



# **Course Selection Booklet**

## **2017-2018**

*Statement of Non-Discrimination Practices: The Board of Education shall provide equal and bias-free access for all students to all school facilities, courses, programs, and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability or socioeconomic status.*

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## **CTE: BUSINESS TECHNOLOGY**

**Website Design & Development I\*** is a one-semester course offered to students in grades 9-12. The course is designed to expose students to the latest web design and development technologies. Students will design websites using Photoshop and code websites using HTML5 and CSS3 via Dreamweaver. Students will build websites for a Fitness Club and Italian Restaurant.

**Website Design & Development II\*** is a one-semester course offered to students in grades 9-12. In this course students will expand upon their basic knowledge gained from the introductory course. Students will learn to wireframe websites using Axure and develop modern websites using HTML5, CSS3 and Javascript. After Web Design and Development II, students will have the skills to maintain their own personal website via a commercial web-host. **Prerequisite: Web D&D I**

**Website Design & Development III** is a full-year course that prepares individuals to become certified in web design via WDcertified. Students will focus on real-world applications of their current skill set by maintaining the webpages of the Delsea Athletics teams. Using Wordpress students generate their own learning log blog and participate in an online learning community with their peers. Web Development languages Javascript, PHP and MySQLi are applied in two separate units via a lab setting. Responsive Web Design via Bootstrap is introduced and covered in the re-building of the DelseaWeb.net website. Students completing Web D&D III will have acquired the skills necessary to enter the workforce as entry level web designers and Webmasters. The skills obtained within this program will allow students to continue their growth at the post-secondary level with a significant head start. Students completing Web D&D III are recommended to continue their career path onto local colleges and universities to receive certifications and degrees in the field. **Prerequisite: Web D&D II**

**Website Design & Development IV: Internship** provides students a platform to utilize the skills and knowledge they have learned in their web building classes by serving as interns for the maintenance of the Delsea School Store. Students will work alongside school store staff to keep the e-commerce presence current and measure usability through the analysis of site performance statistics and consumer feedback. As interns, students will apply problem-solving, troubleshooting, analytical skills, interpersonal skills and technological prowess to their job roles as the Information Technology department for the school store website. **Prerequisite: Web D&D III**

**Website Design & Development V: Apprenticeship** provides students with the opportunity to use their web design and development skills as a structured learning experience with clients in the school community and beyond. Students work closely with the client to determine project needs and provide customized solutions with a realistic budget and timeline. **Prerequisite: Web D&D IV**

**Practical Applications of Computer Technology** - is a full year course for CST students in grades 9 - 12. This course is designed for students who want to become computer proficient in programs and applications that will assist them with current technological needs, as well as preparation for postsecondary education and/or employment. The course includes an introduction to G-Suite including Gmail, sheets, calendar, slides, docs, and other relevant Google applications. Additional topics will include Microsoft Office application involving word processing, spreadsheets, charts, and a multimedia slide presentations. Introduction to Web Development via Khan Academy Hour of Code is the final unit of study for students in this course. Students will create projects associated with the various applications and programs. Student grades are based primarily on projects, classwork, and marking period assessments. **Prerequisite: IEP**

**Accounting I\*** is a one-semester, 2.5 credits, course offered to students in grades 10-12. This course is the first in a series of three courses designed to complete an articulated program of study at the county college. This course is designed as a beginning vocational preparation for entry into business occupations and as a background for business administration and/or college accounting for college bound students. Major units of learning include related careers and accounting principles and practices for keeping a set of accounting records for a service business organized as a proprietorship. Students will also be introduced to journals, ledgers, basic financial statements and cash control systems. The accounting period cycle for a service business is completed both manually and using automated accounting software on the computer. Students will complete simulation sets implementing the skills acquired in the fundamental accounting process. Grades are based on tests and class work assignments.

**Prerequisites: None**

**Accounting II\*** is a one-semester, 2.5 credits, course offered to students in grades 10-12. This course is the second in a series of three courses designed to complete an articulated program of study at the county college. This course is designed to give further instruction in accounting principles, concepts and practices to students who desire a career in business occupations or as a background for business administration and/or college accounting for college bound students. Major units of learning include financial statements, adjusting and closing entries and payroll preparation for a service business organized as a proprietorship. The accounting period cycle for a service business is completed both manually and using automated accounting software on the computer. Students will complete a simulation set implementing the skills acquired in the fundamental accounting process. Grades are based on tests and class work assignments.

**Prerequisite: Accounting I**

**College Accounting** is a full-year, 5 credit, course offered to students in grades 11- 12. This course is the final in a series of three courses designed to complete an articulated program of study at the county college. Accounting, the language of business, is a required course in every college business curriculum. This course will bridge the gap between high school accounting and college level accounting. It is designed to provide the knowledge and skills needed by students who desire advanced preparation for the study of accounting or business courses in college. Topics covered will include the accounting profession and related business careers. Accounting terminology, concepts and practices for the various forms of business organizations will also be studied. Students will use both manual and computer generated programs to complete the requirements of the course. Simulated business activity sets will be used to implement acquired knowledge and skills. **Prerequisite: Accounting II**

**Graphic Desktop Publishing I\*** is a one-semester course offered to students in grades 9- 12. This course is designed for students to use their creative ability to develop specific desktop publishing skills in the field of advertising. Students will receive instruction in desktop publishing using CorelDraw software. Major units of study include composing various types of desktop publishing documents. Skills mastered in this course will be the creation of: flyers, newspaper ads, cover pages, calendars, children's activity books, etc. The use of different design tools and graphics to enhance the documents will be emphasized. Students will be exposed to related career opportunities for those proficient and interested in the fields of advertising and graphic design.

**Graphic Desktop Publishing 2\*** is a one semester course offered to students in grades 9-12. This course is designed for students who have successfully completed Advertising & Design 1. Students will learn specific desktop publishing applications using Corel Draw. They will enhance their documents with special effects and advanced design skills. Students will create their own graphic identity and learn advanced applications. Skills areas of this course will involve the creation of tri-fold brochures, booklets, logos, letterheads, greeting cards, maps, product packaging (such as candy wrappers and Jell-O boxes), CD covers, business cards, and infusing graphics to enhance these documents. **Prerequisite: Graphic Desktop Publishing I**

**Graphic Desktop Publishing III** is a full year 5 credit course offered to students in grades 10-12 with a focus on fundamental advertising strategies and the principles of design as they apply to the challenges encountered in print publications such as magazines, promotional literature, product packaging, identity systems, and other various types of print publications. A detailed look at organizing content, understanding typography and color, the use of graphic images, and using the rules of page layout are topics that will be covered as they relate to advertising theory and marketing strategy in business. Students will be involved in several desktop printing simulations and print opportunities for Delsea Regional High School. The students will also be exposed to career related opportunities in the fields of advertising and graphic design.

**Prerequisite: Graphic Desktop Publishing II**

**Foundations of Marketing** is a full-year, 5 credit, course offered to students in grades 9 and 10. This is the first in a sequence of three courses designed for students to learn and apply marketing concepts necessary in today's economy. The course is designed as an introduction to all phases of marketing and includes coverage of economics, marketing, selling skills, human relations, marketing math, communications, customer service and career exploration. Students are offered the opportunity to participate in DECA activities.

**Marketing I** is a full-year, 5 credit course offered to students in grades 10 and 11. This course is second in a series of three courses, designed to help students meet the challenges of the modern-day marketplace, to teach students about the world of marketing, and to motivate them to develop the necessary skills to advance in the field of direct wholesale and retail buying and selling operations. The course covers: Business, Financing, Pricing, Risks Bearing & Insurance, Channel Management, and Marketing Information Management. Students are offered the opportunity to participate in DECA activities. **Prerequisite: Foundations of Marketing**

**Marketing II** is a full-year 5 credit course for college bound students in grades 11 & 12. It is designed to meet the needs of those who are interested in an occupation requiring competency in the marketing foundations. The course covers many phases of marketing such as Internal Organization, Product/Service Management, Business Layout, Failure & Reorganization, Personnel Management and Market Identification & Segmentation. This course also introduces the students to supervised practical application experiences through DECA participation. This course is the final in a 3 year course of study that completes an articulation agreement with Gloucester County Community College. Students passing the three year track (Foundations of Marketing, Marketing 1, and Marketing 2) with a B or higher will have the opportunity for articulated credit for the Introduction to Business course at Gloucester County Community College. Students will also have the opportunity to receive nationally recognized certification as a Marketing Specialist through the A\*S\*K\* Institute. In addition, students are encouraged to develop leadership skills, good citizenship, social intelligence, and vocational understanding through participation in DECA. This program of study reflects New Jersey Core Curriculum Standard 9.4 which states that all students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. **Prerequisite: Marketing I**

**Retail Store Management** is a full-year, two-period (10 credit) course offered to students in Grade 12. This course is designed to appeal to senior students whose career/college goals include retail store management, retail buying, security, sales, merchandising, or promotion. Students will have the opportunity to combine classroom learning with "on the job training" through working the school store. One classroom period and one store aide period is required each day. This course is the final stage of a 3 year program. Students are encouraged to develop leadership skills, good citizenship, social intelligence, and vocational understanding through participation in DECA. This program of study reflects New Jersey Core Curriculum Standard 9.4 which states that all students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. **Prerequisite: Marketing I**

**Personal Financial Literacy\*** is a one-semester required course offered to students in grade 11. Students will be able to develop strategies for managing resources, learn to use credit wisely, gain insight into the different ways of investing money to increase their earnings potential and have hands-on practice in banking. Topics such as federal income tax, personal checking accounts and banking services, investing, buying insurance, credit procedures and laws, and other issues will be covered. Students will complete personal budget and banking activities that teach them the financial procedures necessary for successful personal financial management. In addition, students will incorporate technology into their work by using spreadsheets and word processing in projects. The class incorporated into the students daily lives will promote critical thinking skills and link finance to other areas of study.

**Introduction to Business Careers in Sports\*** is a one-semester course for students in grades 10–12. Students will be introduced to the areas of Management, Entrepreneurship, Marketing, Law, Advertising, Promotions and Fundraising. Sports will be the vehicle used to discuss specific examples and unique careers associated with these business fields. Students will investigate these sectors and coinciding careers through the use of guest speakers, electronic resources and instructor expertise.

**Entrepreneurship: Small Business Management\*** is a one-semester course for students in grades 10–12. This course is designed to prepare students who may wish to independently own and operate their own business. Major units of learning include the role of small business in the US economy, what it takes to be an entrepreneur, creating a small business and managing a small business. Students will complete a business plan to implement the skills and knowledge they acquire. Student grades are based primarily on tests, quizzes, projects and written work.

