



Delsea Regional High School District

Curriculum Handbook 2023-2024

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VISION

Educating, inspiring, and empowering our students and staff to excellence. The pride of the community. The BEST in the nation.

MISSION

The Delsea Regional High School District is a collaborative learning community that is passionately committed to educating all students; our mission is to develop life-long learners who demonstrate character and become valuable members of our community, country, and world.

EDUCATIONAL SYSTEMS

A. Delsea is a comprehensive school district consisting of two buildings; the high school houses students in grades nine through twelve, and the middle school accommodates the seventh and eighth grade population. Both Delsea Middle School & Delsea High School attained School Choice status in 2013-2014 and remain School Choice. The Delsea Regional School District is a proponent of Service Learning and Character Education.

Both Delsea High School and Delsea Middle School are:

- New Jersey Service Learning Leader Schools
- National Service Learning Leader Schools
- New Jersey Mentor Schools for Character Education through Service Learning
- National Character Education Promising Practice Schools
- Nationally recognized for Best NAMM Communities for Music Education

The middle and high schools have won the following awards:

- New Jersey School Boards School Leader Award
- New Jersey Department of Education Best Practice
- Gloucester County Humanitarian Award
- New Jersey Association of School Administrators Exemplary Partnership Program
- Scott McVay Unity Award (AWFNJ)
- NJEA Exemplary Professional Development

Many of our teachers hold multiple degrees and have won the following awards:

- Gloucester County Teacher of the Year
- New Jersey State Teacher of the Year
- California Casualty Award for Teaching Excellence
- National Board Certified Teacher status
- Gloucester County Middle School Counselor of the Year
- Gloucester County Minority Educator of the Year
- Gloucester County Professional Counselors Association Counselor of the Year
- New Jersey School Counselor of the Year

B. Multiple track programs are provided in which the student selects or is placed in appropriate programs.

C. Basic Skills remedial programs in reading, writing, and math are provided to students who do not achieve the recommended proficiency level on state assessments.

D. Extensive curricular and extracurricular programs are offered.

E. Approximately 1391 students are enrolled in the regional district.

F. Seventy-five to eighty percent of the graduation class pursues post-secondary education.

G. Two-thirds of the student population is enrolled in college preparatory courses, one-third in other programs.

H. The high school teaching staff consists of approximately 84 members plus special support personnel; the middle school has approximately 44 teachers plus support staff.

I. Comprehensive special education programs are provided to meet the needs of students with disabilities.

J. There are 19 Advanced Placement courses offered in various content areas.

COMMUNITY OVERVIEW

- Delsea Regional is located in Gloucester County in the southern part of the State of New Jersey. The school district serves seventh through twelfth grade populations of Franklin and Elk Townships.
- The two communities of the regional district are basically agrarian and their combined seventy-six square miles of land are seventy percent undeveloped.
- The two communities are located approximately twenty-five miles from Philadelphia and are connected to the Walt Whitman and Ben Franklin Bridges by major arteries and expressways.
- Franklinville is located on the borders of Routes 40 and 47, approximately halfway between Wilmington and Atlantic City.
- Elk Township abuts Route 77 at an area south of Mullica Hill.

PHILOSOPHY OF EDUCATION

Each middle school and high school student has an inalienable right to be offered the best education we are capable of providing our students. The Delsea Regional School District philosophy of education is based on the concept of a "total" and "equal" education for each student and is achieved through a balanced curriculum in both scope and sequence. The school's responsibility for instruction and learning has advanced to greater areas than ever before. We do not consider intellectual education as the only priority of education, but rather refer to "total" education as encompassing phases of personal development, which include social, moral, physical, personal, emotional, and intellectual growth. We believe in the interrelation of all growth processes in one's total education; and that each individual continually adjusts to his role in society through participation in various activities in the total school organization.

"Equal" education refers to comparable opportunities for each student to obtain the highest quality of education we can offer through a well-balanced, sequential, comprehensive, and correlated program of studies. Therefore, all our didactic processes are commensurate in the quality of content, instructional processes, and opportunities provided to each student. Flexibility is provided so that a student is not rigidly committed to a single tract of studies.

We recognize that all students differ in their learning and behavioral characteristics. We are constantly aware that each student is a separate individual and, therefore, not expected to react identically toward all situations. We are committed to helping every student reach his or her individual potential, capabilities and goals; and in doing so, provide a stimulating physical and social environment, which is designed to activate the appetite for learning and motivate the potential drop-out to remain in school. Therefore, a student achieves his/her own ability through the planned modification of behaviors and growth in a positive direction.

It is also our belief that education must be flexible and oriented toward the future and that we must attempt to insure the fulfillment of the students' educational and/or vocational aspirations and their correlated growth characteristics. Our educational process shall continually be improved, expanded, and evaluated to meet the demands of the times. We must provide a physical and social environment which discovers, develops, and nurtures human talents, self-confidence, and critical thinking. It is, therefore, the responsibility of this district to prepare each student to participate effectively in the changing world in which we live as a self-satisfied and contributing member of a democratic and global society. We must largely assume this responsibility for preserving and developing the special talent and character of each individual student.

DISTRICT GOALS/OBJECTIVES

The Delsea Regional School District shall provide the following:

1. A broad, relevant curriculum that encompasses the needs and interests of the student and the community. This curriculum shall be commensurate with the grade levels and ages of the students.
2. A skilled, competent staff which is highly professional. The staff members will be provided with opportunities to retain a high level of proficiency and knowledge about the latest educational advances in their fields.
3. The materials needed to fulfill instructional responsibilities.
4. Diverse forms of instructional approaches to assure opportunities for students to be creative and to fulfill specialized/individualized needs according to their learning patterns.

5. Facilities which are properly equipped and maintained.
6. Guidelines for student behavior, which will promote an educational atmosphere that is conducive to learning and instruction and which will eliminate disruptive elements.
7. Activities for the total growth of the student through the shared responsibility and cooperation of the students, the family, the school, and the community.
8. Comprehensive guidance and support services, which will assist all students in their present and future aspirations; these services shall aid students in their present and future aspirations; these services shall be provided by certified guidance personnel and child study team personnel.
9. Guidelines for measurements of pupil achievement in order to determine individual advancement.
10. Students, teachers, and community members with opportunities to make recommendations regarding the operations of the school.

