Now* option can lead to up to 9 credits taking 3 courses at CCC.</i>
<b>E</b> <i>Engineering</i>	<i>Technical Drawing (College Now)* Pre-Engineering Engineering CADD I &amp; Architectural Design (Dual Credit TR&amp;HH) Robotics</i>	<i>CADD Operator CADD technician Computer Draftsperson Engineer's assistant</i>	<i>Up to 8 College credits using Dual Credit and College Now (at CCC)*</i>
<b>A</b> <i>Art</i>	<i>Photography I (College Now)* Voice and Diction (College NOW)* Art &amp; Design Art II A.P. 2D Art &amp; Design Computer Graphics Digital Photography</i>	<i>Artist Work in Art Galleries Assist Art Faculty at Art Camps Photojournalist</i>	<i>Up to 9 College credits using Dual Credit and College Now (at CCC)*</i>
<b>M</b> <i>Math</i>	<i>A.P. Statistics (Dual Credit) Algebraic Concepts (College NOW)* Pre-Calculus/Calculus A.P. Calculus</i>	<i>Pharmaceutical Industry Lab Technician Accounting Laser, optical, video manufacturing Medical Offices</i>	<i>Up to 7 College Credits using Dual Credit and College Now (at CCC)*</i>

\* College Now requires a qualifying score on the College Placement Test (Accuplacer ... <https://www.accuplacer.org> )

# GRADE 8 TO 9 SCHEDULING

## School Counseling Offices

### 9<sup>TH</sup> Grade Scheduling Chart for 2015-2016 School Year

<u>English Accelerated</u> <ul style="list-style-type: none"> <li>80% or above</li> </ul>	World History/Cultures Accelerated World Language
<u>English I: College Prep</u> <ul style="list-style-type: none"> <li>79% or below</li> </ul>	World History/Cultures CP <i>Encourage students to take World Language in Grade 10</i>
<u>Algebra I /Geometry A</u> <ul style="list-style-type: none"> <li>8<sup>th</sup> grade math class</li> <li>8<sup>th</sup> Algebra I go to GEOM A</li> </ul>	IPS
<u>Algebra I + Math Enhancement</u> <ul style="list-style-type: none"> <li>8<sup>th</sup> grade math level/Grades</li> </ul>	Biology – Scheduling into Algebra I/Math Enhancement may not be solidified until late August depending upon release of PARCC results.
<u>Reading Enhancement</u> <ul style="list-style-type: none"> <li>Identified by grades</li> </ul>	Scheduling into <u>Reading Enhancement</u> may not be solidified until late August depending upon the release of PARCC scores.
<u>Honors classes</u>	Students will be invited by department supervisors based on their IQ, Class Grades.

Please be aware of the Grading table below starting with the class of 2018 and 2019 (incoming 9<sup>th</sup> graders) below...

Numerical Average	Letter Grade	Regular Course	Honors Course	AP Course
93-100	A	4.00	5.00	5.00
90-92	A-	3.67	4.67	4.67
87-89	B+	3.33	4.33	4.33
83-86	B	3.00	4.00	4.00
80-82	B-	2.67	3.67	3.67
77-79	C+	2.33	3.33	3.33
73-76	C	2.00	3.00	3.00
70-72	C-	1.67	2.67	2.67
67-69	D+	1.33	2.33	2.33
65-66	D	1.00	2.00	2.00
Below 65	F	0.00	0.00	0.00

## GRADUATION REQUIREMENTS

It is the policy of the Board to provide learning opportunities and programs that are appropriate to the abilities, needs, and interests of the pupils in order that they may successfully complete an appropriate course of studies leading to graduation. The Board shall award the same high school diploma regardless of the program of studies completed by the pupils. A diploma, therefore, represents only the accumulation of credits; it is not a guarantee to acceptance into schools to further one's education.

It is necessary that a student's program comply with the laws of the State of New Jersey, with the requirements established by the Board of Education, and with sound principles of education before a diploma will be granted. In order to graduate a pupil must:

- I. Pass the State Mandated Tests (PARCC or other state authorized tests)
- II. Earn a total of 120 credits
- III. Pass the following courses:
  - 4 years of Physical Education
  - 4 years of Health
  - 4 years of English
  - 1 year of World History/Cultures
  - 2 years of U.S. History
  - 3 years of Math
  - 3 years of Laboratory Science
  - 1 year of World Language
  - 1 year of Visual/Performing Arts (see page 15)
  - 1 year of 21<sup>st</sup> Century Life & Careers, or Career-Technical Education (see page 15)
  - ½ year of Financial, Business, & Economic Literacy
- IV. Meet the district attendance policy #5113
- V. Complete the English Research Paper and District Electronic Portfolio requirements.

### Course Selection

Pupils shall be encouraged to carry a total of six subjects each year (totaling 30 credits) plus Physical Education and Health; however only a total of 30 credits per year, including Physical Education and Health, shall be mandated for students whose chances for overall success may be jeopardized by carrying more than 30 credits. Limited facilities may prohibit change of schedules because class sections are closed when maximum enrollment is reached.

### CREDIT REQUIREMENTS ...

<u>Class of 2017</u>	<u>Class of 2018</u>	<u>Class of 2019 and greater</u>
55 to Grade 11	25 to Grade 10	30 to Grade 10
80 to Grade 12	60 to Grade 11	65 to Grade 11
120 to Graduate	90 to Grade 12	90 to Grade 12
	130 to Graduate	130 to Graduate

A student earns five credits for each full year class offered daily that is successfully completed. A freshman, therefore, needs to pass at least five classes in order to earn the twenty-five credits necessary for promotion. However, a student must pass at least six classes in order to be eligible for

all co-curricular activities, including athletics.

## Grading Policy for Regular, Honors and Advanced Placement courses...

Listed below are the Letter Grades that will be assigned to final averages for classes along with their numerical 4.0 scale equivalents...

**NOTE:** Please be aware that if you are applying to the NCAA Clearinghouse, you need to go to their web page to see how they calculate core course GPA. <http://web1.ncaa.org/ECWR2/>

### ***For 2015-16 Juniors (Grade 11), and Seniors (Grade 12)***

Numerical Average	Letter Grade	Regular Course	Honors Course	AP Course
90-100	A	4.00	5.00	5.00
80-89	B	3.00	4.00	4.00
70-79	C	2.00	3.00	3.00
65-69	D	1.00	2.00	2.00
Below 65	F	0.00	0.00	0.00

### ***For 2014-15 Freshmen (Grade 9), and Sophomores (Grade 10)***

Numerical Average	Letter Grade	Regular Course	Honors Course	AP Course
93-100	A	4.00	5.00	5.00
90-92	A-	3.67	4.67	4.67
87-89	B+	3.33	4.33	4.33
83-86	B	3.00	4.00	4.00
80-82	B-	2.67	3.67	3.67
77-79	C+	2.33	3.33	3.33
73-76	C	2.00	3.00	3.00
70-72	C-	1.67	2.67	2.67
67-69	D+	1.33	2.33	2.33
65-66	D	1.00	2.00	2.00
Below 65	F	0.00	0.00	0.00

Students and parents are encouraged to visit <http://collegesearch.collegeboard.com/apcreditpolicy/index.jsp> to better familiarize themselves with the AP credit policy specific to each college or university.

**NOTE:** If a student is enrolled in an A.P. course, the cost of Advanced Placement exam will be covered by the district. However, if a student signs up for the exam, and decides then not to take it, the student will be fined the amount charged by the college board.

## VISUAL AND PERFORMING ARTS

## 21<sup>ST</sup> CENTURY LIFE AND CAREERS OR CAREER TECHNICAL EDUCATION

The courses listed below satisfy the criteria for **Visual & Performing Arts**. Completion of **ONE** full-year course or **TWO** semester courses will fulfill this five-credit graduation requirement.

The courses listed below satisfy the criteria for **21<sup>ST</sup> CENTURY LIFE AND CAREERS, OR CAREER TECHNICAL EDUCATION**. Completion of **ONE** full-year course or **TWO** semester courses will fulfill this five-credit graduation requirement.

### **BUSINESS EDUCATION**

- Multi-Media Applications
- Multi-Media Applications for Science (sem)

### **FAMILY & CONSUMER SCIENCE**

- Fashion Trends & Interior Design
- Skills For Living
- Culinary & Hospitality

### **FINE ARTS**

- Art & Design I, II
- Ceramics & Sculpture
- Choir & Tech
- Advanced Placement Art
- Computer Graphics I, II
- All Vocal Music Courses
- All Instrumental Music Courses
- Music Theory & Tech I, II
- Music Appreciation
- Digital Photography
- Theatre

### **TECHNOLOGY**

- Engineering
- CAD I, II
- Architectural Design
- Advanced Woodworking (Triton)
- Digital Video Production
- Digital Video Production for Science (sem)
- Robotics Engineering

### **ENGLISH**

- Creative Writing (sem)\*
- Theatre Arts
- Journalism
- Public Speaking (sem)\*
- Discussion and Debate (sem)\*
- Poetry (sem)\*

\* Course Offering Conditional Based On Teacher Certification Status

### **BUSINESS EDUCATION**

- Accounting
- Practical Computer Applications (sem)
- Multi-Media Applications
- Sports Management
- Advanced Computer Applications for Academic/Honors Chemistry (2.5 credit)

### **FAMILY & CONSUMER SCIENCE**

- Skills for Living
- Creative Foods & Nutrition
- Culinary and Hospitality Careers
- Fashion Trends & Interior Design

### **FINE ARTS**

- Computer Graphics I, II
- Choir & Tech
- Band Technology
- Vocal Music Technology
- Music Theory & Tech I, II
- Theatre

### **TECHNOLOGY**

- Innovative Engineering (sem)
- Pre-Engineering
- Engineering
- CAD I, II
- Architectural Design
- Woodworking (Triton)
- Advanced Woodworking (Triton)
- Digital Photography
- Digital Video Production
- Digital Video Production for Lab Science
- Robotics Engineering

### **SCIENCE**

- Horticulture

### **ENGLISH**

- Writing for College and the Workplace (sem)
- PARCC Preparation (sem)

### **PHYSICAL EDUCATION**

- First Aid Certification (sem)
- Care and Prevention (sem)



# GIFTED AND TALENTED PROGRAMS

## Honors Classes

For students who require a more extensive educational program, honors courses have been established in English, mathematics, science, social studies, fine arts, and world languages. The students recommended for these programs have been selected based on a number of factors including performance on standardized tests, academic performance and teacher recommendation. If you believe that you qualify for any of these honors programs, you should speak with the appropriate School Counselor and Department Supervisor.

## Gifted and Talented Program

The courses listed below will be offered dependent on student interest and skill. Therefore, it is possible that not all schools will offer the same course(s) as listed below.

ENGLISH HONORS I, II  
ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION (Jr.)  
ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION (Sr.)  
ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION

ADVANCED PLACEMENT STUDIO ART

GEOMETRY HONORS  
ALGEBRA II HONORS  
PRE-CALCULUS HONORS  
ADVANCED PLACEMENT CALCULUS AB  
ADVANCED PLACEMENT STATISTICS

LAB BIOLOGY HONORS  
ADVANCED PLACEMENT BIOLOGY  
ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE  
LAB CHEMISTRY HONORS  
ADVANCED PLACEMENT CHEMISTRY  
ADVANCED PLACEMENT PHYSICS I & II

WORLD HISTORY/CULTURES HONORS  
US HISTORY I HONORS  
ADVANCED PLACEMENT US HISTORY II  
ADVANCED PLACEMENT PSYCHOLOGY  
ADVANCED PLACEMENT GOVERNMENT AND POLITICS

MODERN LANGUAGES – LEVEL III / IV HONORS (FRENCH,  
ITALIAN, SPANISH)

Computer Aided Design (*Students can earn college credit for CAD 1 and Architectural Design with at least a “B” average grade*)

## Partnership Programs

### **(High School Plus and “2 Plus 2” Programs, and Dual Credit)**

Certain courses in our curriculum may be taken for college and high school credit at the same time. The courses will be taught at BHPUSD by our teachers as part of our regular curriculum. **Dual Credit options at Camden County College are listed on the S.T.E.A.M. page (page 9).** In order for students to earn dual credit at Camden County College, they need to receive a qualifying grade in the course, and pay for one college credit. They do not need to take the A.P. exam except for Environmental Science and Biology. Students may also enroll in these courses even if they do not wish to earn college credit. Students interested in any of these courses should discuss this program with their school counselor.

