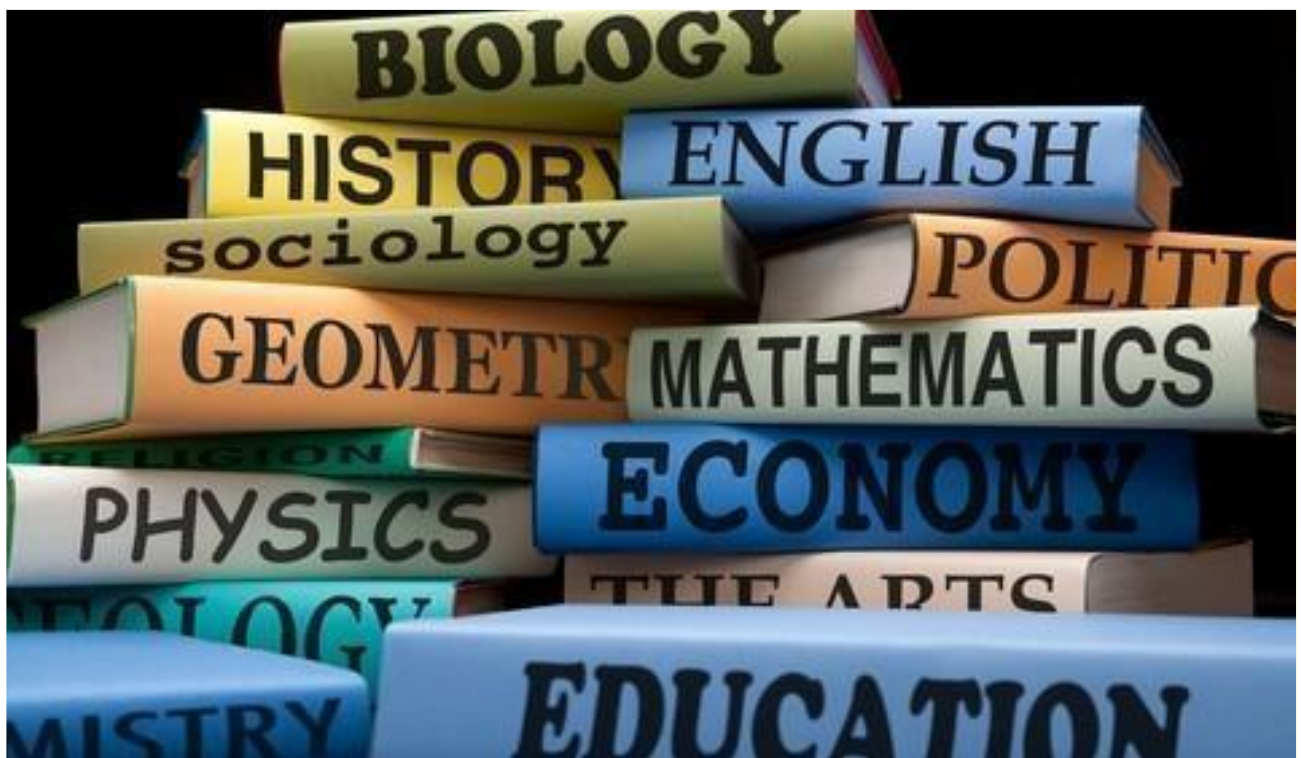


BLACK HORSE PIKE REGIONAL
SCHOOL DISTRICT



2025-2026 PROGRAM OF STUDIES



BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

580 Erial Road, Blackwood, New Jersey 08012-4550

(856) 227-4106 • Fax (856) 227-6835

www.bhprsd.org

January 2025

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 19 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 initiate 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 informed and thoughtful decisions.

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,



Marcie Geyer
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
Mrs. Julie Scully, Assistant Superintendent
Mrs. Mary-Alice Baratta, Chief Academic Officer
Mrs. Marcie Geyer, Director of Curriculum & Instruction
Mrs. Erika Silich, Director of Special Services
Mr. Scott Kipers, Board Secretary/Business Administrator
Mr. Anthony Tarsatana, Assistant Business Administrator

DEPARTMENT SUPERVISORS		
NAME	DEPARTMENT	EXT.
Mr. Steve Arena	Technology Education/Business/Art	4307
Mrs. Dina Tomczak	Athletics, Phys. Ed, & Music, Timber Creek	6007
Ms. Lisa Steele	Athletics, Phys. Ed, & Music Highland	4007
Ms. Deborah Gelston	Athletics, Phys. Ed, & Music, Triton	2007
Mrs. Erin Sarin	English Language Arts	6305
Mrs. Lori Hunt	Mathematics	2301
Mrs. Jennifer Gramble	Science, Family & Consumer Science	6300
Ms. Gail Shelly	Social Studies/ World Languages	4306
Mrs. Jessica Caffrey	Special Education, Highland	4308
Mrs. Christine Jones-Hubbert	Special Education, Timber Creek	6308
Mrs. Megan Blackman	Special Education, Triton	2308
Mr. Michael Jones	Teaching and Learning/ML	2302

DIRECTORS OF SCHOOL COUNSELING		
NAME	SCHOOL	EXT.
Mr. Paul Sommers	Triton Regional High School	2021
Mr. Art Alessandrone	Highland Regional High School	4036
Mrs. Michele 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 New Jersey Student Learning Standards as adopted by the State Board of Education. It is the expectation of this district that all pupils achieve the New Jersey Student Learning Standards, and Next Generation Science Standards, at all 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 citizenship 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.

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.

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?*

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 15th 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 15th.

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 prerequisites 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. 8022 and Erika Silich, 856-227-4106, ext. 8013
580 Erial Road, Blackwood, NJ 08012

Title IX/District Comprehensive Equity Officer: Julie Scully, 856-227-4106, ext. 8022
580 Erial Road, Blackwood, NJ 08012

Section 504 Compliance Coordinator: Erika Silich, 856-227-4106, ext. 8013
580 Erial Road, Blackwood, NJ 08012

PROGRAM OF STUDIES

2025 – 2026 School Year

*Please review your course selections carefully.
After June 6, 2025, only students scheduling changes
necessary to meet departmental criteria or
scheduling conflicts will be honored.*

INTRODUCTION

<u>New Jersey State Graduation Requirements</u>	8
<u>Grade 8 Scheduling</u>	10
<u>Graduation Requirements</u>	11
<u>Grading Policy</u>	12
<u>Visual/Performing Arts/Career Education</u>	13
<u>Career Explorations Program & Early Release</u>	14
<u>Finishing Trades Institute</u>	23
<u>S.T.E.A.M. Capstone</u>	24
<u>Special Programs/Gifted & Talented</u>	25
<u>Dual Credit</u>	26
<u>Special Programs/Skills Improvement</u>	28
<u>Carnegie Units</u>	30
<u>FAQ's</u>	31

COURSE DESCRIPTIONS

<u>21st CENTURY LIFE AND CAREERS (BUSINESS EDUCATION)</u>	33
<u>ENGLISH LANGUAGE ARTS</u>	35
<u>21st CENTURY LIFE & CAREERS (Family and Consumer Science)</u>	43
<u>FINE ARTS</u>	45
<u>PERFORMING ARTS</u>	49
<u>MATHEMATICS</u>	53
<u>PHYSICAL EDUCATION</u>	58
<u>SCIENCE</u>	60
<u>SOCIAL STUDIES</u>	69
<u>AIR FORCE JROTC</u>	76
<u>TECHNOLOGY EDUCATION</u>	80
<u>WORLD LANGUAGES</u>	83

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>					Each year enrolled	3.75/year
<i>Health</i>					4	5
<i>Visual/Performing Arts</i>					1	5
<i>Career Education, 21st Century Life & Careers</i>					1	5
<i>Financial, Economic, Business, and Entrepreneurial Literacy</i>					½ year	2.5
<i>Electives</i>						17.5
TOTAL CREDITS						120

- 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 at least 15 credits at the end of the first semester.

Seniors may carry a minimum of 30 credits, provided they meet all graduation requirements by June.

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

	Course and credit requirements for all students entering grade 9
N.J. Department of Education Required Assessments	NJGPA Grade 11 NJSLA Exam, grade 9 English and Mathematics courses Click here for details
ENGLISH LANGUAGE ARTS	20 credits aligned to grade nine through 12 standards
MATHEMATICS	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 st century careers
SCIENCE	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
SOCIAL STUDIES	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
FINANCIAL, ECONOMIC, BUSINESS, AND ENTREPRENEURIAL LITERACY	2.5 Credits (Can be satisfied by taking Financial Literacy, or the content equivalent **)
HEALTH, SAFETY, AND PHYSICAL EDUCATION	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
VISUAL AND PERFORMING ARTS	5 credits
WORLD LANGUAGES	5 credits
TECHNOLOGICAL LITERACY	Consistent with the NJ Student Learning Standards, integrated throughout the curriculum
21 ST CENTURY LIFE AND CAREERS, OR CAREER-TECHNICAL EDUCATION	5 credits
TOTAL CREDITS	120 ***

*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 New Jersey Student Learning Standards. This content must be taught by certified teachers, may be integrated in one or more courses, may be titled differently, or may present material in an interdisciplinary or spiral format.

*** The 120 credit total aligns with the New Jersey State minimum graduation credit requirement.

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 guidance 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 and obtain their approval of those subjects that you would like to include in your schedule for next year.

College Planning 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 world 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: 9TH Grade Scheduling Chart

<p>English I Honors Incoming 9th grade students will be placed in English 1 Honors based on consistent “A” level performance in 8th grade English, Level 5 or 4 for state test scores, or teacher recommendations.</p> <p><i>Guidance counselors must consult the department supervisor to place students in Honors.</i></p>	<p>World History Honors Aligns with placement in English 1 Honors, provided students have demonstrated consistent high performance in Social Studies courses.</p> <p>World Language <i>All Honors students will be scheduled for a world language.</i></p>
<p>English I Accelerated</p> <ul style="list-style-type: none"> • 7th grade NJSLA score of 3 • 8th grade NJSLA score of 4 and ELA grade below 90 <p><i>Students who fit the criteria above can be considered for Honors if they</i></p> <ul style="list-style-type: none"> - have 11th or 12th grade reading levels on the STAR assessment (if applicable) and - have consistently earned 90 or above in English or Social Studies. 	<p>World History Accelerated Aligns with placement in English 1 Accelerated.</p> <p>World Language <i>All Accelerated students will be scheduled for a world language.</i></p>
<p>English I College Prep</p> <ul style="list-style-type: none"> • 7th grade NJSLA score 1 or 2 <p><i>Students who fit the criteria above can be placed in Accelerated if they</i></p> <ul style="list-style-type: none"> - have performed at 11th or 12th grade reading level (IRL) on the STAR assessment. - have consistently earned 90 or above in ELA or Social Studies. 	<p>World History College Prep Aligns with placement in English 1 College Prep.</p> <p>World Language <i>All College Prep students will be scheduled for a world language.</i></p>
<p>English 1/Reading Enhancement</p> <ul style="list-style-type: none"> • Identified by grades and assessments • Scheduling into <u>English 1/Reading Enhancement</u> will not be solidified until the release of NJSLA scores. 	<p>World Language <i>Reading Enhancement students will not automatically be scheduled for a world language.</i></p>
<p>Algebra 2 Honors</p> <ul style="list-style-type: none"> • 8th grade Geometry with final grade of 80% or higher • Completion of Algebra 1 in 7th grade • Geometry NJSLA-M Level 4 • Algebra 1 NJSLA-M Level 3 or 4 	<p>Physics Honors Aligns with Placement in Algebra 2 Honors + 90% or higher in 8th grade Science</p>
<p>Geometry A/Geometry Honors</p> <ul style="list-style-type: none"> • 8th grade Algebra 1 with final grade of 80% or higher go to Geometry A & a final grade of 90% or higher go to Geometry Honors • Algebra 1 NJSLA-M Level 4 • 7th grade NJSLA-M Level 3 or 4 	<p>Physics Honors Aligns with placement in Geometry Honors + 90% or higher in 8th grade Science</p>
<p>Algebra I</p> <ul style="list-style-type: none"> • 8th grade students who have completed Pre-Algebra/ 8th grade math course with a final average of 75% or higher and has consistently demonstrated at least average grades in previous math courses. • 8th grade Level 3, 4, or 5 on NJSLA-M 	<p>Physics A Aligns with placement in Geometry Accelerated or Algebra I.</p>
<p>Algebra I/Math Enhancement</p> <ul style="list-style-type: none"> • Identified by grades and assessments • 8th grade Level 1 or 2 on NJSLA-M will require remediation • Scheduling into Algebra I/Math Enhancement may not be solidified until release of NJSLA results. 	<p>Physics CP Aligns with placement in Algebra I/ Math Enhancement.</p>

Please note: All scheduling recommendations based on these guidelines are subject to review to ensure equitable access to curriculum courses.

BHP 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 of 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 Test: NJGPA New Jersey Graduation Proficiency Assessment, or other state authorized testing pathways if they are available and approved by NJDOE.
- II. Earn a total of 120 credits.
- III. Pass the following courses:
 - Physical Education each semester enrolled
 - 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
 - 1 year of 21st 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 31.25 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 31.25 credits. Limited facilities may prohibit change of schedules because class sections are closed when maximum enrollment is reached.

CREDIT REQUIREMENTS ...

30 to Grade 10

60 to Grade 11

85 to Grade 12

120 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.
- A senior who enters grade 12 with 85 credits would need to pass 7 classes.