OUTCOME GOALS

1. All pupils leaving grades eight and eleven shall have demonstrated competency in challenging subject matter including reading, writing, mathematics, science, social studies (civics, history, and geography), health, physical education, and fine, practical and performing arts;
 - a. To implement the state's student learning content standards and appropriate assessments to enable pupils to succeed and evaluate their performance.
 - b. To provide staff development opportunities that ensure teachers are adequately equipped to teach challenging and up-to-date subject matter and to implement effective teaching techniques.
2. All pupils shall learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our global economy;
 - a. To provide pupils with experiences in higher level thinking, information processing, 21st century skills, the responsibilities of citizenship, and employability skills.
 - b. To develop self-respect and respect for the rights of others with an understanding of basic ethical principles, applying them to one's lifestyle.
 - c. To develop an understanding of the value of self-motivation and good character.
 - d. To learn to develop short and long term goals through an understanding of one's own worth, abilities, interests, and potentials.
3. All pupils shall demonstrate respect for racial, cultural, ethnic, and religious diversity.
 - a. To understand and appreciate the various cultures which have formed the patterns of American life.
 - b. To encourage open-mindedness.
 - c. To learn to get along with others.
4. All pupils shall increase their achievement levels in literacy, science and mathematics to contribute to our country's ability to compete academically with all other countries of the world.
 - a. To revise curriculum offerings according to state standards.
 - b. To provide staff training in the teaching of mathematics, science, and literacy to increase teachers' understanding of and ability to teach these subjects.
 - c. To attempt to ensure that every student is literate and possesses the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
5. All students will attend school in an environment free of drugs and violence and be offered a safe, disciplined environment conducive to learning.
 - a. To develop partnerships with parents to establish the responsibilities of each to create and maintain safe and healthy educational environments for all pupils.
 - b. To provide programs and staffing to deal with pupils at risk.
 - c. To expand their cooperative efforts with the community to create drug and violence-free environments.
6. Pupils shall develop a positive view of self and learn to use effective interpersonal skills.
 - a. To strive for a high school graduation rate of at least 90 percent.

- b. To provide least restrictive, alternative programs for pupils who cannot succeed in the regular school environment, including those students with disabilities. To provide dropout prevention programs for pupils at risk.
 - c. To acquire a positive attitude toward learning.
 - d. To acquire the skills necessary for adaptation to change.
7. All pupils will become familiar with and have exposure to a wide range of occupations, including the salaries, skill requirements, advantages, and disadvantages; to be aware of the skills one has and to apply them to career choices.
 8. All pupils will learn to use leisure time effectively, cultivating within the student an interest in extra-curricular activities and hobbies.

AFFIRMATIVE ACTION/EQUAL OPPORTUNITIES/TITLE IX/SECTION 504

The Board of Education declares it to be the policy of this district that each and every student in the school system shall be provided equal opportunities to achieve his or her maximum potential through enrollment in the programs offered in the schools. The students will be unhindered by any discriminatory attitudes or practices based on distinctions of race, color, creed, religion, gender, ancestry, national origin, place of residence, handicap, or social or economic background. **The district designated administrator, Dr. Lisa Niemi, shall serve as the Affirmative Action Officer and Mr. Ken Schoudt shall serve as Title IX Officer. They shall coordinate and monitor all activities appropriate to these positions. Dr. Niemi can be reached at Delsea Regional School District, 242 Fries Mill Road, Franklinville, NJ, 08322, telephone number 856-694-0100, Extension 241. Mr. Schoudt can be reached at Delsea Regional School District, 242 Fries Mill Road, Franklinville, NJ, 08322, telephone number 856-694-0100, Extension 231. The district designated administrator assigned as 504/ADA Coordinator is Mrs. Jackie Scerbo. Mrs. Scerbo can be reached at Delsea Regional School District, 242 Fries Mill Road, Franklinville, NJ, 08322, telephone number 856-694-0100, Extension 243.**

INTRODUCTION TO CURRICULUM

The curricula descriptions in this booklet should be carefully reviewed by the students and parents/guardians to become familiar with the requirements and expectations of each subject and for planning one's future program of study appropriate to course selection for each school year. The courses offered at Delsea Middle School and Delsea High School are designed to meet the needs of students in their plans and aspirations for further education and/or the world of work upon graduation from grade 12. Delsea is a comprehensive school system which provides multiple programs to meet the various individual needs of the students. In the core areas of math, science, social studies, world language, and communications courses, students are grouped into subject levels according to their interests, past academic achievements, and standardized test scores. However, these program levels are considered 'open enrollment' allowing students, with parental permission, to pursue a program level for which he/she is not recommended. In doing so, students are expected to fulfill all requirements without exception.

HYBRID AND/OR FULL ONLINE LEARNING

The health and wellness of the school community is of the utmost importance. In the event that Delsea is required to teach and learn via a hybrid or a fully online learning environment, our commitment to excellence in teaching and learning will continue. The accommodations to the unusual circumstances of a global pandemic will not alter our commitment to rigorous curriculum, instruction, and assessments nor will it affect the district's alignment to instructional standards and state requirements.

In addition, ongoing communication with students, parents, and staff is essential in a virtual environment. Documents and resources providing expectations for online learning and behavior are available and continue to be updated as new questions or situations arise.

MORAL/RELIGIOUS CONFLICTS WITH CURRICULUM

The Board of Education recognizes that, at times, certain family living, science, or character/values issues taught in specific courses may conflict with the students' conscience or sincerely held moral or religious beliefs and therefore grants these students the right to be excused from that portion of the students' subject. Such individuals will be assigned to the school library where they will pursue individual readings/assignments on health or science topics

during the time-frame in which the class is addressing the 'controversial' segments of the curriculum. Permission for the temporary exclusion from a class is granted by the building principal upon the receipt of a written request from the parent in cooperation with the teacher. The student will not be penalized for classroom absences during the time period in which the morally conflicting units-of-study are being addressed. We strongly recommend that parents read the various course descriptions which are contained in this document to better understand the contents of their child's programs-of-study.

Parents, guardians, and/or pupils have the right to decline to dissect, vivisect, incubate, capture, or otherwise harm or destroy animals or any parts thereof as part of a course of instruction. An alternative education project will be mutually selected by the parents and teacher. Within two weeks of this notice, the law requires parents or guardians to notify the school of their desire to have their child exempt from participation and provided with an alternative education project. Parents should contact district supervisor, Ms. Brianna Rucci at (856) 694-0100, Ext. 287, or district supervisor, Mr. Mike Nicholson at (856) 694-0100, Ext. 276.

CHARACTER/VALUES EDUCATION

The Governor of New Jersey established an Advisory Committee to define a core of values which public schools throughout the state could incorporate into their curricula. The council developed a recommended common core of values for character education in the New Jersey public schools which were further evaluated by a committee of community representatives and educators from the Franklin, Elk, and Delsea School Districts. The core values recommended by the State Department of Education and adopted by the local committee will be infused throughout appropriate disciplines in the K-12 levels. These values are as follows: civic responsibility, respect for others, respect of environment, and respect for self.

ACADEMIC ADMISSION REQUIREMENTS FOR MOST NJ STATE COLLEGES AND OTHER FOUR YEAR COLLEGES

A range of 16-20 academic units (academic courses) taken in high school are generally required:

4 years academic English

3-4 years academic math (Algebra 1, Algebra 2, Geometry)

2-4 years lab science

2-4 years social studies

2-4 years world language

2 electives from the subject area listed above.