To find out what a qualifying score on the A.P. exam is for certain colleges, you can go to this website...  
<https://apstudent.collegeboard.org/creditandplacement/search-credit-policies>

## Advanced Placement Courses

AP courses are weighted where an A is equivalent to a 5.0, rather than a 4.0, a B is equivalent to a 4.0, rather than a 3.0 etc. AP exams are administered in May of each school year. Students not currently enrolled in an AP course are eligible to sit for an AP exam. Success in an AP course does not guarantee success on the AP exam. The chart below outlines how Advanced Placement courses are weighted. See the chart below...

Numerical Average	Letter Grade	AP Course
90-100	A	5.00
80-89	B	4.00
70-79	C	3.00
65-69	D	2.00
Below 65	F	0.00

Students and parents are encouraged to visit <http://collegesearch.collegeboard.com/apcreditpolicy/index.jsp> to better familiarize themselves with the AP credit policy specific to each college or university.

## English Language Learning (ELL)

For students whose native language is other than English, an ELL program is available. The program is designed to assist students in the acquisition of English language skills. Students will be assigned to ELL classes based upon the results of an assessment which determines English language proficiency and fluency. All ELL services are provided at Triton Regional High School, where there are certified ELL teachers and technology assisted language learning capabilities.

## Special Needs Courses

For students who have been identified by the Child Study Team, a Special Needs program is available. Students will be scheduled for these courses by a member of the Child Study Team in consultation with the student's school counselor in accordance with the Individual Educational Plan (IEP).

## Skills Improvement Program

For students who have not yet demonstrated proficiency in the basic skills, remedial courses in reading, writing, and mathematics are provided. Students will be placed into the appropriate course(s) based upon the results of standardized tests taken in the middle school, including NJ State Assessments, and any reading or mathematics diagnostic inventory.

### READING ENHANCEMENT      5 periods      Year      5 Credits      GRADES 9-10

Read 180 is an intensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills.

### MATH ENHANCEMENT      5 periods      Year      5 Credits      GRADES 9-12

The course is linked with the Algebra 1 course listed in the Program of Studies Book. This course is an intensive mathematical intervention program designed to meet the needs of students whose mathematics skills are below proficient. Course work will consist of the same skills listed under Algebra 1 in addition to diagnostic testing, practice in specific content areas, test taking strategies. This course is aligned to the Common Core State Standards.

### PARCC PREPARATORY CLASS (sem) and WRITING FOR COLLEGE AND

### THE WORKPLACE (sem)      5 periods      2 sem classes      2.5 Credits each      GRADES 11-12

This is the third year intensive English skills course designed to provide support for PARCC preparation. At the conclusion of semester one, students will be enrolled into a transition course for building writing skills for college and the workplace. Students not enrolled in the first semester PARCC Preparatory class may take the second semester Writing for College and the Workplace semester course.

### PARCC MATH      5 periods      Year      5 credits      GRADES 11-12

**Prerequisite:** Successful completion of Algebra I and Geometry.

This course is required for all grade 11 students who require enrichment and/or intervention in preparation for the Partnership for Assessing the Readiness for College and Careers Test (PARCC). Students requiring enrichment and/or intervention include any grade 11 student that performed partially proficient on the New Jersey ASK8 and/or received a final grade of a "D" or below in mathematics in 9th and/or 10th grade. Other assessments (state or national) may be referenced for students who did not sit for the NJASK8.

# CARNEGIE UNITS

The following courses meet the criteria specified for college entrance as Carnegie Units.  
Courses designated as "(sem)" are semester offerings which count as ½ Unit.

## ENGLISH

- English I, II, III, IV Accelerated
- College Prep English I, II, III, IV
- American Studies/English II Accelerated
- Western Studies/English III Accelerated
- Contemporary Studies/English IV Accelerated
- Honors English I, II
- A.P. English – Lang & Comp
- A.P. English – Lit & Comp
- Theatre Arts
- Public Speaking (sem)
- Discussion & Debate (sem)
- Journalism
- Creative Writing (sem)
- Intro to College Writing (sem)

## SOCIAL STUDIES

- World History/Cultures Accelerated
- World History Cultures CP
- Honors World History/Cultures
- U.S. History I, II Accelerated
- U.S. History I, II CP
- Honors U.S. History I
- American Studies/U.S. History I Accelerated
- Western Studies/U.S. History II Accelerated
- Contemporary Studies/20<sup>th</sup> Century Issues
- A.P. U.S. History
- A.P. Government and Politics
- Financial, Economic, Business Literacy (sem)
- Sociology (sem)
- Psychology/Human Behavior I
- Psychology/Human Behavior II
- A.P. Psychology
- Holocaust & Genocides (sem)

## MATHEMATICS

- Algebra I, II & IIA
- Algebra II Honors
- Geometry & Geometry A
- Geometry Honors
- Introduction to College Math
- Pre-Calculus
- Pre-Calculus Honors
- Calculus
- A.P. Calculus AB
- Advanced Math
- A.P. Statistics

## SCIENCE

- Intro to the Physical Sciences
- Lab Biology
- Lab Biology Honors
- A.P. Biology
- Lab Chemistry Accelerated
- Lab Chemistry
- Lab Chemistry Honors
- A.P. Chemistry
- Lab Physics
- A.P. Physics I, II
- A.P. Environmental Science
- Scientific Research
- Human Anatomy & Physiology
- Forensic Science
- Physical Systems
- Biology
- Environmental Science

## WORLD LANGUAGES

- French I, II
- Honors French III, IV
- Italian I, II
- Honors Italian III, IV
- Spanish I, II
- Honors Spanish III, IV

## NOTE:

- Students should contact their school counselor for further information about Carnegie Units and NCAA requirements.
- Students should also consult their school counselor regarding courses not listed here.

# **COURSE DESCRIPTIONS**

## **EQUAL ACCESS**

**No student shall be denied access to any course offering on the basis of race, sex, national origin, color, creed, religion, ancestry, economic status or disability.**

# BUSINESS EDUCATION OFFERINGS

**PRACTICAL COMPUTER APPLICATIONS** 2.5 period Semester 2.5 credits GRADES 9-12

Practical Computer Applications is a course that integrates the necessary skills for successful entry into the world of information processing. Students will learn the touch keyboarding method while learning word processing, desktop publishing, spreadsheet, and presentation software. Students will be able to create, revise, manipulate and print various projects utilizing correct formatting, grammar, and language rules. Students will be able to integrate these software applications.

**ADVANCED COMPUTER APPLICATIONS  
for LAB SCIENCE**

3.0 periods Year 3.0 credits GRADES 10-12

Advanced Computer Applications is a course that integrates the intermediate to advanced skills needed for successful entry into the world of information processing. Students will use the touch-keyboarding method while learning the advanced word processing, desktop publishing, spreadsheet, and presentation software. Students will be able to create, revise, manipulate and print various projects utilizing correct formatting, grammar, and language rules. Students will be able to integrate these software applications. Projects will be assigned to navigate and research on the Internet. At the end of the course, students will apply their computer skills to complete a business simulation.

**MULTI MEDIA APPLICATIONS**

5 periods Year 5 credits GRADES 10-12

The Multimedia Computer Applications course is designed to introduce students to the software and skills that are essential to the 21st century world of E-commerce and marketing. Students will use "Web" editing programs to develop state of the art Web Sites that catch the consumer's eye and imagination. Students will use an image editing program to modify digital images, manipulate color images, retouch photographs, and combine and layer images. Students will also use graphic tools to create original designs. Students will use a popular multimedia tool to create a variety of experiences for Web pages such as complex animations, interactive controls, simulations and games.

**MULTI MEDIA APPLICATIONS for Lab Sciences** 3.0 periods Year 3.0 credits GRADES 9-12

*Students must be concurrently enrolled in an accelerated, honors or A.P. science LAB course*

This course uses the same curricular concepts as the full year Multi-Media Applications course; however, it has been modified to a companion course for the Lab Sciences.

**FINANCIAL LITERACY** 2.5 Periods Semester 2.5 credits GRADES 9-12

Young adults need the knowledge and skills to make informed financial decisions throughout their lives. This course will help students become informed consumers by setting personal, career and financial goals. Topics will include basic economics, creating and working with a budget, banking services, establishing credit and using it wisely, consumer protection laws and fraud, saving and investing for your future and various types of insurance. The Internet and other computer applications will be used in various classroom activities. **(Graduation Requirement)**

**FINANCIAL LITERACY for Honors Biology** 2.5 Periods Year 2.5 credits GRADE 9

*Students must be concurrently enrolled in Honors Biology*

This course uses the same curricular concepts as the semester Financial Literacy course; however, it has been modified to a companion course for the Honors Biology Course

**ACCOUNTING** 5 periods Year 5 credits GRADES 10-12

Accounting is a course designed for students to develop an understanding of the basic terms and principles of accounting that they will encounter in business and personal activities. Students will be taught the skills of analyzing, recording, interpreting, and preparing formal accounting records for a proprietorship and a partnership. Specific topics to be covered include: analysis of business transactions, use of journals, ledger accounts, financial statements, checking accounts, banking, payroll, and basic tax activities. Basic accounting principles will be applied through the use of a computerized accounting program. **Accounting is recommended for all students interested in pursuing a college degree in business.**

**SPORTS MANAGEMENT & MARKETING** 5 periods Year 5 credits GRADES 11-12

This course is designed for the student who plans to pursue a college degree in Business Management. Students will learn the basic principles of management and marketing and how these principles are applied to managing and operating a business and/or sports entity. Major emphasis will be in the following areas: leadership, product management, people management, finance, managing and marketing a sports' team, concession, security, contracts and negotiations, public relations, sponsorship, event management, planning and executing the operation of a business or sports event. This course provides critical information for those interested in the sports, business management and marketing fields, as well as for any business major.

## ENGLISH LANGUAGE ARTS OFFERINGS

Students select English courses according to their prior achievement and their educational goals. Four years of English are required.

Students in all English Language Arts courses are expected to progress in their levels of independence and to engage in all requirements as set forth by Common Core standards for reading literature, reading informational texts, writing, speaking & listening, and language. They will be required to engage in close readings and analysis of a variety of narrative and informational texts; they will use Writing Workshop to develop and produce argument essays, expository essays, and narrative essays or stories; and they will demonstrate the skills associated with speaking, listening, grammar, and vocabulary. Students will be expected to engage in independent reading selections in addition to assigned readings for whole-class literary study. Independent reading selections will be determined based on students' interests, reading levels, curricular themes, and personal choices.

**College Prep English** courses fulfill the basic requirements for earning credits in English Language Arts.

**Accelerated English** courses require that students possess above-average language skills and reading and writing abilities. Students will be expected to handle independent work and research in a mature, scholarly manner.

**English Honors and Advanced Placement** courses are open to those who apply and are selected. These students excel in achievement as they pursue a rigorous program in literature, composition, and research.

To receive credit for 11th and 12th grade Advanced Placement, Accelerated, or College Prep English courses, a student must complete a research assignment that meets English Department standards as stipulated in the written description of the assignment given by the teacher to the student. Students in 11th grade will not advance to 12th-grade English, and students in 12th grade will not graduate if the research assignment requirement is not met.

**All required English courses give a summer reading assignment and some courses also give a summer writing assignment.**

Elective courses in English are designed to offer an in-depth study of specialized areas for students who have demonstrated an interest and competence. While elective courses do not replace required English courses, some of them do satisfy criteria for the Visual and Performing Arts requirement.

Students with English credit deficiencies may not take two sequential English courses during the sophomore or junior year.

### COLLEGE PREP AND ACCELERATED ENGLISH COURSES

#### ENGLISH I: COLLEGE PREP & ENGLISH I: ACCELERATED    5 periods    Year    5 credits    GRADE 9

These courses develop the background necessary for education beyond the high school level. Emphasis is placed on study skills, vocabulary in context, oral and written composition, and a survey of poetry, the short story, the novel, and drama. A short research project is prepared as students are acclimated to the Library Media Center. This course is recommended for all college-bound students. Placement in the Accelerated-level course requires that students have demonstrated proficiency on standardized tests and achievement in prior English courses.