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. <https://web3.ncaa.org/ecwr3/>*

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 the Advanced Placement exam will be \$50. 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. Late registration fees and cancellation fees may apply.

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

- Culinary & Hospitality (TC & TR only)

FINE ARTS

- Art & Design I, II
- Ceramics & Sculpture I & II-II
- Peer to Peer Ceramics
- College & Portfolio Prep (Art)
- Choir & Tech
- Fashion & Interior Design I
- Fashion Design II, III
- AP Studio Art: 2-D Design
- Computer Graphics I, II, III
- All Vocal Music Courses
- All Instrumental Music Courses
- Music Theory & Tech I, II
- Music Appreciation
- Dance
- Digital Photography
- Peer to Peer Art Fundamentals
- Advanced Digital Photography
- Guitar

TECHNOLOGY

- Design & Tech I-III
- Architectural Design
- Woodworking (and Advanced) (Triton)
- Video & Media Production 1
- Design & Tech 1 Lab Science
- Design & Tech 2 Lab Science
- Video & Media Production 2
- Video & Media Production 3
- Robotics Engineering (Highland & Timber Creek)

ENGLISH

- Creative Writing (sem)*
- Theatre Arts
- The Art of Public Speaking I (sem)*
- The Art of Public Speaking II (sem)*
- Poetry (sem)*

AIRFORCE JROTC

TELEVISION & BROADCASTING

* Course Offering Conditional Based on Teacher Certification Status

21ST CENTURY LIFE AND CAREERS OR CAREER TECHNICAL EDUCATION

The courses listed below satisfy the criteria for 21ST Century Life & Careers, or Career Technical Education. Completion of one full-year course or two semester courses will fulfill this five-credit graduation requirement.

21st Century BUSINESS EDUCATION

- Accounting
- Computer Science (sem)
- Marketing (sem)
- Personal Finance (sem)
- Introduction to Business (sem)
- Digital Social Media Marketing (sem)
- Sports & Entertainment Marketing (sem)

21st Century FAMILY & CONSUMER SCIENCE

- Creative Foods & Nutrition (TC & TR only)
- Culinary and Hospitality Careers (TC & TR only)

FINE ARTS

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

TECHNOLOGY

- Design & Tech I-III
- Architectural Design
- Woodworking (and Advanced) (Triton)
- Video & Media Production 1, 2, 3
- Robotics Engineering (Highland & Timber Creek)

SCIENCE

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

ENGLISH

- Journalism
- Theater Arts

SOCIAL STUDIES

- Psychology & Human Behavior 1 & 2 (sem)
- AP Psychology
- Sociology (sem)
- Government & Constitutional Law (sem)
- AP Government & Politics
- African American Studies
- Holocaust & Genocide

PHYSICAL EDUCATION

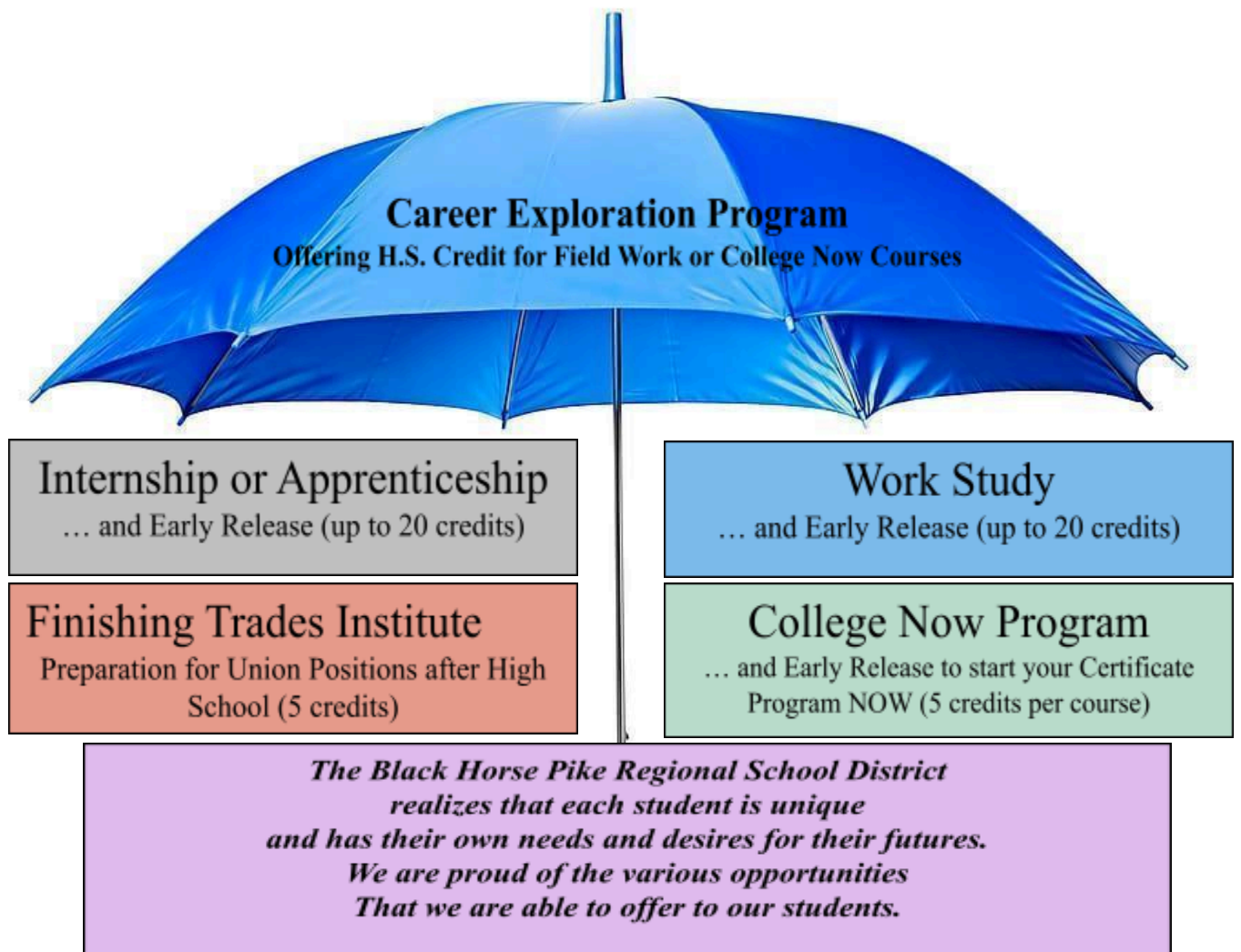
- First Aid Certification (sem)
- Care and Prevention (sem)
- Health & Wellness in Sports (sem)
- Strength & Conditioning (sem)

CAREER EXPLORATIONS PROGRAM

S.T.E.A.M CAPSTONE (2.5 credits)

TELEVISION & BROADCASTING

AIR FORCE JROTC



Philosophy: *Students 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 21st century global economy.*

How does it work?

We allow early release/late arrival during the school day for qualifying seniors to earn 5-20 credits. Students will attend high school during the morning wheel to satisfy their graduation requirements; they are released following 3rd bell in order to earn further credits outside of the school walls and to satisfy the 21st Century Life and Careers 5 credit requirement.

Earn Credits: Approved Internships receive 5 high school credits per marking period. For work study, 15 hours a week equates to 4 credits per marking period; 20 hours /week equates to 5 credits per marking period.

Post-secondary Opportunities:

Students in good standing can enter into a pathway to career opportunities following high school. Students can either work for an employer with career interest in mind, or enter into an internship where students can learn valuable real-life 21st century skills necessary to earn life wages to support themselves and their families following high school.

- 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
- ❖ Baking
- ❖ 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 (dual credit option)
- ❖ Robotics Engineering
- ❖ Design and Tech I-III
- ❖ 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
- ❖ Video & Media 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
- ❖ 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.

High School Course Suggestions:

- ❖ 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/Baking 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
- ❖ Cosmetology

Information Technology

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

High School Course Suggestions:

- ❖ Digital Photography
- ❖ Video & Media 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 and Interior Design 1
- ❖ Digital Photography
- ❖ Video & Media Production
- ❖ Design and Tech 1-3

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
- ❖ Video & Media Production
- ❖ Sports and Entertainment Marketing
- ❖ Digital Social Media Marketing

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
- ❖ Design and Tech 1-3
- ❖ Robotics
- ❖ Architectural Design
- ❖ 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
- ❖ Robotics
- ❖ Architectural Design
- ❖ Design & Tech 1-3

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. 12th grade students can enter into the College Now Program for dual credit. 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. *Students interested in the College Now option must take the Accuplacer in their junior year and must pay the tuition for the college courses.* 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

* College Now requires a qualifying score on the College Placement Test ([Accuplacer](#))

**** 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.**

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 August 30th prior to 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.



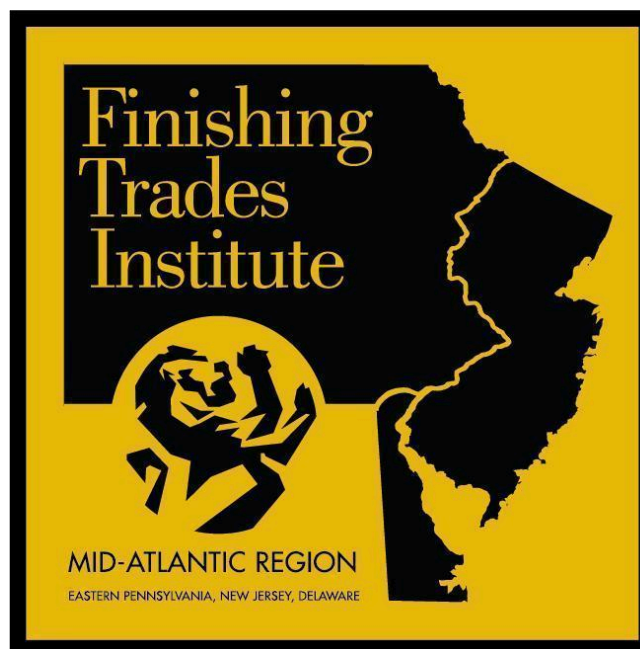
This V.I.P. (Vocational Intern Partnership) program is offered to a select 20 students in each school. This program is open for 11th and 12th grade interested students

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 Philadelphia 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 journeyman. 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.

[Click here](#) for a video of the Finishing Trades Institute:



S.T.E.A.M. Capstone

Science, Technology, Engineering, Art, and Mathematics

[APPLICATION CLICK HERE](#)

In an ever-changing, increasingly complex world, it's more important than ever that our nation's youth are prepared to bring knowledge and skills to solve problems, make sense of information, and know how to gather and evaluate evidence to make decisions. These are the kinds of skills that students develop in science, technology, engineering, art, and mathematics, including computer science—disciplines collectively known as STEAM. If we want a nation where our future leaders can understand and solve complex challenges and meet the demands of the dynamic and evolving workforce, then building students' skills, content knowledge, and literacy in STEAM fields is essential.

The S.T.E.A.M. Capstone program at the Black Horse Pike Regional School District is an interdisciplinary program designed to provide a strong educational foundation for students planning to pursue careers in Science, Technology, Engineering, Art, and/or Mathematics. Students who are accepted into S.T.E.A.M. Capstone are responsible to design and present a capstone project in the Spring at Camden County College and will receive 2.50 credits provided they successfully complete the capstone project.

Requirements for Application

Grade level: 10th, 11th, or 12th

Required Courses

- *Mathematics:* Completion of Geometry A/Honors with at least 80%
- *Science:* Completion of Physics A/Honors with at least 80%
- *Tech Ed:* Strongly recommended to be enrolled in Design & Tech 1 or completed with at least 80%

Students will work closely with an advisor throughout the process of designing a capstone project and presenting it at Camden County College. This 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 interdisciplinary connections as related to a career including an emphasis on Science, Technology, Engineering, Art, and Mathematics.



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 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 are rigorous. Make your decisions carefully before signing up for these courses. Refer to regulation 2624 for information about dropping these courses.

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.