Colleges may have a different breakdown of units. Students need to research the colleges they are interested in to get the specific academic breakdown so they can choose appropriate courses to meet admission requirements.

SCHOLASTIC ELIGIBILITY FOR INTERSCHOLASTIC ATHLETICS

The New Jersey State Board of Education addresses athletic eligibility for students in grades nine through twelve. Students are required to pass 15 credits at the end of the first semester to be eligible for second semester programs and 30 credits during the preceding school year, including summer school to be eligible for participation in first semester athletic programs.

HIGH SCHOOL ATHENAEUM LEAGUE

The Board of Education of the Delsea Regional High School District will recognize and honor all students in grades ten, eleven, and twelve, who by virtue of their outstanding academic achievements, meet the scholastic criteria established for admission into the Athenaeum League. Eligibility for selection into the Athenaeum League will be determined by the student's cumulative academic average for each of the subjects in which the student has been, and is, enrolled as computed at the mid-year of grades ten, eleven, and twelve. Subjects and/or programs which meet for more than one period each day, such as Horticulture 3 and vocational school, will have their grades adjusted to meet the class requirements for the program eligibility (i.e., the single Horticulture 3 mark will be tallied twice in the averaging process). The student's unweighted cumulative GPA for admission into the program is based on a 93 for tenth, eleventh and twelfth grade students. The Athenaeum members will be honored annually in the spring of each school year. The eligible students and their parents or guardians will be guests of the District Board of Education at a ceremony.

TESTING

Every public school district in New Jersey must adhere to the state laws which govern student testing. These regulations are categorized as either state testing or local district testing. The state has adopted the NJ Student Learning Standards which will be assessed utilizing the New Jersey Student Learning Assessment (NJSLA) - ELA, Mathematics, and Science. . The NJSLA will be administered to students according to state requirements.

LOCAL TESTING

State laws (6A:8-5.1) mandate that each pupil be assessed upon entrance into the educational system and annually thereafter. The NJSLA exam is administered by this district to all students in Math and English Language Arts according to state requirements. The State Board of Education has established proficiency levels for the commercially produced, nationally normed tests administered by districts in New Jersey. Students who score “at or below” these levels must be provided with remediation the following year in the areas in which they are not proficient.

Similar to the statewide NJSLA ELA and mathematics assessments that New Jersey already administers, the New Jersey Student Learning Assessment – Science (NJSLA-S) will be administered to all students in grades 8 and 11 only. The assessments will be aligned to the NJSLS for Science. The middle school science assessment taken in grade 8 will include the NJSLS for science for middle school grades 6-8. The high school assessment for science taken in grade 11 will include the NJSLS for science for high school. The NJSLA-S is a computer-based test that will have the full menu of accommodations that are provided on the NJSLA.

E.P.P. EDUCATIONAL PROFICIENCY PLAN

Students who fail to achieve satisfactory scores on the state tests, or the district administered test, must be provided with supplemental instruction based on the student's skill weaknesses. An analysis of the students’ test results is developed into a portfolio which is used by the teacher to address the students’ needs. Students in a basic skills class can score out of the remedial class in the next testing cycle or by demonstrating proficiency on all skills in the portfolio.

ENRICHMENT CLASSES

Reading, writing, and mathematics lab is recommended for students who score at or below the proficiency levels on district or state tests New Jersey Student Learning Assessment (NJSLA) - ELA and Mathematics. All lab courses include both developmental and remedial approaches to the curriculum. These courses are taken in addition to the students’ required English and /or Math courses.

STATE TESTING

NJSLA - ELA and Mathematics - Middle School and High School
New Jersey Student Learning Assessment - Science – Grade 8 AND 11 only

GIFTED AND TALENTED POLICY - HONORS AND ADVANCED PLACEMENT PROGRAMS

The Board of Education of the Delsea Regional School District recognizes the need to expand and solidify the college preparatory curricula to provide the students of this district with college entrance skills which are compatible to, and competitive with, the skills of academic students in other post-secondary institutions in the nation. It is, therefore, the intention of this Board of Education to implement special academic curricula in grades seven through twelve via a phase-in designated as Honors and Advanced Placement courses, which together function through an articulated and graduated program process from Honors courses in the lower grade levels to Advanced Placement programs in grades 10, 11 and 12.

PROGRAM ADMISSION

The Honors and Advanced Placement courses are open to any student who has the prerequisite and wishes to participate in these programs; however, **students must be willing to complete all of the necessary course work involved with the program.** Students who demonstrate high classroom achievement using multiple measures (student performance or products, parent, student and/or teacher recommendations, and other appropriate measures), PSAT results, and/or exceed expectations in the NJSA assessment will be advised to pursue these academic pathways. The identification process begins in early winter and continues through the spring as student schedules are developed. Honors conferences occur in the summer prior to a student's seventh grade year (or a student new to the district).

The student should:

- Be able to accelerate in an academic program
- Demonstrate a high reading ability
- Be an avid reader
- Achieve high grades in his/her subjects
- Possess excellent writing skills
- Possess strong critical thinking and problem solving skills
- Possess a good understanding of math computation skills
- Be proficient in general academic abilities
- Be independent learners
- Be self-motivated

The student and his/her parents will be advised of the rigorous program expectations and of the necessity for the teacher to rigidly adhere to the curricula contents established for the course.

PROGRAM RESTRICTIONS

The rigors of the Honors and Advanced Placement courses suggest limitations on the number of program areas a student should pursue in one year in grades 9-12. Two (2) Advanced Placement or three (3) Honors courses or combination of three (3) Honors & Advanced Placement courses is the maximum recommended number. In grades 7 and 8, no more than two Honors classes are recommended. Students who desire to enroll in more than the recommended number of classes must receive administrative approval. The Board of Education reserves the right NOT to provide honors and/or advanced placement courses in areas in which the student enrollment in these programs is not sufficient to warrant inclusion of the program.

RANKING WEIGHTS

The complexities of the Honors and Advanced Placement courses are reflected in the ranking weights for these programs.

A.P. EXAMS

The examinations for Advanced Placement courses are administered each May by certified professionals, during the school day, in a secured atmosphere.

A.P. EXAM REIMBURSEMENT

- Delsea Regional HS District will reimburse the full exam fee if the student achieved a final grade of "A" (90% or higher) as of the end of the school year in the respective AP course.
- Delsea Regional HS District will reimburse any student who receives a "B" (80-89%) as of the end of the school year in their respective AP Class and then achieves one of the following:
 - Students who have a "B" and score a 5 will be reimbursed 100% of their exam fee.
 - Students who have a "B" and score a 4 will be reimbursed 75% of their exam fee.
 - Students who have a "B" and score a 3 will be reimbursed 50% of their exam fee.