#### ENGLISH II: COLLEGE PREP & ENGLISH II: ACCELERATED    5 periods    Year    5 credits    GRADE 10

These are recommended courses for the sophomore planning post secondary education. They survey American literature from the 1600's to the present. Formal and informal writing and speaking activities are important elements of this course as are vocabulary study and basic grammar review. Placement in the Accelerated-level course requires that the student has demonstrated achievement in an **English I: Accelerated course or that the student fulfills the following criteria: The student has earned over an 80% average in an English I: College Prep course.**

**AMERICAN STUDIES / ENGLISH II ACCELERATED**      **5 periods**      **Year**      **5 credits**      **GRADE 10**

**Prerequisite:** Placement in this course requires that students meet the criteria for the application process and have a minimum average of 80% in English I Accelerated and World History Accelerated. A selection committee of teachers and supervisors set annual standards and review applications. The application process is explained in the English I Accelerated classes so that all students are informed of the opportunity.

This course is the equivalent of five credits of English II Accelerated, and is taught in conjunction with American Studies/U.S. History I Accelerated. Through an integrated study of history and literature by authors from the United States, students will explore historical developments and discover how literature, art, music, and philosophy reflected and shaped the historical events and social conditions from the colonial period to the 1890's, the Revolution and Early National Period, and the Age of the Civil War and Reconstruction. For example, a unit on the American Dream might include reading *The Great Gatsby* and poems by Langston Hughes, researching the antebellum South, and analyzing early folk ballads, in addition to studying the historical events of the period. This course will be taught cooperatively by one English teacher and one Social Studies teacher in a two periods, five days a week, to provide integrated study.

**ENGLISH III: COLLEGE PREP & ENGLISH III: ACCELERATED**      **5 periods**      **Year**      **5 credits**      **GRADE 11**

These courses are for the junior planning post-secondary education. Students will study British literature and compose a number of formal/informal essays. In addition, students will study vocabulary, grammar, usage, and mechanics. Placement in the Accelerated-level course requires that the student has demonstrated achievement in the **English II: Accelerated course or that the student fulfills the following criteria: The student has earned over an 80% average in an English II: College Prep course.**

**WESTERN STUDIES / ENGLISH III ACCELERATED**      **5 periods**      **Year**      **5 credits**      **GRADE 11**

**Prerequisite:** Placement in this course requires that students earn a 75% or higher in American Studies. Students not previously enrolled in the Studies program must meet the criteria for the application process and demonstrate successful completion of US History IA and English IIA, with an average of 80% or above. A selection committee of teachers and supervisors set annual standards and review applications. The application process is explained in the English II Accelerated classes so that all students are informed of the opportunity.

The second year of the "Studies" program is the equivalent of five credits of English III Accelerated. Through an integrated, thematic approach using American and British literature, art, music, and philosophy, students will examine units including the Progressive Movement, the Great Depression, the World Wars, the Cold War era, the Sixties, and modern U.S. history. For example, a unit on the Cold War might include reading Orwell's *Animal Farm* (the emergence of Communism) along with the study of United States reactions to the spread of the communist ideology during the 1950's. This course will be taught cooperatively by one English teacher and one Social Studies teacher in a double period, five days a week, to provide integrated study.

**ENGLISH IV: COLLEGE PREP & ENGLISH IV: ACCELERATED**      **5 periods**      **Year**      **5credits**      **GRADE 12**

These courses challenge the college-bound student with a survey and analysis of world literature. College-related writing is stressed; students discuss the form, content, and preparation of the college essay, as well as scholarship essays. Students will write literary analyses. Placement in the Accelerated-level course requires that the student has demonstrated achievement in the **English III: Accelerated course or that the student fulfills the following criteria: The student has earned an 80% average in an English III: College Prep course and has been recommended by the English department supervisor.**

**CONTEMPORARY STUDIES / ENGLISH IV ACCELERATED**      **5 periods**      **Year**      **5 credits**      **GRADE 12**

**Prerequisite:** Placement in this course requires that students earn a 75% or higher in Western Studies. Students not previously enrolled in the Studies program must meet the criteria for the application process and demonstrate successful completion of US History IIA and English IIIA, with an average of 80% or above. A selection committee of teachers and supervisors set annual standards and review applications. The application process is explained in the Western Studies classes so that all students are informed of the opportunity.

The third year of the "Studies" program is the equivalent of five credits of English IV Accelerated. The course of study includes modern, post-modern, and contemporary texts and issues. Much like American and Western Studies, Contemporary Studies consists of thematic units and involves various multi-sensory activities: debating topics, researching and problem-solving with a group, evaluating and presenting research. This course presents an excellent opportunity for seniors to learn more about the society they are about to enter. This course will be taught cooperatively by one English teacher and one Social Studies teacher in two periods, five days a week, to provide integrated study.

## HONORS AND ADVANCED PLACEMENT ENGLISH COURSES

### ENGLISH I: HONORS

5 periods Year 5 credits GRADE 9

**Prerequisite:** Students will be recommended to this course based upon a rigorous selection process involving a review of standardized test scores and achievement in English Language Arts courses. Summer reading assignments are required.

This is the first step in a four-year English program for highly-talented students. Students read poetry, short stories, novels, and a Shakespearean play. It is expected students in this course will read extensively and probe into literary analysis. Supplementary work requires independent acquisition of vocabulary knowledge; understanding and application of grammatical conventions; and establishment of sound academic habits and strong study skills. Students will be expected to work diligently to complete course requirements and meet personal goals. Assignments and projects in the summer and as culminating activities throughout the year are required.

### ENGLISH II: HONORS

5 periods Year 5 credits GRADE 10

**Prerequisite:** Successful completion of 75% or better in English I Honors. Students not previously enrolled in Honors can request a move up in placement if they have earned a 90% or better in the Accelerated-level course. Summer reading assignments are required.

This is the second step in a four-year program for highly-talented students. Teacher recommendation, appropriate achievement in English, and interviews with the English staff will be used to accept applying students if they have not completed English Honors I.

Extensive composition and formal writing will be required. The literature study will involve the central themes of United States literature. Supplementary work requires independent acquisition of vocabulary knowledge; understanding and application of grammatical conventions; and establishment of sound academic habits and strong study skills. Students will be expected to work diligently to complete course requirements and personally derived goals. Assignments and projects in the summer and as culminating activities throughout the year are required.

### ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION (Jr.)

5 periods Year 5 credits GRADE 11

**Prerequisite:** Successful completion of 75% or better in English II Honors. Students not previously enrolled in Honors can request a move up in placement if they have earned a 90% or better in an Accelerated-level course. Summer reading assignments are required.

Superior English students are challenged in this class to use primary and secondary source material in their analysis of mostly British literature. They will analyze the historical, political, and social influences upon literature from the Anglo-Saxon Period to the Modern Era. They will read, discuss, and analyze a variety of works. The study of composition will emphasize the rhetorical styles of argumentation, narration, and exposition. Writing and critical reading with attention to the nuances of language, characteristics of style, and awareness of audience are practiced. Although not required, students are expected to take the Advanced Placement English Language and Composition Examination. Completing summer reading and writing assignments is required.

### ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION (Sr.)

5 periods Year 5 credits GRADE 12

**Prerequisite:** Students who have earned a 90% average or better in English III Accelerated. Students who have successfully completed Advanced Placement English Language and Composition as juniors may not take this course. Summer reading assignments are required.

In this survey of world literature, students will read selections, which range from the earliest epics to the contemporary literature of a variety of cultures. The study of composition will emphasize the rhetorical styles of argumentation, narration, and exposition. Writing and critical reading with attention to the nuances of language, characteristics of style, and awareness of audience are practiced. Although not required, students are expected to take the Advanced Placement English Language and Composition Examination. Completing summer reading and writing assignments is required.



**ADVANCED PLACEMENT ENGLISH  
LITERATURE & COMPOSITION**

**5 periods Year 5 credits GRADE 12**

**Prerequisite: Successful completion of 75% or better in AP Language & Composition Jr. Summer reading assignments are required.**

This is the fourth year of a four-year sequential program for highly talented students. The course engages students in the close reading and critical analysis of literature to extend their understanding of the ways writers use language. Literary works will be studied to analyze structure, style, themes, and elements, including the use of figurative language, imagery, symbolism, and tone. Students in this course are expected to engage in close readings that require text annotations and to produce writing that requires extensive analysis that represents engagement in a creative process, and that adheres to MLA style conventions when required. Although not required, students are expected to take the Advanced Placement English Literature and Composition Examination. Completing summer reading and writing assignments is required.

**ELECTIVE ENGLISH COURSES**

**THEATRE ARTS 5 periods Year 5 credits GRADES 9-12**

This comprehensive English course engages students in the study of different periods in the development of theater, beginning with the Ancient Greeks and progressing to modern drama. Periods of study include the Renaissance and Shakespearean drama; Classical Drama and its origins; Commedia Dell'arte; and evolution of American drama. To provide experience with contemporary theater, students will also study social issue drama, and the connections that media and pop culture have on the changing role of theatre arts.

**PUBLIC SPEAKING 5 periods Semester 2.5 credits GRADES 10-12**

This is a course designed to develop skills needed to successfully present information in real-world situations and to increase student self-confidence in their ability to effectively communicate in various speaking situations. Organization, logical thinking, and persuasive methods will be examined as students engage in creating original presentations as well as analyzing what others produce, including critiquing of visual and performing arts, evaluating model speeches, and assessing peer productions. The students will employ techniques to help alleviate fears associated with public speaking, use verbal and non-verbal communication skills, and develop individual style in an array of speaking activities.

**DISCUSSION AND DEBATE 5 periods Semester 2.5 credits GRADES 10-12**

**Prerequisite: Successful completion of Public Speaking**

This course is designed for students who enjoy exploring, researching, and presenting on a wide variety of topics. This course offers students the opportunity to hone their presentation skills as they engage in debate and make speeches that effectively present topics in logical and appropriate manner according to audience and purpose. Problems of interest in today's society will be examined in a friendly, non-threatening environment. This course will be of special interest to any student preparing for a career in communications, entertainment, law, and a variety of other fields.

**CREATIVE WRITING** **5 periods** **Semester** **2.5 credits** **GRADES 10-12**

Students will be encouraged to think “outside the box” and will learn to write creatively in a variety of forms: non-fiction, short stories, screenplays, and children’s books. The class will also examine classic and modern writing, as well as elements of film and music in relation to class themes. Other activities may include performances, experimenting with technology, writing contests, attempts at publication, a class literary magazine, and the evaluation of other people’s writing.

**POETRY** **5 periods** **Semester** **2.5 credits** **GRADES 10-12**

This course offers an in-depth study of poetry from various time periods. Students will study poets from the Harlem Renaissance, the Transcendentalist Movement, the Beat Generation, and The Geraldine R. Dodge Poetry Festival, among others. Members of this class will learn to critically read and analyze poetry for style, structure, literary and historical context, and theme. In addition to literary interpretation, students will write, perform, and publish their own poems in attempt to discover their own unique voice and style.

**JOURNALISM** **5 periods** **Year** **5 credits** **GRADES 10-12**

This course explores the fundamentals of news writing and the development of journalistic procedures. Students will prepare news-related stories including features, in-depth articles, editorials, and reviews, with a concentration on design layout, editing, and revision for publication. Students will study the evolution of media throughout history, focusing on the responsibilities of news organizations and the validity of sources, as well as on analyzing how evolving technologies, such as the Internet and social media, have influenced changes in journalism.

**INTRODUCTION TO**

**COLLEGE WRITING** **5 periods** **Semester** **2.5 credits** **GRADES 11-12**

This course is for students who need to improve their writing skills. The average college-prep writer can benefit from this subject. A writing workshop format will be used to emphasize the writing process, with a focus on achieving fluency in writing, developing essay structure, revising, and editing.

## 21<sup>st</sup> CENTURY LIFE AND CAREER OFFERINGS (FAMILY AND CONSUMER SCIENCE)

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<b>SKILLS FOR LIVING</b>	<b>5 Periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 9-11</b>
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This course is designed to help students meet the challenges of their daily lives with confidence. Students will learn basic information and practical skills. Topics such as interpersonal/family relationships, career preparation, life management, healthy living, foods/nutrition, child care, clothing and housing will be discussed and practiced. Included in this course will be many “hands-on” activities that will not only enhance each unit, but make this course fun to take.