## CTE: COMPUTER SCIENCE

**Programming in Visual Basic:** If future plans include fields of study in Computer, Engineering, Science, Business and/or Mathematics, gaining an advantage by completing a series of computer science courses offered at Delsea will put you ahead of the curve. Most of the majors in these fields require you to take computer science courses. **Programming in Visual Basic** is a full-year, 5 credit course for students in grades 9-12. This course is designed to help students develop stronger logic and analytical skills. Students will create graphical user interfaces on the topics that include variables, assignment statements, control structures, arrays, string manipulations, vector graphics and simple animations. Students will also write interactive programs that respond to keyboard and mouse events. Student related programs will relate to a variety of real-life applications i.e. financial applications, text based games, calculators, and 2D animations. Please note that Visual Basic Programming 1 is a prerequisite for the follow-up courses Programming in Python (Honors), Intro to Game Programming using C++ (Honors), and AP Computer Science Java. Prerequisite: None

**Programming in Python (Honors)** is a full-year, 5 credit course offered to students (grades 10-12). This course is an introduction to the Python open-source scripting programming language. This object-oriented course will cover basic procedural techniques such as variables, data types, selection, iteration, functions and arrays. Students will be able to construct moderately-sized Python programs and develop stronger logic and analytical skills. A strong interest in computer science, engineering, mathematics, and/or the sciences is recommended. **Prerequisite: Programming in Visual Basic or Algebra 2 H Concurrent**

**Intro to Game Programming using C++ (Honors)** is a full-year, 5 credit course offered to students (grades 11-12). This course is designed to teach students the skills necessary to write beginning games in C++ programs using a structured, object-oriented environment. Students will learn basic structures of the C++ language, including the classes, functions, and standard libraries. The students will apply these structures toward gaming concepts such as collision testing, scoring methods, and gaming loops. Students will take learned programming skills and implement into the area of game programming using ADK library. A strong interest in computer science, engineering, mathematics, and/or the sciences is recommended. Prerequisite: **Programming in Python**

**AP Computer Science Java (AP)** is a full-year, 5 credit course offered to students (grades 11-12). This course, as outlined by The College Board, will use the Java programming language to provide students with a solid background in structured programming techniques. General topics will include programming methodology, recursion, file input/output, abstract data types, object-oriented techniques, inheritance, and dynamic memory allocation. Programming assignments will relate to a variety of real-life applications including game development and design. A strong interest in computer science, engineering, mathematics, and/or the sciences is recommended. **Prerequisite: Programming in Visual Basic. Concurrent: Pre-Calculus**

## CTE: HORTICULTURE

**Horticulture I** is a five credit elective course designed for students in grades nine and ten. The course is designed to provide the students with a wide variety of skills, knowledge and experiences appropriate in the scientific advances in the horticultural industry. The use of computer technology is incorporated into each major unit of study. Students will explore the many branches of the horticulture industry with emphasis placed on career opportunities. These branches include: Horticultural science, greenhouse production, landscape architecture, landscape maintenance and floral designing. Students will make full use of the greenhouse by raising indoor plants, vegetables, annuals and perennials for market. Student grades are based on tests, quizzes, homework, classwork, participation and teacher observation and marking period assessments. This course will also put an emphasis on preparation for post secondary education and employment through academic and technical skill integration with the goal of a degree, certificate or credential.

**Horticulture II** is a full-year course designed for students in grades 10-12. This program reinforces the skills, knowledge and experiences taught in Horticulture I and places great emphasis on science, math, reading, writing and hands-on skills needed for college bound students or for students interested in entry level positions in the horticulture industry. **Prerequisite: Horticulture I**

**Horticulture III** is a full-year double period course designed for students in grades 11-12. This course will focus on landscape design, construction, and installation. Students' primary focus will be designing commercial and residential landscapes. Students will employ the use of water features, hardscapes including walk ways and retaining wall made of various hardscape materials. Students will select plants suitable for the various climate zones. Students will compete in FFA Landscape design competitions.

**Prerequisite: Horticulture II**

**Horticulture IV (SAEP)** This course will provide FFA students structured time to master leadership skills, public speaking skills and those skills related to careers in Agriculture. Every student will develop and work towards completion of a placement, entrepreneurship or agri-science SAE. Students will be expected to keep an up- to-date record book for their SAE project and demonstrate proficiency in knowledge of both the FFA Organization and their chosen competition areas. This class will directly supplement chapter meetings and chapter activities. Course assignments will include traditional class assignments/assessments along with participation in various chapter activities including competitions, fundraisers and community service. In this final phase of the Horticultural Program Students will gain practical skills needed in the world of work through hands-on, work-based situations that will be accurately recorded and reported. Students will coordinate their project through the teacher, their parents, and their employer. **Prerequisite: Horticulture III & FAA Membership**

## **CTE: INTEGRATED TECHNOLOGY**

**Basic Computing and Networking\*** is a one-semester course offered to students in grades 9-12. This course is designed for the advanced home user that wants to have confidence in computer maintenance and network design. The topics covered will relate to home and small office networks. The first marking period will be devoted to installing and configuring software common to home computers. During the second marking period students will develop an understanding of small office networking devices such as switches, routers and wireless access points. This is a highly recommended course for those students interested in taking CISCO Networking.

**Cisco Networking I** is a full-year course, offered to students in grades 10–12, which centers on teaching students to design, build and maintain enterprise computer networks using web technologies. This course covers a wide variety of networking topics from local area networks to wan technologies. The Cisco Networking Academy Program qualifies students to pursue a wide variety of careers and a number of industry-standard certifications including the Cisco Certified Networking Associate (CCNA). Students must be enrolled in the program for two years in order to cover all of the necessary material for the industry based test for certification; however, seniors may enroll for one year. In addition to the networking curriculum, the Cisco Networking Academy provides online testing, student performance tracking, hands-on labs and an online gradebook. More information on the Cisco academy is available online and <http://www.cisco.com/web/learning/netacad/academy/index.html>

**Prerequisite: Students must have passed standardized tests in language arts and math to qualify**

**Cisco Networking II & III** are taken together over 2 periods for 10 credits to cover the second part of the Cisco two year curriculum. More detail is applied to the concepts of how to manage and maintain enterprise computer networks. Complex LAN and WAN technologies will be explored through the Cisco curriculum which involves many hands-on labs. The in class labs use Cisco routers and switches to create LAN and WAN environments that reinforce the topics covered. There will be a review period of time to prepare students for the Cisco Certified Networking Associate (CCNA). Grading will include classwork, hands-on labs, online tests and homework. More information on the Cisco academy is available online and <http://www.cisco.com/web/learning/netacad/academy/index.html> **Prerequisite: Cisco I**

**Technology Internship** is a full-year course (1 to 2 periods) for juniors and seniors. This course is designed to introduce students to the Information Technology field. The intern position will allow students, who have completed CISCO I or are taking concurrent, to experience all aspects of the IT workplace. This will be achieved by completing various tasks assigned by the IT support staff. Daily responsibilities will be based on the current tech support requests and long-term department projects. Tasks may include assisting instructional staff and students, performing network or computer maintenance and troubleshooting various networking and computing issues. Networking hardware used by the tech support staff will include servers, computers, switches, routers, ip phones and printers. The intern position will include IT work at both Delsea Regional High School and Middle School.

**i-STEM Exploration 1** is a “hands-on”, full year, lab course for 9<sup>th</sup> or 10<sup>th</sup> grade students who are interested in the applying math, science, and technology for purposes of engineering solutions to assigned tasks or design problems. The course provides students the opportunity to understand course concepts through activity, project, and problem based learning. Students will hone their interpersonal skills, creative abilities, and their understanding of the design process. This approach allows students to develop strategies which both enable and direct their individual learning. Major course concepts include: past and present tools and technologies, methods of communications and information processing, transportation, construction and structural design, manufacturing technology, bio-related technology, energy and power, linking STEM to the 16 Career Clusters, and post-secondary research/planning. **Concurrent Study:** The course assumes no previous knowledge; however, students should be enrolled in college preparatory mathematics and science.

**i-STEM Applications 2** Building upon what was learned in the first course, students will conduct a deeper study of each area of the designed world through corresponding units. Each unit will cover multiple technological products and systems used to solve various engineering problems in the past, present and future, providing a context for exploring major engineering disciplines, other STEM-related occupations, and the higher-education pathways leading to them. In each unit, students will encounter new tools, materials, machines and STEM-related knowledge that they must use to identify and analyze both natural and human-made problems, evaluate risks, and examine alternative solutions for resolving or preventing them with social-ecological responsibility in mind. **Prerequisite: i-STEM Exploration 1**

**i-STEM Implementation 3** is an advanced-level high school engineering course appropriate for 11<sup>th</sup> or 12<sup>th</sup> grade students who are interested in pursuing post-secondary education or employment in STEM related fields. Each semester offers a comprehensive unit of study and research. Understanding various production methods and identifying available capital/resources will be stressed. Student designs will undergo testing, analysis, and formal critique. Subsequently, students will refine their design solutions and develop plans for the production of their products. Research papers will be required in both semesters. An emphasis will be placed upon documenting work, testing and evaluating prototypes, and formal presentations. **Prerequisite: i-STEM Applications 2**

**Fix It: An Introduction to Tools, Hardware & Materials** This course covers the fundamental systems that comprise the interior and exterior of a residential dwelling including electrical, heating, cooling, plumbing, and framing systems. This course will provide practical maintenance and home improvement skills for future homeowners and for those interested in the skilled trades.

**Computer Aided Drafting I** provides students with intermediate level drafting skills, file management, technical vocabulary, computer literacy, analytical thinking and problem solving skills. Related careers, education fields of study, mathematics, writing samples and reading comprehension are incorporated in this course. Major topics of study include: single-view drawings, three-view drawings, auxiliary views, pattern development, isometric 3-D, engineer plates, sectional drawings and 3D solid modeling. Student grades are primarily based upon, but not limited to: a specified number of drawing assignments per marking period and assessments. CAD 1 is a pre-requisite to the CAA and CAE computer-based courses. This course will also put an emphasis on preparation for post secondary education and employment through academic and technical skill integration with the goal of a degree, certificate or credential.

