

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

**USE THE BOOKMARKS ON THE TOOLBAR TO  
NAVIGATE, OR USE THE TABS**

***Program of Studies***  
***Course Selection Booklet***  
**2019 – 2020**

**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 2019

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 15 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.

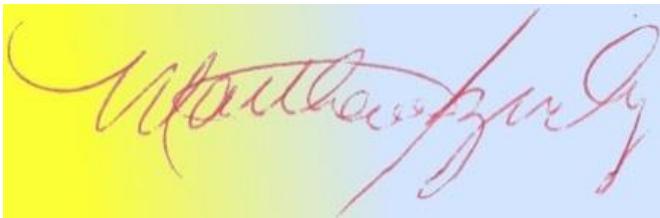
Read through our Program of Studies Course Selection Booklet carefully, examining the many course descriptions and consider what choices might be appropriate for your individual needs, while paying careful attention to your post-secondary aspirations. Additionally, be certain to stimulate conversations 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 BHPRSD, 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  
Blackwood, NJ 08012-4559  
(856) 227-4100 ° Fax (856)227-3619

**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, Director of Personnel Management  
Mr. Frank Rizzo, Board Secretary/Business Administrator  
Mr. Anthony Tarsatana, Assistant Business Administrator

<b>DEPARTMENT SUPERVISORS</b>		
<b>NAME</b>	<b>DEPARTMENT</b>	<b>EXT.</b>
Mr. Glenn Smith	Technology Education /Art	2307
Mrs. Jennifer Brown	Phys. Ed, Family and Consumer Science, Music	2309
Mrs. Marcie Geyer	English Language Arts	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. Jennifer Gramble	Science	6300
Ms. Gail Shelly	Social Studies/ World Languages / ELL	4306
Mrs. Erika Silich	Special Education TRITON	2308
Mrs. Jessica Caffrey	Special Education/Behavior Analyst TIMBER CREEK	6308
Mrs. Tanya Harper	Special Education HIGHLAND	4308

<b>DIRECTORS OF SCHOOL COUNSELING</b>		
<b>NAME</b>	<b>SCHOOL</b>	<b>EXT.</b>
Mr. Francisco Olaya	Triton Regional High School	2021
Mr. Art Alessandroni	Highland Regional High School	4036
Mrs. Michelle Hengel	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 New Jersey Student Learning 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.

# **ANNUAL PUBLIC NOTICE:**

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

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

This annual public notice is being sent out prior to the school year by August 15<sup>th</sup> every school year. In accordance with USDE Guidelines IV-O, Title VI: 34 C.F.R. § 100.6 (d) this notice shall serve to advise students, parents, employees and the general public that all Career and Technical Education opportunities shall be offered to all students regardless of race, color, national origin, gender or disability.

During the academic year, the Black Horse Pike Regional School District shall offer the following Career and Technical opportunities regardless of race, color, national origin, gender or disability as described in this Program of Studies. Additionally, the District will place this notice in the newspaper of record annually by August 15<sup>th</sup>.

The admission and criteria for selection in career and technical education programs do not restrict any race, color, sex, national minority origin or students with disabilities from participation in our career programs. Applicants are required to meet the individual high school course's pre-requisites and questions can be directed to Career and Technical Education Supervisor, Building Principal or District Compliance Officers, as listed below. The District assures that the career programs are available to all pupils and that all limited English proficient pupils and pupils with disabilities will not encounter barriers for admission and participation in such programs.

### **District Compliance Officers:**

#### *Affirmative Action Officers:*

Julie Scully, 856-227-4106 ext. 8019 and Frank Rizzo, 856-227-4106 ext. 8002  
580 Erial Road, Blackwood, NJ 08012

*Title IX/District Comprehensive Equity Officer:* Julie Scully, 856-227-4106 ext. 8019  
580 Erial Road, Blackwood, NJ 08012

*Section 504 Compliance Coordinator:* Julie Scully, 856-227-4106 ext. 8019  
580 Erial Road, Blackwood, NJ 08012



## PROGRAM OF STUDIES

2019 – 2020 School Year

*Please review your course selections carefully. After June 14, 2019, only students scheduling changes necessary to meet departmental criteria or scheduling conflicts will be honored.*

### INTRODUCTION

<u>New Jersey State Graduation Requirements</u> .....	9
<u>Grade 8 Scheduling</u> .....	11
<u>Graduation Requirements</u> .....	12
<u>Grading Policy</u> .....	13
<u>Visual/Performing Arts/Career Education</u> .....	14
<u>Career Explorations Program &amp; Early Release</u> .....	15
<u>S.T.E.A.M. Academy</u> .....	26
<u>Special Programs/Gifted &amp; Talented</u> .....	29
<u>Carnegie Units</u> .....	34
<u>Air Force JROTC</u> .....	101

### COURSE DESCRIPTIONS

<u>21<sup>st</sup> CENTURY LIFE AND CAREERS (BUSINESS EDUCATION)</u> .....	39
<u>ENGLISH LANGUAGE ARTS</u> .....	42
<u>21<sup>st</sup> CENTURY LIFE &amp; CAREERS (Family and Consumer Science)</u> .....	55
<u>FINE ARTS</u> .....	57
<u>MATHEMATICS</u> .....	66
<u>PHYSICAL EDUCATION</u> .....	75
<u>SCIENCE</u> .....	79
<u>SOCIAL STUDIES</u> .....	90
<u>TECHNOLOGY EDUCATION</u> .....	103
<u>WORLD LANGUAGES</u> .....	108

# HIGH SCHOOL PROGRAM PLANNER AND WORKSHEET

	GRADE 9	GRADE 10	GRADE 11	GRADE 12*	REQUIRED FOR GRADUATION	
					YEARS	CREDITS
<i>English Language Arts</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>						<b>130</b>

- 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 a minimum of 30 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 2019-2020</b>	
<b>N.J. Department of Education Required Assessments</b>	NJSLA Exam (9 <sup>th</sup> , 10 <sup>th</sup> , & 11 <sup>th</sup> ), or alternative assessment for class of 2020
<b>ENGLISH LANGUAGE ARTS</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 (Can be satisfied by taking Financial Literacy, or the content equivalent **)
<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 NJ Student Learning Standards, integrated throughout the curriculum
<b>21<sup>ST</sup> CENTURY LIFE AND CAREERS, OR CAREER-TECHNICAL EDUCATION</b>	5 credits
<b>TOTAL CREDITS</b>	130 ***

\*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 130 credit total is greater than the sum of the individual requirements above, to allow for student electives.

## 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.

# GRADE 8 TO 9 SCHEDULING

## School Counseling Offices

### 9<sup>TH</sup> Grade Scheduling Chart for 2019-2020 School Year

<p><u>English I Accelerated</u></p> <ul style="list-style-type: none"> <li>• 7<sup>th</sup> grade NJSLA score of 3</li> <li>• 8<sup>th</sup> grade NJSLA score of 4 and ELA grade below 90</li> <li>• Exceptions:             <ul style="list-style-type: none"> <li>○ Students who fit the criteria above <i>can</i> be considered for Honors placement if they ...                 <ul style="list-style-type: none"> <li>▪ earned a 4 in 6<sup>th</sup> grade NJSLA <u>and</u> / <u>or</u></li> <li>▪ have 11<sup>th</sup> or 12<sup>th</sup> grade reading levels on the STAR assessment (Glo Twp only) <u>and</u></li> <li>▪ have consistently earned 90 or above in English or Social Studies.                     <ul style="list-style-type: none"> <li>• <i>Consult department supervisor to place student in Honors.</i></li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>World History/Cultures Accelerated World Language</p>
<p><u>English I College Prep</u></p> <ul style="list-style-type: none"> <li>• 7<sup>th</sup> grade NJSLA score 1 or 2</li> <li>• Exceptions:             <ul style="list-style-type: none"> <li>○ Students who have performed at 11<sup>th</sup> or 12<sup>th</sup> grade reading level (IRL) on the STAR assessment (Glo Twp only) can be considered for Accelerated.</li> <li>○ Students who have consistently earned 90 or above in ELA or Social Studies can be considered for Accelerated placement <i>after</i> 8<sup>th</sup> grade scores are finalized and updated STAR reports are received (Glo Twp only).</li> </ul> </li> </ul>	<p>World History/Cultures CP <i>Students can take a World Language in grade 9, however you are encouraged to wait until Grade 10</i></p>
<p><u>Algebra I /Geometry A/Geometry Honors</u></p> <ul style="list-style-type: none"> <li>• 8<sup>th</sup> grade math class</li> <li>• 8<sup>th</sup> grade Algebra I go to Geometry A (w/final grade of 80% or above) or Geometry Honors (w/final grade of 90% or above). Level 1-3 on NJSLA Algebra will require remediation</li> </ul>	<p>Physics</p>
<p><u>Algebra I/Math Enhancement</u></p> <ul style="list-style-type: none"> <li>• Identified by grades and assessments</li> </ul>	<p>Scheduling into Algebra I/Math Enhancement may not be solidified until late August depending upon release of NJSLA results.</p>
<p><u>English 1/Reading Enhancement</u></p> <ul style="list-style-type: none"> <li>• Identified by grades and assessments</li> </ul>	<p>Scheduling into <u>English 1/Reading Enhancement</u> may not be solidified until late August depending upon the release of NJSLA scores.</p>
<p><u>Honors classes</u></p>	<p>Students will be invited by department supervisors based on their Class Grades, testing and State Assessments.</p>

## 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

- a. NJSLA or other state authorized test for the class of 2020 only if ALL NJSLA tests have been taken
- b. NJSLA for the class of 2021 (as of December 2018... subject to change)

II. Earn a total of 130 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
- Financial, Business, & Economic Literacy

IV. Meet the district attendance policy #5113

V. Complete the English Research Paper requirement.

### Course Selection

Pupils shall be encouraged to carry a total of seven subjects each year (totaling 35 credits) plus Physical Education and Health; however only a total of 32.5 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 32.5 credits. Limited facilities may prohibit change of schedules because class sections are closed when maximum enrollment is reached.

### CREDIT REQUIREMENTS ...

30 to Grade 10  
65 to Grade 11  
90 to Grade 12  
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 six classes in order to earn the thirty credits necessary for promotion.