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<b>FASHION TRENDS &amp; INTERIOR DESIGN</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 10-12</b>
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The students will explore the historical, cultural, and social influences on fashion trends as they have evolved over the years. They will examine elements and principles of design to make personal fashion decisions. Projects will include the study of a past fashion era, current fashion designers, and several hands-on projects using current tools and technology. Basics of sewing will be learned in order to explore the world of clothing and fashion. Students will explore the various career opportunities in fashion and apparel including marketing of fashion products. Students will critique their final products to develop a sense of aesthetics. Opportunities are available for group and individual projects.

In addition, students will be able to explore their own decorating style as they apply it to the elements, principles, and other theories related to design. Designing floor plans, color schemes, and optimal furniture arrangement will be an integral aspect of projects assigned. Students will explore the history of furniture and decorating trends. The art of feng shui will be examined. Current techniques and technologies will be utilized by the students for completion of projects. Personal decision-making and creativity will be encouraged in the choice of a home decoration project. Students will critique their final projects to develop a sense of aesthetics and perceptual skills.

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<b>CREATIVE FOODS &amp; NUTRITION</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 10-12</b>
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As part of the Creative Foods and Nutrition curriculum, students will safely plan and prepare creative and nutritious cuisine. Students will work in a group setting while preparing and evaluating foods. Geography will be reinforced along with the history of regional American cuisine. Healthy eating and recipe modifications will be emphasized. Students will be encouraged to research food choices incorporating 6 major nutrients. The *Food Guide Pyramid* will be used throughout the units studied.

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<b>CULINARY &amp; HOSPITALITY CAREERS</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 11-12</b>
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**Prerequisite: Creative Foods & Nutrition**

This course is designed for the student who is interested in a career in culinary, hotel & restaurant management. Food safety and sanitation will be emphasized in this program. Students will advance their culinary skills with emphasis on tools and techniques utilized in the food service industry. Students will understand and apply the fundamental concepts, skills and techniques involved in cake decorating, plating and display. Students will explore the art of culinary through garnishing and edible art. Hospitality careers of food & beverage, lodging, recreation, travel & tourism will be covered. Students will work in teams to gain experience needed for employment in the food service industry. Food and hospitality careers will be explored through a variety of mediums.

# FINE ARTS OFFERINGS

## ART COURSES

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<b>ART &amp; DESIGN I</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 9-12</b>
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Course description: A fine arts credit is required for graduation. Art I fills the state requirement for this credit. This course is designed as a beginning level art class. No prior background in art is required. This class is designed as an introduction to the foundations of art. Art I contributes to the student's development in the four content areas of art production, art history, art criticism, and aesthetics. Because the study of art is enhanced through experiences in creating art, students will explore a variety of two- and three-dimensional studio experiences.

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<b>ART &amp; DESIGN II</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 10-12</b>
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**Prerequisite:** Art & Design I or Teacher and Supervisor recommendation with Ceramics/Sculpture

Art II is a more in-depth study of materials and techniques. There is a greater opportunity for experimentation and expression, though with a greater emphasis on the finished work of art. Student performance will be measured through projects completed both inside and outside of class, as well as through the ability to make informed observations during critiques at a more complex level. Art II will allow the students' to explore the four content areas of art production, art history, art criticism, and aesthetics at a more proficient level. Students considering pursuing Advanced Art may begin college portfolio preparation at this level

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<b>ADVANCED PLACEMENT 2D ART &amp; DESIGN</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 11-12</b>
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**Prerequisite:** Art II or Teacher and Supervisor Recommendation

Course description: Advanced Studio Art is intended for highly motivated students who are seriously interested in developing their own artistic vision. Successful completion of at least two years of preparatory art classes and/or teacher selection based on application is required. Students will be expected to work outside of class. Students will maintain a sketchbook and will be expected to read professional literature in the area of their concentration. Emphasis will be on art production and portfolio preparation suitable for college entry and submission for scholarship consideration. Advanced Studio Art students will be required to present a formal body of work in the annual Art Show.

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<b>CERAMICS &amp; SCULPTURE</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 10-12</b>
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Students will learn to create visual ideas and/or pottery in clay that are both sculptural and functional. They will construct with clay using coil and slab building techniques, a potters' wheel, and other methods. They will also explore building the ceramic surface with a variety of glazes and firing techniques. Students will also work with varied materials to produce three-dimensional work using wire, plaster, papier-mâché and found objects.

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<b>COMPUTER ART and GRAPHICS I</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 10-12</b>
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Students interested in blending traditional art & design with computer skills will learn methods to personalize their own designs as well as to prepare for a career in art. Software programs taught will be the same as those utilized in art colleges and by professional artists. Computer generated drawing techniques as well as photographic image manipulation will be presented.

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<b>COMPUTER ART and GRAPHICS II</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 11-12</b>
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**Prerequisite:** Computer Art and Graphics I

This course will advance the art skills learned in Computer Art and Graphics I, manipulating scanned and drawn images. Each student will have the opportunity to accomplish project objectives using a personal, individual approach. 3-D graphics will also be included. This course will help prepare for a career in art and design.

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<b>DIGITAL PHOTOGRAPHY</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 10-12</b>
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Digital Photography will serve as an introduction to the digital camera, digital film, digital darkroom and their application to the production of a body of contemporary photographic work. Students will have the opportunity to use a digital camera and to manipulate digital photographs to improve tonal range and contrast. They will combine and layer images to create dynamic effects. Students will also look at the creative opportunities of blur effects, color correction and monochromatic imaging.

## MUSIC COURSES

<b>MUSIC APPRECIATION</b>	<b>5 periods</b>	<b>Semester</b>	<b>2.5 credits</b>	<b>GRADES 9-12</b>
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In this introductory course, students will be exposed to various elements of music such as sound, pitch dynamics, voices, instruments, rhythm, melody, harmony, and musical form. Students will also learn about the different periods, styles, artists, and composers associated with music throughout history. Prior vocal or instrumental experiences are not required to participate in this course.

<b>GUITAR</b> ( <i>offered at all three schools</i> )	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 9-12</b>
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This course offers beginning instruction on acoustical guitar. Students learn music fundamentals, chord structures, music notation and theory, strumming patterns and techniques, the basics of finger picking and playing lead guitar, and instrumental techniques for accompanying and playing traditional and contemporary songs. The music covered will include songs by recent and diverse performers. Because students may cycle through four years of this course, each year they will focus on a different skill set, technology and literature.

<b>INTRO TO INSTRUMENTAL MUSIC</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 9-12</b>
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This class is designed for students who have no previous instrumental music experience and wish to learn to play a brass, woodwind, or percussion instrument. The student will learn the basics of music reading and playing in an ensemble. Completion of this course will lead to participation in the Concert, Marching, and Jazz Bands. The school can supply most instruments, but in some cases the student may be responsible for obtaining an instrument through rental or purchase.

<b>CONCERT BAND</b>	<b>4 or 5 periods</b>	<b>Year</b>	<b>4 or 5 credits</b>	<b>GRADES 9-12</b>
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**Prerequisite:** Previous instrumental experience and the ability to read music, or the approval of the supervisor. Students with no instrumental experience should contact the music department and begin taking lessons prior to the beginning of the school year or register for Beginning Band.

This course is designed for students interested in performing instrumental literature in a variety of styles. Students will explore the technical and aesthetic demands of quality concert band music and will gain knowledge of the basic music theory behind it. The concert band gives a number of concerts during the school year, and the after-school dress rehearsals and concert performances are required. Students are encouraged to participate in the instrumental lesson program run by the music department.

<b>BAND TECHNOLOGY</b>	<b>3 or 5 periods</b>	<b>Year</b>	<b>3 or 5 credits</b>	<b>GRADES 9-12</b>
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The ever increasing technological inventions and adaptations allow music to be created, enhanced, and serve as an instructional tool. Band Technology will run concurrently with Concert Band and integrate a practical arts/technology component into Concert Band Class to satisfy graduation requirements. Students will employ methods including the design and construction of scales sheets, warm-ups, technique etudes and transposition reference sheets as they apply to various instruments and student skill levels. The etudes and reference sheets could be electronically shared and adapted by the student to his/her particular instrument. Technology will be infused throughout the course of study in order to promote music learning and enrichment through technological tools.

<b>MUSIC THEORY &amp; TECH I</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 10-12</b>
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**Prerequisite:** Student must have prior experience in either instrumental or vocal music.

This course is designed for students who want to explore the fundamental concepts of music theory as they apply to their instruments. Content includes, but is not limited to note reading, intervals, scales, rhythm, melodic composition, technology and vocabulary.

<b>MUSIC THEORY &amp; TECH II</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 10-12</b>
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**Prerequisite:** Music Theory I

This course is designed for students who want to further develop the concepts of music theory explored in Music Theory I. Content includes but is not limited to harmony, chord construction and identification, chord progression, improvisation, technology, composition and form.

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<b>VOCAL MUSIC I</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 9-12</b>
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This course is designed for students with little or no previous voice training. Emphasis will be placed on tone placement, breath control, sight singing in keys of C, G, and F, gaining confidence in singing, the health and physique aspects of a singer, practice techniques, voice differences, limitations and responsibilities, and proper posture for singers. Students will be encouraged to participate in the Choir activity.

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<b>VOCAL MUSIC II</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 10-12</b>
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**Prerequisite:** Vocal Music I

This course is a continuation of Vocal Music 1. Emphasis will be placed on breath control, the interaction between posture and breath control, the catch-breath and its application and proper use, sight singing in keys of D, Bb, and A, tonal attack and release with normal legato attack contrasted with staccato attack, free tone, relaxation exercises, and the nature of a balanced, efficient sonorous tone. Students will be encouraged to audition for the advanced Chorale choral group.

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<b>VOCAL MUSIC III</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 11-12</b>
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**Prerequisite:** Vocal Music II

This course is a continuation of Vocal Music II. Emphasis will be placed on determining appropriate tone color, basic diction principles, the International Phonetic Alphabet and its application, sight singing in keys of Eb, E, and Ab, vowel production with the basics of tongue, jaw, and lip position, basic concepts in equalizing the vowels, and understanding the interpretation of double vowels and diphthongs.

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<b>VOCAL MUSIC IV</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADE 12</b>
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**Prerequisite:** Vocal Music III

This course is a continuation of Vocal Music III. Emphasis will be placed on consonant production with emphasis placed on tongue and lip action and the requirements for audibility in performance, importance and implementation of legato and sostenuto style and technique, sight singing in keys of B, Db, and F#, extending the range at the top and bottom of the vocal range with rules for handling the dynamics at the outer limits, intonation during performance and possible physical causes, memorization of music and text techniques, stage deportment and stage etiquette involved with performances.

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<b>VOCAL TECHNOLOGY</b>	<b>4 or 5 periods</b>	<b>Year</b>	<b>4 or 5 credits</b>	<b>GRADES 10-12</b>
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**Prerequisite:** Vocal Music I or Concert Choir

The aim of this course is to provide the musically-inclined student with an opportunity to develop an understanding of the basic concepts and principles of computer-based musical training along with traditional methods and ensemble singing. Students will generate worksheets and etudes for various instruments and electronically share them with the class. This course will run concurrently with Vocal Music, Chorus, Vocal Music Science, and Chorus/Science Courses.

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<b>CONCERT CHOIR &amp; TECH</b>	<b>4 or 5 periods</b>	<b>Year</b>	<b>4 or 5 credits</b>	<b>GRADES 9-12</b>
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This course is for students interested in experiencing and receiving instruction in four part choral singing. Students will be singing a wide variety of musical styles, including classical, pop, Broadway, seasonal favorites, and standard choral literature. Students will learn their music as a member of sections of sopranos, altos, tenors and basses. Emphasis will include proper tone production techniques, and the basics of breath control. The students will learn to read music and will learn to read rhythms and sight sing using solfeggio. Students will be tested orally on rhythmic reading, sight singing, and on their choral music parts. This is a performance class, and concerts, rehearsals, and graduation are a class requirement, and will be assigned a percentage of the class grade for the marking period in which they occur.

## MATHEMATICS OFFERINGS

<b>ALGEBRA I</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 9-12</b>
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Algebra is the first course of a rigorous three-year sequential mathematics program for high school students. Taught in alignment with the Common Core State Standards, Algebra I requires students to interpret the structure of expressions, write expressions in equivalent forms to solve problems, perform arithmetic operations on polynomials, understand the relationship between zeros and factors of polynomials, use polynomial identities to solve problems, rewrite simple rational expressions, create equations that describe numbers or relationships, understand solving equations as a process of reasoning and explain the reasoning, solve equations and inequalities in one variable, solve systems of equations, and represent and solve equations and inequalities graphically. Students will also complete a unit on functions and descriptive statistics.