**Computer Aided Engineering** is a five-credit course offered to students who have successfully completed CAD I. The course is designed to provide the student with knowledge and practical experience in selected areas of mechanical engineering/design. This course will assist the students in building upon design skills, technical vocabulary, mastery of CAD and solids-based software and mathematics skills. Major topics of study include: fasteners, springs, cams, gears, solid modeling /assembly and class design competition. Student grades are primarily based upon, but not limited to: a marking period assignment list, selected readings and vocabulary notes, unit tests, marking period design projects, participation and an exit examination. This course will also put an emphasis on preparation for post-secondary education and employment through academic and technical skill integration with the goal of a degree, certificate or credential. **Prerequisite: CAD I**



**Computer Aided Architecture** is a five-credit course offered to students who have successfully completed CAD I. This class will develop student drafting and design skills in the planning and design of a residential dwelling. The major goal of this class is to design and create a fully detailed set of architectural plans. Student plans will include, but are not limited to: foundation/framing plan, first and second floor plans, elevations, wall section and virtual solid model. Students will explore drawing methods and notation, construction materials and methods and develop an awareness of building codes and standards. Students' grades will be primarily based upon, but not limited to: a marking period drawing/assignment list, selected readings from the course textbook, assessments and exit examination. This course will also put an emphasis on preparation for post secondary education and employment through academic and technical skill integration with the goal of a degree, certificate or credential. **Prerequisite: Computer Aided Engineering**

**Computer Aided Interior Design** is a five credit course designed to acquaint the students with the necessary criteria to evaluate and analyze interior spaces, design, furniture, fixtures and equipment. Emphasis is placed on generating computer 2D and 3D presentation drawings. The course will cover principles and elements of design and the selection and organization of furnishings, floor and wall coverings, window treatments, lighting, and accessories. Students will focus on the skills used by interior design professionals including the use of architectural tools and symbols, space planning, and interior decorating. **Prerequisite: CAD I**

### **CTE: JROTC**

**The JROTC (Junior Reserve Officer Training Corps) Program** is designed to teach students in grades 9–12 the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. The program of instruction is based on a systematic progression of learning designed for the student's development starting at the freshman year and progressing through the senior year. Major units of study include: Citizenship in Action, Leadership Theory and Application, Foundations for Success, Wellness, Fitness, and First Aid, Geography, Map Skill and Environment Awareness, and Citizenship in History and Government. **JROTC may also be substituted for Physical Education.**

### **ENGLISH**

**English I** is a required full-year course for all ninth grade students. There are two program tracks ( H & A) in which the courses' major contents are identical, but the programs are differentiated by depth of skill coverage, student expectations, percentage of time devoted to each instructional component, and the required independent summer reading for the H & A levels. The curriculum addresses, but is not limited to, the state's established content standards.

**English I Honors** is a full-year course designed to challenge and develop the students' critical reading and writing skills through a survey of classical and contemporary literary forms and developmental composition forms. This course serves as a transitional program for entrance into the Advance Placement English Courses. English 1 Honors is distinguished by independent study, accelerated pace, depth of analysis, and extensive reading and writing requirements.

**English II** is a full-year course required of all sophomores. The program is designed to continue the maintenance and sequential development of the essential skills of communication. These include the following: reading skills, critical analysis, grammar skills, and the mechanics of written expression, composition skills and speech. All students will read a variety of American literary selections, which include a multi-cultural perspective. The English II curriculum provides three tracking levels to meet the needs and abilities of the students.

**English II Honors** is a full-year course designed for the accelerated sophomore English student in preparation for the Advanced Placement English courses and exams. The Honors student must demonstrate proficiency in the academic demands of self-directed studies and independent readings. The student must also be committed to excellence in performance and products. The program includes a core of English skills, such as critical reading of classic literature, which includes a multi-cultural perspective, note taking, research, and critical and expository writing.

**English III** is a full-year course required of all juniors and includes an intensive program in composition, vocabulary development, research skills, refinement of HSPA skills, and American Literature, including a multi-cultural perspective. Other areas infused into these topics include career education, critical thinking, and reinforcement of grammar skills. English III provides two tracking programs (AP, A) – which are designed to address the students’ needs, abilities, and post-secondary aspirations.

**AP English III** is a full-year course offered to promote the development of critical thinking and reading skills; to develop the interpretation skills of a broad range of American writing, including novels, essays, and poetry, including a multi-cultural perspective. The course is designed to provide the highly motivated student with the knowledge and skills necessary for use in addressing and answering essay questions similar to those found on the advanced placement exam and on other teacher-made or standardized tests, to further the understanding of effective study of literature-related concepts which would include the close reading and analysis of major literary works through discussion of character, setting, rhetorical styles, tone and conflict.

**English IV** is a full-year course which consists of three program tracks: AP, A and B. These program levels are differentiated by depth of content, instructional processes, student expectations, and time devoted to each major skill unit. The A level is designed for students who plan to attend four-year colleges. The major focus of this track is on English literature with written compositions infused into reading selections.

**AP English IV** is a full-year course which emphasizes the development of critical reading and analysis skills. It also encourages the student to hone analytical writing so compositions about literature and related ideas are written with insight and fluency. The course is designed for students who are capable of doing college-level studies while in high school and who are willing to devote the energy necessary to complete a rigorous and demanding academic program. The selected works will provide students with a repertoire of novels, poetry, essays, and drama to draw upon when formulating answers for essay questions on standardized and teacher-made exams.

**Latin for Contemporary Usage/Mythology\*** is a half-year course offered to college prep students (grades 10-12). Students develop knowledge of Latin and Greek bases and affixes in order to increase their vocabulary for college work and to raise their verbal scores on standardized testing. The mythology portion of the course is intended to enhance the cultural literacy of the student.

**Creative Writing I\*** is a one-semester course offered to students in grades 10-12 who are not enrolled in an HSPA course and who have exhibited a competency in grammar skills, vocabulary, and mechanics. The purpose of this class is to create a forum for interested peer writers to read, critique, and improve student projects in both prose and poetry. The ultimate goal is to print a literary magazine consisting entirely of original student work and made accessible to all through the Delsea Homepage. This course is for serious writers only. It is designed specifically for those students who are looking to hone their writing skills while seeing their work published and displayed on the Internet. **Prerequisite: English I**

**Creative Writing II\*** is a one-semester course available to students in grades 10-12. This course is for serious writers, screenwriters, and poets only. More emphasis will be placed on poetry, and the art of script writing will be introduced and practiced. The ultimate goal of the course is to generate a short movie script to be produced in conjunction with the broadcasting and drama classes. Students’ work will be published and displayed in the literary magazine established on the Delsea homepage. **Prerequisite: Creative Writing I**

**Public Speaking\*** is a one-semester course which is offered to students in grades 10-12. This course is designed to instill the necessary foundational knowledge of effective oratory skills. It will include comprehensive instruction in speaking and listening. The formal speeches will include but not be limited to informative, persuasive, and extemporaneous.

**Journalism\*** is a one-semester course which is offered to students in grades 10-12. This course is designed to teach students how to write for newspapers and magazines and how to layout a newspaper for publication. Students who enroll in this class will also be members of the Delsonian staff. Students will work on the daily aspects of writing for, interviewing for, and developing a publication.

**Reading the Movies\*** is a one-semester course which is offered to students in grades 11-12. This course is designed to teach the critical analysis of movies through an examination of lighting, dialogue, music, camera work, and shot composition. The students will examine these techniques in order to "read" literary elements like tone, mood, characterization, and theme. Some of the movies used for the class are Juno, Freedom Writers, The Shawshank Redemption, Fargo, The Silence of the Lambs, Crash, The Firm, and The Breakfast Club.

**SAT Prep Verbal 1/2\*** is a one-semester course for students in grades 11-12. The program is designed to prepare students in the skills needed for the Scholastic Aptitude Test (SAT) and other standardized testing. It is also designed to provide students with information regarding majors, 2 and 4 year colleges and the application process. The primary components include: critical reading, vocabulary enrichment, test taking strategies, scholarly and workplace text, inferential and critical thinking skills, English grammar review, college essay writing and editing strategies, general algebra and geometry review, research skills, scholarship, college and career exploration and workplace readiness standards.

**Contemporary Novel I\*** is a one-semester course for students in grades 11-12. The program is designed to acquaint teenage readers with modern, popular, young-adult novels that are not part of standard English curricula. The ultimate goal is to create life-long readers who have a thirst for knowledge and better understanding of the world around them. Students will examine media to enhance their understanding of the relevant issues dealt with in young adult literature. Some of the novels included in the course are Speak, Body of Christopher Creed, and The Hunger Games.

**Contemporary Novel II\*** is a 2.5 credit, half-year course offered to grades 11-12. This course is designed to continue introducing teenage readers to popular, modern, young-adult novels that are not part of the English curricula taught in grades 11-12. The literature read will be of a more mature subject matter than that studied in Contemporary Novel. Students will learn to comprehend different types of literature through higher level 'Socratic' discussions, and through making connections with media surrounding the societal issues dealt with in the readings. The purpose of this class is to encourage better understanding of current issues. Grades will be based on journal free-writes, discussions, participation, and a final media project. **Prerequisite: Contemporary Novel I**

**Origins of Popular Literature\*** is a one-semester course designed to address use of classical literature – Greek, Roman, & Norse mythology, Latin, Bible –and allusions & archetype in contemporary literature. It is designed for the avid reader who is interested in examining the sources of contemporary literature and the literary references employed by contemporary writers who are a part of Delsea's English curriculum. Considered novels and readings: Alice in Wonderland, Harry Potter and the Order of the Phoenix, Treasure Island, Iliad, Crime And Punishment, Gulliver's Travels, Greek, Roman, and Norse mythology, biblical tales (not as a religious study but as a literary reference).

**Modern Sports & Society\*** is a one-semester course for students in grades 10-12 and is intended for students with a sincere interest in sports and reading. This course is designed to help acquaint students with, novels, documentaries, classic videos, informational text, and the ESPN 30 for 30 series. The goal of this course is to get male and or female non-readers, interested in sports, to build literary skills and lifelong love of reading. This can also help develop more skills required for students to do better on state assessments and increased reading levels.

**College Ready Experience\*** is a one-semester course designed to prepare students for a successful transition from high school to college by giving them the advanced skills needed to complete college level research assignments. Students will partake in sophisticated levels of research methodologies in a compelling manner which will engage them in self-selected areas of interest. This course will address common knowledge gaps by walking students through the planning and research activities that occur prior to writing a paper or participating in a research project. Topics will include developing topics, scholarly vs. popular sources, note taking, media literacy, evaluating sources, and avoiding plagiarism. Students will apply these skills to topics of their own choosing.

## HEALTH & PHYSICAL EDUCATION

**Physical Education** is a required program, which offers a sequential curriculum designed to provide skill development, knowledge, written application, physical fitness and appreciation of recreational activities. The program functions cooperatively with the Health Education curricula in the carry-over of knowledge. However, the two courses receive separate grades and credits. Students take three marking periods of physical education and one marking period of health education.

**Athletic Training and Exercise Science** is an introductory course for both Athletic Training and Exercise Science. The purpose of this course is to introduce students to the fields of Sports Medicine and Exercise Science. Students will develop a basic understanding of Athletic injuries, their management and prevention. In the exercise science portion of this course, students will develop a foundation for strength and conditioning, rehabilitation and injury prevention. **Prerequisite: Anatomy & Physiology Concurrently**

**Nursing and Allied Health Pathway** is a program offered in conjunction with Rowan College at Gloucester County. The courses will run in cohorts of twenty students beginning with the class of 2020. Interested students should be committed to taking at least one full online elective via RCGC during their Delsea school day during their sophomore year, anatomy and physiology at Delsea during their junior year, and one course in person at RCGC (utilizing the senior options program) during their senior year. RCGC courses may include: nutrition, medical terminology, patient care, and first aid (CPR). Program based on a minimum of twenty students – if over twenty sign up an application process will occur. RCGC coursework will be paid by Delsea Regional High School District.