ADVANCED PLACEMENT STUDIO ART

ENGLISH HONORS I, II

ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION (Jr.)
ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION (Sr.)
ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION
ADVANCED PLACEMENT SEMINAR

ADVANCED PLACEMENT STUDIO ART: 2-D Design
ADVANCED PLACEMENT MUSIC THEORY

GEOMETRY HONORS

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

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)

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 are taught by BHP teachers in our schools as part of our regular curriculum. In order for students to earn dual credit at Camden County College, they need to pass the course and pay for one college credit. They do not need to take the AP exam. The grade they earn in the BHP course is the grade that will appear on the Camden County College transcript (as a letter grade). Students may enroll in the BHP courses even if they do not wish to pay for college credit. ***Options are listed below and on the next page:***

<u>HIGH SCHOOL COURSE</u>	<u>DEPT</u>	<u>CCC COURSE #</u>	<u>CCC COURSE TITLE</u>	<u>CREDITS</u>	<u>HIGHLAND</u>	<u>TRITON</u>	<u>TIMBER CREEK</u>
AP Lang & Comp	English	ENG101	English Composition	3	X	X	X
AP Lit & Comp	English	ENG 121	Intro to Literature	3	X	X	X
Theater Arts II-IV	English	THE 141	Acting I	3	X	X	X
AP Statistics	Math	MTH 111	Intro to Statistics	3	X		X
Probability & Statistics	Math	MTH 111	Intro to Statistics	3	X	X	X
AP Calculus AB/BC	Math	MTH 122	Applied Calculus	3		X	
Calculus	Math	MTH 122	Applied Calculus	3		X	
Calculus	Math	MTH 140	Calculus I	4			X
Liberal Arts Math	Math	MTH 107	Mathematics for Liberal Arts	3	X	X	
Anatomy & Physiology	Science	BIO 103	Human Biology	3	X	X	X
AP Biology	Science	BIO 111	Biology I-Science	4	X	X	X
AP Chemistry	Science	CHM 111	Chemistry I - Science	4	X	X	X
AP Environmental Science	Science	BIO 106	Living in the Environment	4	X	X	X
AP Physics I	Science	PHY 101	Physics I	4	X	X	X
AP Physics 2	Science	PHY 102	Physics II	4	X	X	X
Forensic Science	Science	CHM 145	Intro to Forensic Science	4	X	X	X

(Continued on the next page)

Dual Credit (High School Plus)

(Continued)

<u>HIGH SCHOOL COURSE</u>	<u>DEPT</u>	<u>CCC COURSE #</u>	<u>CCC COURSE TITLE</u>	<u>CREDITS</u>	<u>HIGHLAND</u>	<u>TRITON</u>	<u>TIMBER CREEK</u>
AP Government & Politics	Social Studies	POL 103	American Government	3	X	X	X
AP Psychology	Social Studies	PSY 101	Basic Psychology	3	X	X	X
AP US History II	Social Studies	HIS 122	US History	3	X	X	X
Design/Tech II & Arch Design	Technology	CAD 101	Computer Aided Engineering Graphics	4	X	X	X
Design & Tech I, II, & III	Technology	EGR 101	Engineering 101	3	X	X	X
Accounting	Business	ACC 104 B1	Financial Accounting	3			X
Intro to Business	Business	MGT 101 B1	Introduction to Business	3			X
Marketing	Business	MKT-101	Principals of Marketing	3			X
French III Honors	World Language	FRE 101	Elementary French I	3	X	X	X
French IV Honors	World Language	FRE 102	Elementary French II	3	X	X	X
Italian III Honors	World Language	ITA 101	Elementary Italian I	3	X	X	X
Italian IV Honors	World Language	ITA 102	Elementary Italian II	3	X	X	X
Spanish III Honors	World Language	SPA 101	Elementary Spanish I	3	X	X	X
Spanish IV Honors	World Language	SPA 102	Elementary Spanish II	3	X	X	X



Multilingual Learners (ML) Program

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

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.

<u>READING ENHANCEMENT</u>	<u>Year</u>	<u>5 Credits</u>	<u>GRADE 9</u>
-----------------------------------	--------------------	-------------------------	-----------------------

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.

<u>MATH ENHANCEMENT</u>	<u>Year</u>	<u>5 Credits</u>	<u>GRADES 9-12</u>
--------------------------------	--------------------	-------------------------	---------------------------

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

<u>MATH LAB</u>	<u>Sem</u>	<u>2.5 Credits</u>	<u>GRADE 12</u>
------------------------	-------------------	---------------------------	------------------------

Prerequisite: Seniors who have not yet demonstrated proficiency on the NJGPA assessments or have not achieved the “cut score” on a substitute assessment in mathematics listed in the second pathway (if the pathway is sustained by NJDOE).
Grading: This course is Pass/Fail.

Math Lab is a specific course for students in need of demonstrating proficiency in mathematics by meeting the designated cut score on the NJGPA, or by demonstrating proficiency on one of the competency tests listed in the second pathway (if the tests are approved by NJDOE), including the PSAT, SAT, Accuplacer, and ACT, for graduation purposes. If students do not achieve a cut score on an assessment approved by the NJDOE, they will be required to create a mathematical portfolio following NJDOE criteria to showcase their proficiency in mathematics.

<u>MATH ENRICHMENT</u>	<u>Year</u>
-------------------------------	--------------------

Math Enrichment is a specialized course for students who need extra support with mathematical skills and comprehension or who may be struggling with their current math coursework. All sessions will be scheduled to accommodate the best-case scenario for individual students' schedules and will target weaknesses identified through state tests, department benchmark assessments, and course performance. Various instructional strategies, resources, and remedial activities will be used to monitor progress and growth, fill knowledge gaps, and help all students reach their full mathematical potential.

Prerequisite: Seniors who have not yet demonstrated proficiency on the NJGPA assessments or have not achieved the “cut score” on a substitute assessment in mathematics listed in the second pathway (*if the pathway is sustained by NJDOE*).

This course is Pass/Fail: Performance is assessed based on the integrity of students’ efforts and completion of assignments. In order to earn a passing score in this course, a student must complete 85% of assignments.

English Lab is a specific course that will prepare students for substitute assessments including the SAT, 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 set by the NJDOE.

LITERACY LAB

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.



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
Dystopian & Science Fiction Literature
African American Literature
Theatre Arts
Public Speaking (sem)
Discussion & Debate (sem)
Journalism
Creative Writing (sem)
Grammar for Writing (sem)
True Crime (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/20th 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
African American Studies

WORLD LANGUAGES

French I, II
Honors French III, IV
Italian I, II
Honors Italian III, IV
Spanish for Heritage Learners
Spanish I, II
Honors Spanish III, IV

MATHEMATICS

Algebra I & Algebra IIA
Algebra II Honors
Algebra II Integrated
Geometry & Geometry Accelerated
Geometry Honors
Introduction to College Math
Liberal Arts Mathematics
Pre-Calculus
A.P. Pre-Calculus
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

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). When you meet with your counselor, have two backup selections (listed in order of priority). If you do not provide backups, and a course you selected is canceled 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 for additional information.

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

A: You have until June 11th 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

EQUAL ACCESS

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

ACCOUNTING	Year	5 credits	GRADES 9-12
-------------------	-------------	------------------	--------------------

Prerequisite: Successful completion of Algebra I.

***Possible Dual Credit Opportunity - see pages 31-32**

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. ***This course can fulfill either the 5 credit 21st century, OR 2.5 credits of Financial Literacy and 2.5 credits of 21st century.***

Introduction to Business	Sem	2.5 Credits	GRADES 9-12
---------------------------------	------------	--------------------	--------------------

***Possible Dual Credit Opportunity - see pages 31-32**

Students interested in taking the Introduction to Business course will be exposed to four areas of focus including Business Management & Administration, Entrepreneurship, 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, and website 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 effects 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 career 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 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, investing, saving, budgeting, and taxation.

**Computer Science
9-12****Sem****2.5 Credits****GRADES**

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.

Digital Social Media Marketing**Sem****2.5 Credits****GRADES 10-12**

Prerequisite: Marketing with a grade C or better.

Digital Social Media Marketing will focus on understanding and effectively employing concepts and foundational theory in social media marketing. Students will delve in digital marketing to explore its benefits to business and education. Students will learn about a variety of digital platforms (i.e. Instagram, Facebook, Youtube, LinkedIn) and general concepts of writing for digital media.

Sports & Entertainment Marketing**Sem****2.5 Credits****GRADES 10-12**

Prerequisite: Marketing with a grade C or better.

Sports and Entertainment Marketing will build upon the essentials and basic principles of the Marketing course by concentrating on a multi-billion dollar industry. The course will be project-based and focus on real-life business examples and perspectives. Students will examine the industry's economic impacts, licensing agreements, merchandising, branding, and promotion.



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 New Jersey State Learning 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 major assessment that develops an argument using research. This assignment counts for 20% of the grade 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, regardless of level, assign and assess summer reading*.

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 11th grade and cannot enroll in more than two English courses per school year.



COLLEGE PREP & 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.

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

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, or that the student has earned an 85% or above in English I: College Prep and has obtained the recommendation of the current English teacher.

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

AMERICAN STUDIES /

ENGLISH II ACCELERATED

Year

5 credits

GRADE 10

Prerequisite: 10th-grade students looking to separate themselves from a traditional English and History pathway.

- Must have 80% or better in Accelerated level or a 90% in College Prep level (ELA and History) **and teacher recommendations from English and History teachers**
- *Teacher recommendations may overrule academic standing; students coming from CP may be asked to sign a course waiver.*

American Studies is a course that uses works of literature in a thematic, side-by-side connection with the study of early American history. Students will participate in a class environment that seeks to merge the literary and historical past of our nation through a collaborative effort between History and English educators. 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 English-specific portion of the class will examine significant literature that connects thematically and philosophically to topics in American History.

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.

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

WESTERN STUDIES /

ENGLISH III ACCELERATED

Year

5 credits

GRADE 11

Prerequisite: 11th-grade students looking to separate themselves from a traditional English and History pathway.

- Must have 80% or better in Studies or Accelerated level or a 90% in College Prep level (ELA and History) **and teacher recommendations from English and History teachers.**
- *Teacher recommendations may overrule academic standing; students coming from CP may be asked to sign a course waiver. Preference will be given to those who successfully completed American Studies.*

The second year of the “Studies” program is the equivalent of five credits of English III Accelerated. This course will be taught cooperatively by one English teacher and one Social Studies teacher to provide integrated study. Through an integrated, thematic approach using American and British literature, art, music, and philosophy, students will examine 20th-century U.S. history. The English-specific portion will examine topics such as human nature, tolerance, empathy, social responsibility and justice, revolution, and fate and free will, making connections to their American history studies. ***Requirements include summer reading, a research paper, and independent reading throughout the year.***

ADVANCED PLACEMENT ENGLISH

LANGUAGE & COMPOSITION (Jr.)

Year

5 credits

GRADE 11

Dual Credit Opportunity

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. Students who achieve an A or B average in this course will have the opportunity to earn 3 college credits from Camden County College.

This course prepares students to take the AP Language & Composition exam in May, and is a dual credit course with Camden County College to earn credit for Composition 101. As a result, the class focuses on a study of rhetoric to develop core writing skills of summary, research, argument, analysis and synthesis. Students will read and analyze mostly non-fiction writing in various genres, primarily 20th century but including key pre-20th century texts. Students will also read a limited number of classic and contemporary fiction texts including Shakespeare and literary fiction of their choice. Students will work cooperatively and independently to practice skills of argument, analysis and synthesis in reading and writing through Socratic seminar, independent reading, journaling, essay writing and revising. Revision activities and writing conferences focus on grammatical convention to enhance clarity and achieve rhetorical purpose. ***Requirements include summer reading, a research project, & independent reading throughout the school year.***

ENGLISH IV: COLLEGE PREP &

ENGLISH IV: ACCELERATED

Year

5 credits

GRADE 12

Prerequisite: Placement in the Accelerated-level course requires demonstration of proficiency in the English III: Accelerated course

OR

Student has earned an 85% or above in English III: College Prep and has obtained the recommendation of the current English teacher.

These courses involve students in examining global perspectives through the study of World literature. Curriculum units 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. ***Requirements include summer reading, a research project, & independent reading throughout the school year.***

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.*

SENIOR CHOICE ENGLISH COURSES

****Prerequisite:** Students wishing to take a course under the Senior Choice option must pass 9th, 10th, and 11th grade English and demonstrate proficiency on the NJGPA in English Language Arts.

CONTEMPORARY STUDIES** /

ENGLISH IV ACCELERATED

Year

5 credits

GRADE 12

Additional Prerequisite:

- Pairs with Contemporary Studies (History)
- Preferred 80% or better in Studies or Accelerated level & College Prep (ELA and History) ***AND teacher recommendation OR*** Students who passed AP Language

The third year of the “Studies” program is the equivalent of five credits of English IV Accelerated. The emphasis of the course is how history and important events shape contemporary texts and issues. Much like American and Western Studies, Contemporary Studies consists of thematic units explored through debating topics, researching and problem-solving with a group, and evaluating and presenting research. Building on knowledge from prior courses, we will look at more of a sociological aspect of how context affects text, recording common people from different cultures. This course will be taught cooperatively by one English teacher and one Social Studies teacher to provide integrated study. **Requirements include summer reading, a research paper, and independent reading throughout the year.**

CULTURAL PERSPECTIVES**

African American Authors

Year

5 credits

GRADE 12

Embark on a powerful journey through African American literature, where the resilience, creativity, and cultural pride of Black voices come to life. In this course, students will explore freedom, identity, social change, and the human spirit, as seen through literary movements that continue to impact our world. From the raw narratives of slavery and Reconstruction to the transformative voices of the Harlem Renaissance and Civil Rights era, and on to modern works addressing racial and cultural identity, each piece invites students to engage deeply with themes of adversity, community, and the complexities of cultural pride. More than just an overview, this course dismantles stereotypes and highlights overlooked voices, creating space for students to question, connect, and discover new perspectives. Through rich discussions and reflective writing, students will join a seminar-style community where participation and analytical thinking are at the heart of the experience. Whether you are passionate about literature or curious to explore a different perspective, this course promises a unique opportunity to engage with profound narratives and examine how they continue to shape the African American experience—and, in turn, our shared human story. **Requirements include summer reading, a research project, & independent reading throughout the school year.**

FUTURES IMAGINED**

Dystopian & Science Fiction

Year

5 credits

GRADE 12

Step into a world of speculative fiction where society's most pressing questions meet imagined futures and technological "what ifs." This course invites students to explore the captivating realms of dystopian worlds, ethical dilemmas, and future possibilities that push the boundaries of societal norms and individual freedom. Through a mix of classic and contemporary texts and works by groundbreaking authors like Octavia Butler, Rebecca Roanhorse, Emily St. John Mandel, N.K. Jemisin, and Cixin Liu—students will grapple with complex themes of government control, environmental degradation, and the essence of resistance. In this discussion-driven class, students will dissect how these authors expose fears and hopes for humanity's future, challenge assumptions about justice and power, and probe the possibilities of human resilience. Each text provides a lens for examining current ethical dilemmas, while inspiring reflections on how these speculative worlds mirror and critique our own society. Ideal for those fascinated by "what comes next," this course offers an immersive experience in analyzing the forces that shape our present and imagining the futures that await. ***Requirements include summer reading, a research project, & independent reading throughout the school year.***

ADVANCED PLACEMENT ENGLISH

LANGUAGE & COMPOSITION** (Sr.)