Linear, quadratic and exponential functions of growth and decay are studied both analytically and graphically to give students a broad understanding on which to develop a sound mathematical knowledge base in order to be prepared for the 21<sup>st</sup> century for college and career readiness.

<b>GEOMETRY</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 10-12</b>
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**Prerequisite: Completion of Algebra I**

Geometry is the second course of a rigorous three-year sequential mathematics program for high school students. Taught in alignment with the Common Core State Standards, Geometry requires students to experiment with transformations in the plane, understand congruence in terms of rigid motion, prove geometric theorems, make geometric constructions, understand similarity in terms of similarity transformations, prove theorems involving similarity, define trigonometric ratios and solve problems involving right triangles, apply trigonometry to general triangles, understand and apply theorems about circles, find arc lengths and areas of sectors of circles, translate between the geometric description and the equation for a conic section, use coordinates to prove simple geometric theorems algebraically, explain volume formulas and use them to solve problems, visualize relationships between two-dimensional and three-dimensional objects, and apply geometric concepts in modeling situations. Students will also complete a unit on applications of probability.

Geometry is devoted primarily to plane Euclidean geometry, studied both synthetically (without coordinates) and analytically (with coordinates) to further build upon the student's mathematical knowledge base in order to be prepared for the 21<sup>st</sup> century for college and career readiness.

<b>GEOMETRY ACCELERATED</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 9-12</b>
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**Prerequisite: Placement in Geometry A requires completion of Algebra I with a grade of 80% or higher, or completion of Algebra I/Math Enhancement with a 90% or higher and teacher recommendation. Students scheduled for Geometry A may double with Algebra IIA or Algebra II Honors if they have demonstrated completion of Algebra I with a grade of 90% or higher.**

Geometry is the second course of a rigorous three-year sequential mathematics program for high school students. Taught in alignment with the Common Core State Standards, Geometry requires students to experiment with transformations in the plane, understand congruence in terms of rigid motion, prove geometric theorems, make geometric constructions, understand similarity in terms of similarity transformations, prove theorems involving similarity, define trigonometric ratios and solve problems involving right triangles, apply trigonometry to general triangles, understand and apply theorems about circles, find arc lengths and areas of sectors of circles, translate between the geometric description and the equation for a conic section, use coordinates to prove simple geometric theorems algebraically, explain volume formulas and use them to solve problems, visualize relationships between two-dimensional and three-dimensional objects, and apply geometric concepts in modeling situations. Students will also complete a unit on applications of probability.

Geometry is devoted primarily to plane Euclidean geometry, studied both synthetically (without coordinates) and analytically (with coordinates) to further build upon the student's mathematical knowledge base in order to be prepared for the 21<sup>st</sup> century for college and career readiness.

<b>GEOMETRY HONORS</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 9-10</b>
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**Prerequisite:** Successful completion of Algebra I with at least a 90% average. Freshman will be recommended to this course based upon a rigorous selection process involving a review of standardized test scores and achievement in Math courses.

This course will be in a form that is more rigorous, in depth, and extensive in its coverage than either Geometry Accelerated or Geometry. It will require more homework and studying. Geometry uses precise language and exact statements to underline the logical structure of mathematics. Deductive proofs are explained and emphasized throughout the course in a development that brings out the significant roles of induction and intuition. The course will cover the following elements of geometry: inductive and deductive reasoning; angle relationships; points, lines, and planes; congruency and similarity of polygons; trigonometric relationships in right triangles; circles and related angles and angle measurements; and coordinate geometry.

<b>ALGEBRA II</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 10-12</b>
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**Prerequisite:** Completion of Algebra I. It is recommended that Geometry be taken before Algebra II.

Algebra II is the third course of a rigorous three-year sequential mathematics program for high school students. Taught in alignment with the Common Core State Standards, Algebra II further develops students' comprehension of algebraic concepts and functions through understanding the concept of a function and the use of function notation, interpreting functions that arise in application in terms of context, analyzing functions using different representations, building functions that model relationships between two quantities, building new functions from existing functions, constructing and comparing linear and exponential models to solve problems, extending the domain of trigonometric functions using the unit circle, modeling periodic phenomena with trigonometric functions, and proving and applying trigonometric identities. Students will also complete a unit on making inferences and conclusions from data.

Algebra II continues to build upon students' knowledge base on linear, quadratic, and exponential functions, but extends functions concepts to include polynomial, rational and radical functions. Analytical and graphical approaches are employed to further develop students' comprehension in order to be prepared for the 21<sup>st</sup> century and college and career readiness.

<b>ALGEBRA II ACCELERATED</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 10-12</b>
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**Prerequisite:** Placement in Algebra II A courses require that students complete Algebra 1 with an 80% average or higher, and completion of Geometry A with a 75% average or higher.

Algebra I is the third course of a rigorous three-year sequential mathematics program for high school students. Taught in alignment with the Common Core State Standards, Algebra I further develops students' comprehension of algebraic concepts and functions through understanding the concept of a function and the use of function notation, interpreting functions that arise in application in terms of context, analyzing functions using different representations, building functions that model relationships between two quantities, building new functions from existing functions, constructing and comparing linear and exponential models to solve problems, extending the domain of trigonometric functions using the unit circle, modeling periodic phenomena with trigonometric functions, and proving and applying trigonometric identities. Students will also complete a unit on making inferences and conclusions from data.

Algebra I continues to build upon students' knowledge base on linear, quadratic, and exponential functions, but extends functions concepts to include polynomial, rational and radical functions. Analytical and graphical approaches are employed to further develop students' comprehension in order to be prepared for the 21<sup>st</sup> century and college and career readiness.

<b>ALGEBRA II HONORS</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 10-11</b>
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**Prerequisite:** Placement in Algebra 2 Honors requires that students have demonstrated completion of both Algebra 1 with a 90% average or higher, Geometry A with a 90% average or higher, or Geometry Honors with an 75% average or higher.

The Algebra II Honors course covers essentially the same content areas as the regular Algebra II and Algebra II Accelerated courses described above. In addition, conic sections will be explored both graphically and analytically in Algebra II Honors. Due to the nature of the students enrolled in this course, it is expected to be much more demanding in terms of depth and breadth of material studied.



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<b>PRE-CALCULUS</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 11-12</b>
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**Prerequisite:** Placement in Pre-Calculus requires that students have demonstrated completion of Algebra 1 and Algebra IIA with an 80% average or higher or Algebra II with a 90% average or higher, completion of Geometry A with a 75% average or higher.

The Pre-Calculus course is an advanced mathematical course that is designed to prepare students for collegial level mathematics including concepts of Calculus. Building upon students prior knowledge of Algebra, Geometry, and Algebra II, the Pre-Calculus course further explores polynomial, rational, exponential and logarithmic functions. Other topics include analytic trigonometry, multivariable systems of equations, vectors and limits as an introduction to Calculus.

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<b>HONORS PRE-CALCULUS</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADE 11</b>
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**Prerequisite:** Placement in Pre-Calculus Honors requires that students have demonstrated completion of Algebra I, Geometry A, and Algebra 2 A with a 90% average or higher or Geometry Honors and Algebra II Honors with a 75% average or higher.

The Pre-Calculus Honors course covers essentially the same content areas as the regular Pre-Calculus course described above. However, due to the nature of the students enrolled in this course, it is expected to be much more demanding in terms of depth and breadth of material studied.

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<b>CALCULUS</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADE 12</b>
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**Prerequisite:** Placement in Calculus requires that students have demonstrated completion of Algebra I, Geometry A, Algebra II A and Pre-Calculus with an 80% average or higher or Geometry Honors and Algebra II Honors with a 70% average or higher.

Continuing the study of collegial mathematics at the high school level, Calculus students will explore limits and their properties, differentiation, applications of differentiation, integration, logarithmic, exponential, and other transcendental functions, applications of integration, integration techniques, L'Hopital's Rule, and Improper integrals.

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<b>ADVANCED PLACEMENT CALCULUS AB</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADE 12</b>
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**Prerequisite:** Placement in Advanced Placement Calculus requires that students have demonstrated completion of Pre-Calculus with a 90% average or higher and teacher recommendation, or Pre-Calculus Honors with a 75% average or higher.

Advanced Placement Calculus AB course is a special college-level experience. It is designed to be more challenging compared to the Calculus course described above as it is expected to be more demanding in terms of the depth and breadth of material studied. This course will take more time, require more work, and is paced appropriately for students to be successful on the AP Exam. It is equivalent to a first semester college Calculus I course as it follows the topics established by the College Board.

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<b>ADVANCED PLACEMENT STATISTICS</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADE 12</b>
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**Prerequisite:** Placement in Advanced Placement Statistics requires that students have demonstrated completion in Algebra II Accelerated with at least a 90% average or higher, or Algebra II Honors with at least a 75% average or higher.

Advanced Placement Statistics is designed to be a challenging course that prepares students for the study of statistics in college. The basic principles and methods and elementary research techniques are explored. Students are introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Observing patterns and departures from patterns. 2. Deciding what and how to measure. 3. Anticipating Patterns: Producing models using probability theory and simulation. 4. Statistical Inference: Confirming models. This course is paced appropriately for students to be successful on the AP Exam.

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<b>ADVANCED MATH</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 11-12</b>
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**Prerequisite:** Successful completion of Algebra II

This course is for those students who intend to go to college but who do not intend to ever take calculus. The syllabus for this course will include a six-week math S.A.T. review. It will also include the following topics from discrete math: mathematics of voting; weighted voting systems; fair division; Euler circuits; Hamilton circuits and paths; the mathematics of networks; the mathematics of scheduling; Fibonacci numbers and the golden ratio; the mathematics of population growth; fractal geometry; collecting statistical data; descriptive statistics; and chances, probability, and odds.

**Prerequisite: Successful completion of Algebra I and Geometry.**

This course is required for all grade 11 students who require enrichment and/or intervention in preparation for the Partnership for Assessing the Readiness for College and Careers Test (PARCC). Students requiring enrichment and/or intervention include any grade 11 student that performed partially proficient on the New Jersey ASK8 and/or received a final grade of a "D" or below in mathematics in 9<sup>th</sup> and/or 10<sup>th</sup> grade. Other assessments (state or national) may be referenced for students who did not sit for the NJASK8.

**Prerequisite: Successful completion of Algebra I and Geometry.**

This course is for those students who intend to go to college but who do not intend to ever take Calculus in high school. Students in the Intro to College Mathematics will be provided with the opportunity to complete their high school mathematics requirements as well as potentially complete the developmental mathematics sequence at Camden County College. The course has been certified by a Camden County College faculty member and provides students with the Accuplacer test along with course work in computation and Algebra. Students completing their Camden County Math requirements will be notified directly by the College.

## PHYSICAL EDUCATION OFFERINGS

<b>PHYSICAL EDUCATION 9</b>	<b>4 or 5 periods</b>	<b>3 M.P.</b>	<b>3.75 credits</b>	<b>GRADE 9</b>
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The emphasis is on skill development in various team sports. Fitness units and fitness testing will be done each marking period.

<b>PHYSICAL EDUCATION 9 (HIGHLAND ONLY)</b>	<b>4 or 5 periods</b>	<b>SEM</b>	<b>2.50 credits</b>	<b>GRADE 9</b>
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The emphasis is on skill development in various team sports. Fitness units and fitness testing will be done each marking period.

<b>HEALTH EDUCATION 9</b>	<b>4 or 5 periods</b>	<b>1 M.P.</b>	<b>1.25 credits</b>	<b>GRADE 9</b>
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The freshman health program focuses on character development and fundamental skills needed to “do high school,” while integrating concepts in nutrition, family life (including sexually transmitted diseases), alcohol, drugs, and tobacco.

<b>HEALTH EDUCATION 9 (HIGHLAND ONLY)</b>	<b>4 or 5 periods</b>	<b>SEM</b>	<b>2.50 credits</b>	<b>GRADE 9</b>
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The freshman health program focuses on character development and fundamental skills needed to “do high school,” while integrating concepts in nutrition, family life (including sexually transmitted diseases), alcohol, drugs, and tobacco.