## MATHEMATICS

**Interactive Algebra I** is a full-year course which is specifically designed for ninth grade students who are technical and confluent learners and will benefit from a hands-on-interactive approach to Algebra. It is the first, of a series of three, standards based mathematics classes aligned to the NJ Core Content Standards. The curriculum focuses on four mathematical strands: algebra/functions, geometry/trigonometry, statistics/probability, and discrete mathematics.

**Interactive Algebra II** is the second sequence of the academic math track aligned to the Common Core Standards and is offered to students in grades ten to twelve. Satisfactory completion and a firm background of Algebra I and Geometry is recommended for entry into the five credit Algebra II program. Major units of study include: Use the properties of exponents. Reason quantitatively and use units to solve problems. Perform arithmetic operations with complex numbers. Write expressions in equivalent forms to solve problems. Understand the relationship between zeros and factors of polynomials. Use polynomial identities to solve problems. Rewrite rational expressions. Create equations that describe numbers or relationships. Understand solving equations as a process of reasoning and explain the reasoning. Solve equations and inequalities in one variable. Solve systems of equations. Represent and solve equations and inequalities graphically. Interpret the structure of expressions. Math vocabulary and spelling skills are developed. Students are exposed to related careers. The curriculum addresses, but is not limited to, the state's established Common Core Standards. Student grades are based primarily on tests, quizzes, homework, class participation, notebooks, and marking period assessments. **Prerequisite: Interactive Algebra I**

**Interactive Geometry** is a full-year course which is specifically designed for students who have successfully completed Interactive Algebra II or those who have completed Algebra II and are technical and confluent learners who will benefit from a hands-on-interactive approach to Geometry. It is the second, of a series of three, standards based mathematics classes aligned to the NJ Core Content Standards. The curriculum focuses on four mathematical strands: algebra/functions, geometry/trigonometry, statistics/probability, and discrete mathematics. **Prerequisite: Interactive Algebra II**

**Interactive Trigonometry/Pre-Calculus** a full-year course, for seniors only, in a series of four courses, designed to prepare students for success in college, in careers, and daily life in a contemporary society. Each year of the curriculum advances student understanding of mathematics along interwoven strands of algebra and functions, statistics and probability, geometry and trigonometry, and discrete mathematics. These mathematical strands are developed in coherent, focused units that are connected by fundamental ideas such as function, symmetry, and data analysis; and by mathematical habits of mind such as visual thinking, recursive thinking, and searching for and explaining patterns. The first three courses, Interactive Algebra, Interactive Geometry, and Interactive Algebra II, provide a common core of broadly useful mathematics for all students. The fourth formalizes and extends important mathematical ideas drawn from all four strands, with a focus on the mathematics needed to be successful in college mathematics and statistics courses. Completion of the four-year Interactive Program is synonymous to the completion of the traditional Algebra-Geometry-Advanced Algebra/Trigonometry-PreCalculus sequence. **Prerequisite: Interactive Algebra II – open to seniors only.**

**Algebra I** is a full-year course, which is the first of five sequential courses in the academic math track and is designed for students who possess a strong background in math skills. Algebra I is offered to students in grades eight through twelve. Major units of study include: solving first degree equations and inequalities; solving second degree equations, using four basic operations; learning monomials, polynomials, and algebraic fractions using factoring-all varieties, graphing linear equations; solving word problems with application of the above skills; simplifying and the basic operations of radicals and applying systems.

**Algebra II A & H** is the second sequence of the academic math track aligned to the Common Core Standards and is offered to students in grades ten to twelve. Satisfactory completion and a firm background of Algebra I and Geometry is recommended for entry into the five credit Algebra II program. Major units of study include: Extend the properties of exponents to rational exponents. Reason quantitatively and use units to solve problems. Perform arithmetic operations with complex numbers. Use complex numbers in polynomial identities and equations. Write expressions in equivalent forms to solve problems. Understand the relationship between zeros and factors of polynomials. Use polynomial identities to solve problems. Rewrite rational expressions. Create equations that describe numbers or relationships. Understand solving equations as a process of reasoning and explain the reasoning. Solve equations and inequalities in one variable. Solve systems of equations. Represent and solve equations and inequalities graphically. Interpret the structure of expressions. Math vocabulary and spelling skills are developed. Students are exposed to related careers. The curriculum addresses, but is not limited to, the state's established Common Core Standards. Student grades are based primarily on tests, quizzes, homework, class participation, notebooks, and marking period assessments.

**Prerequisites: Algebra II = Algebra I / Algebra II H = Algebra I H MS & Geom H**

**Geometry A** is a full-year courses representing the third sequence of the academic math program. Satisfactory completion of Algebra II is required. This course is designed to develop logical thinking and sequential solving of problems. Major units of study include: sets of points, proofs, parallel lines, congruent triangles, polygons, quadrilaterals, similar triangles, circles, measurement, transformations, problem solving, patterns and relations, and discrete mathematics. **Prerequisites: Algebra II**

**Geometry Honors** is a full-year course representing the second sequence of the academic math program. Satisfactory completion of Algebra I H is required. This course is designed to develop logical thinking and sequential solving of problems. Calculators and computer programs will be incorporated throughout the curriculum. Major units of study include: sets of points, proofs, parallel lines, congruent triangles, polygons, quadrilaterals, similar triangles, circles, measurement, transformations, problem-solving patterns, and relations, and discrete mathematics. This program is differentiated by depth of skill coverage, student expectations, percentage of time devoted to each instructional component (see above). The course is designed to challenge the academically motivated student.

**Prerequisite: MS Algebra I Honors**

**Trig/Pre-Calculus** is a full-year course representing the fourth, in sequence, of five academic math programs. The course is offered to students in grades eleven and twelve. This comprehensive program allows students to develop a solid foundation of trigonometric skills and concepts. This course actively involves students in their learning to develop their mathematical power through cooperative learning projects, critical thinking, and reasoning activities. **Prerequisite: Geometry & Algebra II**

**Pre-Calculus Honors** is a full-year course which represents the fourth honors math sequence for students. The first semester provides an in-depth and fast paced study of trigonometry and the second half of the year is devoted to the study of analytical geometry in preparation for the rigors and demands of the AP Calculus course. **Prerequisite: Honors Geometry & Algebra II Honors**

**Honors Calculus** is a full-year college preparatory course offered to seniors. The course contains five major units of study: advanced algebra, functions, analytic geometry, applications and uses of differentiation and integration. The first semester of the school year is devoted toward the advanced mathematics units and the second semester deals almost exclusively with calculus. **Prerequisite: Trig/Pre-Calculus or Pre-Calculus Honors**

**AP Calculus** is a full-year course for seniors who have successfully completed the previous honors math sequence and who have demonstrated a mastery of algebra, geometry, and trigonometry. The AP program provides a full academic year of calculus and related topics which are comparable to college level calculus courses. It is expected that students taking the AP Calculus program will seek college credit or placement from institutions of higher learning. **Prerequisite: Pre-Calculus H**

**AP Statistics** is a full-year course designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data; Describing patterns and departures from patterns, Sampling and Experimentation; Planning and conducting a study, Anticipating Patterns, Exploring random phenomena using probability and simulation, and Statistical Inference; estimating population parameters and testing hypotheses. Working with graphing calculators will be a course requirement, as graphing calculators are used extensively throughout the course. Completion of the summer assignment is required for all students entering this course. **Prerequisite: Algebra II Final Average of 93 or above**

**College Preparatory Math I & II** offer remedial semester mathematics courses, which parallel the developmental courses offered at Gloucester County College. Students who select this class will sit for a written placement test, created by Gloucester County College, free of charge. The test will be given at Delsea. Please note: These tests are strictly for placement in the high schools and do not themselves earn exemptions of enrolling in remedial courses at GCC. After the results are received, students who did not pass will have the opportunity to enroll in the College Prep courses and sit for a final exam in each. If the student passes the final exam for each course he/she will not have to take the remedial courses at GCC; hence the student/parent could save approximately \$600!

**SAT Prep Math ½:** is a 2.5 credit course that will be offered to 11th grade students only to prepare for the college entrance exam. The program is designed to prepare students in the skills needed for standardized testing. The primary components include: algebra, problem solving and data analysis, advanced math, and additional topics in math. Emphasis will be placed on time management and test taking strategies. Students will take practice tests to assess their needs and improve their progress. Students will engage in the mathematical practices with an emphasis on problem solving, modeling, using appropriate tools strategically, and looking for and making use of structure to do algebra.

## SCIENCE

**Environmental Science** is a five credit course that focuses on the biological, chemical, and physical principles to the study of the physical environment and the solution to environmental problems including subjects such as abating or controlling environmental pollution and degradation; the interaction between human society and the natural environment; and natural resources management. The course includes the instructions in chemistry, biology, physics, astronomy, climatology, hydrology, and geology. Scientific knowledge and cooperative learning skills are developed through laboratory work. The use of critical thinking, literacy, mathematics, history, economics, and other fields will be used in the course to augment the main topic areas of study. Students' grades are based primarily on class work, homework, quizzes/tests, projects, and exams.

**Anatomy & Physiology** is a full-year elective lab course for juniors and seniors. This course will offer exposure to the systems of the human body. The development of lab procedures and dissections of the fetal pig and frog are required segments of the program.

**Prerequisite: Academic or Honors Biology (priority given to senior year students)**

**Forensics\*** is a one-semester elective course offered to seniors only. Major units of study include: crime scene documentation, fingerprints, hair/fiber analysis, blood typing, document- handwriting analysis, odontology, anthropology, glass/blood spatter analysis, and shoe impressions. Students will be exposed to historical cases in which forensic science has played a vital role and to the many related careers involved in this expanding area of science. **Prerequisites: Algebra II and Chemistry**

**Applied Physical Science** is a full-year lab-infused course which meets the third year science requirement for juniors. The course is designed to provide students with the knowledge of concepts and skills in chemistry and physics.