## 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 Eligibility Center, you need to go to their web page to see how they calculate core course GPA. <http://web1.ncaa.org/ECWR2/>*

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 \$50. If a student receives a 3, 4 or 5 on an exam, the \$50 will be refunded in October or November. However, if a student signs up for the exam, and decides then not to take it, the student will also be fined the amount charged by the college board.*

## VISUAL AND PERFORMING ARTS

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.

### FAMILY & CONSUMER SCIENCE

- Fashion Trends & Interior Design
- Culinary & Hospitality (TC & TR only)

### FINE ARTS

- Art & Design I, II
- Art Fundamentals (sem)
- Ceramics & Sculpture
- Advanced Ceramics
- Choir & Tech
- AP Studio Art: 2-D Design
- Computer Graphics I, II
- All Vocal Music Courses
- All Instrumental Music Courses
- Music Theory & Tech I, II
- Music Appreciation
- Dance
- Digital Photography
- Advanced Digital Photography
- Guitar

### TECHNOLOGY

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

### ENGLISH

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

### AIRFORCE JROTC

### TELEVISION & BROADCASTING

\* Course Offering Conditional Based On Teacher Certification Status

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

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.

### 21<sup>st</sup> Century BUSINESS EDUCATION

- Accounting
- Computer Science
- Marketing (sem)
- Personal Finance (sem)
- Introduction to Business (sem)

### 21<sup>st</sup> Century FAMILY & CONSUMER SCIENCE

- Freshmen Seminar
- Creative Foods & Nutrition (TC & TR only)
- Culinary and Hospitality Careers (TC & TR only)
- Fashion Trends & Interior Design

### FINE ARTS

- Computer Graphics I, II
- Choir & Tech
- Band Technology
- Vocal Music Technology
- Music Theory & Tech I, II
- AP Studio Art: 2-D Design
- Ceramics & Sculpture
- Advanced Ceramics
- Digital Photography
- Advanced Digital Photography

### TECHNOLOGY

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

### SCIENCE

- Horticulture \*\*
- Anatomy & Physiology \*\*
- Forensics \*\*
- Marine Science (sem) \*\*
- Astronomy (sem) \*\*
- Zoology (sem) \*\*

### ENGLISH

- Writing for College and the Workplace (sem)
- NJSLA Preparation (sem)
- Theater Arts

### PHYSICAL EDUCATION

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

### CAREER EXPLORATIONS PROGRAM

### S.T.E.A.M ACADEMY (2.5 credits)

### TELEVISION & BROADCASTING

### AIRFORCE JROTC

\*\* If these science courses are being counted for 21<sup>st</sup> Century, they cannot also count as a science requirement and vice versa. It is one or the other.



# Career Exploration Program

*Offering High School Credit for Work in the Field or taking College Courses Now*

**Internship or Apprenticeship**  
...and Early Release (up to 20 credits)

**Work Study**  
...and Early Release (up to 20 credits)

**Finishing Trades Institute**  
Preparation for Union Positions after High School (5 credits)

**College Now Program**  
...and Early Release to start your Certificate Program NOW (5 credits per course)

**Philosophy:** You need a plan for what to do after high school. College may not be for everyone, but did you know there are alternatives to a typical Associate's or Bachelor's Degree? We believe that all students will achieve challenging academic and technical standards and be prepared for high-skill, high-wage, or high-demand occupations in current or emerging professions in the 21<sup>st</sup> century global economy. To this end, we allow early release during the school day for qualifying seniors to earn 10-20 credits. Approved Internships receive 5 high school credits per marking period. For work study, 15 hours a week would equate to 4 credits per marking period. 20 hours /week will equate to 5 credits per marking period.

## **What is it?**

Students in good standing will enter into a pathway to career opportunities following high school. Students will either work for an employer with career interest in mind, or enter into an internship where students can learn valuable real-life 21<sup>st</sup> century skills necessary to earn life wages to support themselves and their families following high school. Students will attend high school during the morning wheel to satisfy their graduation requirements, and be released following 3<sup>rd</sup> bell in order to earn further credits outside of the school walls and will satisfy the 21<sup>st</sup> Century Life and Careers 5 credit requirement.

- This may include opportunity for secondary education students to gain postsecondary education credits through dual or concurrent enrollment programs or other means (College Now options); and
- Leads to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree.



# TAKE A LOOK AT THESE CAREER CLUSTERS

- Agriculture, Food & Natural Resources
- Architecture & Construction
- A/V Technology & Communications
- Business, Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

The following career clusters are recognized by the Office of Vocational and Adult Education (OVAE) and the National Association for State Directors of Career Technical Education Consortium (NASDCTEc). The **16 career clusters** are occupational categories with industry-validated knowledge and skills statements that define what students need to know and be able to do in order to realize success in a chosen field. Within each of the clusters, programs of study have been developed, which outline sequences of academic, career and technical courses and training that begin as early as ninth grade and lead to progressively higher levels of education and higher-skilled positions in specific industries or occupations.

Your counselor can also help in identifying elective courses that may fit your career aspirations. The district provides students with this opportunity through early release to gain credit through work-based opportunities.

## Agriculture, Food and Natural Resources

The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

### *High School Course Suggestions:*

- Horticulture
- Environmental Science
- Creative Foods & Nutrition
- Culinary & Hospitality Careers

### *Camden County Certificate programs:*

- Culinary Certificate
- Nutrition Care Manager

## Architecture & Construction

Careers in designing, planning, managing, building and maintaining the built environment.

### *High School Course Suggestions:*

- Pre-Calculus/Calculus
- Architectural Design & CAD (dual credit option)
- Robotics Engineering
- Innovative Engineering
- Engineering and Pre-engineering
- Art & Design

### *Camden County Certificate programs:*

- CADD: Computer Aided Drafting and Design

## **A/V Technology and Communications**

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

### ***High School Suggestions:***

- “Television Production and Option II Credits” Program offered here at the high school.
- Marketing
- Creative Writing
- Journalism
- Public Speaking
- Holocaust and Genocide
- Digital Photography
- Digital Video Production
- Dance
- Theater Arts

### ***Camden County Certificate programs:***

- Music Recording

## **Business, Management & Administration**

Planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities.

### ***High School Course Suggestions:***

- Accounting
- Marketing
- Multi-Media Applications
- Personal Finance
- Introduction to Business
- Computer Science

### ***Camden County Certificate programs:***

- Office Assistant
- Virtual Assistant
- Automotive Service Management
- Linux/UNIX Administration

## **Education & Training**

Planning, managing, and providing education and training services, and related learning support services.

### ***High School Course Suggestions:***

- English I-IV
- Journalism
- Holocaust and Genocide Studies
- WHC
- US History I & II
- Psychology
- African American Literature
- Sociology

## Finance

Planning services for financial and investment planning, banking, insurance, and business financial management.

### *High School Course Suggestions:*

- Personal Finance
- Marketing, Introduction to Business
- Accounting

## Government & Public Administration

Executing governmental functions to include governance, national security, Foreign Service, planning, revenue and taxation, regulation and management, administration at the local, state and federal levels.

### *High School Course Suggestions:*

- AP US Government and Politics
- Probability and Statistics
- US History I & II
- Government and Constitutional Law

### *Camden County Certificate programs:*

- Homeland Security

## Health Science

Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

- Psychology/Sociology
- Biology
- Anatomy & Physiology
- Chemistry & Physics
- First Aid & CPR Certification
- Teen Pep

### *Camden County Certificate programs:*

- Dental Assistant
- Personal Trainer
- Multi-Skilled Technician
- Medical Coding
- Massage Therapy
- Practical Nursing
- Paramedic Science
- Surgical Technician
- Ophthalmic Science Apprentice
- Ophthalmic Medical Technician

## Hospitality and Tourism

Management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.

### *High School Course Suggestions:*

- Marketing, Introduction to Business
- Culinary and Hospitality Careers
- Creative Foods and Nutrition
- Public Speaking
- Theater Arts
- Art & Design

### *Camden County Certificate programs:*

- Meeting and Event Planner, Nutrition Care Manager, or Culinary Certificate

## Human Services

Preparing individuals for employment in career pathways that relate to families and human needs.

### *High School Course Suggestions:*

- Psychology
- Culinary and Hospitality Careers
- Public Speaking
- Fashion Trends and Interior Design
- Sociology

### *Camden County Certificate programs:*

- Addictions Counseling
- Social Services
- American Sign Language
- ASL and English Interpreting
- Educational Interpreter Training

## Information Technology

Design, development, support and management of hardware, software, multimedia, and systems integration services.

### *High School Course Suggestions:*

- Digital Photography
- Digital Video Production
- Computer Science
- Marketing
- Introduction to Business

### *Camden County Certificate programs:*

- Computer Graphics
- Computer Information Systems
- SQL Analyst Certificate
- Computer Applications Programming
- Computer Systems Technology

## Law, Public Safety, Corrections and Security

Planning, managing, and providing legal, public safety, protective services, and homeland security, including professional and technical support services.

### *High School Course Suggestions:*

- Marketing, Introduction to Business
- Forensic Science
- US Government and Politics
- US History I & II
- Government and Constitutional Law

### *Camden County Certificate programs:*

- Corrections
- Emergency and Disaster Management
- Fundamentals of Policing

## Manufacturing

Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning, maintenance and manufacturing/processing engineering.

### *High School Course Suggestions:*

- Marketing, Introduction to Business
- Fashion Trends and Interior Design
- Digital Photography
- Digital Video Production

### *Camden County Certificate programs:*

- Precision Machining Technology
- Industrial Controls: Programmable Logic Controller

## Marketing

Planning, managing, and performing marketing activities to reach organizational objectives.

### *High School Course Suggestions:*

- Marketing, Introduction to Business
- Personal Finance
- Probability and Statistics
- Digital Photography
- Digital Video Production

## Science, Technology, Engineering and Mathematics

Planning, managing, and providing scientific research and professional and technical services (e.g. physical science, social science, engineering) including laboratory and testing services, and research and development services.