PSAT

Delsea Regional High School District will administer PSAT to all 9th, 10th and 11th grade students. These assessments will provide school and district level analysis of student skills. The assessments provide the administration information leading to the identification of strengths and weaknesses at the instructional level and the student level. Early identification of students who may need support in the transition to high school will be identified. Students who may also be ready for more rigorous coursework, including AP courses, will also be identified. The PSAT offers added benefits by placing eligible juniors into scholarship and recognition competitions like the National Merit Scholarship Program.

GUIDANCE

The guidance department of the Delsea Regional School District is essentially a facilitating service for the parents, teachers, students, and the community. Students and parents are urged to avail themselves of the services offered by the members of the department. Conferences are made by appointment. Interested parents or guardians should call the guidance secretary, 694-0100, high school - extension 277, or middle school - extensions. 245 or 280, to arrange a consultation with the counselor. The guidance department's purpose is to help each student develop to his/her maximum potential; to provide him/her the greatest possible chance of success in his/her school work and school existence; and to assist students in their overall development as related to their future contributions to society.

COURSE SELECTION

Delsea Regional functions as a comprehensive school in that each student is granted the privilege of combining courses from different available curricular levels into his/her yearly program-of-studies. The individual selection of courses each year is an important decision which requires careful thought based on the students' future aspirations. Such factors as the students' plans, interests, aptitudes, and high school achievement are important items to weigh in the selection of subjects each year. Parents have an important part in this process. They should review a description of the required and elective courses with their son/daughter and help in the selection of courses which are appropriate to their child's future goals. School counselors will confer individually with each student in grades eight to eleven in regard to course selection. Counselors will contact parents if there is any concern about the courses that the student has selected. Also, parents may participate in the course selection process through a conference with the counselor and student. Students are encouraged to elect courses which are recommended by the current teachers and/or guidance counselor. Student grades are recorded on the electronic report cards each of the four (4) marking periods of the students' subjects. These grades are averaged to obtain the students' final end-of-year grade in each of their subjects. All students receive numerical grades for their courses.

FAILURES AND INCOMPLETES

Student grades below 60 are failures. In grades nine to twelve, failing a course will result in loss of credits required for promotion or graduation; failures in grades seven and eight may result in grade level retention for the student. An end-of-year failure in a required course, for students in grades nine to twelve, will necessitate make-up of the required course before the student is eligible for graduation. This process can be completed through summer school or, in some cases, by repeating the failed subject during the students' following year. **Only students receiving a failing grade between 50 and 59 will be eligible to attend summer school to make up the course.** The procedures for end-of-year failure of an elective course are governed by two aspects, depending on the student's personal choices. If the student wishes to continue with the program sequence, he/she must make the course up at summer school or repeat the subject the following year at Delsea. If the student does not plan to pursue further studies in the area failed, his/her total earned credits will be less than those which are traditionally earned per school year. An incomplete notation on the student's report card indicates that specific work and/or requirements in that subject have not been satisfied. The student has two weeks to make up any assignments or tests which have the incomplete grade. Failure to satisfy the incomplete within the two-week period will result in a failure for that marking period. This policy does not apply to students who are severely ill. Administrative decisions are applied to each individual case.

COURSE CHANGE/DROP POLICY

All course requests are final by June 1st. Any changes to requested courses should be submitted to the school counselor no later than June 1st. No student will have their academic schedule altered after June 1. If a particular hardship develops, the student, with parent or guardian, must submit a course change form by the appropriate deadline (listed below), explaining in detail the reason for the request. Please note, no changes are guaranteed after June 1st.

Level change up: Requests to change to an Honors/AP level of the same academic course will be reviewed between weeks 1-2 of school. Summer work will be required and deadlines will be at the discretion of the teacher.

Level change down: Requests to change to a lower level of the same academic course will be reviewed between weeks 4-5 of school. Students' should show multiple attempts to succeed in the current course level by having documentation of Delsea One tutoring visits. Note, a move to interactive math is not a level change as it is also an A level course. Changing to interactive math will require an additional review by the math department.

Full-year and Semester One course changes/drops: Request will be reviewed at the conclusion of the first marking period. Appeal forms must be submitted one week prior to the close of the first marking period. Changes to elective courses are considered course drops and follow this policy, even if the course is not required for graduation. Please note, most elective changes result in at least one marking period of a study hall and are completed based on space and availability.

Semester Two course change/drops: Semester two appeals follow the same policy listed above but will be reviewed at the conclusion of marking period three. Appeal forms must be submitted one week prior to the end of the third marking period. Again, most elective changes result in at least one marking period of a study hall and are completed based on space and availability.

No requests will be accepted after these deadlines: All Requests will be heard before an academic committee made up of the following:

1. Student's guidance counselor and/or case manager
2. Appropriate teaching staff
3. Appropriate instructional supervisor
4. Principal or designee.

Once the request is heard, the academic committee will issue a decision in a timely manner. All decisions will be final and not subject to another appeal. Grades at the time of the change will be reflected in the cumulative average as well as GPA at the weighted level of course the student is entering. If the student enters a study hall instead of a new course, the dropped course will be stored on their transcript with the grade at the time of the drop. If approved, the selection of a replacement course will be based on student need and course availability. The master schedule is built upon student requests, changes to any course are not guaranteed after June 1st of the prior school year.

HONOR ROLL

The honor roll is established after each marking period; final yearly averages are used for the final honor roll. A student must have a full schedule to be placed on an honor list. Incomplete grades, for any reason, may negate placement of a student on an honor list if the incomplete grade is on the student's official records at the time the names of the honor rolls have been compiled. A student who receives an 80 or higher on all subjects is named to the Principal's List. A student who receives a 90 or higher in all subjects is named to the Superintendent's List.

CURRICULAR REQUIREMENTS

High School:

- 4 years of English
 - 3 years of math
 - 3 years of social studies (1yr. World & 2 yrs. US)
 - 3 years of science (including 1 Biological Science)
 - 2 years of world language
 - 4 years of health and physical education
 - 1 year of visual and performing arts
 - 1 year of career, consumer, technical, or Vocational Education
 - 2.5 credits personal financial literacy
- Cross content workplace readiness is infused through existing or career related courses.

GRADING SYSTEM

A - 90-100

B - 80-89

C - 70-79

D - 60-69

F - 0-59

CHANGES TO SCHOOL OR PROGRAM AFTER THE FIRST MARKING PERIOD

All changes are subject to administrative approval and may result in a loss of credit. The name of the class and the grade at the time of exiting the class may appear on student records. Students who request to drop vocational school and/or have been dropped by a County Vocational School will return to Delsea on a full-time basis, but cannot receive full credits for the part-time attendance at the vocational school or at Delsea. The policies covering these actions are as follows: The Board of Education of the Delsea Regional High School District, in offering a fair and equitable system of education for all its students, accepts its responsibility for providing classes to those students who elect or are mandated to discontinue their shared-time vocational program at a county vocational school. However, in providing equal opportunities for all students, the Board of Education acknowledges that these students cannot be granted full credit for classes which were attended for only part of the school year. Students who attended a county vocational school on a shared-time basis who return to Delsea on a full-time basis, either through voluntary or mandated processes, will be assigned at Delsea based on such variables as subjects available, class period enrollments, and other matters affecting convenient acceptance of the student into specific classes. The administration will take into consideration the student's past performance at a vocational school and efforts will be made to place the students in comparable classes at Delsea.