**Chemistry** is a full-year, six credit, lab science course, which is designed to provide the students with the skills and knowledge needed for a comprehensive chemical background. Emphasis is placed on the relationship of atomic structure and bonding to the physical and chemical properties of substances. Students will also use computers for gathering and processing lab data. **Prerequisite: Algebra I or Interactive Algebra I**

**Honors Chemistry** is a full-year, six credit, lab science designed to provide the students with the skill and knowledge needed for entry into advanced placement chemistry. The course is also structured to give the student an understanding of the fundamental principles of inorganic chemistry. Students will also use computers for gathering and processing lab data. **Prerequisite: H Biology & H Algebra II concurrent**

**AP Chemistry** is a full-year, six credit, lab science designed to expose students to a college level chemistry course. This course will prepare students for the AP Chemistry exam. **Prerequisite: Honors Chemistry and Trig/Pre-Calculus or Pre-Calculus H concurrent**

**Academic Biology A** is a full-year, six credit, lab science which introduces students to the basic fundamentals of the biological sciences. The cellular basis of living things is emphasized as the unifying principle among living things. Major functional systems such as reproduction, cellular control, photosynthesis, respiration, heredity, evolution, and animal behavior are explored. Major phyla of animals are used to explain and demonstrate these processes.

**Honors Biology** is a full-year, six credit, lab science course, which is designed for the highly motivated and ambitious students who plan to pursue the next biology sequence: Advanced Placement Biology. The course incorporates a demanding in-depth approach toward the understanding of the more involved and extended areas of academic biology. Scientific literacy, scientific principles, and scientific inquiry are refined and developed through both classes and laboratory work. **Prerequisite: 8<sup>th</sup> grade Honors Science & H. Geometry concurrent**

**AP Biology** is a full-year, six credit, lab science course designed to help students develop a conceptual framework for modern biology. Students gain an appreciation of science as a process. The on-going information explosion in biology makes these goals even more challenging. Primary emphasis in an advanced placement biology course is on developing an understanding of concepts rather than on memorizing terms and technical details. **Prerequisites: H Biology & H Chemistry**



**Physics** is a full-year, six credit, lab science designed to give students a good understanding of the physical world around them and prepare them to fulfill their college science requirement. Simply stated, physics is a science which deals with the principles that govern the behavior of the physical world. **Prerequisites: Chemistry & Algebra II**

**Honors Physics** is a six credit lab science which require satisfactory completion of algebra one, algebra two, and geometry. The course is designed for motivated students to gain a greater depth of knowledge and acquire stronger problem solving skills than students who take academic physics. The course is differentiated from academic physics in the following: labs involve a greater complexity and will often have students use advanced computer skills to complete; the subject is addressed in more depth and detail, higher levels of math skills are incorporated into the studies. Simply stated, physics is a science which deals with the principles that govern the behavior of the physical world. The major units of study for honors physics include the following: mechanics thermodynamics electromagnetism wave and optics and modern physics. Students will be exposed to related science careers and the students reading and math skills will be expanded through the solutions to numerous physics problems. Student grades are based primarily on test quizzes lab homework and marketing period assessments. Students who successfully complete honors physics can, if they so desire, then move on to either of the AP Physics courses that are offered by the school. **Prerequisites: H Chemistry & Algebra 2**

**AP Physics I** is a six credit lab science which can be taken as either a first year physics course or as a follow-up to honors physics. Students taking AP Physics One as their first physics course are expected to follow up with AP Physics Two, for the two courses are necessary to get a complete understanding of the topics covered in a typical college physics program. Students taking this class must also be taking or already have completed a class in trigonometry. This course covers Newtonian Mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. This course will employ an instructional approach that supports in-depth, student-led inquiry of topics. All students who take this course are strongly encouraged to take the AP Physics One test offered by the College Board. **Prerequisites: Honors Physics**

**AP Physics 2** is a six credit lab science which can be taken concurrent with AP Physics 1. Students will come to understand the major underpinnings of our modern life through the following concepts: electricity and magnetism, wave and optics, thermal physics and modern physics. All students who take this course are strongly encouraged to take the AP Physics Two test offered by the College Board. **Prerequisites: Honors Physics**

## **SOCIAL STUDIES**

**World History** makes inquiry into the perspectives of the past through a panorama of human history from the Enlightenment to the present and, in the broadest sense, includes the whole of human experience in western and non-western histories. The major units of study include: political leaders, military history, wars, weapons, and strategies of warfare, social history that examines all aspects of a people's way of life, intellectual history concerning the ideas which motivate and direct the actions of society, and economic history of goods and services which people buy and sell, the products made, and the use of environmental resources.

**World History Honors** is designed to challenge the academically motivated students through a fast-paced and introspective survey of World History. The Honors World History track provides an in-depth, critical analysis of man's history from the Enlightenment to the present, and requires the self-motivated student to investigate the histories of both western and non-western man. The major units of study include: political history, economics, governments, laws, political leaders, military history, wars, weapons, and strategies of warfare, social histories that examine aspects of people's way of life, intellectual histories, and the use of environmental resources.



**U.S. History I** is a full-year required course of study for all tenth grade students. The course of study provides a focus into the social, military, political and economic histories of the United States. Major units of study include the American Revolution, the development of the Constitution, expansion on the Western Frontier, Industrialization, Urbanization, the Gilded Age, and Progressivism.

**U.S. History I Honors** is a full-year course offered as an elective and fulfills the tenth grade United States History requirement. It is designed as an intense, in-depth study of the political, social, military, and economic histories of the United States during the seventeenth, eighteenth, and nineteenth centuries.

**U.S. History II** is a full-year course required for all eleventh grade students. Successful completion of US I is required for entry to US II. This course is designed to challenge the student in the study of political, social, military and economic histories related to the period of time associated with U.S. History II. Major units of study include the Depression, New Deal, World War II, the Post War Era, Civil Rights and Politics of Reform, the Era of Political and Social Change, the return of Conservatism and the US today.

**Prerequisite: U.S. History I**

**United States History II AP** is full-year course, which is an alternative to the required US II A-level course and provides an environment that enables the intellectually curious junior an opportunity to develop a conceptual appreciation of the past and its relationship to the present. The program is designed to address the curricular expectations of the Advanced Placement program and to challenge the student to use higher level of thinking skills as outlined in Bloom's "Taxonomy." Independent studies and historical interpretations are emphasized with extensive outside reading resources in the political, military, economic, religious, sociological, and diplomatic studies. The major thrust of the course addresses twentieth century America.

**Prerequisite: U. S. History I H/A-level with teacher recommendation**

**Modern European History AP** is a full-year accelerated course designed for academically motivated seniors. The course covers the time period from the Renaissance to the fall of Communism in Eastern Europe. Political, social, economic, and military histories are specifically emphasized.

**U.S. Government & Politics AP** is a full-year accelerated course designed for highly motivated academic seniors who have a keen interest in understanding the functions of the U.S. government. Major emphasis is placed on the study of American political ideology and the evolution of its democratic institutions.

**Psychology** is a full-year course open to academically motivated juniors and seniors. The basic areas of study covered in this course correspond with introductory college level psychology courses. Topics covered include personality, human development, the brain, perception, sleep, memory, social psychology, and disorders. This is a great course to help students prepare for psychology classes they will be taking in college.

**Advanced Placement Psychology** is a full-year course intended for juniors and seniors who are willing to accept the challenge of rigorous academic studies in psychology. Following the College Board recommendations for curriculum, the course will introduce students to the systemic and scientific study of the behavior of humans and animals. Students will be exposed to facts, principles, and phenomena associated with each of the major subfields: biological bases of behavior, sensation and perception, learning, cognition, developmental psychology, personality, abnormal psychology, and social psychology.

**Sociology** is a full-year course offered to juniors and seniors which examines selected sociological topics relative to man's social and human behavior and focuses on the structure and functioning of society. Major units of study include: sociological methods, cultural norms, values, sanctions, culture and the individual, mass communications, the family, education, religion, social problems, human ecology, and crime. Students are exposed to related careers in the field of sociology.

**Race, Gender & Ethnicity in American Culture\*** is a 2.5 credit course for students in grades 10-12 that explores American history and culture through the minority, female, and ethnic voices that have created and enriched our historical narrative and influenced American culture.

**World History of Genocide\*** is a one-semester elective course intended for juniors and seniors with a sincere interest in the historical and present acts and causes of genocide. The course is designed for the academically motivated student to examine the origin of the term and how it's applied, the General Assembly of the United Nations 1948 vote defining the Convention, Prevention and Punishment of the crime of Genocide, historical and 21st century genocides including: Spanish and American destruction of the Native Americans, the Aborigines of Australia's Outback, Belgium's King Leopold II actions in the Congo during the 19th century, Young Turks and Armenians of 1915, the Ukraine famine, The Rape of Nanking, the Shoah (Holocaust), the Killing Fields of Cambodia, Hutu Racism against the Tutsi in Rwanda, ethnic cleansing in Bosnia, Serbia and Kosovo, Saddam's massacres of the Kurds and Shi'a communities, and massacres in the Sudan.

**Tomorrow's Teachers** is an innovative course designed to attract talented young people who possess exemplary interpersonal and leadership skills to consider a career in teaching. It is an elective course for high school juniors and seniors who aspire to become teachers or work in the child care field. The program seeks to provide insights into the nature of teaching, the problems of schooling, and the critical issues affecting the quality of education in America's schools. Tomorrow's Teachers is a full year course. It provides a curriculum-based, hands-on approach to educate students on the requirements to become a successful teacher and enables students to put their knowledge to work through a classroom internship ([www.tcnj.edu/Futureeducators](http://www.tcnj.edu/Futureeducators)).

## **VISUAL AND PERFORMING ARTS, VISUAL ART**

**Art I** is a full-year course for students in grades 9-12. Art units covered include design, drawing, pencil drawing, charcoal shading, pen and ink, scratch board, ceramics, printmaking. This course is a prerequisite to the three art studio courses: graphic design, ceramics and crafts, design, drawing, and painting.

**Drawing & Painting I & II\*** are one-semester courses for students in grades 9-12. Arts units covered include color design, drawing, pencil drawing, charcoal shading, pen and ink, perspective drawing, still life drawing, figure drawing, watercolor painting, acrylic painting, tempera painting, and pastel drawing.

**Prerequisite: Art I only.** Note, Talented Art Students may submit a portfolio and art teacher recommendation to be excused from the Art I prerequisite.

**AP Studio Art I and II** are courses designed for juniors and seniors who are seriously interested in the practical experience of art. The course addresses the student's quality, concentration and breadth in preparation of 3 portfolios: drawings, 2-D designs. To be considered for college credit through the AP Exam Program, students must submit portfolios for review by college, university and secondary school art instructors using rigorous standards; there is no written exam. The demands of this course require 2 years to prepare for the submission of portfolios to the AP Program. **Prerequisite: Drawing and Painting II for AP Studio Art I (and) AP Studio Art I for AP Studio Art II**

**Cultural Arts** is a full-year course offered to students in grades 9-12, which is composed of both art history lessons as well as art projects. This is a hands-on project course designed to explore the multicultural backgrounds of a variety of people through their arts and crafts. Class projects will be centered on cultural symbolism, but will be explored through student creativity and self expression. Students will be encouraged to incorporate their own personal ancestry and cultural interest into their art works.