### *High School Course Suggestions:*

Environmental Science

- Forensic Science
- Biology
- Pre-Engineering and Engineering
- Sociology/Psychology
- Anatomy
- All Sciences

### *Camden County Certificate programs:*

- CADD: Computer Aided Drafting and Design

## Transportation, Distribution and Logistics

Planning, management and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

### *High School Course Suggestions:*

- Marketing, Introduction to Business
- Pre-Engineering/Engineering
- Robotics
- CAD I & II
- Architectural Design

### *Camden County Certificate programs:*

- Automotive General Technician
- Automotive General Motors Technician
- Computer Aided Manufacturing Technician

What are the possibilities for my area of interest? Either College Now, or Work/Internship...

## College Now Program

...and Early Release to start your Certificate Program NOW  
(5 credits per class)

1. 12<sup>th</sup> grade students can enter into the College Now Program or dual credit via the STEAM Academy. There are a number of courses you can take that could lead you to a certificate for employment in different areas of interest. You can be released in the afternoon wheel \* to attend college courses that can put you on track for a number of career opportunities and can put you that much closer to a full time position. This could be in the automotive, culinary or computer industries.
2. Senior students can identify a certificate or postsecondary area of interest and utilize the College Now option to begin their journey while still in high school. *Seniors pay for two college credits, and take the Accuplacer exam in their junior year.* Seniors can be released in the afternoon wheel to attend college courses that can put them on track for a number of career opportunities and can put them that much closer to a

full time position. This could be in the automotive, culinary or computer industries. See your counselor for this option.

Possibilities include:

- a. **Certified Nursing Assistant** – One course for completion.
- b. **Multi-Skilled Tech** – 7 courses for a certificate, students can also earn an associate's degree in the major
- c. **Computer Aided Manufacturing Technician** – 4 courses for a certificate, courses can be used for Computer Integrated Manufacturing degree.
- d. **Precision Machining Technology** – 4 courses for a certificate, courses can be used for Precision Machining associate's degree
- e. **Industrial Controls: Programmable Logic Controller** – 3 courses for a certificate
- f. **Medical Coding** – 13 courses for a certificate, can be used for Health Information Technology degree
- g. **Automotive** – 12 course certification program that can be used for associate's degree
- h. **Vet Tech** – Selective program that is unique to Camden County College. Students can complete their four course requirements to apply to the program for the fall after graduation as opposed to the fall after their first year of college.
- i. **Criminal Justice** – Popular associate's degree program with a variety of course options
- j. **Studio Art** – Associate's degree program with a variety of course options
- k. **Business** – Associate's degree program with a variety of course options
- l. **Computer Graphics** – Associate's degree program with a variety of course options
- m. **Education** – Associate's degree program with a variety of course options

**\*\* *In the event the student drops college course(s) for whatever reason, the student would have to be scheduled into the second wheel within 4 school days, unless other course(s) is/are secured before that time and is approved by the School Counselor, Career Counselor, VP and parent.***



## Internship or Apprenticeship

...and Early Release (up to 20 credits)

## Work Study

...and Early Release (up to 20 credits)

3. Senior students can find a job that interests them that may lead them to a career in the industry, and be released from school after the morning wheel to work. This could be an employment opportunity that could lead to entering into a management program, or other specialized area. Jobs where students are working “under the table” are not eligible for the program. Students must present paystubs showing tax withholdings in order to be eligible.\*\* This opportunity will need to be presented and approved by your counselor, the career counselor and the vice-principal. To be eligible, students **MUST** have a job in place by September 22<sup>nd</sup> of their senior year.
4. A list of approved programs and available job offerings can be found in the counseling office\*. This will require a further application process.

*\*\* In the event the student loses employment for whatever reason, the student would have to be scheduled into the second wheel within 15 school days, unless another mentorship or employment opportunity is secured before that time and is approved by the School Counselor, Career Counselor, VP and parent.*

*\*\*If the student does not adhere to the guidelines/rules of the program and or the rules set forth by the place of employment, the school (Career counselor and VP or administrator) has the right to remove the student from the program. The student will be scheduled into the second wheel and will return to a normal school day.*

*\*\*If the student has an excessive amount of discipline, the Career Counselor, administrator and VP have the right to deny a student's entrance into the program. Each student's discipline history will be looked at and entrance into the program will be on a case by case basis.*

*\*\* Students on no credit status will also receive no credit for the Career Exploration Program unless the student attends credit completion.*

## How do I sign up?

Interested senior students should contact their counselor or the career counselor for full details. Listed below are the steps necessary to enroll in this advanced opportunity.

1. Eligible students should have at least 100 credits by the end of their junior year to qualify.
2. Approval will be needed by the school counselor, the career counselor and the vice principal.
3. Parental consent is necessary for students under the age of 18. If the student is 18 years of age or older the school may still require a signed form from a parent to verify they are aware the student will be off school property during the regularly scheduled school day.
4. Transportation to and from the job or internship or college is the responsibility of the student. Transportation to and from the Finishing Trades Institute will be provided by the district.

**Finishing Trades Institute**  
Preparation for Union Positions after High  
School (5 credits)

**This V.I.P. (Vocational Intern Partnership) program is offered to a select 20 students in each school.**

The purpose of the Vocational Intern Partnership program is to educate and provide necessary experience on the skills and demands of the apprenticeship programs offered at the FTI. The VIP program is used as a stepping-stone for students to progress from classroom to potential Apprentices or Industrial Workers.

Students will be placed into a cohort of 20 students. These students, once a week for 18 weeks, will go to the Finishing Trades Institute in Winslow where they will learn job safety, drywall, paperhanging, painting and glazing. Students gain points to enter into a paid apprenticeship following graduation to enter into a union position to eventually become a journey man. This is a great opportunity for students who are not on the college track, but will enter into a well-paid, life-wage job upon graduation from high school.

The program also affords students construction industry wide recognized certifications in OSHA 10, and First Aid/CPR. Topics of instruction also include Trade Math, Labor History, Blueprint Reading, Scale Drawing, Tools of the Trade along with Craft Specific Training through theory and hands-on learning experiences. Students will be versed in Interview, Life and Finance Skills, Aptitude Testing Preparation along with knowledge of Green Environment Awareness in construction.

Below is a video of the Finishing  
Trades Institute.

# 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 (High School Plus) 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 Lang & Comp	English	ENG 101	English Composition	3	6 on Essay Rubric	Not Required	X	X	X
AP Statistics	Math	MTH 111	Elements of Statistics I	3	70% or higher	Not Required	X		X
Probability & Statistics	Math	MTH 111	Elements of Statistics I	3	80% or higher	Not Required	X	X	X
AP Calculus AB/BC	Math	MTH 140	Calculus I	4	80% or higher	Not Required		X	
Calculus	Math	MTH 122	Applied Calculus	3	70% or higher	Not Required		X	
Calculus	Math	MTH 140	Calculus I	4	80% or higher	Not Required	X		X
Anatomy & Physiology	Science	BIO 103	Human Biology	3	80% or higher	Not Required	X	X	X
AP Biology	Science	BIO 111	Biology I-Science	4	80% or higher	YES 3+	X	X	X
AP Chemistry	Science	CHM 111	Chemistry I- Science	4	80% or higher	Not Required	X	X	X
AP Environmental Science	Science	BIO 106	Living in the Environment	4	80% or higher	YES 3+	X	X	X
AP Physics 1	Science	PHY 101	Physics I	4	70% or higher	Not Required	X	X	X
AP Physics 2	Science	PHY 102	Physics II	4	70% or higher	Not Required	X	X	X
Forensic Science	Science	CHM 145	Intro to Forensic Science	4	80% or higher	Not Required	X	X	X
AP Government & Politics	Social Studies	POL 103	American Government	3	80% or higher	Not Required	X	X	X
AP Psychology	Social Studies	PSY 101	Basic Psychology	3	70% or higher	Not Required	X	X	X
AP U.S. History II	Social Studies	HIS 122	US History II	3	70% or higher	Not Required	X	X	X
CAD I & Architectural Des.	Technology	CAD 101	Computer Aided Engineering Graphics	4	80% or higher	Not Required	X	X	X
French III Honors	World Lang	FRE 101	Elementary French I	3	80% or higher	Not Required	X	X	X
French IV Honors	World Lang	FRE 102	Elementary French II	3	80% or higher	Not Required	X	X	X
Italian III Honors	World Lang	ITA 101	Elementary Italian I	3	80% or higher	Not Required	X	X	X
Italian IV Honors	World Lang	ITA 102	Elementary Italian II	3	80% or higher	Not Required	X	X	X
Spanish III Honors	World Lang	SPA 101	Elementary Spanish I	3	80% or higher	Not Required	X	X	X
Spanish IV Honors	World Lang	SPA 102	Elementary Spanish II	3	80% or higher	Not Required	X	X	X

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
- AP Calculus AB/BC
- AP Statistics
- AP Chem
- AP Env. Science
- AP Physics I
- AP Biology
- AP US History
- AP US History II
- PE/Health 11

**Junior / Senior Requirement...**  
*Capstone Project*

**Possible Senior Year Courses**

- AP Lit & Comp.
- AP 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 draftsman and Design drafter.
- In High School...
  - AP English Language and Composition
  - CADD I & Architectural Design (Dual Credit with CCC)
  - AP Calculus
  - AP Physics I or II (Dual Credit with CCC)

## *Steam Academy possibilities*

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 &amp; II(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</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> )

# GIFTED AND TALENTED PROGRAMS

## Honors Courses

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.

## 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 on page 13 for exact details.

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.

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>

***NOTE: AP Courses may only be dropped during the spring of registration and the summer preceding the start of the school year. Contact your counselor for full details. r2624***

## Gifted and Talented Courses

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: 2-D Design  
ADVANCED PLACEMENT MUSIC THEORY

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

LAB BIOLOGY HONORS  
PHYSICS 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 US GOVERNMENT AND POLITICS

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



# Other important Programs...

## Dual Credit (High School Plus)

Certain courses in our curriculum may be taken for college and high school credit at the same time. The courses will be taught at BHPRSD 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 26).** 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 (currently \$150). 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.

## English Language Learning (ELL) Program

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    Year    5 Credits    GRADES 9-10

Reading Enhancement 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. This course is taken in conjunction with English I. The same grade will be given for Reading Enhancement and English I.

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

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, and test taking strategies. This course is aligned to the Common Core State Standards. This course is taken in conjunction with Algebra I. The same grade will be given for Math Enhancement and Algebra I.