Students who leave a County Vocational School to return full time to Delsea will be granted partial credit for successful achievement in the dropped vocational school courses as based on 3-3/4 credits per marking period, prorated basis based on number of credits students would have been awarded. The building principal, with Board of Education approval, shall be granted the right to refuse acceptance of returning vocational students. This denial of admission pertains primarily to the time of year a student plans to return full-time to Delsea.



OVERVIEW OF THE HIGH SCHOOL

PROGRAM OF STUDY

All students are scheduled for eight periods of either eight subjects or seven periods and one study hall for each of the four high school years (grades 9-12). The required courses and available elective periods per grade level are:

Grades 9	Grades 10	Grades 11	Grades 12
1. English 2. Health & PE 3. Math 4. World Hist. 5. Science 6. Fine or Performance Art 7. World Lang. 8. CTE Career & Tech Ed.	1. English 2. Health & PE 3. Math 4. U.S. Hist. I 5. Science 6. World Lang. 7. Elective 8. Elective	1. English 2. Health & PE 3. Math 4. U.S. Hist. II 5. Science 6. Personal Financial Literacy 1/2 7. Elective 8. Elective	1. English 2. Health & PE 3. Elective 4. Elective 5. Elective 6. Elective 7. optional 8. optional

Basic skills programs in reading and writing, and/or math are taken in addition to the students' required English or math subjects and are scheduled in place of an elective course. All students in grades eight through eleven must plan each of their successive programs-of-study to meet the required courses and elective periods indicated on the matrix.

An equivalent of 1/2 year of career education is infused into each of the student's class period subjects. Credits and grades are not awarded for this program; however, the student's transcript contains a statement which indicates that satisfactory participation in the units of study was attained. Family Living units of study and AIDS Education are incorporated each year into the students' health and/or science courses. A minimum of ten (10) clock hours on the topic of Substance Abuse is mandated.

CREDIT/COURSE INFORMATION

- I. Students have the option of taking eight subjects or seven subjects plus a study hall. All students will be provided maximum access to learning that is aligned to the general education curriculum and the New Jersey Student Learning Standards (NJSLs). In an in-class resource program, the student with disabilities shall be provided modifications to the instructional strategies or testing procedures to access the general education curriculum in accordance with the student's IEP. The primary instructional responsibility for the student in an in-class resource program shall be the general education teacher unless otherwise specified in the student's IEP.
- II. Credits for Promotion and Graduation
 1. Students must earn a minimum of 35 credits by the end of their freshman year, 65 credits by the end of their sophomore year, 100 credits by the end of their junior year, and 130 credits by the end of their senior year to be eligible for promotion and graduation. The total of earned credits required for graduation equals 130.
 2. Students who prefer to take eight classes per year, rather than seven, will be able to earn 40 credits per year.
- III. Related Course Issues
 1. English - Because the English programs are sequentially designed, a student cannot carry two levels during the same academic year except for the senior year. If a student does not attend and successfully complete summer school for the failed course he/she will repeat that course.
 2. Math - A student cannot take a failed math course and the next math level simultaneously.
 3. Science - In the case of a failed science course, the student may take both the failed and another science course during the same year. (With the exception of honors/advanced placement courses, the science courses are not totally sequential in content design).
 4. History - Because the U.S. History I and II programs are sequentially based, a student cannot take level II until he/she has successfully completed level I. Failure of one of the three required courses; World History,

U.S. I, and U.S. II, will mandate summer school attendance or deferring the ninth, tenth, and eleventh grade requirements to grades ten, eleven, and twelve.

5. The Arts - The regulations for failure of the state mandated "Arts" programs will follow the same guidelines that are described under, failure of an elective course.
6. Electives - A student cannot take the next level of an elective course without successfully passing the prerequisite.
7. World Language – The district requires successful completion of two years of a World Language.

PROMOTION AND GRADUATION REQUIREMENTS

There are four requirements which students must successfully satisfy to be eligible for graduation and a state-endorsed high school diploma. The areas include: **number of earned credits, required curricular areas, satisfactory achievement on the NJSLA, and adherence to attendance policies.** Credits are awarded in grades nine through twelve for satisfactory completion of each subject.

Grade At The End of June	Total Minimum Credits
12 To Graduate	130 Credits
11 Into 12	100 Credits
10 Into 11	65 Credits
9 Into 10	35 Credits

Requirements for graduation must be successfully completed before the student may receive a state-endorsed high school diploma. Regardless of the number of credits a student has earned by the conclusion of grade 12, he/she may not graduate unless he/she has successfully completed the following courses:

English: Four years of English. (20 Credits)

Mathematics: Three years of Mathematics (15 credits)

Social Studies: Three years of U.S. History/World History (15 credits)

Science: Three years of Science to include 1 year of biological and 2 years of physical. (15 credits)

Health/Phys. Ed: Four years of PE. (15-20 credits) Minimum 3.75 PE credits plus 1.25 for Health/Drivers Education (2.5 PE credits for repeated levels)

Visual and Performing Arts: One year (5 credits)

World Language: Two years (10 credits)

Career Education: ½ year required (infused across the curriculum)

CTE CCTV 21st Century or Practical Arts: One year (5 credits)

Personal Financial Literacy – ½ year required (2.5 credits)

Attendance requirements for promotion and graduation are explained in the attendance section of the student handbook. Students who do not earn the credits required for promotion to the next grade level are retained in a homeroom of the grade in which sufficient end-of-year credits were earned for promotion. These students, however, often carry subject(s) in their schedule which are of the next grade level.

Student participation in graduation exercises is granted only to those senior students who have successfully met the four requirements indicated in this section. The Board of Education policy states: "It is the policy of the Board of Education that the significance, prestige, meaning, and solemnity of the graduation ceremony must be maintained. Therefore, the Board believes that participation in graduation ceremonies must be reserved for those students who have completed all diploma requirements."

CLASS RANKING POLICY

The Board of Education of the Delsea Regional High School District provides a class ranking system which maintains a standard process for assigning a weighted value for each subject and the subject groupings, incorporates a value scale which accurately differentiates and reflects the degree of difficulty among and between subjects and the subject groupings, and includes a consistent statistical range between the variables of course weights and student grades for the course. Therefore, every course and every grouping level for each course are classified into weighted value categories based on a ten point scale for each of the following three factors: the type of student population for which the course and/or level are primarily designed, the instructional and learning processes typical to the course and level, and the type of projects, homework, and assignments which are characteristic of the course and/or level.

The mathematics weighting criteria will provide a differential between the subjects and subject grades. Each student's class rank is calculated by a system which multiplies the subject mark by the course value and by the course credits and divides the total by the number of credits attempted.