**Digital Arts I** is a 5.0 credit full year course. The course is designed introduce students to commercial graphic arts. In this course students will explore a variety of careers within digital arts. The syllabus focuses on the elements and principles of design; Line, Shape, Form Color, Value, Texture, Contrast, Movement, Variety, Proportion, Rhythm, Unity and Pattern while developing composition choices. Students will learn how to communicate ideas and information for business and consumer audiences through; Illustration, Design, Computer Graphics and Graphic Design, Typography and Digital Photography. Historical as well as contemporary artists and artworks will be explored to a basis for aesthetic awareness and critical evaluation. **Prerequisite: Art 1 or Cultural Arts**

**Digital Arts II** is a 2.5 semester course. This course is designed to build upon skills and techniques introduced in Digital Arts 1. In this course students will begin to apply projects to industry field work. Students will collaborate with the school newspaper, web building class, school store, school website as well as a variety of other school functions. Students will begin to mix media processes to create more in depth and technically advanced projects. The focus of this course is to use computer digital media such as photography, cameras, scanners, and to combine hand drawn and digital sources to create multimedia works. Students will expand upon technical processes with editing software. **Prerequisite: Digital Arts I**

**Digital Arts III** is a 2.5 semester course. This course is designed to build upon skills and techniques introduced in Digital Arts 2. In this course students will complete computer graphic 2D and 3D animations. Students will collaborate and complete independent student lead experiences with the school newspaper, web building class, school store, school website as well as a variety of other school functions. Students will create more depth and technically advanced projects. The focus of this course is to use computer digital media such as hand drawn, 2D and 3D animation, photography, cameras, scanners, combine hand drawn and digital sources to create multimedia projects. Students will explore industry accurate software such as Adobe Flash, 3D Studio Max, Mudbox and Motion Builder. **Prerequisite: Digital Arts II**

**AP 2-Dimensional Art** For this portfolio, students are asked to demonstrate mastery of 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. Video clips, DVDs, CDs and three-dimensional works may not be submitted. However, still images from videos or films are accepted. The AP Program is based on the premise that college-level material can be taught successfully to secondary school students. The AP2D portfolio submission requirements are as follows: 5 Quality Pieces, 12 Concentration Pieces and 12 Breadth Pieces. **Prerequisite: Digital Arts III**

**Ceramics and Crafts I & II\*** are one-semester courses for students in grades 10-12. Units of study covered in Ceramics are: Sculpture, pinch construction, slab construction, coil construction, the wheel. Units covered in Crafts: macramé, paper marbling, and copper enameling. **Prerequisite: Art 1 or Cultural Arts**

## **VISUAL AND PERFORMING ARTS, MUSIC**

**Introduction to Vocal Music (Chorus)** is a full-year course open to students in grades 9-12 who enjoy singing. No vocal experience is necessary, but the student must want to learn how to sing and perform new types of music. Performance in 3 concerts per year and graduation is required.

**Concert Choir** is a full-year course for students in grades 9-12 who have some previous singing skills. Students must audition for entrance into this class. The vocal music and technique taught will be of a more advanced nature. Performance in 3 concerts and graduation is required. (All interested students in Concert Choir will select Intro to Vocal Music –once auditions are completed, appropriate changes will be made in each student’s schedule.)

**Instrumental Music I** is a full-year course which fulfills the visual/performing arts requirement. It is designed for students in ninth grade with past musical training at the intermediate level. Instruction is in the following areas: instrumental techniques, musical terms, dynamics, tempos, intonation, knowledge of major key signatures and meters, and the ability to perform all major scales or rudiments.

**Advanced Instrumental Music (Band)** is a full-year course open to students in grades 10-12 with an instrumental music background and is a continuation of the Instrumental Music I course. Daily class performance is a requirement, and more advanced rehearsal techniques, scales, and rudiments will be taught as well as basic music theory and concert music rehearsing. Performance in 3 concerts and graduation is required. **Prerequisite: Instrumental Music I**

**Exploration in Music Theory** is a full-year course designed for students in grades 10-12 who wish to further their academic musical education and who can demonstrate the ability to read and write music. Students are introduced to history of notation, scales and modes, intervals, chord structures, the elements of music, two and four part voice leading, analysis of compositions, musical vocabulary, historical eras, sight singing, dictation, and careers in music. Development of good aural skills is emphasized. **Prerequisites: Instrumental Music I (or) Vocal Music (or) Music Technology 1-2**

**AP Music Theory** is a full-year advanced course offered to juniors and seniors where students will gain an aural and visual understanding of musical structure and compositional procedures. Students will develop fluency in reading notation and take melodic and harmonic dictation. Students have the opportunity to earn college credits by participating in the AP Exam Program in Music Theory. **Highly Recommended: Explorations in Music Theory**

**Music Technology 1 & 2\*** are semester courses offered to grades 9-12, which are designed as an overview to and hands-on experience with Garage band and other music-related hardware and software products. Knowledge of Mac computers is helpful, but not required. Students will gain a practical understanding of Garage band and applying it effectively in the areas of composition, recording, performance, and education. A variety of technology use will be incorporated: midi keyboards, audio interfaces, and multimedia.

**Music Technology 3, Foundations of Music Production** is a course designed for independent artists, bands, lyric writers, and composers. Music Technology 3 engages students in the creative side of the music industry: writing, basic producing, performing, and recording music in their home studios, as well as marketing it themselves. This class covers basic music business, songwriting, and producing encompassing not only the musical skills needed for projects from start to finish, but also basic marketing skills needed to promote and sell completed works independently. Students will form their own bands within the class (unless bands already exist) using a three-person model (i.e. Rush/Green Day). Students may choose to perform on a Primary Instrument (guitar, bass, drum set, or keyboard) and may elect to sing for their group as well. Students must be open to learning a Secondary Instrument in order to properly balance the bands developed through the class experience. Prerequisites: **Music Technology 1 & 2 (and) Students must have at least one (1) year of practical experience on their primary instrument via private lessons and/or live performance experience.**

## **VISUAL AND PERFORMING ARTS, THEATER**

**Theater Arts I** is a full-year course, which is offered to students in grades 9-12, includes the elements of theater needed to create aesthetic awareness; responsibility of actors, vocal quality and development, to create and interpret characterization, movement and pace, theater etiquette, identification of plot and theme, structure and form of drama, and the basic aspects of technical theater - properties, sound, lighting, costuming and stage directions. An examination of careers in the theater will be included.

**Advanced Theater Arts** is a full-year course open to students in grades 10-12 interested in theater/performance. Students will learn hands on how to develop a theatrical production from auditions through opening night, including the various aspects that go into developing a play for the stage. This course can be taken for 3 years as the course material will continually change.

**Prerequisite: Theater Arts I or by audition/recommendation**

**Television/Video Production I** is a full-year course which is offered to all students in grades 10-12. The course is designed to acquaint students with various elements of video production: live television, script writing, and post-production editing. In this course students will write and/or develop a mock newscast, a commercial and will complete various other projects. Speaking and writing skills will be enhanced. All students will also participate in the on-camera talent portions of each production done in the class.

**Prerequisite: Theater Arts I (Limited seats – sophomores/juniors given priority)**

**Television/Video Production II** is a full-year course offered to students in grades 11-12 who want to create more comprehensive programs. Students will concentrate more on script writing and post-production editing to develop television programming that will air on the local cable access channel.

**Prerequisite: Television/Video Production I**

**Television/Video Production III** is a full-year course for seniors who want to pursue advanced skills in video & production. Several projects will be completed.

**Prerequisite: Television/Video Production II and a project**

### **WORLD LANGUAGES: Spanish, French, & Italian**

**Spanish, French and Italian** are full-year courses offered to students in grades 9-12. There are three levels: A, Honors, and AP. The Honors level, an accelerated program for the academically motivated and high achieving college bound student, leads to AP studies in the fourth year.

### **SENIOR OPTIONS**

- 1) Employment
- 2) Community Volunteer Service
- 3) RCGC Coursework (1 class per semester; 2 classes total; 6 college credits)
- 4) Internships & Apprenticeships
- 5) Family Assistance

General Requirements:

- 1) Students must sit for (4) hours of instruction or 6 class periods (30 high school credits). Lunch will be included if required to keep students in school for 6 periods.
- 2) Spring sport eligibility is at risk if a student is not taking a minimum of six courses or earning a minimum of 15 high school credits per semester.
- 3) No student should attempt fewer than 140 credits in their high school career (providing students with 10 buffer credits).
- 4) Students must satisfy all course requirements within the confines of the master schedule
- 5) Students must show proficiency via PARCC or be satisfying the portfolio process to meet graduation requirements within the confines of the master schedule.
- 6) Students must earn a minimum of 105 credits by the August 15, 2017 to be eligible for one period of release, 110 credits for 2 periods of release.

Other Items & Requirements:

1. Students who have secured employment should submit a letter to their counselor (on company stationery) signed by the employer that they have employment or provide a pay stub as evidence of employment.
2. Students who are volunteering at an agency should submit a letter to their counselor (on agency stationary) signed by their immediate supervisor.
3. Students helping run their household should submit a parent letter informing the district that the student will be assisting the family in running the home.
4. Students receiving discipline for school, infractions **are not** permitted to sign out early if assigned internal suspension; they must serve the entire school day.
5. Parents will ensure that students will provide their own transportation and will carry the state mandated insurance coverage.
6. Students on early release cannot remain on school grounds beyond their sign-out time unless under the direct supervision of a teacher or administrator.
7. Students are required to sign-out of school through the Central Office every day.
8. NO LATES: Students who participate in this program and enter school late or leave early will not meet the state's required minimum amount of hours (4) to be considered a day's attendance and be will be deemed absent for the day.
9. Do not schedule work or classes before 1:00pm if you are requesting 2 periods of release, before 2pm if requesting 1 period of release.

***Students participating in Next Step Senior Option can be removed from the program and returned for a full school day for the following reasons:***

- 1) At-risk of failing a course required for graduation (69 and below).
- 2) Excessive absences and/or lates to school.
- 3) Suspensions for serious offenses or an excessive number of suspensions.