Year

5 credits

GRADE 12

Dual Credit Opportunity

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.

Students who achieve an A or B average in this course will have the opportunity to earn 3 college credits from Camden County College.

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

Dual Credit Opportunity

Prerequisite: Successful completion of 75% or better in AP Language & Composition Jr. Summer reading assignments are required. **Students who achieve an A or B average in this course will have the opportunity to earn 3 college credits from Camden County College.**

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

TRUE CRIME

Sem 2.5 credits

GRADES 9-12

Dive into the captivating world of true crime with this course, where real-life criminal cases unravel mysteries and reveal the human motives that drive some of the most shocking acts. From dissecting famous cases to exploring the intricate workings of criminal investigations, students will gain an insider's look at how the justice system operates. This course goes beyond headlines, delving into how law, ethics, and social issues intersect within each case. Through the critical analysis of crime in media and literature, students will confront questions of justice, societal impact, and the complexities of right and wrong. Perfect for those curious about the realities behind criminal cases, this course offers a dynamic blend of discussion and ethical debate to build a deeper understanding of crime's place in society and the justice system's response.

ADVANCED PLACEMENT SEMINAR

Year

5 credits

GRADES 11-12

Prerequisite:

Successful completion of 75% or better in English II Honors or 90% or better in Accelerated.

AP Seminar is a foundational ADVANCED PLACEMENT course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas. This course is weighted like all other AP courses.

GRAMMAR FOR WRITING

Sem

2.5 credits

GRADES 9-12

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.

(The ART of) PUBLIC SPEAKING I

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.

(The ART of) PUBLIC SPEAKING II

Sem

2.5 credits

GRADES 10-12

Prerequisite: Successful completion of Public Speaking I

This course (*formerly known as "Discussion & Debate"*) 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 a 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 an 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.



21st CENTURY LIFE AND CAREER OFFERINGS (FAMILY AND CONSUMER SCIENCE)

CREATIVE FOODS

& NUTRITION (Triton & Timber Creek 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.



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.

Also, as part of our Career Investment Program, eligible and interested SENIOR students can sign up for courses at Camden County College (see page 25 for full details).

AVAILABLE FOR ALL SCHOOLS

Culinary Arts (420 Hours)

This program, under the direction of a renowned Chef and Cookbook author, is a hands-on instructional program designed to offer four levels of food service. The program includes, but is not limited to food preparation, service and strategies for maintaining a successful career in culinary arts. Students earn the industry recognized Serv-Safe Certification. Application and acceptance required.



FINE ARTS OFFERINGS

ART COURSES

<u>ART & DESIGN I</u>	<u>Year</u>	<u>5 credits</u>	<u>GRADES 9-12</u>
----------------------------------	--------------------	-------------------------	---------------------------

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.

<u>ART & DESIGN II</u>	<u>Year</u>	<u>5 credits</u>	<u>GRADES 10-12</u>
-----------------------------------	--------------------	-------------------------	----------------------------

Prerequisite: 85% Average or Higher in Art I or with Teacher Approval

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.

<u>ART III PORTFOLIO PREP</u>	<u>Year</u>	<u>5 credits</u>	<u>GRADES 11-12</u>
--------------------------------------	--------------------	-------------------------	----------------------------

Prerequisite: 85% Average or Higher in Art II or with Teacher Approval

Portfolio Preparation is a course that is intended for those who will take Advanced Placement Art the following year, or to develop a portfolio of artwork for further study of art in college. The course is designed to push observational drawing skills along with other advanced art techniques which will include varied types of painting. A large portion of the class will also focus on the creative process, on an individual basis, with student lead choices for creation. It is also expected that students will work on assignments during their own time, outside of school hours to help meet the expectations for a college-ready portfolio. This course will help students interested in pursuing art in a college/workplace by focusing on research and development of the creative process.

<u>ADVANCED PLACEMENT</u>			
<u>STUDIO ART: 2D-DESIGN</u>	<u>Year</u>	<u>5 credits</u>	<u>GRADE 12</u>

Prerequisite: Teacher and Supervisor Recommendation

Course description: Advanced Placement 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 & portfolio preparation suitable for college entry and submission for scholarship consideration. Advanced Placement Studio Art students will be required to present a formal body of work in the annual Art Show.

FASHION

& INTERIOR DESIGN I

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. 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.

FASHION DESIGN II

Year

5 credits

GRADES 10-12

Prerequisite: 80% Average or Higher in Fashion and Interior Design I or with Teacher Approval

This course will focus on getting more in depth with the materials, construction, and techniques related to fashion design. There will also be a greater opportunity for experimentation and expression as students gain more skills. Fashion II students will be proficient in sewing with patterns, using the sewing machine, and developing an aesthetic through fashion illustration. Fashion theory, history and careers will be discussed on a deeper level.

FASHION DESIGN III

Year

5 credits

GRADES 11-12

Prerequisite: 85% Average or Higher in Fashion and Interior Design I & II or with Teacher Approval

Fashion Design III will provide students with the opportunity to engage in complex, self-directed projects that involve advanced techniques in garment construction, fashion illustration, and fabric manipulation. Students will create individualized projects, focusing on developing a cohesive fashion collection. The course will also explore fashion entrepreneurship, brand development, and portfolio creation to prepare students for real-world opportunities in fashion.

CERAMICS & SCULPTURE I

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.

CERAMICS & SCULPTURE II & III

Year

5 credits

GRADES 11-12

Ceramics and Sculpture II Prerequisite: 80% Average or Higher in Ceramics & Sculpture I or with Teacher Approval

Ceramics and Sculpture III Prerequisite: 85% Average or Higher in Ceramics & Sculpture I or with Teacher Approval

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 9-12
-----------------------------------	-------------	------------------	--------------------

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.

COMPUTER GRAPHICS DESIGN II	Year	5 credits	GRADES 10-12
------------------------------------	-------------	------------------	---------------------

Prerequisite: Computer Graphics Design 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.

COMPUTER GRAPHICS DESIGN III	Year	5 credits	GRADES 11-12
-------------------------------------	-------------	------------------	---------------------

Prerequisite: Graphics 1 & 2 with a grade of 85% or above or with Teacher Approval

Digital Graphics III is an advanced-level course designed for students who have successfully completed Digital Graphics I and II. This course provides an in-depth exploration of complex design techniques, encouraging students to develop their own style and aesthetic. Students will work with professional-level software, focusing on advanced digital illustration, graphic design, multimedia, and potentially 3D or interactive media. Emphasis will be placed on portfolio development, critique, and real-world project management. By the end of the course, students will have a comprehensive design portfolio that demonstrates a mastery of graphic design principles and a readiness for higher education or industry opportunities.

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.

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.

PEER TO PEER ART FUNDAMENTALS**Year****5 credits****GRADES 9-12**

Peer to Peer Art Fundamentals is a Fine Arts course that addresses the Elements of Art and Principles of Design and how they can be manipulated to create two dimensional works of art. This program is modeled from the Art I curriculum to create an inclusive space, modified to meet the needs of our special education students and their general education peers. This course promotes a collaborative learning environment that focuses on art exploration and creative expression. Various artists and their impact on the Arts will be addressed. Students will develop communications skills by utilizing methods of critique when discussing personal art, the work of peers, and exemplary works of art. This course empowers students to create original artworks that communicate personal ideas, while demonstrating composition and aesthetic qualities tied back to the Elements of Art and Principles of Design.

PEER TO PEER CERAMICS**Year****5 credits****GRADES 9-12**

The Peer-to-Peer Ceramics is a unique, inclusive course where general education students and special education students work together on ceramic projects. This course emphasizes collaboration, with regular education students providing guidance and support to their peers with special needs. Students will learn the fundamentals of ceramics, including hand-building, wheel-throwing, glazing, and kiln firing. Projects will range from individual works to group collaborations, allowing students to explore personal expression while developing important interpersonal and creative skills. This course will culminate in a public exhibition, celebrating the artwork and collaboration between all students.



The Performing Arts

Dance



DANCE I	Year	5 Credits	GRADES 9-12
----------------	-------------	------------------	--------------------

This course offers beginning instruction on Dance. It is an introductory course in which students demonstrate and understand basic movement elements and skills. Students will create and perform dances based on The Elements of Dance, different historical/cultural influences and communicate a story or emotion through movement. Students will learn dance vocabulary and verbally discuss and evaluate choreography. All students will perform or participate in an end-of-year production. Special rehearsal time will be provided for this program.

DANCE II	Year	5 Credits	GRADES 9-12
-----------------	-------------	------------------	--------------------

Prerequisite: Successful completion of Dance I and/or evidence of equivalent prior dance training with teacher recommendation.

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

DANCE III	Year	5 Credits	GRADES 11-12
------------------	-------------	------------------	---------------------

Prerequisite: Successful completion of Dance II and/or evidence of equivalent prior dance training with teacher recommendation. An audition is required for this placement.

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 technique at an intermediate level of dance. This course will focus on execution and performance, while exposing dancers to multiple cultural dance styles and techniques, such as: Contemporary, Modern Jazz, Cultural Dance and Dance Production. Students will develop the skills needed for a performance and be provided with multiple opportunities to perform in different settings.

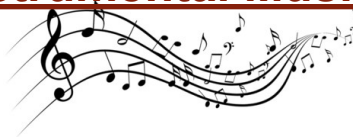
DANCE IV	Year	5 Credits	GRADE 12
-----------------	-------------	------------------	-----------------

Prerequisite: Successful completion of Dance III and/or evidence of equivalent prior dance training with teacher recommendation. An audition is required for this placement.

This course continues to expand and deepen the students' knowledge of the different genres of dance while refining their technique and preparing them for performance. This course will focus on advancing and refining the dancer's technique through Ballet Contemporary Progression, Modern Jazz Progression, Choreography Workshop and Dance Production Two. Students will use their technique to experiment and excel in improvisation and choreography. This course is designed to fully prepare students to produce their own choreographic work and develop a full understanding of all elements of performance.

This course continues to expand and deepen the students' knowledge of dance while refining their skills in all facets of a performance. This course will focus on the students' use of the elements of dance and the choreographic tools needed to create a dance piece. Students will experience hands-on planning and implementation of the various production elements in both "front of the house" and backstage environments. These dance pieces are then performed at the school's end of the year showcase.

Instrumental Music



PIANO LAB

Year

5 Credits

GRADES 9-12

★ New Course! 

This course offers beginning instruction in electric piano. Students will learn how to read music notation and then perform it on the piano. Outside practice is highly recommended but is not required. It is not required that a student possess either an acoustic piano or a digital keyboard at home, but having one would allow much faster progression through the course material. The types of piano music studied are American and international folk songs, musical theatre, and standards from the Western piano repertoire. Because students may cycle through four years of this course, each year they will focus on a different skill set, technology and literature. **This course meets Technology requirements.**

GUITAR

Year

5 Credits

GRADES 9-12

This course offers beginning instruction on acoustic 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. Students will learn traditional right-handed methods and techniques. 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. **This course meets Technology requirements.**

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. Piano and stringed instruments are not taught in this course. 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, Pep and/or 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. **This course meets Technology requirements.**

CONCERT BAND

Year

5 Credits

GRADES 9-12

Prerequisite: Previous instrumental experience and the ability to read music, or the approval of the band director. 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. **This course meets Technology requirements.**

Music Theory

MUSIC THEORY I

Year

5 Credits

GRADES 10-12

Prerequisite: Students 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. **This course meets Technology requirements.**

AP MUSIC THEORY

Year

5 Credits

GRADES 10-12

Prerequisite: Music teacher recommendation required.

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. During this course, students seeking AP credit 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. They will also have the opportunity to further develop, practice, and master music theory skills, and prepare them for college level coursework. It is highly recommended that students seeking AP credit sit for the Advanced Placement Music Theory examination. **This course meets Technology requirements.**



Theatre Arts

THEATRE ARTS I

Year

5 Credits

GRADES 9-12

This course is primarily for novice actors with little or no previous theatre arts training.

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 theater. 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, III, & IV

Year

5 Credits

GRADES 10-12

Dual Credit Opportunity

Students in this course will have an opportunity to earn Dual Credit through Camden County College.

Prerequisite: Successful completion of Theatre Arts I.

Designed to continue and build on the basic knowledge acquired in the Theatre Arts 1 course, this elective course is organized as an acting workshop where students will expand their prior knowledge of the study of acting, performance, and theater. 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.



Vocal Music

VOCAL MUSIC	Year	5 Credits	GRADES 9-12
--------------------	-------------	------------------	--------------------

This course is primarily for novice singers with little or no previous voice training.

This is an introductory course designed for students with little or no previous voice training in order to prepare singers for success in Concert Choir in subsequent years. Emphasis will be placed on tone placement, breath control, sight singing, gaining confidence in singing, the health and physique aspects of a singer, practice techniques, voice differences, limitations and responsibilities, and proper posture for singers. As a performance-based course, attendance at and participation in concert rehearsals and concerts are curricular requirements of the course and will be assigned a percentage of the class grade for the marking period in which they occur. **This course meets Technology requirements.**

CONCERT CHOIR I, II, III, & IV	Year	5 Credits	GRADES 9-12
---	-------------	------------------	--------------------

Prerequisite: Previous vocal experience and the ability to read music, or the approval of the choir director. Students with no vocal experience should contact the music department and begin taking lessons prior to the beginning of the school year or register for Vocal Music.