All courses will be part of the students':

1. promotion and graduation requirements
2. qualifications for honor roll and/or principal's list
3. post-secondary school requirements
4. eligibility for scholarships and contests
5. athletic and school activity eligibility
6. records and transcripts
7. total secondary school requirements for any and all school purposes except class ranking

CLASS RANKING CALCULATIONS

The ranking process is mathematically calculated from each student's earned credits, grades, and weights of courses.

1. Every subject has a specified number of credits assigned to it.
2. Every subject has a specifically assigned weight value.
3. Student grades are based on the absolute value of the end-of-year grade.
4. These weights are used solely for the purpose of computing GPA's and the students' class ranks.

The math formula applied to class rank: grade "x" course value divided by total attempted credits.

HIGH SCHOOL COURSE DESCRIPTIONS

All courses require a 60 percent mastery of the proficiencies / major units of study for successful completion of the program. A variety of resources and technologies are used to develop proficiencies in conjunction with State Core Curriculum Content Standards.

Key to Course Descriptions

Course Title	<u>Y</u>ear/<u>S</u>emester/or <u>Q</u>uarter Long (Marking Period)	<u>C</u>redits	<u>G</u>rade
English I , College Prep	Y	5 cr.	Gr. 9

BUSINESS AND TECHNOLOGY AND CAREER AND TECHNICAL EDUCATION (CTE)◆ DEPARTMENTS

Work Based Learning Experience (Internship)

Y 5 cr. Gr. 11-12

This course is designed to provide students with an opportunity to explore a career while attending a traditional high school setting. Students attend classes for part of the day and then are granted time to work in the community at an approved business workplace. The internship is chosen by the student with input and approval from a teacher. Students may only enroll in WBL internship with the recommendation of their school counselor and administrative approval. In addition, WBLs are components of the CTE pathways.

Work Based Learning Experience (Summer)

5cr. Rising Gr. 11-12

This course is designed to provide students with an opportunity to explore a career over the summer months. Students must apply, interview and train with the work based learning coordinator before enrolling in the summer pathway. Students may only enroll in WBL internship with the recommendation of their school counselor and administrative approval. Work Based Learning opportunities are components of the CTE pathways.

ACCOUNTING I◆

S 2.5 cr. Gr. 9-11

This course is the first in a series of three courses designed to complete an articulated program of study at the county college. It 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 a simulation set implementing the skills acquired in the fundamental accounting process. Grades are based on tests and class work assignments.

ACCOUNTING II◆

S 2.5 cr. Gr. 9-11

Prerequisite: Accounting I

This course is the second in a series of three courses designed to complete an articulated program of study at the county college. It 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, and adjusting and closing entries 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.

COLLEGE ACCOUNTING◆

Y 5 cr. Gr. 11-12

Prerequisite: Accounting II

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 learn how to use Intuit QuickBooks and will have the opportunity to get certified in QuickBooks Online Accounting. 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.

WEB DESIGN & DEVELOPMENT I**Y 5 cr. Gr. 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 a websites for a fictitious fitness club and an aquarium. Students will learn to wireframe websites using Axure and develop modern websites using HTML5, CSS3 and small snippets of Javascript.

WEB DESIGN & DEVELOPMENT II◆**S 2.5 cr. Gr. 10-12****Prerequisite: Web Design & Development I**

This course continues preparing individuals to become certified in web design via WDCertified. Using Wordpress students generate their own learning log blog and participate in an online learning community with their peers. Students will be exposed to HTML Form writing and learn to use Javascript variables and functions to create final products in a computer lab setting.

WEBSITE DESIGN & DEVELOPMENT III◆**S 2.5 cr. Gr. 10-12****Prerequisite: Web Design & Development II**

This course finalizes preparation to become certified in web design via WDCertified. Students will use back end coding language PHP and MySQL to create databases for various projects. 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 will have acquired the skills necessary to enter the workforce as entry level web designers and Webmasters.

WEBSITE DESIGN & DEVELOPMENT IV: INTERNSHIP◆**Y 5 cr. Gr. 11-12****Prerequisite: Web Design & Development III**

This course has students maintain delseaathletics.com, delseagear.com and delseacte.com Students are responsible for maintaining content for a specific sport each season via a content management system and communicate with coaches to ensure the content is up to date and responds to mobile viewports. Responsive Web Design via Bootstrap is introduced alongside Square's web based e-commerce platform and different Wordpress Themes. Students will continue using Wordpress to maintain their own learning log blog and participate in an online learning community with their peers. Students completing Web D&D IV are recommended to continue their career path onto local colleges and universities to receive certifications and degrees in the field.

WEBSITE DESIGN & DEVELOPMENT V: APPRENTICESHIP**Y 5 cr. Gr. 12****Prerequisite: Web D&D IV**

This is a self study full-year course that provides students an opportunity to take the AWS Certified Cloud Pratictioner Exam. Students will work at their own pace to review and study for the following topic areas of the exam: Cloud Concepts, Security and Compliance, Technology and Billing and Pricing.

FOUNDATIONS OF MARKETING◆**Y 5 cr. Gr. 9-10**

This course is offered to students in grades 9 and 10. This is the first in a sequence for three different programs of study designed for students to learn and apply marketing concepts necessary in today's economy. This tier focuses generally on the skills and knowledge that were identified as common across the business related clusters of Marketing, Business Management and Administration, Finance, and Hospitality and Tourism. It introduces foundational concepts of economics, marketing, business, distribution, merchandising, promotional concepts and strategies, marketing math, communication, and career exploration. Students are offered the opportunity to participate in DECA activities.

MARKETING APPLICATIONS◆**Y 5 cr. Gr. 11****Prerequisite: Foundations of Marketing**

This course is offered to students in grades 10 and 11. This tier is second in a series of three courses, specifying the skills and knowledge that are identified as common across the five Marketing pathways: Marketing Management, Marketing Communications, Marketing Research, Merchandising, and Professional Sales/Sales Management. It is designed to help students meet the challenges of the modern-day marketplace, to teach them about the world of marketing, and to motivate them to develop the necessary skills to advance in the marketing/sales operations fields.

The course concentrates on Business Cycles & Financing, Pricing, Channel Management, Marketing Information Mgmt., and Promotion & Selling. Students are offered the opportunity to participate in DECA activities.

MARKETING MANAGEMENT◆

Y 5 cr. Gr. 11-12

Prerequisite: Marketing Applications

This course is for college or career bound juniors or seniors (grades 11 & 12), designed to meet the needs of those who are interested in an occupation requiring competency in the marketing foundations. This final, of three tiers, specializes in techniques of Channel Management, Buying, Selling Operations & Ethics, Market Professionalism, Business Fundamentals, and Workplace Readiness. In addition, students are encouraged to develop leadership skills, good citizenship, social intelligence, and vocational understanding through participation in DECA. This course is the final in a 3 year program of study that completes an articulation agreement with Rowan College at Gloucester County (RCGC). Students passing the three year track (Foundations, Marketing Applications, and Marketing Management) with a B or higher will have the opportunity for articulated credit for the Introduction to Business course RCGC. An exit examination for national certification as a Marketing Specialist is offered to all students at the completion of this course, through the A*S*K Institute. This program of study reflects New Jersey CTE Standard 9.3 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 degree.