<b>PHYSICAL EDUCATION 10</b>	<b>4 or 5 periods</b>	<b>3 M.P.</b>	<b>3.0 or 3.75 credits</b>	<b>GRADE 10</b>
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The emphasis is continued on skill development in various team sports. Fitness units and fitness testing will be done each marking period. **LAB BIOLOGY students will receive 3.0 credits for this course.**

<b>HEALTH EDUCATION 10</b>	<b>4 or 5 periods</b>	<b>1 M.P.</b>	<b>1.0 or 1.25 credits</b>	<b>GRADE 10</b>
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DRIVER SAFETY EDUCATION includes classroom work in safe driving practices and rules of the road, along with a three-week unit in substance use/abuse with emphasis on its application to driving. At the end of the course, students take the NJ State written driver education test. **LAB BIOLOGY students will receive 1.0 credit for this course.**

<b>PHYSICAL EDUCATION 11</b>	<b>5 periods</b>	<b>3 M.P.</b>	<b>3.75 credits</b>	<b>GRADE 11</b>
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The emphasis is on individual and team sports. Most of the activities are centered around organized games. Fitness units and fitness testing will be done each marking period.

<b>HEALTH EDUCATION 11</b>	<b>5 periods</b>	<b>1 M.P.</b>	<b>1.25 credits</b>	<b>GRADE 11</b>
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FIRST AID covers basic Red Cross first aid, along with a three-week unit devoted to further study of substance use/abuse. Students are graded on classroom preparation, participation, written work, tests, and reports.

<b>PHYSICAL EDUCATION 12</b>	<b>5 periods</b>	<b>3 M.P.</b>	<b>3.75 credits</b>	<b>GRADE 12</b>
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The emphasis is on lifetime activities as well as individual and dual sports. Fitness units and fitness testing will be done each marking period.

<b>HEALTH EDUCATION 12</b>	<b>5 periods</b>	<b>1 M.P.</b>	<b>1.25 credits</b>	<b>GRADE 12</b>
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PERSONAL LIVING includes various topics in family life education - a three-week unit in substance use/abuse particularly as it affects the family is part of the nine-week unit. Students will be graded on participation, preparation, written assignments, and projects.

<b>ADAPTED PHYSICAL EDUCATION</b>	<b>5 periods</b>	<b>3 M.P.</b>	<b>3.75 credits</b>	<b>GRADES 9-12</b>
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In order to accommodate students with either temporary or permanent disabilities in our school population, there is a need to provide a program that facilitates the capabilities of each and every child. Therefore, the basic objective of the Adapted Physical Education Program is to provide each student with activity suitable to his or her work capacity. These activities range from the teaching of the basic motor skills to rhythmical activities, and game play.

<b>TEEN PEP (H&amp;PE 12) (now offered at all 3 schools)</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADE 12</b>
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TEEN PEP (or Teen Prevention Education Program) is a year-long course that utilizes a comprehensive sexual health curriculum and results in a core group of trained peer educators who conduct outreach programs with peers, parents, and educators. The curriculum focuses on decision-making skills, preventing unplanned pregnancy, HIV/AIDS and other sexually transmitted infections, dating violence and date rape, sexual harassment and other sexual health concerns.

*The course is offered to seniors on an invitation-only basis. The course fulfills the Health and Physical Education requirement for grade 12.*

**FIRST AID/CPR CERTIFICATION** *(now offered at all 3 schools)*    **5 periods**    **Semester 2.5 credits**    **GRADE 12**

**Prerequisite: Successful completion of Health Education III**

This course is designed to certify an individual in Adult, Child, and Infant CPR as well as Community First Aid. The course will prepare the student for practices and skills needed in an emergency situation. A certification card will be issued to each individual upon completion of the course as long as he/she fulfills the requirements and standards set by the American Red Cross.

**CARE & PREVENTION OF ATHLETIC INJURIES**    **5 periods**    **Semester 2.5 credits**    **GRADE 12**

**Prerequisite: Successful completion of Health Education III**

This course is aimed at preparing a student for a possible career in athletic training. The course will cover the fundamental concepts of basic anatomy, care of common injuries, first aid, injury prevention, rehabilitation techniques, types of injuries, and how and when to use specific forms of padding, taping, and bandaging.

## SCIENCE OFFERINGS

### INTRODUCTORY COURSES

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<b>LAB BIOLOGY HONORS</b>	<b>6 periods</b>	<b>Year</b>	<b>6 credits</b>	<b>GRADES 9-10</b>
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**Prerequisite:** Concurrent enrollment in Geometry Accelerated or higher. Freshman will be recommended to this course based upon a rigorous selection process involving a review of standardized test scores and achievement in Science and Math courses. For sophomores, successful completion of IPS with a 90% or higher.

The Laboratory Biology Honors course covers essentially the same content areas as the regular Laboratory Biology course described. However, due to the nature of the students enrolled in this course, it is expected to be much more demanding in terms of the depth and breadth of material studied. In May, students will sit for the New Jersey Biology Competency Test.

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<b>ADVANCED COMPUTER APPLICATIONS for LAB SCIENCE</b>	<b>3.0 period</b>	<b>Year</b>	<b>3.0 credits</b>	<b>GRADES 9-12</b>
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Advanced Computer Applications is a course that integrates the intermediate to advanced skills needed for successful entry into the world of information processing. Students will use the touch-keyboarding method while learning the advanced word processing, desktop publishing, spreadsheet, and presentation software. Students will be able to create, revise, manipulate and print various projects utilizing correct formatting, grammar, and language rules. Students will be able to integrate these software applications. Projects will be assigned to navigate and research on the Internet. At the end of the course, students will apply their computer skills to complete a business simulation.

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<b>INTRODUCTION TO THE PHYSICAL SCIENCES</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADE 9</b>
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**Prerequisite:** Algebra I must be taken concurrently with this course or have been successfully completed with an 80% or higher.

This is a year-long general science course in fundamental concepts of science and serves as a prerequisite for courses in Laboratory Biology, Laboratory Chemistry and Laboratory Physics. It is primarily for the student who has a strong working knowledge of fundamental mathematical operations. Students are chosen based upon proficient math scores on the NJ ASK and a minimum of "C" in their 7<sup>th</sup> and 8<sup>th</sup> grade math and science classes. The course stresses learning through inquiry. Students perform experiments, derive conclusions and build concepts. Topics covered include introductory concepts from chemistry and physics such as: measurement; data collection and analysis; composition of matter; force and motion; and energy.

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<b>PHYSICAL SYSTEMS</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADE 10</b>
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**Prerequisite:** Completion of Biology. A student who has passed Introduction to the Physical Sciences may not take this course for credit.

This course is for students with a working knowledge of fundamental mathematical operations. This general science course stresses learning through inquiry and emphasizes foundational concepts of physical science. Students perform experiments, derive conclusions and build concepts. Topics covered include introductory concepts from chemistry and physics such as: measurement; data collection and analysis; the composition of matter; atomic theory; force and motion; work and energy; and electricity.

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<b>ENVIRONMENTAL SCIENCE</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADE 11</b>
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**Prerequisite:** Completion of the ninth and tenth grade science requirements.

This course is offered as the third year of inquiry-based lab science for students with a working knowledge of fundamental mathematical operations. Students will use a physical-setting/systems approach to examine how the earth operates as a set of complex and dynamic interconnected systems, and how it is a part of the all encompassing system of the universe. Topics will include a study of the solid earth and its formation; the structure, composition and physical properties of its atmosphere and hydrosphere; the factors causing the changes in the earth's surface; the cycling of materials between the earth and living systems; and the interrelationships between humans and the environment. Emphasis is placed on exploring topics in astronomy, atmospheric systems, environmental issues and geological processes.

## **BIOLOGY COURSES**

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<b>BIOLOGY</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADE 9</b>
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This is a year-long course designed to serve as a prerequisite for all science courses which do not require IPS as a prerequisite. The program is an inquiry-based lab science that emphasizes foundational concepts and methods of biology and relates these to the practical issues of human use of the environment. The major areas of study are: characteristics of living things; cell theory; energy and food systems; genetics; evolution; structure and function of living things; ecology and living systems; cycles of matter; pollution; and environmental issues.

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<b>LABORATORY BIOLOGY</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 10-12</b>
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**Prerequisite:** Introduction to the Physical Sciences.

The aim of this course is to give the student an in-depth understanding of living matter in a laboratory-oriented situation. The course is designed in an inquiry-oriented fashion to guide the student to an overall concept through carefully designed investigations that unify concepts. The main themes include the nature of life, the continuity of life, the diversity of life, organization of living systems, matter and energy transformations, biological evolution and ecology. In May, students will sit for the New Jersey Biology Competency Test.

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<b>HUMAN ANATOMY AND PHYSIOLOGY</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 11-12</b>
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**Prerequisite:** A grade of 75% or better in Lab Biology Honors or a grade of 85% or better in Introduction to Physical Science and Laboratory Biology. It is required that the student also have a basic knowledge of chemical principles by either having completed Lab Chemistry, Accelerated Lab Chemistry, or by taking one of these concurrently with this course.

The aim of this course is to provide the student with an opportunity to develop an understanding and appreciation of the human as an organism, interdependent upon other organisms, and adapted for change in a constantly changing biological, chemical, and physical environment. The course includes basic microbiology, cytology, human anatomy, and human physiology. Unit topics include: the living organisms; energy needs; growth and repair; control and integration of the body; mechanisms for protection; and continuity of life. Dissection of a cat is an integral part of this course.

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<b>HORTICULTURE (Triton and Highland only)</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 11-12</b>
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**Prerequisite:** Biology or Lab Biology

This course invites students interested in growing and maintaining indoor and outdoor plants into work in horticulture, landscape design and maintenance, and floral design. The students will experience, first hand, what it is like to run a business in these areas. Hands-on experiences will be provided through the use of the greenhouses, school campus, and available community resources. This course does NOT fulfill the science graduation requirement.

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<b>ECOLOGY AND CONSERVATION</b>	<b>5 periods</b>	<b>Semester</b>	<b>2.5 credits</b>	<b>GRADES 11-12</b>
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**Prerequisite:** Biology/Laboratory Biology/Laboratory Biology Honors and Algebra I. A grade of 75% or better is required in these courses. It is recommended that the student also take Laboratory Chemistry or Laboratory Chemistry Accelerated concurrently with this course.

The aim of this course is to give the student an in-depth knowledge about environmental relationships and the problems and practices of conservation. Natural resources will be examined in light of supply and demand. Man's use of land, air and water will be viewed. Major topics considered include: basic ecology; history of conservation; air, water, soil, and noise pollution; over population; endangered wildlife; solid waste disposal; and urban problems. This course is interdisciplinary and, therefore, it is expected that the student have prior knowledge in biology, chemistry, and mathematics.

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<b>MARINE SCIENCE</b>	<b>5 periods</b>	<b>Semester</b>	<b>2.5 credits</b>	<b>GRADES 11-12</b>
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**Prerequisite:** Biology/Laboratory Biology/Laboratory Biology Honors and Algebra I. A grade of 75% or better is required in these courses. It is recommended that the student also take Laboratory Chemistry or Laboratory Chemistry Accelerated concurrently with this course.

Marine Science is an interdisciplinary science course offered to juniors and seniors who have an interest and a concern for the marine environment. Topics to be covered in this course include marine biology, marine chemistry, marine geology, marine literature, physical oceanography, and maritime history. Current areas of concern within the marine ecosystem will be considered and marine related career opportunities will be explored.

**ADVANCED PLACEMENT BIOLOGY**                      **6 periods**                      **Year**                      **6 credits**                      **GRADES 11-12**

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**Prerequisite:** A grade of 75% or better in Lab Biology Honors and Lab Chemistry Honors or a grade of 90% or better in Lab Biology and Lab Chemistry.

Advanced Placement Biology is designated to be the equivalent of an introductory college-level general biology course. It is designed to cover both the pattern and process of biology in more depth and breadth than is presented in Laboratory Biology. There will be a significant emphasis on biochemistry and sub-cellular biology. In addition, statistical data analysis of experimental results will also be emphasized to illustrate correlation and evidence-based conclusions. A college level textbook is used, along with laboratory exercises that are more sophisticated in both the nature of the experiments performed and the instrumentation used.

An examination administered by the College Board is available at the end of the school year, and it is highly recommended that students take this exam to gain the full benefits of the A.P. Program. Many colleges consider acceptable grades on this exam as evidence that a student has done work comparable to that done in a college biology course, and thus college credit may be granted. Successful completion of this course should enhance a student's credentials for acceptance into college.

**ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**                      **6 periods**                      **Year**                      **6 credits**                      **GRADES 11-12**

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**Prerequisite:** A grade of 75% or better in Lab Biology Honors and Lab Chemistry Honors or a grade of 90% or better in Lab Biology and Lab Chemistry.

Advanced Placement Environmental Science is designed to be the equivalent of an introductory college course in environmental science. The goal is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

The A.P. Environmental Science course is intended to enable students to undertake, as first-year college students, a more advanced study of topics in environmental science, or alternatively, to fulfill a basic requirement for a laboratory science. An examination administered by the College Board is available at the end of the school year, and it is highly recommended that students take this exam to gain the full benefits of the A.P. Program. Many colleges consider acceptable grades on this exam as evidence that a student has done work comparable to that done in a college environmental science course, and thus college credit may be granted.

## CHEMISTRY COURSES

<b>LAB CHEMISTRY</b>	<b>5 periods</b>	<b>Year</b>	<b>5 credits</b>	<b>GRADES 11-12</b>
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**Prerequisite:** Lab Biology, Algebra I, and concurrent enrollment in Geometry. Students who have completed or are concurrently enrolled in Algebra II or Algebra II Accelerated are NOT eligible for this course. Students who have completed Lab Chemistry Accelerated will NOT receive credit for this course.

Similar in content to Laboratory Chemistry Accelerated, this course is designed for those students enrolled in Geometry. Although quantitative concepts will be introduced, the focus will be on qualitative, conceptual chemistry. Topics to be emphasized include measurement, scientific notation, percentages, elements, compounds, solutions, atomic structure, bonding and chemical quantities. Students will also be given the opportunity to develop hypotheses, analyze and solve problems and draw conclusions.

<b>LABORATORY CHEMISTRY ACCELERATED</b>	<b>6 periods</b>	<b>Year</b>	<b>6 credits</b>	<b>GRADES 10-12</b>
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**Prerequisite:** Introductory Physical Science; Lab Biology/Lab Biology Honors; Algebra II or Algebra II Accelerated or concurrent enrollment. Students who have completed Lab Chemistry will NOT receive credit for this course.

The aim of this course is to provide the student an opportunity to develop an understanding of the basic concepts and principles of chemistry. This course emphasizes such principles as atomic structure, chemical bonding, chemical energy, equilibrium, and the mole concept. Considerable time is spent on quantitative concepts in chemistry and, therefore, a facility with basic math principles such as graphing, proportions and the use of exponents is desirable. Whenever possible the student is asked to draw conclusions based on observations made during demonstrations or experiments.

<b>LAB CHEMISTRY HONORS</b>	<b>6 periods</b>	<b>Year</b>	<b>6 credits</b>	<b>GRADES 10-11</b>
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**Prerequisite:** Students are recommended for this course based upon the following criteria: a grade of 75% or better in Lab Biology Honors or a grade of 90% or better in Lab Biology; a grade of 90% or better in both Algebra I and Geometry Accelerated or a grade of 80% or better in Geometry Honors.

The Laboratory Chemistry Honors course covers essentially the same content areas as the regular Laboratory Chemistry courses described above. However, due to the nature of the students enrolled in this course, it is expected to be much more demanding in terms of the depth and breadth of material studied than either of the first two courses.

This course will involve a comprehensive study of fundamental chemical concepts. Students will be asked to collect and interpret data and observations, and to communicate their findings accurately and concisely. The student will develop a working knowledge of the quantitative aspect of everyday experiences. To further develop the students' ability to work independently, students will occasionally work individually on projects.

**PRACTICAL COMPUTER APPLICATIONS 2  
for LAB SCIENCE**

	<b>3.0 period</b>	<b>Year</b>	<b>3.0 credits</b>	<b>GRADES 10-12</b>
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Practical Computer Applications is a course that integrates the necessary skills for successful entry into the world of information processing. Students will use the touch-keyboarding method while learning the basics in advanced word processing, advanced desktop publishing using Word, spreadsheet, database, and advanced presentation software. Students will be able to create, revise, manipulate and print various projects utilizing correct formatting, grammar, and language rules. Students will be able to integrate these software applications. Projects will be assigned to navigate and research on the Internet. Students also will be introduced to the financial fundamentals of budgeting and banking. At the end of the course, students will apply their computer skills to complete a business simulation.



**ADVANCED PLACEMENT CHEMISTRY**                      **6 periods**    **Year**    **6 credits**                      **GRADES 11-12**

**Prerequisite:** A grade of 75% or better in Lab Biology Honors, Lab Chemistry Honors and Algebra II Honors or a grade of 90% or better in Lab Biology and Lab Chemistry Accelerated and Algebra II Accelerated.

Advanced Placement Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first college year. It is to be taken only after the successful completion of a first course in high school chemistry. Students in A.P. Chemistry should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. This course will differ qualitatively from the usual first high school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations, the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature of the experiments done in the laboratory.

An examination administered by the College Board is available at the end of the school year, and it is highly recommended that students take this exam to gain the full benefits of the A.P. Program. Many colleges consider acceptable grades on this exam as evidence that a student has done work comparable to that done in a college chemistry course, and thus college credit may be granted. Successful completion of this course should enhance a student's credentials for acceptance in college.

**MULTI MEDIA APPLICATIONS for Lab Sciences**                      **3.0 periods**    **Year**    **3.0 credits**                      **GRADES 9-12**  
**Students must be concurrently enrolled in an accelerated, honors or A.P. LAB science course.**

This course uses the same curricular concepts as the full year Multi-Media Applications course; however, it has been modified to a companion course for the Lab Sciences.

**DIGITAL VIDEO PRODUCTION for LAB Science**                      **3.0 periods**    **Year**    **3.0 credits**                      **GRADES 9-12**

**Student must be concurrently enrolled in an accelerated, honors or A.P. LAB science course.**

Digital Video Production will allow students to plan, shoot and edit video from script to screen. A hands-on experience will include a working knowledge of computers digital editing programs, digital cameras (still and motion), storyboarding, photo manipulation, and audio devises. The focus of the course will be on script writing, storyboarding, shot composition, lighting techniques, sound recording techniques and editing for a final project. Each student will have the opportunity to produce his or her own edited video.

**FORENSIC SCIENCE**                      **5 periods**    **Year**    **5 credits**                      **GRADES 11-12**

**Prerequisite:** Lab Biology with a grade of 75% or higher.

This course focuses on problem solving, designing experiments, testing, and drawing conclusions based on empirical evidence with an emphasis on criminal investigation and forensic methodologies. This is a laboratory-based course involving microscopy, chromatography, comparative analysis techniques, electrophoresis, spot tests, and qualitative analysis examinations. Writing is an integral part of the course with students being expected to communicate their laboratory results and conclusions, and to be able to analyze case studies.

**RESEARCH**

**SCIENTIFIC RESEARCH**                      **3 periods**    **Year**    **3 credits**                      **GRADES 11-12**

**Prerequisite:** Honors Chemistry and concurrent enrollment in A.P. Biology, A.P. Chemistry, A.P. Environmental Science, or A.P. Physics

Students electing this course will have the opportunity to perform a research project of their own design. After choosing a topic of interest, students will perform a literature and resource search (including the use of on-line resources) to develop a hypothesis. They will then write a grant proposal, develop a testing protocol, collect and analyze data, write a research paper, and present their findings to their peers, parents, and science department staff in a symposium setting.



# SOCIAL STUDIES OFFERINGS

The Social Studies offerings in the BHRSD include 3 years of study required for graduation (World History/Cultures, US History I, and US History II) as well as electives. All of these courses are designed to prepare a student for higher education and professional careers.

**A.P. and Honors courses** are designed for students with mature study and communications skills. These are students who are self-directed and demonstrate a desire to excel and a true interest in History. Students who qualify for A.P. or Honors courses have decided to pursue a rigorous academic program simulating a college experience. A college-level textbook is used in these courses. Students need to be able to take sophisticated reading notes from this text book while working independently. To maintain placement in the A.P. or Honors levels, students are expected to maintain at least a 75% average and to receive a teacher recommendation. Accelerated students at the junior year level who attain at least a 90% average and who earn a recommendation from their teachers may apply to take A.P. or Honors levels the following year. Summer reading and sophisticated research projects are assigned.

**Accelerated courses** are designed for students who possess above average knowledge of study and communications skills. These are students who are expected to handle independent work and research in a mature, scholarly manner, under the direction of the teacher. Learning methods will include film, writing, exploration of primary documents, and the development of college prep skills. Timed essays will be a part of testing. In accelerated classes a greater emphasis is placed on outside reading, research, projects, and student responsibility. A high-school level textbook is used in these courses.

**College preparatory courses** are designed for students who are developing their study and communication skills in preparation for SAT testing and higher education. A high-school level textbook is used in these courses. Students who attain at least a 90% average may take the accelerated level the following year.

**To receive credit for any level of the required Social Studies courses, students must complete all required major research assignments, papers, and/or projects. The student who does not meet proficiency goals in this manner will not advance to the next grade level of the history course.**

## WORLD HISTORY/CULTURES REQUIRED COURSES

These courses are designed to give freshman students an opportunity to explore the world from many different viewpoints. The courses will trace the selected cultures in both the Eastern and Western Hemispheres from the Golden Age of Expansion through the periods of Revolution, Imperialism, into the Twentieth Century. The role of geography, economics, technology, and history will be considered in current events.

**WORLD HISTORY/CULTURES HONORS                      5 periods                      Year                      5 credits                      GRADE 9**

**Prerequisite:** Students will be recommended to this course based upon a rigorous selection process involving a review of standardized test scores and achievement in Social Studies courses. Summer reading assignments are required.

**WORLD HISTORY/CULTURES ACCELERATED                      5 periods                      Year                      5 credits                      GRADE 9**

**Prerequisite:** Recommended concurrent enrollment in English I Accelerated.

**WORLD HISTORY/CULTURES: COLLEGE PREP                      5 periods                      Year                      5 credits                      GRADE 9**

**Prerequisite:** Recommended concurrent enrollment in English I or administrative approval for upper class transfer students. Upon successful completion of this course, students may apply to enter the Accelerated level of US History I. (See the forward entitled, "Social Studies Offerings".)



## UNITED STATES HISTORY II REQUIRED COURSES

These courses include a study of American History from the period of America's emergence as a world power at the turn of the 20<sup>th</sup> century to the current times. The program includes a survey of significant geographic, economic, political, and social events as well as general trends and forces that provide an understanding of the past and present and give a sense of direction to the future for a free and democratic society. Emphasis is placed on the development of the USA as a world power, the dilemma of isolationism vs. world involvement, our role in major military events in the 20<sup>th</sup> and 21<sup>st</sup> Centuries, as well as domestic issues (civil rights, economics, etc.) Included is an on-going chronological study of our nation's cultural diversity. It is hoped that students will develop a respect for the racial, ethnic, and religious differences that have contributed to the development of the American Society.

### US HISTORY II - ADVANCED PLACEMENT                      5 periods   Year                      5 credits                      GRADE 11

**Prerequisite:** It is strongly recommended that students have a **75%** or better average in US History I Honors as well as the intention to sit for the Advanced Placement Exam. Students not previously enrolled in US History I Honors, need to achieve a 90% or higher in US History I Accelerated or American Studies. Students who undertake this course are willing to meet the challenges of a college level study with extensive reading, intensive essay assignments and exams, and numerous reports and projects. Summer reading and projects are required. Registration for A.P. testing is strongly recommended. *Dual Credit may be earned at Camden County College.*

### US HISTORY II - ACCELERATED                      5 periods   Year                      5 credits                      GRADE 11

**Prerequisite:** Placement in this course is made for students who have successfully completed US History I Accelerated.

### WESTERN STUDIES/US HISTORY II ACCELERATED                      5 periods   Year                      5 credits                      GRADE 11

**Prerequisite:** Successful completion of American Studies with a 75% or higher. For new students into the studies program, successful completion of US History IA AND English IIA with an 80% or above, a selection committee of teachers and supervisors set annual standards and review applications. The application process is explained in the American Studies classes so that all students are informed of the opportunity.

### US HISTORY II: COLLEGE PREP                      5 periods   Year                      5 credits                      GRADE 11

**Prerequisite:** It is highly recommended that this course be taken with English III. Transfer students needing to take World History/Cultures concurrently with US History II need prior departmental approval.