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. As a performance-based course, attendance and participation at concert rehearsals and concerts are curricular requirements of the course and will be assigned a percentage of the class grade for the marking period in which they occur. **This course meets Technology requirements. At the time of scheduling, students who run into scheduling conflicts may select Vocal Music as a back-up choice to Concert Choir with choir director approval.**

MATHEMATICS OFFERINGS

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 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 21st century for college and career readiness.

GEOMETRY Year 5 credits GRADES 10-12

Prerequisite: **Completion of Algebra I**

Geometry is the second course of a rigorous three-year sequential mathematics program for high school students. Geometry uses precise language and exact statements to underline the logical structure of mathematics. Taught in alignment with the NJSL-S-M (New Jersey Student Learning Standards of Mathematics), Geometry requires students to master the following: transformations in the plane, relationships with triangles, congruence in terms of rigid motion, prove geometric theorems, understand and apply the properties of quadrilaterals & polygons, define and apply trigonometric ratios, understand and apply theorems about circles, and visualize relationships between two- and three- dimensional objects. Students will have to apply geometric concepts in modeling situations. Analytical and graphical approaches are employed to further develop students' mathematical skills in preparation for 21st century and 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. Freshmen will be recommended to this course based upon a selection process involving a review of standardized test scores and achievement in Middle School Math courses.

Geometry Accelerated is the second course of a rigorous three-year sequential mathematics program for high school students. Geometry uses precise language and exact statements to underline the logical structure of mathematics. Taught in alignment with the NJSL-S-M (New Jersey Student Learning Standards of Mathematics), Geometry Accelerated requires students to master the following: transformations in the plane, relationships with triangles, congruence in terms of rigid motion, prove geometric theorems, understand and apply the properties of quadrilaterals & polygons, define and apply trigonometric ratios, understand and apply theorems about circles, and visualize relationships between two- and three- dimensional objects. Students will have to apply geometric concepts in modeling situations. Analytical and graphical approaches are employed to further develop students' mathematical skills in preparation for 21st century and college and career readiness.

GEOMETRY HONORS	Year	5 credits	GRADES 9-10
------------------------	-------------	------------------	--------------------

Prerequisite: Successful completion of Algebra I with at least a 90% average. Freshman will be recommended to this course based upon a rigorous selection process involving a review of standardized test scores and achievement in Math courses.

This course will be in a form that is more rigorous, in-depth, and extensive in its coverage than either Geometry Accelerated or Geometry. This course will require additional homework and studying as a strong understanding of Algebra 1 content is spiraled. Geometry uses precise language and exact statements to underline the logical structure of mathematics. Taught in alignment with the NJSLS-M (NJ Student Learning Standards), Geometry Honors requires students to master the following: transformations in the plane, relationships with triangles, congruence in terms of rigid motion, prove geometric theorems, understand and apply the properties of quadrilaterals & polygons, define and apply trigonometric ratios, understand and apply theorems about circles, and visualize relationships between two- and three- dimensional objects. Students will apply geometric concepts in modeling situations. Analytical and graphical approaches are employed to further develop students' mathematical growth in order to prepare for the 21st century and college and career readiness.

ALGEBRA II Integrated	Year	5 credits	GRADES 10-12
------------------------------	-------------	------------------	---------------------

Prerequisite: Completion of Algebra I and Geometry.

Algebra II Integrated is the third course of a three year sequential mathematics program for high school students. Taught in alignment with the NJSLS-M (New Jersey Student Learning Standards of Mathematics), Algebra II further develops students' comprehension of Algebra 1 concepts and functions through continued development of the study of quadratic functions, linear systems, mixed systems, and polynomial functions. Students will have to apply Algebra II concepts in modeling situations. Analytical and graphical approaches are employed to further develop students' mathematical growth in order to prepare for the 21st century and college and career readiness. Additionally, Algebra 1 and Geometry standards will be reviewed and spiraled into instruction to prepare students for standardized assessments.

ALGEBRA II ACCELERATED	Year	5 credits	GRADES 10-12
-------------------------------	-------------	------------------	---------------------

Prerequisite: Students must complete Algebra 1 with an 80% average or higher, and complete Geometry A with a 75% average or higher.

Algebra II Accelerated is the third course of a rigorous three year sequential mathematics program for high school students. Taught in alignment with the NJSLS-M (New Jersey Student Learning Standards of Mathematics), Algebra II A further develops students' comprehension of algebraic concepts and functions by building upon students' knowledge base of linear, quadratic, and exponential functions. The course extends concepts to include polynomial, radical, exponential, logarithmic, and rational functions. The study of sequences and series is also implemented. Students will have to apply Algebra II concepts in modeling situations. Analytical and graphical approaches are employed to further develop students' mathematical growth in order to prepare for the 21st century and college and career readiness.

ALGEBRA II HONORS	Year	5 credits	GRADES 9-11
--------------------------	-------------	------------------	--------------------

Prerequisite: Students must demonstrate completion of both Algebra I and Geometry A with a 90% average or higher, or Geometry Honors with an 80% average or higher.

Freshmen will be recommended to this course based upon a selection process involving a review of standardized test scores and achievement in Middle School Math courses.

This course is more rigorous and extensive in its coverage than Algebra II Accelerated or Algebra II Integrated. Students will be required to perform at an honors level of achievement as this course builds upon Algebra 1 and Geometry Honors content. Algebra II Honors is the third course of a rigorous three year sequential mathematics program for high school students. Taught in alignment with the NJSLS-M (New Jersey Student Learning Standards of Mathematics), Algebra II A further develops students' comprehension of algebraic concepts and functions by building upon students' knowledge base of linear, quadratic, and exponential functions. The course extends concepts to include polynomial, radical, exponential, logarithmic, and rational functions. The study of sequences and series is also implemented. Students will have to apply Algebra II concepts in modeling situations. Analytical and graphical approaches are employed to further develop students' mathematical growth in order to prepare for 21st century and college and career readiness.

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.

Pre-Calculus is an advanced course designed to prepare students for calculus and other higher-level math courses. Expanding on the foundational understanding of Algebra, Geometry, and Algebra II, the Pre-Calculus course delves deeper into the concepts of polynomial, rational, exponential, and logarithmic functions. Students will also study trigonometric relationships and their graphical representations, vectors, and conic sections. In this course, students will discover that all functions and their transformations can be comprehended through various perspectives, including graphical, numerical, analytical, and verbal representations. These multiple viewpoints unveil distinct characteristics useful for problem-solving in mathematical and real-world applications.

ADVANCED PLACEMENT PRE-CALCULUS	Year	5 Credits	GRADES 10-12
--	-------------	------------------	---------------------

Prerequisite: Placement in Advanced Placement Pre-Calculus requires that students have demonstrated completion of Algebra 2 Honors with an 80% average or higher.

Advanced Placement Pre-Calculus is designed to be more challenging compared to the Pre-Calculus course described above, as it is expected to be more demanding in terms of the depth and breadth of material studied. Throughout this course, students develop and hone symbolic manipulation skills needed for future mathematics courses. Students learn that functions and their compositions, inverses, and transformations are understood through graphical, numerical, verbal, and analytical representations, which reveal different attributes of the functions and are useful for solving problems in mathematical and applied contexts. In turn, the skills learned in this course are widely applicable in various future courses that involve quantitative reasoning.

CALCULUS	Year	5 credits	GRADE 12
-----------------	-------------	------------------	-----------------

***Possible Dual Credit Opportunity - see pages 30-31**

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, Algebra II Honors, and Advanced Placement Pre-Calculus 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
---	-------------	------------------	-----------------

***Possible Dual Credit Opportunity - see pages 30-31**

Prerequisite: Placement in Advanced Placement Calculus AB requires that students have demonstrated completion of Advanced Placement Precalculus 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

***Possible Dual Credit Opportunity - see pages 30-31**

Prerequisite: Placement in Advanced Placement Calculus BC requires that students have demonstrated completion of Advanced Placement Precalculus with an 90% average or higher or a completion of Advanced Placement Calculus AB.”

Advanced Placement Calculus BC course is a special college-level experience that is a continuation from AP 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.

LIBERAL ARTS MATHEMATICS

Year

5 Credits

GRADE 12

***Possible Dual Credit Opportunity - see pages 30-31**

Prerequisite: Successful completion of Algebra II Integrated

Liberal Arts Mathematics is designed for students intending to major in a Liberal Arts field in college or attend a vocational/technical school post-high school. It provides students with the opportunity to explore various mathematical concepts, techniques, and theories and then apply these acquired skills to address real-world problems. Topics covered in this course include problem-solving and critical thinking, set theory, number theory and the real number system, equations and inequalities, linear graphs, linear functions and systems, personal finance, geometry and measurement, counting methods, statistics, and probability.

PROBABILITY & STATISTICS

Year

5 credits

GRADES 11-12

***Possible Dual Credit Opportunity - see pages 30-31**

Prerequisite: Successful completion of Algebra II Integrated

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.

STATISTICS

Year

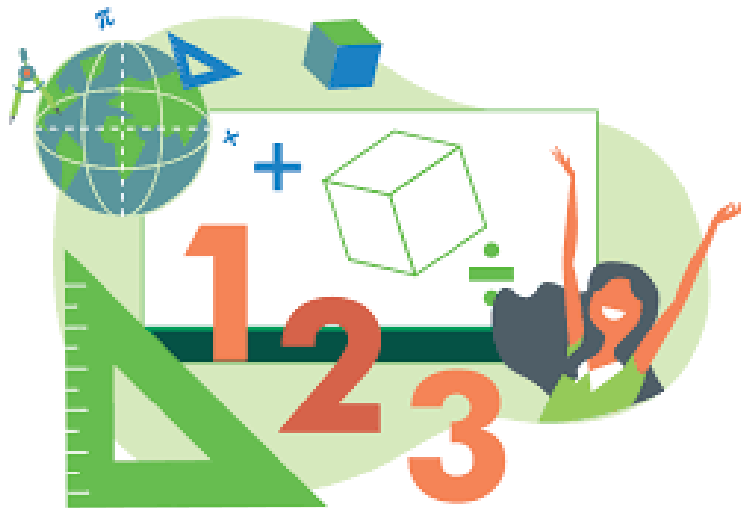
5 credits

GRADES 11-12

***Possible Dual Credit Opportunity - see pages 30-31**

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.



PHYSICAL EDUCATION OFFERINGS

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

The emphasis is on lifetime fitness and overall personal wellness through the Instruction in, and skill development of, a variety of activities including: individual sports, conditioning exercises, lifetime and recreational activities, and team sports. Fitness units, fitness testing, activity logs and wellness activities 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 reproductive system, gender identity, gender roles, sexually transmitted infections, drugs, alcohol, nutrition, dimensions of wellness and family structures.

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

The emphasis is on lifetime fitness and overall personal wellness through the Instruction in, and skill development of, a variety of activities including: individual sports, conditioning exercises, lifetime and recreational activities, and team sports. Fitness units, fitness testing, activity logs and wellness activities will be done each marking period.

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

Health Education 10: Should read as: Drivers Education includes classwork in learning the rules and road regulations, dangers of substance use/abuse while driving, texting when driving along with the basic safe driving practices. At the end of the course, students take the NJ State written driver education exam.

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

The emphasis is on lifetime fitness and overall personal wellness through the Instruction in, and skill development of, a variety of activities including: individual sports, conditioning exercises, lifetime and recreational activities, and team sports. Fitness units, fitness testing, activity logs and wellness activities 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.

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

The emphasis is on lifetime fitness and overall personal wellness through the Instruction in, and skill development of, a variety of activities including: individual sports, conditioning exercises, lifetime and recreational activities, and team sports. Fitness units, fitness testing, activity logs and wellness activities 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.

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 rhythmic activities, and game play.

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

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

PEER TO PEER Year 5 credits GRADE 12

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

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.

HEALTH & WELLNESS IN SPORTS Sem 2.5 credits GRADES 10-12

This course will examine the very basics of nutrition and go into further detail the nutritional needs for adolescents. The course will also examine nutritional needs for adolescents involved in various exercises, whether it is leisure exercise, or organized athletics. The course will provide students with the knowledge needed to make appropriate nutritional choices, and understand how nutritional needs change as individual fitness goals change.

STRENGTH & CONDITIONING Sem 2.5 credits GRADES 10-12

The course offers the opportunity for students to develop a greater understanding of the sciences that are involved with athletic performance and strength training. Students will learn the academic side of strength and conditioning, including physiology, kinesiology, and exercise science. It also provides students who are more kinesthetic learners an opportunity to learn in a classroom setting and then apply the knowledge physically in the weight room, cardio room, and on the track.

*Students will be required to change into PE apparel for this course.

SCIENCE OFFERINGS

INTRODUCTORY COURSES

PHYSICS COLLEGE PREP Year 5 credits GRADE 9

Prerequisite: Concurrent Enrollment in Alg I/Math Enhancement

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, kinematics, energy, waves, momentum, SHM and electricity.

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, kinematics, energy, waves, momentum, UC, mechanics, SHM, and electricity.