### MATH LAB    Sem    2.5 Credits    GRADE 12

Prerequisite: Seniors who do not have the “cut score” on the NJSLA assessments or the “cut score” on a substitute assessment in mathematics required by state statute.

Math Lab is a specific course that will prepare students for substitute assessments including the PSAT, SAT, ASVAB and other standardized tests for graduation purposes. Additionally, students will develop a mathematical portfolio based on the criteria from the NJDOE to demonstrate proficiency in mathematics.

**ENGLISH LAB****Sem****2.5 credits****GRADE 12**

---

Prerequisite: Seniors who do not have the “cut score” on the NJSLA assessments or the “cut score” on a substitute assessment in English required by state statute.

English Lab is a specific course that will prepare students for substitute assessments including the PSAT, SAT, ASVAB and other standardized tests for graduation purposes. Additionally, students will develop a literacy portfolio comprised of various reading and writing tasks to demonstrate proficiency based on the criteria from the NJDOE.

**LITERACY LAB****Full Year**

---

Students in need of extra support with developing reading skills will be scheduled for instructional sessions during the school day with the school’s Reading Specialist. All sessions will be held in the Literacy Lab and will be scheduled to accommodate the best-case scenario for individual students’ schedules. Sessions will focus on targeting weaknesses identified through state tests, department benchmark assessments, and course performance. Various reading assessment resources will be used to provide and monitor progress towards improving readiness for college and career. **This is a non-graded course.**

**NJSLA MATH****Full 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 (NJSLA). Students requiring enrichment and/or intervention include any grade 11 student that 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
- English I, II, III, IV College Prep
- American Studies/English II Accelerated
- Western Studies/English III Accelerated
- Contemporary Studies/English IV Accelerated
- English I, II Honors
- A.P. English – Lang & Comp
- A.P. English – Lit & Comp
- Theatre Arts
- Public Speaking (sem)
- Discussion & Debate (sem)
- Journalism
- Creative Writing (sem)
- Grammar for Writing (sem)
- African American Literature (sem)

### **SOCIAL STUDIES**

- World History/Cultures Accelerated
- World History Cultures College Prep
- Honors World History/Cultures
- U.S. History I, II Accelerated
- U.S. History I, II College Prep
- 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. U.S. Government and Politics
- Financial, Economic, Business Literacy (sem)
- Sociology (sem)
- Psychology/Human Behavior I
- Psychology/Human Behavior II
- A.P. Psychology
- Holocaust & Genocides (sem)
- Government & Constitutional Law (sem)
- Air Force JROTC

### **MATHEMATICS**

- Introduction to Algebra
- Algebra I, II & IIA
- Algebra II Honors
- Geometry & Geometry Accelerated
- Geometry Honors
- Introduction to College Math
- Pre-Calculus
- Pre-Calculus Honors
- Calculus
- A.P. Calculus AB/BC
- Probability and Statistics
- A.P. Statistics

## SCIENCE

- Physics
- 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
- Astronomy
- Zoology

## 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 Request Frequently Asked Questions...

**Q: Do I have to make an appointment for course registration?**

**A:** No. Grades 9, 10 and 11 will receive passes to the counseling office to complete course requests.

**Q: My best friend met with her counselor for course selection the week before I did. Am I going to get closed out of courses because other students registered before me?**

**A:** No. The Counseling Department does not start placing students in actual sections until all students have registered. There is no advantage to registering first.

**Q: How many courses should I select? How many back up selections should I have?**

**A:** You should request 8 full year courses (or a combination of semester courses). You should have two back up selections (listed in order of priority), when you meet with your counselor. If you do not provide backups, and a course you selected is cancelled or overloaded, a selection will be made for you.

**Q: One of my elective choices is a really popular class. What are my chances of getting it?**

**A:** The counseling office will build as many sections of a course needed to satisfy student demand assuming that staffing is available. In the case that course sections need to be limited due to staff availability, seniors will have first priority followed by juniors, sophomores and freshmen.



**Q: Can I request a teacher?**

**A:** No. Because of the number of course requests we process, it is impossible to field requests in a fair and systematic way to all families.

**Q: Do I need a recommendation for AP and Honors courses?**

**A:** Possibly. Be sure to read the prerequisites under each AP and Honors course to be sure you meet the criteria before requesting the course. Each one is different.

**Q: I am a student-athlete, is there anything I need to be concerned about during course registration?**

**A:** Yes. Student-athletes must be passing 30 credits at all times. Be realistic about your course selections as dropping down to 30 credits during the school year will leave you without a safety net if you experience difficulty in another class. Student-athletes considering NCAA Athletics must meet coursework criteria to be eligible. Student athletes should review [www.eligibilitycenter.org](http://www.eligibilitycenter.org) for additional information.

**Q: What if I change my mind about a course after I meet with my counselor?**

**A:** You have until June 15<sup>th</sup> to make any changes to your course selections. Once the school year starts, we do not honor changes unless there was an error in scheduling.

**Q: I have a question that is not mentioned in this FAQ section. What should I do?**

**A:** Speak up! Stop by the counseling office and talk to your counselor. They are here to help you!



COURSE  
DESCRIPTIONS

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

# 21ST CENTURY LIFE AND CAREERS

## BUSINESS EDUCATION OFFERINGS

### FRESHMAN SEMINAR      Year      5.0 credits      GRADE 9

This course is designed to give students the essential academic, social, and emotional skills needed to be successful students. Students will participate in activities that promote critical thinking, goal setting, decision-making, time management, teamwork and communication. It also provides students with opportunities to explore career pathways and various career clusters.

### ACCOUNTING      Year      5 credits      GRADES 9-12

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

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.***

### Introduction to Business (Sem)      2.5 Credits      GRADES 10-12

Students interested in taking the Introduction to Business course will be exposed to four areas of focus including Business Management & Administration, Business Information Systems, General Management, and Human Resources Management. Through these pathways, students will explore concepts, resources, and systems related to basic economy; explore the role of government in our economy and the effect of business on a global economy; explore owning and operating a business (entrepreneurship) and the related management and leadership skills required in the business environment; explore key elements of human resources management, including how management relates to culture and diversity in the business environment; and explore introductory concepts of

managing business finances and utilizing technology through software application programs, e-workforce, e-commerce, e-learning, groupware and web site development.

**Marketing (Sem) 2.5 Credits GRADES 10-12**

Students interested in taking the Marketing course will explore the importance, fundamentals, planning, and segmentation of marketing. Students will associate the math, communication, technology, interpersonal, and management skills related to marketing. Students will analyze the political, economic, and global affects with regard to our economy, international trade, and the global marketplace as well as ascertain the free enterprise system and the legal and ethical issues related to government, law, social responsibilities and ethics. At the end of this course, students will have been exposed to the general communication, management, and research related to the field of marketing. Students enrolled in this course will be permitted to participate in a DECA Club to help further prepare business-focused students as emerging leaders and entrepreneurs in marketing.

**Personal Finance (Sem) or (Sem/Sci) 2.5 Credits GRADES 11-12**

This course meets the State's Graduation Requirement for Financial Literacy. Students interested in the Personal Finance course will explore 21st century life and careers concepts related to income, careers, money management, credit and debt management, saving, investing, and college applications processes from selection to financial aid. In addition, students will learn the traits of being a critical consumer with regard to monetary transactions and prioritizing financial matters. Students will learn to evaluate media and bias related to consumer decision-making and apply specific consumer protection laws to current business-related issues. Students will learn about current credit counseling and resources available to assist consumers. Students will determine reasons for identity theft worldwide, how to protect against such activities, and identify successful methods to restore and protect personal identities. By the end of this course, students will have explored a variety of age-appropriate life skills, including salary, benefits, and taxation. **This course will satisfy the requirement for financial Literacy.**

The course takes a wide lens on computer science by covering topics such as programming, physical computing, HTML/CSS, and data. Students engage with computer science as a medium for creativity, communication, problem solving, and fun. The course inspires students as they build their own websites, apps, games, and physical computing devices.



# 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.

**Research Requirements** - All English courses require a paper that develops an argument using research. This assignment counts as two test grades for the marking period in which it is assigned. 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.

**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.

**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 are not permitted to take two English courses in one year until 11<sup>th</sup> grade and cannot enroll in more than two English courses per school year.

## **COLLEGE PREP AND ACCELERATED ENGLISH COURSES**

### **ENGLISH I: COLLEGE PREP &**

**ENGLISH I: ACCELERATED**      Year      5 credits      **GRADE 9**

**Prerequisite:** Placement in the Accelerated-level course requires that students have demonstrated proficiency on standardized tests and achievement in prior English courses. Requirements include summer reading, a research paper, and independent reading throughout the year.

These courses support development of literacy skills and build upon a student's fundamental knowledge of literature through the study of genres: the short story, the novel, poetry and drama. Instructional activities, assignments, and assessments are designed to develop critical thinking skills that empower students to engage in analysis and evaluation of various fiction and nonfiction texts, both in print and multimedia. Students are expected to grow in their abilities to draw inferences, conduct research, produce formal written compositions, and apply knowledge of language.



## ENGLISH I: HONORS

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 culminating activities throughout the year are required.

## ENGLISH II: COLLEGE PREP

& ENGLISH II: ACCELERATED Year 5 credits GRADE 10

**Prerequisite:** Placement in the Accelerated-level course requires that students have demonstrated proficiency in the English I: Accelerated course, that the student has earned an 85% or above in English I: College Prep, or that the student has a recommendation from the current English teacher. Requirements include summer reading, a research paper, and independent reading throughout the school year.

These courses foster continued growth of literacy skills through focused study of American literature. Curriculum units are organized thematically to emphasize themes associated with understanding individual and cultural identity, as well as the evolution of the American Dream. Instructional activities, assignments, and assessments continue to develop critical thinking skills that empower students to engage in analysis and evaluation of complex texts, both fiction and nonfiction. Students are expected to gain independence in their abilities to draw inferences, conduct research, produce formal written compositions, and apply knowledge of language.

## AMERICAN STUDIES /

ENGLISH II ACCELERATED

Year

5 credits

GRADE 10

Requirements include summer reading, a research paper, and independent reading throughout the year.

**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 to provide integrated study.

## ENGLISH II: HONORS

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.