## SOCIAL STUDIES ELECTIVE COURSES

**Elective courses** are designed to offer in-depth study of specialized Social Sciences. While elective courses do not replace required history courses, they may offer dual or college credit as well as training needed for higher education and career development. Electives may be heterogeneously grouped or may be designated as AP or Honors. AP and Honors electives have application requirements.

### CONTEMPORARY STUDIES / 20<sup>th</sup> CENTURY ISSUES                      5 periods   Year                      5 credits                      GRADE 12

**Prerequisites:** Placement in this course requires that students earn a 75% or higher in Western Studies. Students not previously enrolled in the Studies program must meet the criteria for the application process and demonstrate successful completion of US History IIA and English IIIA, with an average of 80% or above. A selection committee of teachers and supervisors set annual standards and review applications. The application process is explained in the Western Studies classes so that all students are informed of the opportunity.

The third year of the "Studies" program is the equivalent of five credits of English IV Accelerated. The course of study includes modern, post-modern, and contemporary texts and issues. Much like American and Western Studies, Contemporary Studies consists of thematic units and involves various multi-sensory activities: debating topics, researching and problem-solving with a group, evaluating and presenting research. This course presents an excellent opportunity for seniors to learn more about the society they are about to enter. This course will be taught cooperatively by one English teacher and one Social Studies teacher in two periods, five days a week, to provide integrated study.

**ADVANCED PLACEMENT  
GOVERNMENT & POLITICS**

**5 Periods Year 5 credits GRADE 12**

**Prerequisite:** It is strongly recommended that students have a 75% or better average in AP US History II, or a 90% or better average in US History II Accelerated with a consistently high classroom performance as well as the intention to sit for the Advanced Placement Exam. Summer reading and projects are required.

This course is designed for students with a keen interest in government and politics who wish to stimulate their curiosity and who are considering taking the A.P. Exam in US Government and Politics. The course is designed to give students a critical perspective on politics and government in the USA and to lay the foundations for understanding comparative politics and government globally. The class involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. Learning methods will include summer reading assignments, extensive writing, exploration and analysis of primary documents, and the study of Advanced Placement style test questions. Students who undertake this course are willing to shoulder the burden of a college level study with extensive reading, intensive essay assignments and exams, and numerous reports and projects.

**HOLOCAUST & GENOCIDES**

**5 periods Semester 2.5 credits GRADES 11- 12**

Holocaust & Genocides provides the student with an opportunity to explore the historical roots of war, extreme nationalism, economic downfall, militarism, and anti-Semitism that fostered the most notorious genocide of the 20<sup>th</sup> Century. A further goal of this course is analyze stereotypes, hold open and honest discussions, and create solutions to eliminate prejudice from our society one step at a time.

In an effort to prevent future genocides, students will compare the Holocaust with case studies of other genocides past and present to research issues of conscience, moral responsibility, and enlightened citizenship. It is hoped that the sincerely motivated will enroll in this study to eliminate future genocides around the globe.

**ADVANCED PLACEMENT PSYCHOLOGY**

**5 periods Year 5 credits GRADE 12**

**Prerequisite:** It is strongly recommended that students have a 75% or better average in AP US History II, or a 90% or better average in US History II Accelerated with a consistently high classroom performance as well as the intention to sit for the Advanced Placement Exam. Summer reading and/or projects are required.

This course is for academically driven seniors and is designed to mirror an entry-level college course. Additionally, it will prepare the students to take the annual A.P. Psychology Examination. The Advanced Placement course in Psychology will introduce students to the systematic and scientific study of behavior and the mental process of human beings. The course will examine the following in detail: the history and approaches of psychology, biological psychology, developmental psychology, experimental psychology, cognitive psychology, social psychology and abnormal psychology. In addition, topics such as intelligence, memory, sensation and perception, learning, personality, gender differences, states of consciousness, motivation, emotion, and treatment of mental illness will be discussed. Success will be accomplished by personal participation and a strong motivation to understand human behavior. A summer reading and assignment must be completed prior to the start of the school year and an assessment will be given at the start of the year.

**PSYCHOLOGY/HUMAN BEHAVIOR I****5 periods Semester 2.5 credits GRADES 11-12**

Psychology is the scientific study of behavior and mental processes. In a voyage through the inner workings of the human mind, students will formulate their own answers to age-old questions we ask everyday, especially including “why do people act, feel, and think the way they do?” The course emphasizes insights students will use everyday based upon both up-to-date research and historical theory. Carefully chosen topics from the major schools of psychological thought will not only help students achieve a basic knowledge of psychology, but, more importantly, a better understanding of themselves.

Topics of interest include the on-going debate of the roles of heredity vs. the environment on behavior; development throughout the life span (stage theories, gender roles); sensations and perceptions; the brain and its altered states (sleep and dreams, hypnosis); learning (conditioning, strategies); memory and thought (information processing, improving memory); and an exploration of theories explaining the formation and characteristics of personality.

**PSYCHOLOGY/HUMAN BEHAVIOR II****5 periods Semester 2.5 credits GRADES 11-12**

**Prerequisite:** A grade of a 70% or higher in Psychology/Human Behavior I.

Topics covered in this course include motivation and emotions; the self (self-esteem and success); individual differences (intelligence, psychological testing); research and statistics; stress and health (sources, coping); abnormal behavior (what is normal?, mental health and illness); psychotherapy (approaches, therapists, treatments, mental institutions); and the study of social psychology including human interaction (relationships, groups) and attitudes and social influence (attitude formation, attitude vs. actions, self-fulfilling prophecy, obedience to authority, brainwashing).

**SOCIOLOGY****5 periods Semester 2.5 credits GRADES 11-12**

While psychologists study the feelings, thoughts, and behaviors of individuals, sociologists study the feeling, thoughts, and actions of *groups*. In this course, students will use the scientific approach to understand human behavior and how people act both in their everyday lives and under extraordinary circumstances. The social context – how one’s family, neighborhood, social groups, and society at large affect a person – will be examined, as well as topics such as the family, gender roles, stereotyping, criminal behavior, and prejudices. Students will also be able to conduct their own “hands-on” sociological research through surveys and other research strategies. This course is for students who are motivated, enjoy discussing current topics and controversial issues, and who would like to learn more about how social groups interact.

# TECHNOLOGY EDUCATION OFFERINGS

## **INNOVATIVE ENGINEERING**                      **5 periods**                      **Semester**                      **2.5 credits**                      **GRADES 9-10**

Innovative Engineering is a fundamental course designed to introduce the study of engineering using project based learning. Students will be encouraged to use design principals and practices commonly used by engineers in an exciting and interesting classroom environment. The lessons learned in this class will set the foundation for our computer aided design and engineering programs.

## **COMPUTER AIDED DESIGN I**                      **5 periods**                      **Year**                      **5 credits**                      **GRADES 10-12**

This introductory course will allow students the opportunity to explore and develop skills using the computer as a design tool. Students will gain hands-on experience with the latest CAD software as they create three-dimensional models. The basics of drafting will be developed through two-dimensional orthographic projections, applied geometry, drafting standards, and technical drawing. The drawings created throughout the course will be organized into a portfolio. In addition, the course will emphasize organization, neatness, and creativity as well as develop a skill. *This course may earn Dual Credit if Architectural Design is also taken.*

## **COMPUTER AIDED DESIGN II**                      **5 periods**                      **Year**                      **5 credits**                      **GRADES 11-12**

**Prerequisite:** Computer Aided Design I

This course provides students with an opportunity to further develop the skills gained in Computer Aided Design I. Skills will be applied as students create advanced drawings using sectional views and assembly drawings. 3-D modeling, solid surfacing, and solids modeling will be explored as their knowledge increases in the use of AutoCAD software. The portfolio will continue to be developed as a way of showcasing the students' ability, knowledge and skill using the AutoCAD software as it applies to mechanical design.

## **ARCHITECTURAL DESIGN**                      **5 periods**                      **Year**                      **5 credits**                      **GRADE 12**

This course is open to ANY SENIOR who has an interest in architectural design. During the first semester, students will explore topics including: house styles, consumerism, how and why structures are designed, and terminology used in the architectural field. AutoCAD will be introduced and utilized to create architectural drawings and models. The second semester will provide students the opportunity to apply the knowledge gained during the first semester to create their "Dream House". Each student will create a set of plans, a virtual 3-D model and a scale model of their idea.

## **PRE-ENGINEERING**                      **5 periods**                      **Year**                      **5 credits**                      **GRADES 10-12**

Pre-Engineering is designed to provide a stimulating and creative learning environment while developing knowledge and awareness of our advancing technological society. The class will be motivating as scientific principles are reinforced with technology learning activities to incorporate sound design principles. Using the design process, students will plan, fabricate and test the efficiency of each solution to the problem. Students with a practical perspective of the future will benefit from the activities in this course. Students will investigate various concepts of society's technology, dealing with structural design, energy, problem solving, aerodynamics, and flight. Activities will be enhanced through the use of computer software, woodworking machines, hand tools and a variety of testing devices. Classroom competitions are used to motivate and encourage students to achieve higher goals during the learning process.

## **ENGINEERING**                      **5 periods**                      **Year**                      **5 credits**                      **GRADES 11-12**

**Prerequisite:** Pre-Engineering is recommended.

This course is designed as the second of a two-year sequence for students who have a practical approach to the application and advancements in technology. This course will present challenging activities that will stimulate additional research. It will provide creative "hands-on" exposure to robotics, remote sensors, alternative energy, pneumatics, computer aided design and computer gaming design software. The students will investigate various technological concepts dealing with robotics and electronic controls. Students should expect to use their creative talents regardless of his or her career objectives.





# WORLD LANGUAGE OFFERINGS

## **LEVEL I FRENCH, ITALIAN, SPANISH                      5 periods    Year                      5 credits                      GRADES 9-12**

Instruction at this level introduces the student to correct pronunciation and intonation patterns, basic grammatical structures and vocabulary of the language in order to develop acceptable listening, speaking, reading, and writing skills. At the end of this level of study, the student should be able to:

1. Participate in brief conversations involving familiar topics
2. Comprehend the spoken language
3. Write any language that can be produced orally
4. Read graded narrative and cultural materials involving familiar topics
5. Understand the appropriate behavior and etiquette in a limited number of social situations
6. Demonstrate increasing awareness of other world areas and views

## **LEVEL II FRENCH, ITALIAN, SPANISH                      5 periods    Year                      5 credits                      GRADES 10-12**

**Prerequisite: Successful completion of Modern Languages Level I French, Italian, or Spanish.**

Instruction at this level begins with a systematic review of Level I material. Level II concentrates on the mastery of syntax, the expansion of vocabulary, and the reading and writing skills. At the end of Level II, a student should be able to

1. Converse somewhat more extensively in a variety of situations
2. Comprehend the spoken language well enough to acquire and organize structured information
3. Read for information especially on cultural topics
4. Write short compositions on familiar topics, structured letters, outlines, synopses, and fill out some of the forms encountered in the culture
5. Demonstrate broader knowledge of social behavior and values of the native country

## **LEVEL III HONORS FRENCH, ITALIAN, SPANISH    5 periods    Year                      5 credits                      GRADES 11-12**

**Prerequisite: It is required that students have earned a grade of 80% or higher in Level II. However, it is strongly suggested that students have earned an 85 or above in Level II.**

Instruction at this level is designed to provide the student with greater facility in all of the language skill areas-listening, speaking, reading, writing, and cultural awareness. The contents of these courses will include learning advanced grammatical forms and developing greater fluency in the spoken language. Readings and higher level writing skills will also be an integral part of the programs. The additional honors credit awarded to all of the students enrolled in these programs reflects the importance of foreign language study in the curriculum and allows the students to pursue advanced work at a more accelerated pace in all of the proficiency areas. Additionally, dual credit with Camden County College is available for all students who complete this course with a grade of "B" or better.

## **LEVEL IV HONORS FRENCH, ITALIAN, SPANISH    5 periods    Year                      5 credits                      GRADE 12**

**Prerequisite: It is suggested that students have earned a grade of 80% or higher in Level III Honors.**

These courses are available only to fourth year students. Students will be required to complete a body of work from the literary, cultural, political, and historical areas of the language. Advanced grammatical concepts will be taught and emphasis will be placed on the oral component of the class. The additional honors credit awarded to all of the students enrolled in these programs reflects the importance of foreign language study in the curriculum and allows the students to pursue advanced work at a more accelerated pace in all of the proficiency areas. Additionally, dual credit with Camden County College is available for all students who complete this course with a grade of "B" or better.