**HIGH SCHOOL CLASSIFICATION OF COURSES/RANKING (\* Indicates Semester Course)**

DEPT.	COURSE	REQ	EL E	WT	9	10	11	12	PREREQUISITE
<b>Visual &amp; Performing Arts</b>	Art I		X	B	X	X	X	X	
	Cultural Arts		X	B	X	X	X	X	
	Drawing and Painting I *		X	A		X	X	X	Art I
	Drawing and Painting II *		X	A		X	X	X	Design, Painting, & Drawing I
	Ceramics and Crafts I *		X	B		X	X	X	Art I or Cultural Arts
	Ceramics and Crafts II *		X	B		X	X	X	Ceramics and Crafts I
	Digital Arts I		X	B		X	X	X	Art I or Cultural Arts
	Digital Arts II *		X	B			X	X	Digital Arts I
	Digital Arts III*		X	A			X	X	Digital Arts II
	AP 2-Dimensional Art		X	AP				X	Digital Arts III
	AP Studio Art I		X	AP			X	X	Drawing and Painting II
	AP Studio Art II		X	AP			X	X	AP Studio Art I
	Instrumental Music I		X	B	X				
	Advanced Instrumental Music		X	B		X	X	X	Instrumental Music I
	AP Music Theory		X	AP			X	X	Expl. Music Theory
	Introduction to Vocal Music		X	B	X	X	X	X	
	Concert Choir		X	A	X	X	X	X	Auditions
	Exploration in Music Theory		X	A		X	X	X	Vocal Music or Music Tech 1-2 or Instrumental Music
	Music Technology I*		X	B	X	X	X	X	
	Music Technology II*		X	B	X	X	X	X	Music Technology I
	Music Technology III		X	B		X	X	X	Music Technology II
	Theater Arts I		X	B	X	X	X	X	
	Advanced Theater Arts		X	A		X	X	X	Theater Arts I & Audition.

DEPT.	COURSE	REQ	EL E	WT	9	10	11	12	PREREQUISITE
Business/ Tech	Accounting 1*		X	A		X	X	X	
	Accounting 2*		X	A		X	X	X	Accounting 1
	College Accounting		X	A			X	X	Accounting 2
	Graphic Desktop Publishing 1 1/2 *		X	B	X	X	X	X	
	Graphic Desktop Publishing 2 1/2 *		X	B	X	X	X	X	Advertising & Design I
	Graphic Desktop Publishing 3		X	A		X	X	X	Advertising & Design II
	Foundations of Marketing		X	A	X	X			
	Marketing I		X	A		X	X		Foundations of Marketing
	Marketing II		X	A			X	X	Marketing 1
	Retail Store Management/ Aide		X	A				X	Marketing. 1
	Entrepreneurship: Small Business Management*		X	A		X	X	X	
	Introduction to Business: Careers In Sports*		X	B		X	X	X	
	Website Design & Development I*		X	B	X	X	X	X	
	Website Design & Development II*		X	A	X	X	X	X	Website D&D I
	Website Design & Develop III		X	A		X	X	X	Website D&D II
	Website Design & Develop IV, Internship		X	A			X	X	Website D&D III
	Website Design & Develop V, Apprenticeship		X	A				X	Website D&D IV
	Personal Financial Literacy *	X		B			X		
	Programming in Visual Basic		X	A	X	X	X	X	
	Programming in Python		X	H		X	X	X	Programming in Visual Basic or Alg 2 H concurrent
	Intro to Game Programming using C+ + H		X	H			X	X	Programming in Python
	AP Computer Science Java		X	AP			X	X	Programing in C+ + H
	Practical Applications of Computer Technology – CST		X	B	X	X	X	X	IEP

DEPT.	COURSE	REQ	EL E	WT	9	10	11	12	PREREQUISITE
<b>English</b>	English I	X		H/A	X				
	English II	X		H/A		X			English I
	English III	X		AP/A			X		English II
	English IV	X		AP/A/B				X	English III
	SAT Prep Verbal 1/2*		X	A			X		
	Reading the Movies*		X	A			X	X	
	Latin For Contemporary Use and Mythology*		X	A		X	X	X	
	Journalism*		X	A		X	X	X	
	Creative Writing I*		X	A		X	X	X	Non-HSPA remediation
	Creative Writing II*		X	A		X	X	X	Creative Writing I
	Public Speaking *		X	A		X	X	X	
	Contemporary Novel I*		X	A			X	X	
	Contemporary Novel II*		X	A			X	X	Contemporary Novel I*
	Modern Sports & Society *		X	A		X	X	X	
	Origins of Popular Literature *		X	A		X	X	X	
	College Ready Experience*		X	A			X	X	
	Television Video Production I		X	B		X	X	X	Theater Arts I
	Television Video Production II		X	B			X	X	Video Production I
	Television Video Production III		X	A				X	Video Production II & Project
<b>Health &amp; PE</b>	Health & PE	X		B	X	X	X	X	
	Athletic Training and Exercise Science		X	A			X	X	Anatomy & Physiology Concurrently
	Nursing and Allied Health Pathway		X	A					Limited to 20 students interested in pursuing a nursing/allied health career.



DEPT.	COURSE	REQ	EL E	WT	9	10	11	12	PREREQUISITE
<b>Integrated Technology</b>	i-STEM Exploration 1		X	A	X	X			Concurrent with college preparatory math and science coursework.
	i-STEM Applications 2		X	A		X	X		i-STEM Exploration 1
	i-STEM Field Research 3		X	A			X	X	i-STEM Applications 2
	Fix It: An Introduction to Tools, Hardware & Materials		X	B	X	X	X	X	
	CAD I		X	A	X	X	X	X	
	Computer Aided Engineering		X	A		X	X	X	CAD I
	Computer Aided Architecture					X	X	X	Computer Aided Engineering
	Computer Aided Interior Design		X	A		X	X	X	CAD I
	Basic Computing and Networking*		X	A	X	X	X	X	
	Cisco Networking Academy I		X	A			X	X	Demonstrated Proficiency in Reading, Writing, and Math
	Cisco Networking Academy II & III		X	A				X	Cisco Networking I
	Technology Internship		X	A			X	X	Cisco I (or concurrent) & Teacher Rec.
<b>Math</b>	Interactive Algebra I			A	X				
	Interactive Geometry			A		X			Interactive Alg II or Alg II
	Interactive Algebra II			A			X	X	Interactive Algebra I
	Interactive Trigonometry- Pre-Calculus			A				X	Interactive Algebra II
	Business Math			B				X	3 years of mathematics, senior status
	Algebra I			A	X	X	X	X	
	Geometry			H A	X	X	X	X	Alg. I MS for Geom H Alg II for Geom A
	Algebra II			H A		X	X	X	Alg I for Alg II H Geo for H Alg II
	Trigonometry/Pre-Calculus			A			X	X	Alg. II & Geometry
	Honors Pre-Calculus			H			X	X	H Geom. & H Alg II
	Honors Calculus			H				X	Trig./Pre-Calc A or H Pre-Calculus

DEPT.	COURSE	REQ	EL E	WT	9	10	11	12	PREREQUISITE
<b>Math</b>	AP Calculus			AP				X	H Pre Calc.
	SAT Prep Math ½			A			X		
	AP Statistics			AP			X	X	Score of 93 or higher in Alg II or H-Pre Calc concurrent
	College Preparatory Math I* & II*			A				X	
	Environmental Science			A, H	X	X	X	X	Algebra 1 concurrent
<b>Science</b>	AP Biology			AP			X	X	H. Bio. & H Chem.
	Honors Biology			H	X				H. Geometry concurrent
	Academic Biology			A	X	X			Geo or Alg. II concurrent
	AP Chemistry			AP			X	X	H Chem & Trig./Pre-Calc or Pre-Calc H concurrent
	Honors Chemistry			H		X	X		H Biology, H. Alg II concurrent
	Chemistry			A		X	X	X	Biology & Geometry concurrent
	AP Physics I			AP			X	X	H. Chemistry & H. Alg. II or H. Physics
	AP Physics II			AP				X	AP Physics I
	Honors Physics			H			X	X	H. Chemistry & Alg. II
	Physics			A			X	X	Chemistry & Alg II
	Applied Physical Science			B			X	X	
	Anatomy / Physiology			A			X	X	Aca. / H Biology
	Forensics*			X	A				X
Horticulture I			X	B	X	X	X	X	
Horticulture II			X	B		X	X	X	Horticulture I
Horticulture III & Lab (dpd)			X	B			X	X	Horticulture II
Horticulture IV			X	A				X	Horticulture III

DEPT.	COURSE	REQ	EL E	WT	9	10	11	12	PREREQUISITE
<b>Social Studies</b>	World History	X		H/ A	X				
	U.S. History I	X		H/A		X			
	U. S. History II	X		AP/ A			X		U.S. 1 H for AP U.S. 2
	Modern Euro. History		X	AP				X	
	Race, Gender & Ethnicity*		X	A		X	X	X	
	Sociology		X	A			X	X	
	Psychology		X	A/AP			X	X	
	US Government and Politics		X	AP				X	
	World History of Genocide*		X	A			X	X	
	Tomorrow's Teachers		X	A			X	X	2.5 cumulative GPA
<b>JROTC</b>	JROTC I		X	B	X	X	X	X	
	JROTC II		X	A		X	X	X	JROTC I
	JROTC III		X	A			X	X	JROTC II
	JROTC IV		X	A				X	JROTC III
<b>World Language</b>	Italian I		X	H/A	X	X	X	X	
	Italian II		X	H/A		X	X	X	Italian I
	Italian III H		X	H			X	X	Italian II H
	Italian IV AP		X	AP				X	Italian III H
	French I		X	H/A	X	X	X	X	
	French II		X	H/A		X	X	X	French I
	French III H		X	H			X	X	French II H
	French IV AP		X	AP				X	French III H
	Spanish I		X	H/A	X	X	X	X	

DEPT.	COURSE	REQ	EL E	WT	9	10	11	12	PREREQUISITE
<b>World Language</b>	Spanish II		X	H/A		X	X	X	Spanish I
	Spanish III H		X	H			X	X	Spanish II H
	Spanish IV AP		X	AP				X	Spanish III H
<b>Special Education</b>	English/English Literature	X		B	X	X	X	X	
	Supplemental Algebra I			B	X				
	Supplemental Algebra II			B		X			
	Supplemental Geometry			B			X		
	Reading and Writing 9-12	X		B	X	X	X	X	
	Interactive Algebra	X		B	X				
	Interactive Algebra II	X		B		X			Interactive Algebra II
	Interactive Geometry	X		B			X		Interactive Algebra I
	Business Math	X		B				X	
	World History	X		B	X				
	U.S. History I	X		B		X			
	U.S. History II	X		B			X		U.S. History I
	Academic Biology	X		B		X			
	Environmental Science	X		B	X				
	Physical Science	X		B			X		Biology
	Organizational Management		X	B	X	X	X	X	CST Director Approval Reqd.
	Spanish I	X		B	X	X	X	X	
	Spanish II & Latino Culture	X		B		X	X	X	Spanish I

\* Next to course name indicates the course is a half-year class

# ACADEMIC SEQUENCES

*(courses are listed in sequential order in vertical columns)*

## **MATHEMATICS (3 years required)**

Grade 9:	Interactive Algebra	Algebra I	H Geometry
Grade 10:	Interactive Algebra II	Algebra II	H Algebra II
Grade 11:	Interactive Geometry	Geometry	H P-Calc
Grade 12:	Interactive Trigonometry	Trig/Pr-Calc, AP Stats	AP Calc, AP Stats

**Note:** Students who score below the proficiency level on the mathematics section of the PARCC and are recommended for remediation based on district standards will be required to take a PARCC mathematics class in place of an elective.