PHYSICS HONORS Year 6 credits GRADE 9

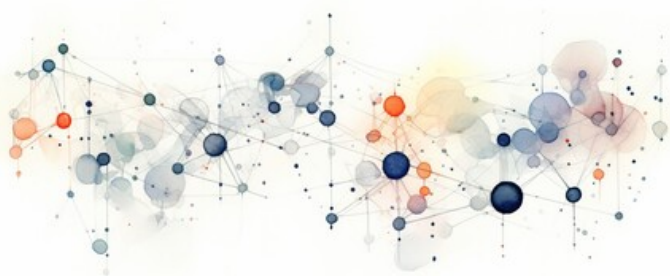
Prerequisite: Concurrent enrollment in Geometry Accelerated or Geometry Honors and a 90% or higher in 8th grade Science.

This is an Algebra based lab 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 kinematics, Newton's Laws, circular motion, work and energy, momentum and waves.

ENVIRONMENTAL SCIENCE Year 5 credits GRADES 11-12

Prerequisite: Completion of Biology requirement

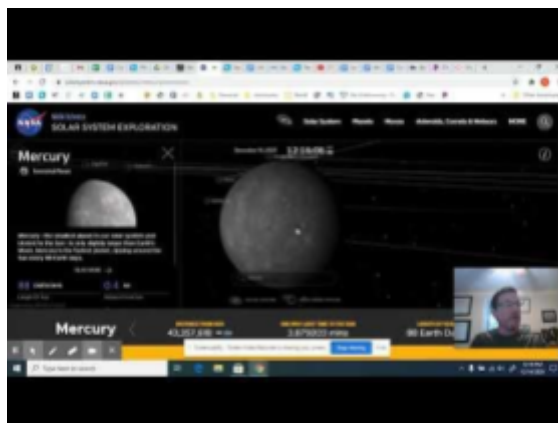
This inquiry-based course helps students develop the knowledge dispositions, competencies, and environmentally responsible behaviors that signal environmental literacy. Through a problem-based approach, students will study the Earth and its environments as a set of complex, dynamic, and interconnected systems that includes human society, yet is a part of the all-encompassing system of the universe.



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

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

Click on the picture below to watch our video. (Course description under the video)

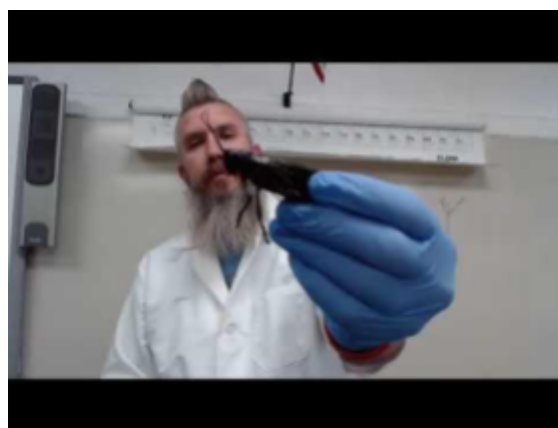


Astronomy is an interdisciplinary lab science course offered to juniors and seniors and will provide students with a study of the Universe and the properties and motion of celestial bodies. Topics to be covered in this course include matter and its interactions, motion and stability, and the Earth's 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 cannot count toward the science requirement for graduation.***

ZOOLOGY**Sem****2.5 credits****GRADE 10-12**

Prerequisite: Completion or concurrent enrollment in a Laboratory Biology Course

Click on the picture below to watch our video. (Course description under the video)



Zoology is an interdisciplinary lab science course offered to students who have completed Biology requirements or are currently enrolled in Biology. In this course, students will study animals, determine the phyla they belong to, and identify their major characteristics. Topics to be covered include taxonomy, behavior, evolution, ecology and morphology. This course also includes dissection of several animals from various phyla. ***This course cannot count toward the science requirement for graduation.***

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.

ADVANCED PLACEMENT

BIOLOGY

Year

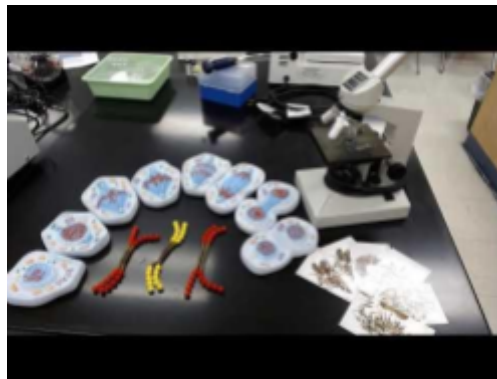
6 credits

GRADES 11-12

Dual Credit Opportunity

Prerequisite: A grade of 80% or better in Freshmen Physics Honors and Lab Chemistry Honors or a grade of 90% or better in Freshmen Physics Accelerated and Lab Chemistry Accelerated.

Click on the picture below to watch our video. (Course description under the video)



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. 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.

HUMAN ANATOMY AND PHYSIOLOGY

Year

5 credits

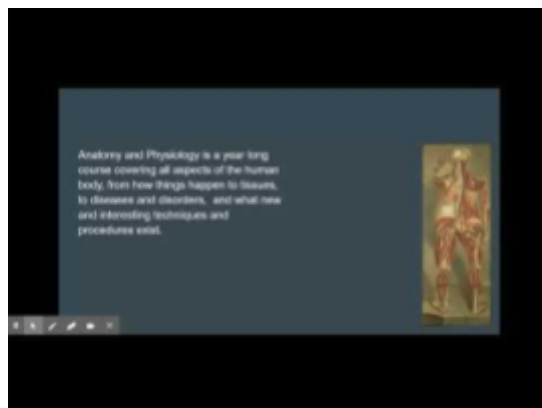
GRADES 11-12

Dual Credit Opportunity

Prerequisite any of the following:

- 90% or better in Lab Biology CP and concurrent enrollment in Lab Chemistry Accelerated
85% or better in Lab Chemistry Accelerated and concurrent enrollment in either Lab Biology Accelerated or AP Biology
- 75% or better in Lab Chemistry Honors and concurrent enrollment in either Lab Biology Accelerated or AP Biology

Click on the picture below to watch our video. (Course description under the video)



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.

HORTICULTURE (Triton & Highland only)

Year

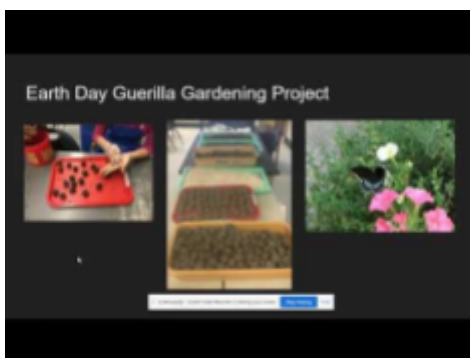
5 credits

GRADES 11-12

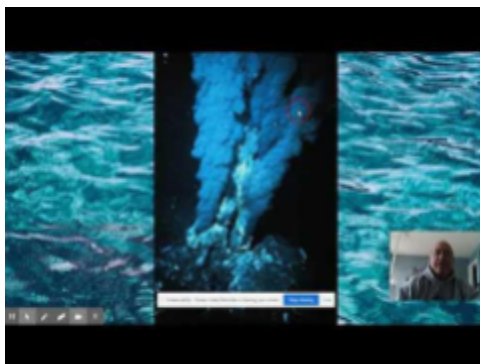
Prerequisite:

Completion of Biology CP or completion of concurrent enrollment in Biology A or Biology AP.

Click on the picture below to watch our video. (Course description under the video)



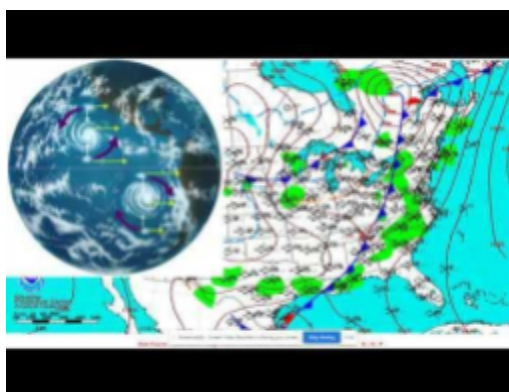
In Horticulture, the students explore many topics both in the classroom and in the greenhouse. These topics range from plant physiology, adaptations for different environments, growth requirements (nutrients, soil, light, water, other environmental factors), choosing the correct plants for the local area, propagating and caring for both indoor and outdoor plants, integrated pest management, and utilization of the correct fertilizer. ***This course cannot count toward the science requirement for graduation.***

MARINE SCIENCE**Sem****2.5 credits****GRADES 11-12****Prerequisite: Completion of Freshmen and Sophomore Science Courses.*****Click on the picture below to watch our video.*** (Course description under the video)

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 cannot count toward the science requirement for graduation.***

**ADVANCED PLACEMENT
ENVIRONMENTAL SCIENCE****Year****6 credits****GRADES 11-12******Dual Credit Opportunity****

Prerequisite: 75% or better in Lab Chemistry Honors and completion or concurrent enrollment in Lab Biology Accelerated or AP Biology or 90% or better in Lab Chemistry Accelerated and completion or concurrent enrollment in Lab Biology Accelerated or AP Biology.

Click on the picture below to watch our video. (Course description under the video)

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 laboratory science. In order to gain the full benefits of the A.P. Program, it is highly recommended that students take the College Board AP examination available at the end of the school year. 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

CHEMISTRY College Prep **Year** **5 credits** **GRADES 11-12**

Prerequisites: Completion of Physics A or CP and Biology CP

Introductory course designed to explore the core concepts of chemistry.

Introductory course designed to explore the core concepts of chemistry. This course will focus on the qualitative aspects of matter with some critical quantitative topics. These topics include atomic and molecular structure, physical and chemical change, states of matter, chemical bonding, and reactions.

LABORATORY CHEMISTRY

ACCELERATED **Year** **6 credits** **GRADES 10-12**

Prerequisites:

Science: 75% or better in Freshmen Physics Honors or Accelerated

90% or better in Freshmen Physics CP

Math: Concurrent Enrollment or completion with a 75% or higher in Geometry

Accelerated or Geometry Honors

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 10-12**

Prerequisite: 75% or better in Freshman Physics Honors and Geometry Honors, or a grade of 90% or better in Freshman Physics A and Geometry A. Concurrent enrollment in Algebra II Honors or 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.

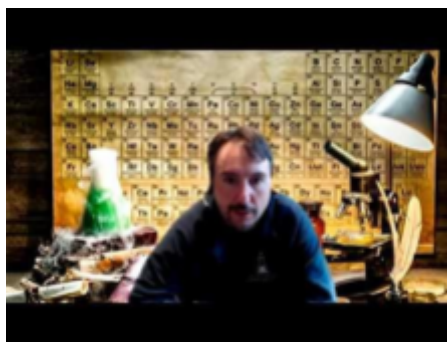


ADVANCED PLACEMENT CHEMISTRY **Year** **6 credits** **GRADES 11-12**

Dual Credit Opportunity

Prerequisite: A grade of 80% or better in Freshmen Physics Honors, Laboratory Chemistry Honors, and Algebra II Honors or a grade of 90% or better in Freshman Physics Accelerated, Lab Chemistry Accelerated and Algebra II Accelerated.

Click on the picture below to watch our video. (Course description under the video)



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**

Dual Credit Opportunity

Prerequisite: Completion of Freshman Physics and a grade of 75% or better in any Lab Chemistry

Click on the picture below to watch our video. (Course description under the video)



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 cannot count toward the science requirement for graduation.***

PHYSICS COURSES

ADVANCED PLACEMENT PHYSICS I Year 6 credits GRADES 10-12

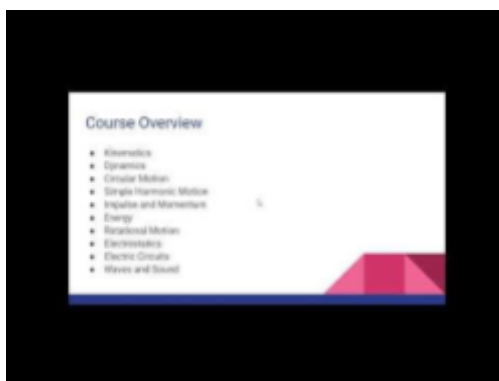
Dual Credit Opportunity

Prerequisites:

Grade 10: Teacher recommendation;

Grade 11 and 12: A grade of 80% or better in Geometry Honors and Honors Chemistry or a grade of 90% or better in Geometry Accelerated and Chemistry Accelerated and concurrent enrollment in an Algebra II course.

Click on the picture below to watch our video. (Course description under the video)



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 11-12

Dual Credit Opportunity

Prerequisite: Science requirement: A grade of 80% or better in Physics Honors or 75% or better in AP Physics I (Student must have taken Physics Honors or AP Physics I)

Math Requirement: A grade of 80% or better in Geometry Honors or 90% or better in Geometry A

Click on the picture below to watch our video. (Course description under the video)



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.

Lab Science Students: Scheduling Options:

DESIGN & TECH 1 FOR LAB SCIENCE

Year

4 credits

GRADES 9-12

Design & Tech 1 Lab Sci, is available to all students who are currently enrolled in a lab science class. This is a fundamental course that introduces the study of engineering and design through project based learning. Students will utilize design principles, computer aided drafting & design applications as well as hands-on projects in an exciting and interesting classroom environment. The lessons and skills acquired in this class will prepare the student for Design & Tech 2.

DESIGN & TECH 2 FOR LAB SCIENCE

Year

4 credits

GRADES 10-12

Design & Tech 2 Lab Sci, is available to all students who are currently enrolled in a lab science class and completed Design & Tech 1. This course will provide a creative learning environment for students while developing their knowledge and awareness of our advancing technological society. Students will be engaged in class projects that build upon the design principles learned in D&T I as they plan, build, and test solutions to challenging projects. Classroom competitions are used to motivate and encourage students to achieve higher goals during the learning process. Design & Tech II focus areas include (but are not limited to): structural design, energy, problem solving, aerodynamics, and flight. D&T II students will continue to build upon their knowledge and experience in using cutting-edge computer-aided drafting and solid modeling programs/applications for design purposes.