RETAIL SALES AND DISTRIBUTION◆

Y 10 cr. (2pd.) Gr. 12

Prerequisite: Marketing Applications

Retail Sales and Distribution is a two-period per day, 10 credit course, designed to appeal to 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 a structured learning experience through working in the school store. One “classroom” group session and one store staff session is required each day. This course is the final in a 3 year course of study that completes an articulation agreement with Rowan College at Gloucester County (RCGC). Students passing the three-year track (Foundations, Marketing 1, and Retail Store Management) with a B or higher will have the opportunity for articulated credit at RCGC. In addition, students are encouraged to develop leadership skills, good citizenship, social intelligence, and vocational understanding through participation in DECA. An exit examination for industry certification as a Retail Specialist is offered to all students at the completion of this course. This program of study reflects New Jersey CTE Standard 9.3 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 degree.

**THE BUSINESS OF SPORTS AND ENTERTAINMENT
MANAGEMENT◆**

Y 5 cr. Gr. 10-12

Prerequisite: Foundations of Marketing

The sports industry represents one of the fastest growing segments of the U.S. economy. This specialized course offers students the opportunity to learn advanced concepts of marketing and management in the sports field. Focus is on the study of marketing as it relates to event management, sponsorship, promotion, strategic planning, endorsements, marketing plans and legal and ethical issues. Students are given the opportunity to participate in DECA (an association for marketing students).

**THE BUSINESS OF SPORTS AND ENTERTAINMENT
MARKETING◆**

Y 5 cr. Gr. 10-12

Prerequisite: Sports Management

This course is offered to students in grades 11-12. This tier is third in a series of courses, specifying the skills and knowledge that are identified to help students develop an extensive understanding of the marketing concepts and theories that apply to sports, entertainment, and business. Areas covered in this course include: marketing strategies

for sports organizations, endorsements of professional and amateur athletics, event marketing and public relations, finance and budgeting, as well as ethics and diversity in sports marketing. Field experiences and partnerships with local sports teams are explored in this course. Students are offered the opportunity to participate in DECA activities.

PERSONAL FINANCIAL LITERACY

S 2.5 cr. Gr. 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 online programs that supplement instruction. The class incorporated into the students daily lives will promote critical thinking skills and link finance to other areas of study.

COMPUTER SCIENCE: PROGRAMMING IN PYTHON (HONORS)◆ Y 5 cr. Gr. 9-12

Prerequisite: Algebra I

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. This course is designed to use the Python open-source scripting language to help students develop stronger logic and analytical skills, engage in computational thinking, appropriate Internet Use, cyber security, and ethics in computer science. This 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.

INTRO TO GAME PROGRAMMING USING C++ (HONORS) Y 5 cr. Gr. 11-12

Prerequisite: Programming in Python (honors)

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 them into the area of game programming using ADK library. A strong interest in computer science, engineering, mathematics, and/or the sciences is recommended.

AP COMPUTER SCIENCE JAVA (AP)◆ Y 5 cr. Gr. 11-12

Prerequisite: Programming in Python (honors) and AP Computer Science Principles

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.

AP COMPUTER SCIENCE PRINCIPLES◆ Y 5 cr. Gr. 10-12

Prerequisite: Programming in Python(honors)

According to the [College Board](#), the AP® Computer Science Principles course (AP® CSP) is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, discussing and writing about the importance of these

problems and the impacts on their community, society, and the world. Additional information from the College Board can be found here: [AP® Computer Science Principles Course Overview](#).

i-STEM PROGRAM OVERVIEW◆

i-STEM provides students with an introduction to the field of Engineering and highlights the interrelationships between STEM disciplines (Science, Technology, Engineering, and Math). Twenty-first Century Knowledge & Career Ready Practices are developed while students attempt to solve real-world problems. Guided by environmentally and socially responsible themes, students will utilize a prescribed design process to generate both individual and group solutions to presented design problems. Students will learn about safety while working with tools, machines, and materials as they develop engineering and technological literacy through classroom lessons and hands-on activities. Effective methods of oral, written, and graphic communication will be emphasized throughout this program of study.

i-STEM 1 EXPLORATION◆

Y 5 cr. Gr. 9-10

i-STEM 1 is an introductory high school engineering course that is appropriate for 9th or 10th-grade students who are interested in the application of math, science, and technology to solve problems. This course exposes students to engineering fundamentals such as the design process, communicating ideas through language and graphics, tool use, research and analysis, teamwork, and technical documentation. Students gain an understanding of course content through lab activities, design challenges, and project-based learning. The course assumes no previous knowledge but recommends that students be concurrently enrolled in grade-appropriate mathematics and science.

i-STEM 2 APPLICATION◆

Y 5 cr. Gr. 10-11

Prerequisite: Successful completion of i-STEM 1

i-STEM 2 is an intermediate level high school engineering course appropriate for 10th or 11th-grade students who are interested in a deeper study of the designed world. The major units of study include power systems (fluid, mechanical, electrical) and modes of transportation (land, water, air). Students will encounter new tools, materials, machines, and production processes. An increased emphasis will be placed upon lab safety, documenting work, testing and evaluating prototypes, and formal presentations. The course requires successful completion of i-STEM 1. Students should be concurrently enrolled in mathematics and science courses appropriate for their respective grade level.

i-STEM 3 IMPLEMENTATION◆

Y 5 cr. Gr. 11-12

Prerequisite: Successful completion of i-STEM 1 and 2

i-STEM 3 is an advanced engineering course appropriate for 11th or 12th-grade students who are interested in pursuing post-secondary education or employment in STEM-related fields. The major units of study include manufacturing (automation & machines, computer-aided manufacturing, and mass production) and product development (invention/innovation). Student designs will undergo testing, analysis, and formal critique. An increased emphasis will be placed upon the student's documentation of the design process. All students enrolled in i-STEM 3 are required to take the NOCTI Pre-Engineering exit exam. Students choosing this course are expected to be enrolled in Algebra 2 or higher math and Physics.

i-STEM 4 CAPSTONE

S 2.5 cr. Gr. 12

Prerequisite: i-STEM 1, 2 and 3

Students wishing to take this course should have previously completed each of the other three department electives (i-STEM 1-3). It is also suggested that students wishing to enroll in i-STEM 4 have earned no less than an "A" for a final grade in the previous courses. The Senior Capstone Project affords students the opportunity to apply critical thinking skills while investigating a specialized area of interest. Students synthesize the teaching and learning from core courses and STEM elective pathways to solve real-world problems related to their chosen fields. The student has the assistance of a Capstone Project teacher to guide the student through their project deliverables. In addition, each student will select an adult mentor in their field of research as well as two peers to serve as Critical Friends throughout the Capstone Project. The Capstone Project serves as a culminating demonstration of what a student has learned in his or her academic pathway. Throughout the Capstone Project, students activate prior academic and

technical knowledge and skills to address complex, authentic problems. In addition, students incorporate 21st Century Skills in a real-world context through: brainstorming; thinking interdependently; questioning and posing problems; applying creativity, innovation, and invention; problem solving; researching; gathering data; thinking and communicating with clarity and precision; thinking about thinking via persistence, flexibility, and reflection; and interpersonal communication and connections with adults.