### **ENGLISH III: COLLEGE PREP**

### **& ENGLISH III: ACCELERATED**

**Year**

**5 credits**

**GRADE 11**

**Prerequisite: Placement in the Accelerated-level course requires that students have demonstrated proficiency in the English II: Accelerated course, or that the student has earned an 85% or above in English II: College Prep and has obtained the recommendation of the current English teacher. Requirements include summer reading, a research paper, and independent reading throughout the school year.**

These courses involve students in examining traditional literary forms and in connecting timeless themes in classic British literature to contemporary writing, both fiction and nonfiction. Curriculum units are organized to engage students in understanding cultural perspectives on heroism, and in evaluating how authors craft language to convey argument, produce social commentary, and portray human experiences. Instructional activities, assignments, and assessments require that students apply critical reading skills in their written and spoken analysis of complex texts. Students are expected to perform independent research and collaborate with peers.

## **WESTERN STUDIES / ENGLISH III**

### **ACCELERATED**

**Year**

**5 credits**

**GRADE 11**

Requirements include summer reading, a research paper, and independent reading throughout the year.

**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 to provide integrated study.

## **ADVANCED PLACEMENT ENGLISH**

### **LANGUAGE & COMPOSITION (Jr.)**

**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.

### **ENGLISH IV: COLLEGE PREP &**

### **ENGLISH IV: ACCELERATED**

**Year**

**5 credits**

**GRADE 12**

**Prerequisite:** Placement in the Accelerated-level course requires that students have demonstrated proficiency in the English III: Accelerated course, or that the student has earned an 85% or above in English III: College Prep and has obtained the recommendation of the current English teacher. Requirements include summer reading, a research paper, and independent reading throughout the school year.

These courses involve students in examining global perspectives through the study of World literature. Curriculum units are organized to engage students in making connections between early and contemporary mythology; analyzing impact of literary and rhetorical devices; conducting inquiry-based research; and evaluating global conflicts through a variety of genres. Instructional activities, assignments, and assessments require that students apply critical reading skills in their written and spoken analysis of complex texts. Students are expected to perform independent research and collaborate with peers.

### **ENGLISH IV:**

### **LITERACY FOR CAREER PREP**

**Year**

**5 credits**

**GRADE 12**

**Prerequisite:** Placement in this course requires that the student has been accepted into the FTI for the Vocational Intern Partnership Program. Only students who have been identified for immediate entrance to a vocational career upon graduation will be enrolled in this course.

This course involves students in developing literacy skills through the study of world literature and a variety of contemporary texts that reflect and

promote global awareness, self-advocacy, and goal management. Students will develop effective communications skills, in both spoken and written form, as well as critical reading skills through close study of fiction, nonfiction, and real-world occupational documents, in both print and multimedia. Students are expected to perform independent reading and research, engage in peer collaboration and public speaking; and demonstrate effective use of language and vocabulary.

*\*This is not an approved NCAA course.*

## CONTEMPORARY STUDIES /

### ENGLISH IV ACCELERATED

Year

5 credits

GRADE 12

**Requirements include summer reading, a research paper, and independent reading throughout the year.**

**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 to provide integrated study.



## **ADVANCED PLACEMENT ENGLISH**

**LANGUAGE & COMPOSITION (Sr.)    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    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

### GRAMMAR FOR WRITING      Sem      2.5 credits      GRADES 9-10

This course provides students with an understanding of how grammar affects writing, thus empowering them to write successfully in all subject-area coursework and in real-world situations where clear communication is essential. Through close study of grammar rules and sentence structure, as well as through relevant application of grammatical knowledge, students will improve writing performance across the curriculum.

### THEATRE ARTS I      Year      5 credits      GRADES 9-12

This comprehensive elective course is designed to give students a basic introduction to drama, theatre, and acting. This course is designed as a workshop where students will engage in the study of acting, performance, and the world of theatre. Students will perform and create characters through dramatic improvisation and acting exercises, and will study various methods and forms of acting as a means of promoting the development and integration of an actor's cognitive abilities.

### THEATRE ARTS II-IV      Year      5 credits      GRADES 10-12

**Prerequisite: Students must have obtained a passing grade in Theatre Arts I.**

This elective course is designed to continue and build on the basic knowledge acquired in the Theatre Arts 1 course. This course is set up as an acting workshop where students will expand their prior knowledge of the study of acting, performance, and theatre by performing characters through dramatic improvisation and scripted theatrical pieces. Students will study several methods of acting and participate in advanced acting exercises to promote the development and integration of an actor's cognitive abilities.

### PUBLIC SPEAKING      Sem      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**      **Sem**      **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**      **Sem**      **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**      **Sem**      **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

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.

## AFRICAN AMERICAN

### LITERATURE I

Sem

2.5 credits

GRADES 10-12

This discussion-based course will provide students with opportunity for in-depth study of African American literature from its roots during slavery to contemporary literary works of modern day, including spoken word poetry and hip hop. Through higher-level analysis of common themes among various texts, students will make real-world connections, evaluating societal influences on culture and conflict, in order to formulate answers to the essential questions that emerge through close readings of the literature. It will be structured much like a seminar in which students will be expected to come to class prepared to discuss assigned readings.

## AFRICAN AMERICAN

### LITERATURE II (Timber Creek only)

Sem

2.5 credits

GRADES 10-12

The second half of this discussion based course picks up at the end of the Harlem Renaissance and seeks to explore how protest and new artistic movements contribute to the shifts in the literature that has been produced during more contemporary times. The focus will continue to be on the African American experience through the various forms of art and literature. The course will conclude with a special look into the motivations and works of modern activists and how the movements of today align with the movements of the past.





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

## CREATIVE FOODS

& NUTRITION (TR & TC only)    Year    5 credits    GRADES 10-12

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.



## CULINARY & HOSPITALITY

**CAREERS** (TR & TC only)

Year 5 credits

**GRADES 11-12**

### **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 and Music)

## ART COURSES

### ART FUNDAMENTALS

Sem

2.5 credits

GRADE 9

This course will serve as a foundation for further art courses where students will gain knowledge and experience of the elements and principles of art through the exploration of a variety of materials and techniques with two-dimensional art production. Topics to be covered will be at an introductory level with drawing, composition, painting, collage and printmaking.

### FASHION TRENDS

### & INTERIOR DESIGN

Year

5 credits

GRADES 9-12

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.

### ART & DESIGN I

Year

5 credits

GRADES 10-12

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.

**ART & DESIGN II**                      **Year**                      **5 credits**                      **GRADES 10-12**

**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.

**CERAMICS & SCULPTURE**     **Year**                      **5 credits**                      **GRADES 10-12**

This course serves as an introduction to ceramics and sculpture. It includes the study of the history and culture as well as understanding tools and materials involved with creating three-dimensional art forms. Students will be primarily engaged as an individual creating pieces that are both functional and decorative. This course requires a high commitment to the safe and responsible use of materials, tools and equipment. Students will spend much of their time sculpting with clay, including hand building as well as wheel throwing. In addition to clay, other sculptural materials will include wire, plaster, paper mache and found objects. Ceramic pieces will be finished using a variety of glazing techniques.

**ADVANCED CERAMICS**                      **Year**                      **5 credits**                      **GRADES 11-12**

**Prerequisite: Ceramics & Sculpture**

This course explores advanced problems in sculptural form with the development of processes and techniques. Students will spend much of their time sculpting with clay but will also work with other sculptural materials. Students will focus on developing an individual style and a sophisticated body of work, creating pieces that are both functional and

decorative. The course will challenge students to set personal goals in terms of research and art production.

## **COMPUTER GRAPHICS**

### **DESIGN I**

**Year**

**5 credits**

**GRADES 10-12**

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.

### **DIGITAL PHOTOGRAPHY**

**Year**

**5 credits**

**GRADES 10-12**

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. This course is designed to stimulate an interest in and further the understanding of the techniques and principles involved in photography. This course is for students interested in hands-on photography using digital cameras, cell phone cameras and computers. Students will have an introduction to elements of art and principles of design and how to apply these concepts to photography. This course will familiarize the student with digital photographic equipment, materials, and methods through theory and hands on practice. Topics will include camera and lens operation as well as historical methods, file formatting, exposure, white balance, composition, lighting and image editing using Adobe Photoshop. Students will have the opportunity to use digital editing software and understand the importance of post processing in order to manipulate digital photographs to improve tonal range and contrast. Students will be encouraged to utilize their cell phones as a way to store and capture images, but will also have access in class to school cameras.

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

**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

## ADVANCED DIGITAL PHOTOGRAPHY

Year

5 credits

GRADES 11-12

**Prerequisite: Digital Photography grade of B or above.**

This is an advanced course in Digital SLR photography. Students will explore technical, artistic, and commercial aspects of photography. The course will cover camera techniques, studio strobe usage, advanced digital camera operations and creative digital darkroom techniques with the use of Lightroom and Photoshop software. Class time will enable students to work on independent and cooperative explorations. Students will prepare a portfolio of work to exhibit at the completion of the course. They will also produce a website for their photography work. Students will organize selected images into a final artistic creation in conjunction with a reflective critique process in which the student is able to synthesize his/her conceptual idea, decision-making and final output.

## ADVANCED PLACEMENT STUDIO ART: 2D-DESIGN

Year

5 credits

GRADES 11-12

**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.

# MUSIC COURSES

## MUSIC APPRECIATION      Sem      2.5 credits      GRADES 9-12

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.

## GUITAR      Year      5 credits      GRADES 9-12

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.

## INTRO TO INSTRUMENTAL MUSIC      Year      5 credits      GRADES 9-12

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.

## CONCERT BAND      Year      4 or 5 credits      GRADES 9-12

**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 Introduction to Instrumental Music.

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.

**BAND TECHNOLOGY**      **Year**      **4 or 5 credits**      **GRADES 9-12**

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.

**VOCAL MUSIC I**      **Year**      **5 credits**      **GRADES 9-12**

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.

**CONCERT CHOIR & TECH**      **Year**      **4 or 5 credits**      **GRADES 9-12**

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.

**MUSIC THEORY & TECH I**      **Year**      **5 credits**      **GRADES 10-12**

**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, sight-reading, musical dictation, technology and vocabulary.

**VOCAL MUSIC II**      **Year**      **5 credits**      **GRADES 10-12**

**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 balanced, efficient sonorous tone. Students will be encouraged to audition for the advanced Chorale choral group.