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. 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 20th 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: 10th-grade students looking to separate themselves from a traditional English and History pathway.

- Must have 80% or better in Accelerated level or a 90% in College Prep level (ELA and History) **and teacher recommendations from English and History teachers**
- *Teacher recommendations may take the place of academic standing; students coming from CP may be asked to sign a course waiver.

American Studies is a course that uses works of literature in a thematic, side-by-side connection with the study of early American history. Students will participate in a class environment that seeks to merge the literary and historical past of our nation through a collaborative effort between History and English educators. 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 history-specific portion of the class will examine significant geographic, economic, political, and social events of early American History until the year 1900.

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 20th 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 20th and 21st 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

Dual Credit Opportunity

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: 11th-grade students looking to separate themselves from a traditional English and History pathway.

- Must have 80% or better in Studies or Accelerated level or a 90% in College Prep level (ELA and History) ***and teacher recommendations from English and History teachers.***
- *Teacher recommendations may take the place of academic standing; students coming from CP may be asked to sign a course waiver. Preference will be given to students who successfully completed American Studies.

Western Studies is the second year of the Studies program and is the equivalent of five credits of US History II Accelerated. This course will be taught cooperatively by one English teacher and one Social Studies teacher to provide integrated study. Through an integrated thematic approach, using American and British literature, arts, music, and philosophy, students will examine 20th-century U.S. history. The history-specific portion of the class will examine significant geographic, economic, political, and social events in American History from 1900 to the modern day, including the Progressive Movement, The Great Depression, The World Wars, The Cold War Era, the Sixties, and Modern US History.

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.

AFRICAN AMERICAN STUDIES

Sem 2.5 credits

GRADES 9- 12

This course will provide an overview of the history of Africans and their descendants across the globe, including but not limited to African civilizations prior to European colonialism, encounters between Africa and Europe, movements of Africans to the Americas and elsewhere, and development of Black communities in and outside Africa. Learners will explore the complex interplay among the political, economic, and cultural forces that shape our understanding of the historic achievements and struggles of African-descended people in the United States and their relation to others around the world. In addition to the curricular materials, students will have the opportunity to select a topic for further exploration and in-depth research. A variety of texts and community resources will be used to provide applicable and real world examples related to the content.

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

Sem

2.5 credits

GRADES 11- 12

Holocaust & Genocides provides the student with an opportunity to explore the historical roots of war, extreme nationalism, economic downfall, militarism, and anti-Semitism that fostered the most notorious genocide of the 20th Century. A further goal of this course is to 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

Dual Credit Opportunity

Prerequisite: It is strongly recommended that students have a 75% or better average in AP US History II, or US History I Honors, or a 90% or better average in US History I or II Accelerated or American or Western Studies 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 juniors and 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

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/ 20th CENTURY ISSUES

Year

5 credits

GRADE 12

Prerequisite: 12th-grade students looking to separate themselves from a traditional English class and are interested in studying other cultures.

- Preferred 80% or better in Studies or Accelerated level & College Prep (ELA and History) **AND teacher recommendation**
- Students who passed AP Language

Contemporary Studies is the third year of the Studies Program. The emphasis of the course is how history and important events shape contemporary texts and issues. In this academic elective we will look at the impact the events of the 20th and 21st centuries had on the contemporary world. Contemporary Studies consists of thematic units explored through debating topics, researching and problem-solving with a group, and evaluating and presenting research. 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. This course will count as a requirement for English and an elective for History.

ADVANCED PLACEMENT

US GOVERNMENT & POLITICS

Year

5 credits GRADE 11-12

Dual Credit Opportunity

Prerequisite: It is strongly recommended that students have a 75% or better average in AP US History II, or US History I Honors, or a 90% or better average in US History I or II Accelerated or American or Western Studies 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 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.





Air Force JROTC Program

[Click for the website](#)



Course Offerings

The Air Force Junior ROTC program provides students with an opportunity to learn and apply leadership skills while also learning about aerospace science and its career opportunities. The curriculum includes Aerospace Science (AS), Leadership Education (LE), and Wellness/Physical Training components. **The AFJROTC curriculum was reaccruited by Cognia in May 2022.** Students wear the Air Force uniform once each week. Uniforms are provided free of charge by the United States Air Force. Students perform physical training once a week which consists of warm-ups, calisthenics, aerobic exercises, and other athletic activities.

Advanced students are placed in positions of responsibility and given full-supervised control of the Cadet Group as leaders and managers. These students conceptualize, plan, organize and implement cadet activities.

Students incur no military obligation whatsoever. However, students who might consider joining the military as a career choice may enlist at a higher pay grade based on taking AFJROTC for two or more years. Students interested in attending a Service Academy or College ROTC may gain additional consideration/opportunity based on AFJROTC experience.

Instructors are devoted to providing quality classroom experiences to the students as well as emphasizing the concept of high standards in citizenship, leadership, and scholarship which are beneficial to all students as they progress in life. During the program, students earn five elective credits for each year of Aerospace Science/Leadership Education taken, with students able to enter and leave the program the same as any other elective program. To reinforce what is taught in the classroom, instructors and cadets participate in CurriculumIn-Action (CIA) trips to military bases, aerospace facilities and industries, museums, civilian airports and other areas related to aerospace and leadership education. AFJROTC offers the opportunity to participate in after school competitive teams: academic, STEM, and drill events are available. Additionally, community service projects are a major part of the AFJROTC experience and help instill a sense of civic pride and citizenship within the school and local community.



The AFJROTC Curriculum is a four-year program; using the textbooks listed below on a rotational basis. Due to the nature of the rotation, cadets may start the program at a level other than the 100 level.

AFJROTC (9-12, Five Credits per Year)

Academics (homework, quizzes, tests, projects)

100 Level: Traditions, Wellness, and Foundations of Citizenship

Milestones in Aviation History

200 Level: Communication, Awareness, and Leadership

The Science of Flight

300 Level: Life Skills and Career Opportunities

Intro to Global Awareness and Exploring Space

400 Level: Fundamentals of Management (Staff Cadets)

Drill/Wellness incorporated each year.

1. Cadets learn to participate in and lead individual and flight drill routines.
2. Participate in physical fitness, skills development, and wellness academic activities.

Enrollment

- Enrollment after 9th grade:

Athletes who enroll in the AFJROTC program after 9th grade and who have earned a Varsity letter at another school may be required to sit out of their athletic season for 30 days (subject to NJSIAA regulations).

- Enrollment after September:

Students who enroll after September and who do not have a World Language class on their schedule will have their World Language course deferred until the following year.

Exception: Seniors in need of a World Language course for their graduation requirement.

- Half-Day Enrollment:

Triton and Timber Creek students may elect to enroll in AFJROTC at Highland for the morning wheel of classes and be transported to their home school for the afternoon wheel of courses. All extra-curricular and after-school programs for these students would be affiliated with their home school.

Career Technical Education (CTE) Certification:

During the 2023 - 2024 school year, the AFROTC unit, which is considered a CTE program in New Jersey, plans to have 3d and 4th year cadets test for a CTE certificate in Government and Public Administration; awarded by the National Occupational Training Institute (NOCTI). NOCTI is the leading provider of industry credentials and resources for career and technical education (CTE) programs across the nation. With over 50 years of experience, NOCTI is a pioneer in creating customized and standardized credentialing solutions and is a valuable partner in the CTE community's efforts to improve America's workforce. The potential to receive such credentials will only enhance the saleability of cadets to the nation's workforce as they transition out of high school.

AFJROTC MANAGEMENT

Grade: 12, Full Year, 5 Credits

Prerequisites: 3 years of AFJROTC experience & assigned to Corps Leadership position
Leadership Education 400 Fundamentals of Management

AFJROTC Management provides an essential component of leadership education for today's high school students. This course is designed for the fourth year JROTC cadet. Its aim is to provide students an introduction to basic management concepts and skills, especially as they relate to managing in a JROTC unit. The Leadership Education subsection is derived from LE400 Principles of Management textbook with the Aerospace Science subsection made up of assigned leadership duties within the Cadet Corps.

1. Analyze management and its application to JROTC.
2. Analyze the elements of project management.
3. Evaluate the importance of formal planning within an organization.
4. Analyze decision-making within an organization.
5. Evaluate time management and change management within an organization.
6. Analyze concerns managers must consider in managing individuals and groups.
7. Analyze the factors that make work teams productive.
8. Evaluate the interpersonal skills of delegating, negotiating, and mentoring.
9. Complete assigned tasks effectively and efficiently using tools, techniques and procedures acquired in the previous three years' experience in AFJROTC.

AVIATION TECHNICAL EDUCATION PATHWAY OBJECTIVES AND GOALS:

AFJROTC SCIENCE OF FLIGHT

Grades: 10-12

SUBSECTION as part of a 5 credit course

Prerequisites: One year of AFJROTC

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

The course outcomes are:

1. Analyze the elements of flight.
2. Evaluate how atmospheric conditions affect flight.
3. Evaluate how flight affects the human body.
4. Analyze flight navigation and the purpose of aerial navigation aids.



AFJROTC AVIATION HONORS GROUND SCHOOL

Grades: 11-12 Full Year 5 Credits

Prerequisites: 2 years of JROTC with "C" or greater average (including Science of Flight), Senior Instructor Recommendation

This course is the foundation for students interested in receiving a private pilot's license. The material covered is an advanced, more in-depth study of aerospace topics. The intent of the program is to provide AFJROTC an academically challenging course for top achievers in the AFJROTC program. Entry into ground school should be earned by high achievement in other AFJROTC courses and involvement in the cadet corps. The course receives "honors" credit. The student must have written approval from the SASI/ASI prior to registering and must be a junior or senior honor student who has demonstrated potential and aptitude; in addition, the student must have successfully completed a minimum of 2 years of AFJROTC coursework (to include AS 200: The Science of Flight: A Gateway to New Horizons) and maintained a grade of C or better. The Private Pilot Manual is the primary source for initial study and review. The text contains complete and concise explanations of the fundamental concepts and ideas that every private pilot needs to know. The subjects are organized in a logical manner to build upon previously introduced topics.

The course objectives are:

1. Comprehend the fundamentals of flight.
2. Comprehend flight operations.
3. Comprehend the atmosphere and its effect on aircraft operations.
4. Comprehend the basics of navigation using charts and radio aids.
5. Apply the principles of aeronautical decision-making and flight-related physiological factors.

AFJROTC AFTER SCHOOL ACTIVITIES (must be an enrolled cadet)

Drill Team: Various small teams practice military drill maneuvers and compete statewide against other high schools. Includes a physical fitness team and academic presentation team.

CyberPatriot: The nation's premier youth cybersecurity competition sponsored by the Air and Space Forces Association in conjunction with leading companies in the IT industry. Team members train on how to secure networks and reduce computer threats. Competitions occur multiple times per year on-line against hundreds of teams across the country.

JLAB: JROTC Leadership and Academic Bowl sponsored by the College Options Foundation. Cadets practice for and compete in a nationwide academic competition focused on SAT type knowledge as well as JROTC first year curriculum and current events.

Raider Team: Cadets train in physical fitness, obstacle course, casualty evacuation, ruck marching, rope bridging, and military vehicle pull. Fall & Spring competitions occur against schools in the tri-state area.

Drone Team: Cadets learn to safely operate remote controlled aircraft.

AFJROTC Honor Society: AFJROTC maintains a Kitty Hawk Air Society (KHAS) Chapter at Highland HS. KHAS membership is offered to select members of the cadet corps with high academic and community service records. Members complete service projects and tutor fellow students as a service to the school community.

SUMMER LEADERSHIP COURSE:

AFJROTC AEROSPACE SCIENCE 5 – CADET LEADERSHIP COURSE

Grades: 9-11 7 to 14 days (NO SCHOOL CREDITS AWARDED)

Prerequisites: Complete one year of AFJROTC instruction with a passing grade

Open only to students enrolled in Aerospace Science for the next academic year. Intensive leadership training program conducted off campus at a local military installation for a period of two weeks. Extensive leadership academic training will prepare the student to assume an increased role in the leadership of the cadet group upon return to school. Summer encampment includes obstacle, confidence, and leadership reaction training courses designed to focus the student on his/her abilities and limitations. Cost is borne by the individual cadet/family.

TECHNOLOGY EDUCATION OFFERINGS

DESIGN & TECHNOLOGY I Year 5 credits GRADES 9-12

Design & Tech I is a fundamental course available to all students that introduces the study of engineering and design through project based learning. Students will utilize design principles, computer aided drafting & design applications as well as hands-on projects in an exciting and interesting classroom environment. The lessons and skills acquired in this class will prepare the student for Design & Tech 2.

DESIGN & TECH 1 FOR LAB SCIENCE Year 4 credits GRADES 9-12

Prerequisite: D&T I with a grade of 80% or above

Design & Tech 1 Lab Sci, is available to all students who are currently enrolled in a lab science class. This is a fundamental course that introduces the study of engineering and design through project based learning. Students will utilize design principles, computer aided drafting & design applications as well as hands-on projects in an exciting and interesting classroom environment. The lessons and skills acquired in this class will prepare the student for Design & Tech 2.