## **SCIENCE (3 years required)**

Grade 9:	Environmental A (Alg/Int. Alg)	Honors Biology (H. Geom)
Grade 10:	Academic Biology A	Honors Chemistry
Grade 11:	APS or Chemistry A	Honors Physics
Grade 12:	Physics A or Anatomy A or Forensics *	AP Physics I and/or AP Physics II

## **ENGLISH (4 years required)**

Grade 9:	English 1 A	English 1H
Grade 10:	English 2 A	English 2H
Grade 11:	English 3 A	English 3 AP
Grade 12:	English 4 A or B	English 4 AP

**Note:** Students who score below the proficiency level on the LAL section of the PARCC and are recommended for remediation based on district standards will be required to take a PARCC English class in place of an elective.

## **SOCIAL STUDIES (3 years required)**

Grade 9:	World History A	World History H
Grade 10:	U.S. History 1 A	U.S. History 1 H
Grade 11:	U.S. History 2 A	U.S. History 2 AP
Grade 12:	History Electives	History Electives

## **WORLD LANGUAGE (2 years required)**

Grade 9:	WL 1 A	WL 1H
Grade 10:	WL 2 A	WL 2H
Grade 11:		WL 3 H
Grade 12:		WL 4 AP

## **FINANCIAL LITERACY (1/2 year required)**

Grade 9:	
Grade 10:	
Grade 11:	Personal Financial Literacy
Grade 12:	

# ELECTIVE SEQUENCES, CTE & 21<sup>st</sup> Century

*(courses are listed in sequential order in vertical columns)*

## 1 Year Required

### BUSINESS:

Grade 9:	Found of Marketing	Graphic Desktop Pub I & II	Program in VB
Grade 10:	Marketing I	Graphic Desktop Pub III	Program Python H
Grade 11:	Mktg II		Program in C++ H
Grade 12:	Mktg II or RSM		Program Java AP

Grade 9:	Website D&D I & II		
Grade 10:	Website D&D III	Accounting I & II	Bus Car / Sports
Grade 11:	Web D&D IV Intern	College Accounting	Entrepreneurship
Grade 12:	Web D&D V Apprentice		

### DRAFTING & DESIGN

Grade 9:	CAD I
Grade 10:	Engineering
Grade 11:	Architect
Grade 12:	Interior Design

### HORTICULTURE

Horticulture I
Horticulture II
Horticulture III
Senior Experience

### COMPUTER TECH

Basic Comp & Networking
Cisco I
Cisco II
Technology Intern

### JROTC

JROTC I
JROTC II
JROTC III
JROTC IV

### i-STEM (integrated - Science, Technology, Engineering, & Math)

Grade 9:	i-STEM Exploration 1
Grade 10:	i-STEM Applications 2
Grade 11:	i-STEM Field Research 3
Grade 12:	i-STEM Field Research 3

### Nursing/Allied Health

Grade 10:	RCGC Online courses
Grade 11:	Anatomy & Physiology
Grade 12:	RCGC Senior Option
	Additional: At.Training/Ex.Science

# ELECTIVE SEQUENCES, VISUAL & PERFORMANCE ART

*(courses are listed in sequential order in vertical columns)*

## 1 Year Required

### VISUAL ART

Grade 9:	Art I	Art I or Cultural Arts	Art I or Cultural Arts
Grade 10:	Drawing and Painting I & II	Ceramics I & II	Digital Arts I
Grade 11:	Studio Art I AP		Digital Arts II & III
Grade 12:	Studio Art II AP		2 Dimensional Art AP

### PERFORMANCE ART

Grade 9:	Theater Art I	Theater Art I	Vocal Music or Concert	Instrumental Music
Grade 10:	Adv Theater	TV VIDEO I	Vocal Music or Concert	Adv Instr Music
Grade 11:	Adv Theater	TV VIDEO II	Vocal Music or Concert	Adv Instr Music
Grade 12:	Adv Theater	TV VIDEO III	Vocal Music or Concert	Adv Instr Music

Grade 9:	Music Tech I & II	Instrumental Music or Vocal Music
Grade 10:	Music Tech III	Exploration Music Theory
Grade 11:	Music Theory AP	

## DELSEA GRADUATION REQUIREMENTS

### Required Courses:

4 years of English  
4 years of PE/He or JROTC/He  
1 year of World History  
2 years of US History  
3 years of Math (Algebra 1 and higher)  
2 years of Physical Science  
1 year of Biology  
2 years of World Language  
1 year of Visual and Performing Arts  
1 year of Career and Technical Education  
1 semester (2.5 credits) Personal Financial Literacy (usually taken in junior year)

### Credits for Promotion:

Grade 9 into 10 = 35 credits  
Grade 10 into 11 = 65 credits  
Grade 11 into 12 = 100 credits  
Graduation = 130 credits

### **Academic Levels:**

**Honors/AP:** Most challenging and demanding levels of coursework. Rank Weight: Honors 1.1 and AP 1.15. There is no guarantee that more than 2 Honors/AP courses can be accommodated in a student's schedule due to potential course scheduling conflicts. Students must prioritize the Honors/AP courses which are most important for inclusion into their schedules for next year.

**A:** Demanding college preparation level courses that meets entrance requirements for four-year colleges. Rank Weight: 1.05

**B:** Meets entrance requirements for two-and four-year colleges and other post-secondary institutions. Rank Weight: 1

**Examples:**

Grade of 80	x B or 1.0	=	Rank Weight 80
Grade of 80	x A or 1.05	=	Rank Weight 84
Grade of 80	x H or 1.1	=	Rank Weight 88
Grade of 80	x AP or 1.15	=	Rank Weight 92

**Note:** Rank Weight does not appear as a final grade on student report cards or transcripts; it is only used to determine student class rank and weighted GPA.

## Admissions Requirements for 4-year Colleges

(also for selective 2 year programs such as nursing)

College admissions officials generally seek students to have successfully completed between 16-20 academic units of instruction while in high school. An academic unit is equal to one year of study in an academic (college prep) subject. Admissions requirements most usually include:

4 years of English  
3-4 years of Math (*min. Algebra I- Algebra II -Geometry*)  
2-4 years of Social Studies  
2-4 years of Lab Science  
2-4 years of Foreign Language

When combined, both required and elective academic courses should total no less than 16 units of study. It is highly recommended that students complete additional academic units of study to assure a solid academic foundation for success in college. The more competitive colleges and universities require more years of study in various academic disciplines. Students pursuing majors in math, science, engineering and medicine must strive to complete the maximum number of high school courses in the math and science areas, as requirements for those majors are higher.

## College Credit Articulation Agreements

*Students must attend these colleges for one full semester within 2 years of graduating high school and have earned a final average of no less than 87% in each course in order to receive these credits.*

Delsea Regional High School		Rowan College at Gloucester County Course Number & Name	RCGC Credits Earned
Accounting Technician (520302)	Accounting I	BUS-102 / Accounting I	4
	Accounting II		
	College Accounting		
Sales, Distribution and Marketing Operations (521801)	Foundations of Marketing	BUS-101 / Introduction to Business	3
	Marketing I	Or	
	Marketing II or RSM	BUS-115 / SM Bus Manage	
Computer Systems Networking and Telecommunications (110901)	Cisco I	CIS-132 / Networking Essentials	4
	Cisco II (double period)		
CAD Technician (480101)	CAD I	DFT-103 / CADD I (AutoCAD)	3
Drafting and Design (151301)	CAA or CAE  *Additional Coursework may be required		
WebPage Digital Multimedia & Information Systems (110801)	Website Design or Builder I	CIS-151 / Web Development – HTML	4
	Website Design or Builder II		
	Website Design or Builder III		



## College Credit Articulation Agreements (cont)

*Students must attend these colleges for one full semester within 2 years of graduating high school and have earned a final average of no less than 87% in each course in order to receive these credits.*

Digital Arts (500102)	Graphic Design I & II or Digital Arts I	CGA-115 / Foundations of Computer Graphic Arts	3
	Digital Photography or Digital Arts II		
	Graphic Animation or Digital Arts III		
Computer Programming (110201)	Programming Visual Basic	CSC-101 Introduction to Programming Basic	4
	Programming in C/C++ H		
	JAVA AP		
Advertising & Design (090903)	Graphic Desktop Publishing I	COM-110 / Desktop Publishing	3
	Graphic Desktop Publishing II		
	Graphic Desktop Publishing III		

Delsea Regional High School		Cumberland County College Course Number & Name	Cumberland CC Credits Earned
Horticulture & Agriculture	Horticulture I	AG105 Intro to Agricultural Science	3
	Horticulture II	OH202 Landscape Design	4

Delsea Regional High School		DeVry University	Cumberland CC Credits Earned
Cisco Networking	Cisco Networking I	NETW 203 & NETW 205	5
	Cisco II & Cisco III	NEYW 207 & NETW 209	10

Policy No. 5750 Board Of Education  
Delsea Regional High School District  
5750 EQUAL EDUCATIONAL OPPORTUNITY (M)

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with law. No student shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability. The Board shall assure that all students are free from harassment, sexual or otherwise. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability:

1. School climate/learning environment;
2. Courses of study, including Physical Education;
3. Instructional materials and strategies;
4. Library materials;
5. Software and audio-visual materials;
6. Guidance and counseling;
7. Extra-curricular programs and activities;
8. Testing and other assessments.

The school district's curricula will include Multi-cultural Education content and practices, instruction on African-American History in the teaching of U.S. History and instruction on the Holocaust and Genocide. Affirmative action shall be taken to ensure that students are protected from the effects of discrimination, in accordance with Policy No. 2260. Students who experience less than equal educational opportunities or experience discrimination shall use the procedure established by Regulation No. 5750 to report and appeal any harassment or discriminatory practice. The conduct of teaching staff members shall exemplify the highest principles of equality and democracy. Conduct and attitudes that display discrimination are contrary to the policies of this Board and, further, are destructive to the self esteem that this Board wishes to encourage in all students. A teaching staff member's act of derision or enmity, in any form, against a person or persons on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability shall be considered to be conduct unbecoming to a professional staff member of this district and shall be subject to appropriate discipline. The Superintendent shall develop and promulgate a procedure by which a student or parent may appeal Board policy, district practice, or the act or omission of any district employee that allegedly violates this policy. 42 U.S.C.A. 12101 N.J.S.A. 10:5-1 N.J.S.A. 18A:4A-1, et seq. N.J.S.A. 18A:6-5 et seq.; 18A:36-20 N.J.A.C. 6A:7-1.1 et seq.; 6A:14-1.2 Cross reference: Policy Guide No. 2260 Adopted: 04/06/16