**VOCAL TECHNOLOGY**      **Year**      **4 or 5 credits**      **GRADES 10-12**

**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.



**MUSIC THEORY & TECH II**      Year      5 credits      **GRADES 11-12**

---

**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, sight-reading, musical dictation, technology, composition and form.

**VOCAL MUSIC III**      Year      5 credits      **GRADES 11-12**

---

**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.

**AP MUSIC THEORY**      Year      5 credits      **GRADE 12**

---

**Prerequisite: Student must have prior experience in either instrumental or vocal music.**

AP Music Theory provides students with the opportunity to further develop, practice, and master music theory skills, and prepare them for college level course work. During this course, students will analyze, create and perform compositions utilizing a variety of skills and compositional devices including but not limited to extended harmony, complex harmonic progress, the study of traditional forms and twelve tone methods. Additional skills to be explored are sight-singing and musical dictation. Although not required, students are expected to take the Advanced Placement Music Theory examination.



**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.



# MATHEMATICS OFFERINGS

## INTRODUCTION TO ALGEBRA

Year

5 credits

GRADES 9

This course is required for students who need to develop and master pre-algebra skills (8th grade math standards). This course entails the mastering of the content of the number system, expressions & equations, and functions. Students will develop foundations of math content and skills needed to be successful in Algebra 1.

## GEOMETRY HONORS

Year

5 credits

GRADES 9-10

**Prerequisite: Successful completion of Algebra I with at least a 93% 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.

## ALGEBRA I

Year

5 credits

GRADES 9-12

Algebra is the first course of a rigorous three-year sequential mathematics program for high school students. Taught in alignment with the New Jersey Student Learning Standards, the Algebra 1 course 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, create equations that model real-world situations, understand solving equations as a process of reasoning and explaining 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.

**GEOMETRY ACCELERATED**      **Year**      **5 credits**      **GRADES 9-12**

**Prerequisite: Placement in Geometry A requires completion of Algebra I with a grade of 80% or higher. 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 93% or higher.**

Geometry is the second course of a rigorous three-year sequential mathematics program for high school students. Taught in alignment with the New Jersey Student Learning 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.

**MATH ENHANCEMENT**      **Year**      **5 Credits**      **GRADES 9-12**

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, and test taking strategies. This course is aligned to the New Jersey Student Learning Standards in Mathematics. This course is taken in conjunction with Algebra I. The same grade will be given for Math Enhancement and Algebra I.

**ALGEBRA I NJSLA Program**      **Sem**      **2.5 credits**      **GRADES 9-12**

**Prerequisite: Completion of Algebra I**

This course is required for all students who have passed the Algebra I course but did not get a qualifying score of at least a “4” on the Algebra I NJSLA-M. These students are also taking Geometry, Geometry A or Geometry Honors. This course reviews key topics, offers sample NJSLA released questions, and prepares the students for re-taking the NJSLA ALG01 in either December, or the Spring.

**ALGEBRA II HONORS**      **Year**      **5 credits**      **GRADES 10-11**

**Prerequisite: Placement in Algebra II Honors requires that students have demonstrated completion of both Algebra I and Geometry A with a 93% average or higher, or Geometry Honors with an 80% 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.

**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 New Jersey Student Learning 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.

**Prerequisite: Completion of Algebra I and Geometry.**

Algebra II is the third course of a rigorous three-year sequential mathematics program for high school students. Taught in alignment with the New Jersey Student Learning 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.



**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 80% average or higher.

Algebra II is the third course of a rigorous three-year sequential mathematics program for high school students. Taught in alignment with the New Jersey Student Learning 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 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.

**Prerequisite:** Placement in Pre-Calculus Honors requires students have demonstrated completion of Geometry Honors and Algebra II Honors with an 80% 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.

**Prerequisite: Completion of Algebra I**

This course is required for all grade 11 students who require enrichment and/or intervention in preparation for Math graduation indicator. Students requiring enrichment and/or intervention include any grade 11 student that received a final grade of a “D” or below in mathematics in 9th and/or 10th grade will receive additional mathematics support through this course.

**PRE-CALCULUS**

Year

5 credits

GRADES 11-12

**Prerequisite: Placement in Pre-Calculus requires that students have demonstrated completion of Algebra I and Algebra IIA with an 80% average or higher completion of Geometry A with an 80% 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.

**ADVANCED PLACEMENT****STATISTICS**

Year

5 credits

GRADES 11-12

**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 an 80% 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.

**PROBABILITY & STATISTICS**      **Year**      **5 credits**      **GRADES 11-12**

**Prerequisite:**                      **Successful completion of Algebra II**

This course provides students with a basic introduction to statistical concepts and methods. Topics covered include: frequency distributions; measures of central tendency and variability; linear regression and correlation; fundamentals of probability; binomial and normal distributions; sampling distributions and the Central Limit Theorem; confidence intervals; and hypothesis testing on a single population. Students are required to use a Texas Instruments TI-83/84 or TI-83/84 Plus calculator.

**CALCULUS**                                      **Year**                      **5 credits**                                      **GRADE 12**

**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, Pre-Calculus Honors with a 75% 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.

**ADVANCED PLACEMENT**

**CALCULUS AB**                                      **Year**                      **5 credits**                                      **GRADE 12**

**Prerequisite:** **Placement in Advanced Placement Calculus requires that students have demonstrated completion of Pre-Calculus Honors with an 80% 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.

### **ADVANCED PLACEMENT**

#### **CALCULUS BC**

**Year**

**5 credits**

**GRADE 12**

**Prerequisite: Placement in Advanced Placement Calculus BC requires that students have demonstrated completion of Advance Placement Calculus AB.**

Advanced Placement Calculus BC course is a special college-level experience that is a continuation from Advance Placement Calculus AB. This course will take more time, require more work, and is paced appropriately for students to be successful on the AP Exam as it follows the topics established by the College Board.

### **INTRODUCTION TO**

#### **COLLEGE MATH**

**Year**

**5 credits**

**GRADE 12**

**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

## PHYSICAL EDUCATION 9                      3 M.P.                      3.75 credits                      GRADE 9

The emphasis is on skill development in various team sports. Fitness units and fitness testing will be done each marking period.

## HEALTH EDUCATION 9                      1 M.P.                      1.25 credits                      GRADE 9

The Freshman Health Curriculum is designed to teach students on a number of current health topics and issues.. The main topics which will be addressed in this unit are decision making, puberty, the endocrine and reproductive systems, gender identity, gender roles, sexually transmitted infections, drugs, alcohol and nutrition.

## PHYSICAL EDUCATION 10                      3 M.P.                      3.0 or 3.75 credits                      GRADE 10

The emphasis is continued on skill development in various team sports. Fitness units and fitness testing will be done each marking period.

## HEALTH EDUCATION 10                      1 M.P.                      1.0 or 1.25 credits                      GRADE 10

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.

## PHYSICAL EDUCATION 11                      3 M.P.                      3.75 credits                      GRADE 11

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.

## HEALTH EDUCATION 11                      1 M.P.                      1.25 credits                      GRADE 11

This course is designed to teach a basic First Aid and Safety curriculum that corresponds with the American Red Cross curriculum. This course will stress the importance of first aid and how to handle emergency situations, assess the degree of injuries and administer First Aid with confidence. Topics to be covered and discussed include checking the victim, calling for help, treating wounds, burns, bone and joint injuries, shock, poisoning, heat stroke, sudden illness and CPR along with a three week unit to further discussing substance use/abuse.

## PHYSICAL EDUCATION 12                      3 M.P.                      3.75 credits                      GRADE 12

The emphasis is on lifetime activities as well as individual and dual sports. Fitness units and fitness testing will be done each marking period.

**HEALTH EDUCATION 12**                      **1 M.P.**                      **1.25 credits**                      **GRADE 12**

This course is designed to provide students with the physical, emotional, and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle. Students will learn how to develop and maintain relationships with friends and family. Additionally, students will learn medically accurate information about abstinence and contraception. They will also learn skills to enact behaviors to reduce or eliminate the occurrence of sexually transmitted infections, HIV/AIDS, and unintended pregnancy along with a three week unit to further discussing substance use/abuse.

**ADAPTED**  
**PHYSICAL EDUCATION**                      **3 M.P.**                      **3.75 credits**                      **GRADES 9-12**

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.

**TEEN PEP (H&PE 12)**                      **Year**                      **5 credits**                      **GRADE 12**

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.*

**PEER TO PEER**                      **Year**                      **5 credits**                      **GRADE 12**

The Peer to Peer PE program is an inclusive physical education program. Students will be trained to work as partners/peer tutors to assist students with disabilities to actively engage in a general physical education setting. The focus will be on fitness and skill development, at each student's individual level. The class will also promote communication, respect, teamwork and socialization among all students in the class.

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



**FIRST AID/CPR  
CERTIFICATION**

**Sem**

**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**

**Sem**

**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.



# DANCE



## DANCE I                                      Year                      5 Credits                                      Grades 9-12

This is a class in which students demonstrate and understand basic movement elements and skills. Students will create and perform dances based on historical and contemporary cultures. We will learn the meaning of the dance vocabulary and verbally discuss and evaluate choreography. All students will perform or participate in an end-of-semester production. Special rehearsal time will be provided for this program.

## DANCE II                                      Year                      5 Credits                                      Grades 9-12

**Prerequisite: Prior dance training or have taken Dance I**

This course is designed to provide the dancer with a more in depth study of dance. Students will be able to demonstrate a strong understanding and articulation of the basic elements of dance. This course will focus on improvisation, choreography, and dance technique. Students will be exposed to multiple dance techniques such as: Ballet, Modern, and Jazz. Students will develop the skills needed for performance, along with multiple opportunities to perform.

## DANCE III                                      Year                      5 Credits                                      Grades 9-12

**Prerequisite: Prior dance training or have taken Dance I & II**

This course is designed to provide the dancer with a more in depth study of dance. Students will be able to demonstrate a strong understanding and articulation of the basic elements of dance. This course will focus more on improvisation, choreography, and dance technique. Students will be exposed to multiple dance techniques such as: Ballet, Modern, and Jazz. Students will develop the skills needed for performance, along with multiple opportunities to perform.