DESIGN & TECH 2 FOR LAB SCIENCE Year 4 credits GRADES 10-12

Prerequisite: D&T I with a grade of 80% or above

Design & Tech 2 Lab Sci, is available to all students who are currently enrolled in a lab science class and completed Design & Tech 1. This course will provide a creative learning environment for students while developing their knowledge and awareness of our advancing technological society. Students will be engaged in class projects that build upon the design principles learned in D&T I as they plan, build, and test solutions to challenging projects. Classroom competitions are used to motivate and encourage students to achieve higher goals during the learning process. Design & Tech II focus areas include (but are not limited to): structural design, energy, problem solving, aerodynamics, and flight. D&T II students will continue to build upon their knowledge and experience in using cutting-edge computer-aided drafting and solid modeling programs/applications for design purposes.

DESIGN & TECHNOLOGY II Year 5 credits GRADES 10-12

Prerequisite: D&T I with a grade of 80% or above

Design & Tech II is available to students who have successfully completed D&T I. This course will provide a creative learning environment for students while developing their knowledge and awareness of our advancing technological society. Students will be engaged in class projects that build upon the design principles learned in D&T I as they plan, build and test solutions to challenging projects. Classroom competitions are used to motivate and encourage students to achieve higher goals during the learning process. Design & Tech II focus areas include (but are not limited to): structural design, energy, problem solving, aerodynamics, and flight. D&T II students will continue to build upon their knowledge and experience in using cutting edge computer aided drafting and solid modeling programs/applications for design purposes.

DESIGN & TECHNOLOGY III Year 5 credits GRADES 11-12

Dual Credit Opportunity

Prerequisite D&T II with a grade of 80% or above

Design & Tech III is available to students who have successfully completed D&T II. This course is designed as the third of a three-year sequence and provides a practical approach to the application of technological concepts and design principles. D&T III will present students with challenging class activities and projects that stimulate additional research and develop problem solving skills. Design & Tech III focus areas include (but are not limited to): mechanical engineering and manufacturing technologies, robotics, remote sensors and electronic controls, alternative energy, pneumatics along with the continued mastery of several industry-standard computer aided design and solid modeling programs. Students who complete Design & Tech I, II and III can apply for Dual Credit at Camden County College for ENG-101 (Engineering 101).

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.

ADVANCED WOODWORKING (Triton only) Year 5 credits GRADES 10-12

Prerequisite: Woodworking and Teacher Recommendation

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.

VIDEO & MEDIA PRODUCTION 1 Year 5 credits GRADES 9-12

Video & Media 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 or as approved by the instructor. This is the first step toward Video & Media Production 2.

VIDEO & MEDIA PRODUCTION 2 Year 5 credits GRADES 10-12

Perquisite: Successful completion of Video & Media Production 1

Students will refine and expand on the skills acquired in Video and Media Production I and receive advanced instruction in nonlinear digital editing, electronic newsgathering and programming formats. Emphasis will be placed on completing assignments to be aired on the studio's YouTube Channel and school or district webpage. Organizational skills, writing skills, professionalism, and the ability to work cooperatively are necessary for success in this class.

VIDEO & MEDIA PRODUCTION 3 Year 5 credits GRADES 11-12

Prerequisite: Video & Media 1 & 2 with a grade of 80% or above or with Teacher Approval

Video and Media Production III is the capstone course for students interested in advanced video production and media creation. Building on skills learned in Video and Media Production I and II, this course provides students with the opportunity to work on high-level projects that mirror real-world media production environments. Students will explore advanced topics such as professional editing techniques, complex camera operations, sound design, and motion graphics. In addition to individual projects, students will collaborate on group productions, including short films, documentaries, and promotional content for school or community events. This course is ideal for students looking to pursue media-related careers or further studies in film, television, and digital media.

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. Students who complete Design & Tech I, II and Architectural Design can apply for Dual Credit at Camden County College for CAD-101 (Computer Aided Engineering Graphics)

ROBOTICS ENGINEERING

(Highland & Timber Creek only)

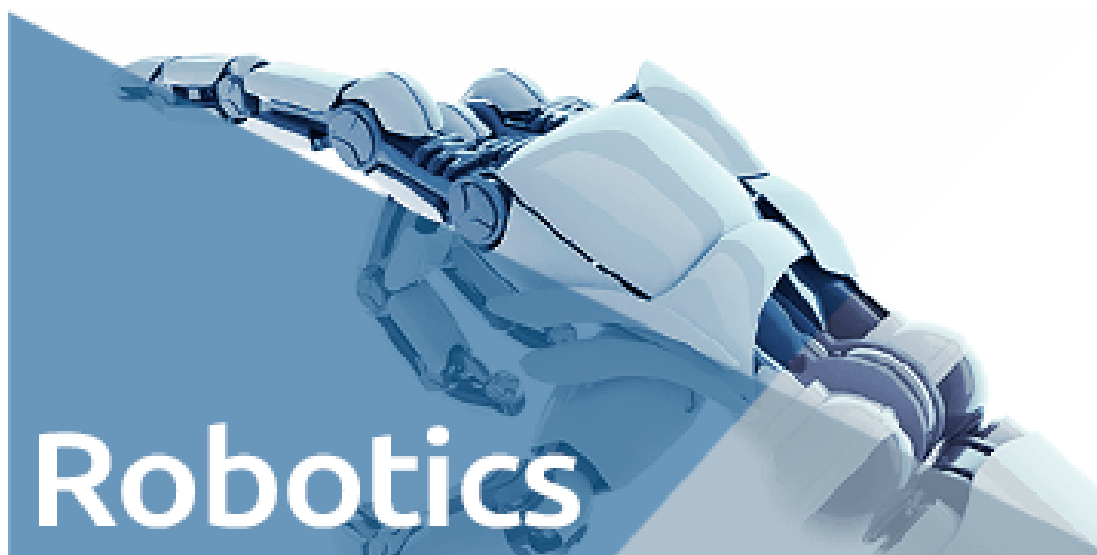
Year

5 credits

Grades 11 - 12

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

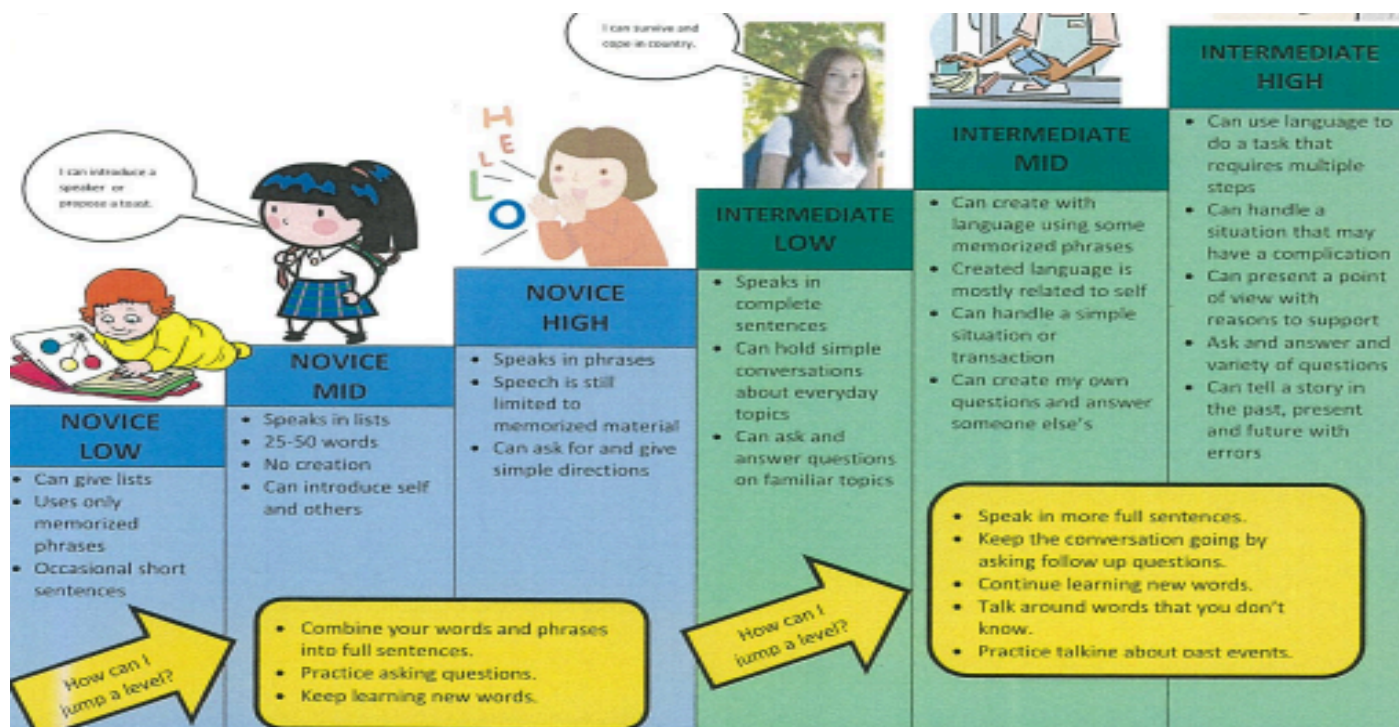
Robotics Engineering is a course created to teach students how to design, engineer, program, and build robots. Students will learn how to use specific engineering steps to create robots that will perform a variety of tasks. Projects in this course will culminate with students testing their designs by 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

World Language courses may need to utilize accredited online programs to support the curriculum in the event certified teachers are not available to teach the course.

Description of Proficiency Levels:



SPANISH FOR HERITAGE LEARNERS **Year** **5 credits** **GRADES 9-12**

This course is designed for students who have learned Spanish at home or in their community and are looking to build on that foundation with more formal academic practice. This course aims to develop students' reading, writing, and formal speaking skills while deepening their understanding of grammar, vocabulary, and cultural identity. By focusing on the linguistic and cultural variations of Spanish, this course empowers students to confidently use the language in both personal and professional contexts, ultimately preparing them for future career opportunities.

Este curso es para estudiantes que hablan español en casa o en su comunidad y quieren aprender más de forma académica. El objetivo del curso es mejorar las habilidades de leer, escribir y hablar en español de una manera más formal. También ayudará a los estudiantes a entender mejor la gramática, el vocabulario y su identidad cultural. El curso enseña las diferentes formas de hablar español en varias culturas y prepara a los estudiantes para usar el idioma con confianza en su vida personal y en el trabajo.

LEVEL I

FRENCH, ITALIAN, SPANISH **Year** **5 credits** **GRADES 9-12**

Instruction at this level introduces the student to the target language culture. Students will be introduced to correct pronunciation and intonation patterns, basic grammatical structures, and vocabulary of the language to develop Novice High Interpretive (listening & reading), Interpersonal (speaking & writing) and Presentational (speaking & writing) skills. Students will interact with and produce simple texts and short passages in the target language and develop foundational conversational proficiency skills for everyday interaction within the cultural norms and customs of the target language. The primary focus of a Level One World Language course is sharing information about themselves and their personal experiences.

LEVEL II

FRENCH, ITALIAN, SPANISH

Year

5 credits

GRADES 10-12

Prerequisite: Successful completion of Level I French, Italian, or Spanish. It is strongly recommended that students demonstrate language proficiency by earning a 75 or higher in a Level I course.

Students will work towards Intermediate Low Interpretive (listening & reading), Interpersonal (speaking & writing) and Presentational (speaking & writing) skills. Students will interact with and produce developed texts and conversations in the target language and expand the depth of their vocabulary and work in tenses beyond the present. The primary focus of a Level Two World Language course is to expand thoughts with greater detail and ask questions, with an introduction to global perspectives.

Scheduling Note: Students who enroll after September and who do not have a World Language class on their schedule will have their World Language course deferred until the following year.

Exception: Seniors in need of a World Language course for their graduation requirement.

LEVEL III HONORS

FRENCH, ITALIAN, SPANISH

Year

5 credits

GRADES 11-12

“Dual Credit Opportunity”

Prerequisite: Students must have earned a grade of 80% or higher in Level II, with a strongly suggested 85 or above in Level II.

Students will work towards Intermediate Mid Interpretive (listening & reading), Interpersonal (speaking & writing) and Presentational (speaking & writing) skills. Students will interact with and create advanced texts and conversations in the target language and expand the depth of their vocabulary and work in the present, past, and future tenses. The primary focus of a Level Three World Language course is to expand thoughts with greater detail and ask a variety of questions, and interact with a variety of familiar and researched topics, with an exploration into global perspectives.

Dual Credit Option:

At this level, students who complete this course with a “B” or better have the opportunity to earn Dual Credit at Camden County College, allowing them to gain college-level recognition for their language proficiency.

LEVEL IV HONORS

FRENCH, ITALIAN, SPANISH

Year

5 credits

GRADE 12

“Dual Credit Opportunity”

Prerequisite:

It is recommended that students have earned a grade of 80% or higher in Level III Honors.

Students will work towards Intermediate High Interpretive (listening & reading), Interpersonal (speaking & writing) and Presentational (speaking & writing) skills. Students will interact with and create paragraph-length texts and conversations in the target language, expand the depth of their vocabulary, and narrate in the past, present, and future. The primary focus of a Level Four World Language course is to express thoughts and opinions, make suggestions and offer solutions to problems, both concrete and abstract, in familiar, unfamiliar, and global contexts.

Distinguished Options for World Language Students

New Jersey State Seal of Biliteracy: Eligible students may earn the NJ Seal of Biliteracy, certifying them as biliterate on their official transcript. [\[Link for more information\]](#)

Dual Credit Option: At this level, students who complete this course with a “B” or better have the opportunity to earn Dual Credit at Camden County College, allowing them to gain college-level recognition for their language proficiency.