# SCIENCE OFFERINGS

## INTRODUCTORY COURSES

### PHYSICS COLLEGE PREP                      Year      5 credits                      GRADE 9

**Prerequisite: Concurrent Enrollment in Introduction to Algebra**

This is an Algebra based Physics course designed to provide the student with a working knowledge of the principles of physics necessary to compete in a highly technical environment. Critical thinking is developed through numerous discussions and problem-solving sessions. Reinforcement of various principles is achieved in laboratory-related activities. Basic topics covered are dynamics, mechanics, sound, light, electricity, and magnetism.

### PHYSICS ACCELERATED                      Year      5 credits                      GRADE 9

**Prerequisite: Concurrent enrollment in either Algebra I or Geometry A**

This is an Algebra based Physics course designed to provide the student with a working knowledge of the principles of physics necessary to compete in a highly technical environment. Critical thinking is developed through numerous discussions and problem-solving sessions. Reinforcement of various principles is achieved in laboratory-related activities. Basic topics covered are dynamics, mechanics, sound, light, electricity, and magnetism.

### PHYSICS HONORS                                      Year      5 credits                      GRADE 9

**Prerequisite: Concurrent enrollment in Geometry Honors. Students 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.**

This is an Algebra based Physics course designed to provide the student with a working knowledge of the principles of physics necessary to compete in a highly technical environment. Critical thinking is developed through numerous discussions and problem-solving sessions. Reinforcement of various principles is achieved in laboratory-related activities. Basic topics covered are dynamics, mechanics, sound, light, electricity, and magnetism.

**ENVIRONMENTAL SCIENCE**      **Year**      **5 credits**      **GRADE 11-12**

**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.

**ASTRONOMY**      **SEM**      **2.5 credits**      **GRADE 11-12**

**Prerequisite:**      **Completion of the ninth and tenth grade science requirements.**

Astronomy is an interdisciplinary lab science course offered to juniors and seniors and will provide students with a study of the Universe and the properties and motion of celestial bodies. Topics to be covered in this course include matter and its interactions, motion and stability, and the Earth's place in the Universe. Content will include historical astronomy, astronomical instruments, the solar system, the earth/moon system, the sun as a star and stars. ***This course can count as half year of a science requirement***

**ZOOLOGY**      **Sem**      **2.5 credits**      **GRADE 11, 12**

**Prerequisite:**      **Completion of Biology requirements.**

Zoology is an interdisciplinary lab science course offered to students who have completed Biology requirements. In this course, students will define zoology, identify kingdoms and be able to classify organisms. Topics to be covered include interpretation of cladograms and phylogeny of different phyla; differentiation between all major phyla and identification of each major phyla and members of each phyla. ***This course can count as half year of a science requirement.***

# BIOLOGY COURSES

## LABORATORY BIOLOGY

### COLLEGE PREP

Year

5 credits

**GRADE 10**

**Prerequisite: Physics Accelerated or Physics College Prep**

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.

## LABORATORY BIOLOGY

### ACCELERATED

Year

5 credits

**GRADE 11**

**Prerequisite: Physics Honors or Physics Accelerated and Chemistry Honors or Chemistry Accelerated**

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.

## LABORATORY BIOLOGY

### HONORS

Year

6 credits

**GRADE 11**

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

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.

## **HUMAN ANATOMY AND PHYSIOLOGY**

**Year**

**5 credits**

**GRADES 11-12**

**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 Honors or Chemistry Accelerated, or by taking one of these concurrently with this course.

The aim of this lab 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. ***This course can count as a year of a science requirement***

## **HORTICULTURE** (Triton and Highland only) **Year** **5 credits** **GRADES 11-12**

**Prerequisite:** Lab Biology Honors, Accelerated or College Prep

This lab 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 can count as a year of a science requirement***

## **MARINE SCIENCE** **Sem** **2.5 credits** **GRADES 11-12**

**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 Honors or Laboratory Chemistry Accelerated concurrently with this course.

Marine Science is an interdisciplinary lab 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. ***This course can count as half year of a science requirement.***

### **ENVIRONMENTAL LITERACY Year 5 credits<sup>(2.5 English; 2.5 Science)</sup> GRADES 11-12**

This project-based course engages students in studying environmental issues through literature in an English course and through informational texts in a science classroom. Students will be scheduled for alternating instruction between an English teacher and a Science teacher. The course provides an overview of Environmental Science (Ecology, Natural systems and Human impact, etc.) and the analysis of literature that portrays real-world causes, effects, conflicts, and solutions to environmental concerns. Students are expected to critically analyze readings and synthesize knowledge from two content areas.

### **ADVANCED PLACEMENT**

### **BIOLOGY Year 6 credits GRADES 11-12**

**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 inquiry based 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**      Year      6 credits      **GRADES 11-12**

**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

## LABORATORY CHEMISTRY

### ACCELERATED

Year

6 credits

GRADES 10-12

**Prerequisite: Completion of Physics Honors or Physics Accelerated with a grade 75% or higher or completion of Introduction to Physical Science and Lab Biology Accelerated/Lab Biology Honors and completion of Geometry Honors or Geometry Accelerated with a 75% or higher or Algebra I with a grade of 83% or higher. Concurrent enrollment in Algebra II Honors, Algebra II Accelerated, Geometry Honors, or Geometry Accelerated.**

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.

## LABORATORY CHEMISTRY

### HONORS

Year

6 credits

GRADES 10-11

**Prerequisite: Completion of Physics Honors/Lab Biology Honors and Geometry Honors with a 75% or higher or Physics Accelerated/Lab Biology Accelerated and Geometry Accelerated with a 90% or higher. Concurrent enrollment in Algebra II Honors, Algebra II Accelerated.**

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.

### DIGITAL VIDEO PRODUCTION

for LAB SCIENCE

Sem

2.0 credits

GRADES 10-12

**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 devices. 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.

### ADVANCED PLACEMENT

CHEMISTRY

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.

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

**Prerequisite:**    **A grade of 75% or better in Introduction to Physical Science and Laboratory Biology or a grade of 85% or better in Biology and Physical Systems.**

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. ***This course can count as a third year science requirement for graduation.***





## PHYSICS COURSES

### LABORATORY PHYSICS      Year      6 credits      GRADES 11-12

**Prerequisite: A grade of 75% or better in Algebra I and Geometry. Recommended that the students are concurrently enrolled in Algebra II or higher.**

Laboratory Physics is a course designed to provide the student with a working knowledge of the principles of physics necessary to compete in a highly technical environment. Critical thinking is developed through numerous discussions and problem-solving sessions. Reinforcement of various principles is achieved in laboratory-related activities. Basic topics covered are dynamics, mechanics, sound, light, electricity, and magnetism.

### ADVANCED PLACEMENT PHYSICS I      Year      6 credits      GRADES 11-12

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



Advanced Placement Physics 1 is an Algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry based learning, students will develop scientific critical thinking and reasoning skills.

## ADVANCED PLACEMENT PHYSICS II

Year

6 credits

GRADE 12

**Prerequisite: AP Physics I or Lab Physics must have been completed. A grade of 75% or better in Pre-Calculus Honors and AP Physics I or a grade of 90% or better in Lab Physics.**

Advanced Placement Physics 2 is an Algebra-based, introductory college-level physics course that explores topics such as fluid statistics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry based learning, students will develop scientific critical thinking and reasoning skills.



## SOCIAL STUDIES OFFERINGS

The Social Studies offerings in the BHPRSD 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 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

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. Recommended concurrent enrollment in English I Honors.

### WORLD HISTORY/CULTURES

#### ACCELERATED

Year

5 credits

GRADE 9

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

### WORLD HISTORY/CULTURES

#### COLLEGE PREP

Year

5 credits

GRADE 9

**Prerequisite:** Recommended concurrent enrollment in English I CP 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 I REQUIRED COURSES

These courses include a study of American History from the colonial period to America's emergence as a world power at the turn of the 20<sup>th</sup> century. The program includes a survey of significant geographic, economic, political, and social events as well as general trends and forces evident in our history. Special emphasis is placed on the study of civics (the Constitution and growth of democracy, on the structure of the U.S. government, and on the responsibilities of an active citizen.) Included is an on-going chronological study of our nation's cultural diversity. Students will develop a respect for the racial, ethnic, and religious differences that have contributed to the development of the American Society.

## US HISTORY I HONORS                      Year                      5 credits                      GRADE 10

**Prerequisite: Successful completion of 75% or better in World History/Cultures 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.**

Learning methods will include summer reading assignments, extensive writing, exploration and analysis of primary documents, historiography, and an introduction to Advanced Placement style test questions. A college-level text book is used in this course.

## US HISTORY I ACCELERATED                      Year                      5 Credits                      GRADE 10

**Prerequisite: Successful completion of World History/Cultures Accelerated.**

**US I ACCELERATED/  
AMERICAN STUDIES**

**5 periods Year 5 Credits GRADE 10**

**Prerequisite:** Placement in this course is made for students who have an 80% or better in World History/Cultures Accelerated and 80% or better in English I Accelerated. A committee of teachers and supervisors set annual standards and review applications. The application process is explained in the World History/Cultures Accelerated classes so that all students are informed of the opportunity.

The American Studies class is best described as the first year of an integrated study of history and literature. It is the equivalent of five credits of US History I Accelerated. Students will explore historical developments and discover how literature, art, music, and philosophy reflected and shaped the historical events and social conditions of the United States. In American Studies, students will seek a broader understanding of freedom in American history: its promises, complications, exclusions, and the continuing struggle to reconcile these undeniable conflicts. The class will examine significant geographic, economic, political and social events of American History. Class time involves teacher-guided lecture, discussion, collaborative and website-specific learning activities, problem solving, writing activities, and creative projects. This course will be taught cooperatively by one English teacher and one Social Studies teacher to provide integrated study.

**US HISTORY I COLLEGE PREP Year 5 Credits GRADE 10**

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

# 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

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

Year 5 credits

GRADE 11

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



## US HISTORY II ACCELERATED/

### WESTERN STUDIES

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.

Western Studies is the second year of the Studies program and is the equivalent of five credits of US History II Accelerated. Through an integrated thematic approach, using American and British literature, arts, 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 US 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 US reactions to the spread of the Communist ideology of the 1950's. This course will be taught cooperatively by one English teacher and one Social Studies teacher to provide integrated study.

## US HISTORY II COLLEGE PREP

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.

## GOVERNMENT AND

## CONSTITUTIONAL LAW

**Sem 2.5 credits**

**GRADES 11- 12**

Does the right to free speech allow a student to say anything in the classroom? Does the right to freedom of religion allow illegal activities to take place in a church? Do the police have the right to search your car if you are pulled over for speeding? How much power should the President have? These and other questions will be answered in this course. A strong emphasis on case studies and a focus on current issues in criminal justice are an integral part of this semester course. This course is for students interested in learning more about how the American government works and how it compares to other governmental systems throughout the world. In the first part of the course, students will learn how the complex system of municipal, county, state and federal governments affect the lives of citizens. Special attention will be given to the controversy “to what extent should the scope of governmental powers be?” with units including: Political Parties, Voter Behavior, Elections, The Roles of Mass Media and Special interests, the Legislative Branch and the Executive Branch. In the second half of the course, students will examine the Constitution itself and the various interpretations of it throughout the history of this country. Special emphasis will be placed on the role of the Judiciary in this process, Strict Interpretation vs. Loose Interpretations of the Constitution, historical Supreme Court cases, and current issues relating to individual rights vs. the rights of the society. ***This course is not to be taken in conjunction with the Advanced Placement US Government and Politics course in grade 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**

**Year**    **5 credits**    **GRADES 11- 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 I or 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

**Sem**

**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 every day, especially including “why do people act, feel, and think the way they do?” The course emphasizes insights students will use every day 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

**Sem**

**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

Sem 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.

## CONTEMPORARY STUDIES/

20<sup>th</sup> CENTURY ISSUES

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.

Contemporary Studies is the third year of the Studies Program. The emphasis of the course is how history and important events shapes the people and the world that we live in. In this academic elective we will look at the impact the events of the 20<sup>th</sup> century had on the contemporary world. Building on knowledge from prior courses, we will look at more of a sociological aspect to history, not just years and dates, but how the common people from different cultures were impacted. This course will be taught cooperatively by one English teacher and one Social Studies teacher to provide integrated study.

## ADVANCED PLACEMENT

US GOVERNMENT & POLITICS    Year    5 credits    GRADE 11-12

**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.

## SOCIAL STUDIES







**U.S. AIR FORCE  
J•R•O•T•C**

# Air Force JROTC Program



**U.S. AIR FORCE  
J•R•O•T•C**

## **AEROSPACE SCIENCE (Air Force Junior ROTC) DEPARTMENT**

Air Force Junior Reserve Officer Training Corps (AFJROTC) is a five-credit Practical Arts Course offered to all high school students. Completion of a Practical Arts Course is a high school graduation requirement in the state of New Jersey.



## **AEROSPACE SCIENCE AND LEADERSHIP 100**

**Year 5 credits**

**GRADES 9-12**

A Journey into Aviation History – This course is an aviation history course focusing on the development of flight throughout the centuries. The emphasis is on civilian and military contributions to aviation, interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets.

Introduction to AFJROTC - Leadership Education I outlines the basic principles of leadership in the Air Force as applied to the Air Force Junior ROTC cadet corps. Cadets are required to teach, learn and perform 30 basic Air Force Drill commands throughout the school year. Cadets will learn about making smart health and wellness choice, US citizenship, AFJROTC history, and high personal standards. In the Health and Wellness portion cadets will work together to develop their physical fitness to prepare to take the US Presidential Physical Fitness Exam.

The course is taught by RETIRED members of the Air Force who were hired by the Black Horse Pike Regional BOE and are certified by the state of New Jersey to teach life skills and military science.

Taking Junior ROTC requires absolutely **NO MILITARY OBLIGATION** and **IN NO WAY** encourages students to join any branch of the military service. Also, taking Junior ROTC **WILL NOT INTERFERE** with other school activities. However, cadets who desire to enlist in any branch of the military services after graduation are afforded advanced rank and pay.

Fourth-year cadets (seniors) use the leadership/management techniques they learned their first three years in the Corps to run the Junior ROTC program under the direct supervision of the Aerospace Science Instructors (ASIs). They plan, organize, direct, coordinate and control all Junior ROTC activities. These cadets are given a leadership position in the Corps and are graded on uniform wear and job performance.

### **Drill Team**

Junior ROTC has a school-sponsored drill team and color guard, which competes against other Junior ROTC units (Air Force, Army, Navy, Marines) approximately six times per school year. These teams also perform at nearly every veterans-sponsored activity throughout the school year. Cadets try out for these teams and can earn a varsity letter by being selected and serving as an active member of the team.

### **Extracurricular Activities**

The Cadet Corps also sponsors four extracurricular activities throughout the school year. Attendance is not mandatory, but is highly encouraged. These activities are:

- Military Dining Out
- Military Ball
- Drill Competition
- Final Awards Ceremony
- Field Trips

**Air Force Junior ROTC cadets are involved in virtually every school and community service activity throughout the school year. We are actively involved in Back to School Night, Theatre Works, Graduation, Community Cleanup and more.**

**\*\* NOTE:** *this course/program is only provided at Highland High School. Students interested in the program from Triton or Timber Creek will require transfer to Highland High School for all classes. In the event the course is dropped or the students' participation is terminated, the student must be immediately transferred back to their home school.*

# **TECHNOLOGY EDUCATION OFFERINGS**

## **INNOVATIVE ENGINEERING    Sem            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 principles 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.

## **WOODWORKING (Triton only)    Year            5 credits            GRADES 9-12**

This hands-on course is exploratory in nature. Projects will be created using a variety of woodworking techniques. Students will learn about the nature and applicable biology of wood as a useful construction material and a renewable natural resource. Students will work safely with hand and power tools, soft and hard woods, stains and finishes while following directions and assembling projects. Students will be exposed to plan reading, plan development, measurement, sketching, safety and the design process while constructing these projects. Students will have the opportunity to use power tools such as the drill press, sanders, band saw, planer, jointer, power miter saw, and table saw in a safe manner as they continue to further develop their woodworking skills throughout the year. Students are required to follow all safety rules and participate in all class activities. Teamwork, craftsmanship, and a good work ethic will be emphasized throughout the year. Safety glasses must be worn at all times in this class.

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

A computer-based, technical design course that utilizes industry standard 2D and 3D CAD software and cutting edge manufacturing equipment. 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.*

**PRE-ENGINEERING**                      **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.

**DIGITAL VIDEO PRODUCTION**                      **Year**                      **5 credits**                      **GRADES 10-12**

Digital Video Production will allow students to plan, shoot and edit video from script to screen. A hands-on experience will include the use of digital video cameras, storyboarding, photo manipulation in Adobe Premiere Pro. The focus of the course will be on script writing, storyboarding, shot composition, lighting techniques, sound recording techniques. Each student will have the opportunity to produce his or her own edited video.

**DIGITAL VIDEO PRODUCTION**  
**for LAB SCIENCE**                      **Sem**                      **2.5 credits**                      **GRADES 10-12**

Students must be concurrently enrolled in an academic, 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 devices. 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. In addition to class work, students are required to video and

edit one after school event or activity per marking period as approved by the instructor.

## **ADVANCED WOODWORKING**

**(Triton only)**

**Year**

**5 credits**

**GRADES 10-12**

### **Prerequisite: Woodworking**

This second level woodworking course will build on the first woodworking courses fundamentals as students build a more complicated project. Students will be exposed to plan reading, plan development, measurement, sketching, and the design process while constructing a variety of small to medium pieces of furniture and complicated woodworking projects. The students will be taught proper and safe techniques for using power tools and equipment such as the table saw, band saw, jointer, planer and router. Students will continue to develop safe woodworking skills by furthering their knowledge in the craft with more difficult projects and machine operations. Students will build historically, environmentally, and socially significant projects. Completion of this program will provide students with entry level skills and knowledge needed in today's construction industry. Teamwork, craftsmanship, and a good work ethic will be emphasized throughout the year. Students are required to follow all safety rules and participate in all class activities. Safety glasses must be worn at all times in this class.

**COMPUTER AIDED DESIGN II**

**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. Advanced applications in Mechanical Engineering and Manufacturing Technologies utilizing industry standard Computer Aided Drafting and Solid Modeling programs will be learned. 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 and Inventor software. The portfolio will continue to be developed as a way of showcasing the students' ability, knowledge and skill using the CAD software as it applies to mechanical design.



**ARCHITECTURAL DESIGN**      **Year**      **5 credits**      **GRADES 11-12**

---

This course is open to juniors and seniors who have 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”. Using AutoDesk Revit Architecture Each student will create a set of plans, a virtual 3-D model and a scale model of their idea.

Architectural Design combined with CAD I permits students to apply for Dual Credit at Camden County College.

**ENGINEERING**      **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.

**ADVANCED DIGITAL VIDEO PRODUCTION**      **Year**      **5 credits**      **GRADES 11-12**

---

**Perquisite: Digital Video Production or Digital Video Production for Lab Science**

Students will refine and expand on the skills acquired in Digital Video Production and receive advanced instruction in non-linear digital editing, electronic newsgathering and programming formats. Emphasis will be placed on completing assignments to be aired on our District TV Channel 19 of events going on at the high school and community. Organizational skills, writing skills, professionalism, and the ability to work cooperatively are necessary for success in this class. **This class is required for students taking the TV and Broadcasting Option II. Prerequisite waived for TV Broadcasting Option II students.**



## **ROBOTICS ENGINEERING**

**(Highland only)**

**Year**

**5 credits**

**Grades 11 - 12**

**Prerequisite: Students need to have successfully completed Algebra II and one Technology Education course.**

ROBOTICS ENGINEERING is a course created to teach students how to design, engineer, program, and build robots. Students will learn how to use specific engineering steps to create robots that will perform a variety of tasks. Projects in this course will culminate with students testing their designs by competing against each other. ROBOTICS ENGINEERING students will use Computer Aided Drawing (CAD) software to create and fabricate custom robot parts with 3D Printing, CNC machining, and traditional hands-on prototyping in the robot fabrication process. While the course is largely Project-Based, advanced mathematical concepts related to robotics programming and engineering are another component of this exciting class.



# WORLD LANGUAGE OFFERINGS

## LEVEL I

### FRENCH, ITALIAN, SPANISH 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 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    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    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.