CAD◆

Y 5 cr. Gr. 9-12

Prerequisite: Basic Math

This course provides students with entry level computer drafting and design 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: Multiview-view, pictorial and orthographic drawings, isometric and isometric sections, auxiliary views, full sections and pattern development drawings. Student grades are primarily based upon, but not limited to: a specified number of drawing assignments per marking period and marking period assessments. CAD is a prerequisite to the CAE-I and CAE-II computer based courses. This course will also put an emphasis on preparation for post-secondary education and employment through academic and technical skill integration.

CAE I (COMPUTER AIDED ENGINEERING I)◆

Y 5 cr. Gr. 10-12

Prerequisite: CAD (successful completion)

The course is designed to provide the students with knowledge and practical experience in selected areas of mechanical engineering/design. This course will assist the students in building upon design skills, industry standards technical drawings and vocabulary, mastery of CAD and mathematics skills. Often using solid modeling computer design software, students develop, and analyze solutions as well as communicate the features of those models. Students will gain the ability to construct accurate 2D geometry as well as complex 3D shapes and surface objects using state of the art Autodesk software used in industry. Major topics of study include: Multiview-view, pictorial and orthographic drawings, isometric and isometric sections, auxiliary views, full sections, offset sections, half sections, broken-out sections, revolved (rotated) sections, removed sections, auxiliary sections, thin wall sections and assembly sections. Student grades are primarily based upon, but not limited to: a specified number of drawing assignments per marking period and marking period assessments.

CAE II (COMPUTER AIDED ENGINEERING II)◆

Y 5 cr. Gr. 11-12

Prerequisite: CAD and CAE I (successful completion)

This course is designed to reinforce the student's technical skills with practical experience in selected areas of mechanical engineering, technical vocabulary, mastery of CAD, solids-based software and mathematics skills. CAE II is a multifaceted course that serves as a culminating academic and intellectual experience for students finishing their third year of Computer Aided Design in their technical and academic learning pathway experience. Students will engage in long-term investigative projects that culminate in a final design and presentation. Students are challenged to think critically, solve challenging problems, and develop technical skills that will help prepare them for college, careers and adult life.

Assignments are interdisciplinary and will require students to apply skills or investigate issues across many different subject areas. CAE II students will also connect their projects to community issues or problems, and to integrate outside-of-school learning experiences, including activities such as interviews or internships. This course places an emphasis on preparation for post-secondary education and employment through academic and technical skill integration. Student grades are primarily based upon, but not limited to: a specified number of drawing assignments per marking period and marking period assessments.

CAA/CAI (COMPUTER AIDED ARCHITECTURE & INTERIOR DESIGN) I

Y 5 cr. Gr. 11-12

Prerequisite: CAD I, CAE, and CAE II (successful completion)

This course is designed to cover fundamentals used by architects and interior design professionals. Students will enhance their computer software skills as they are learning building design and systems, materials, and construction processes. The course covers the following industry standard design phases: Programming, Schematic Design, Design Development and Construction Documentation. Students' grades will be primarily based upon the completion of each design phase which will culminate the final design of a residential project. This course will also place emphasis on preparation for post-secondary education and employment through academic and technical skill integration with the goal of a degree, certificate or credential.

CAA/CAI (COMPUTER AIDED ARCHITECTURE & INTERIOR DESIGN) II

Y 5 cr. Gr. 11-12

Prerequisite: CAA/CAI (successful completion)

This course is designed to cover the fundamentals of light commercial, office and retail building design. Students will continue to enhance their computer skills with the use of Building Information Modeling (BIM) software, the cutting edge technology of digital transformation in the architecture, engineering and construction industry. National standards and building construction codes are discussed in the design process. These include the international Building Code (IBC), accessible (barrier free) buildings and facilities and life safety codes.

FIX IT ♦

Y 5 cr. Gr. 9-12

This is a course which prepares individuals to maintain residential structures. Students will become familiar with the operation of household systems such as: air conditioning, heating, plumbing, electricity, and other mechanical systems. Students will also learn about home restoration & beautification techniques using the following mediums: cleaning products, paint, stain, polish, wax, spackle/drywall, molding & trim. Major units of study include: What's in the Tool Box, Interior Maintenance (room by room), Exterior Maintenance, Understanding Building Systems, and Vehicle & Motor Maintenance. Assessments include, but are not limited to: quizzes, tests, MPA's, lab activities, skill mastery demonstrations, logbooks, and project estimation research. It is understood that a professional atmosphere must be maintained at all times to ensure the safety and well being of all who participate in the course of study.

BUILDING CONSTRUCTION TECHNOLOGY I, CONSTRUCTION TECHNOLOGY ♦

Prerequisite: Fix It (successful completion)

Y 5 cr. Gr. 10-12

As the second course in the program of study, this course prepares individuals to expand and apply technical knowledge and skills in the fields of carpentry, plumbing, electricity, and HVAC. Learners will be exposed to a broad range of architecture and construction careers.

Major units of study include: basic surveying and project layout, masonry work that encompasses foundation layout, construction and finish work, rough carpentry which includes wall layout, framing, floor layout, framing and roof construction, basic plumbing concepts which include household repairs, roughing, basic water systems and basic disposal systems, electrical repairs, electrical roughing and fixture installation, HVAC roughing, repairs, duct installation and system sizing, and introduction to real life careers and work settings that include the technical fields, construction, architecture and engineering. Assessments include, but are not limited to: quizzes, tests, lab activities, skill mastery demonstrations, logbooks, and projects. It is understood that a professional atmosphere must be maintained at all times to ensure the safety and well being of all who participate in the course of study. Must score a minimum of 70% on all module exams in Fix-It

BUILDING CONSTRUCTION TECHNOLOGY II, SURVEYING & CONSTRUCTION MANAGEMENT ♦

Prerequisites: Fix It and Building Construction Technology I, Construction Technology

Y 5cr. Gr. 11-12

This course is designed for students with a strong desire to enter the construction industry after graduation, as well as for students who have demonstrated their ability to work independently and solve problems/make repairs through

the applications of math, science, and technology. This third-year course will build upon skills and techniques acquired from prerequisites courses; Fix-It or BCT I & BCT II. The course provides students with additional lab time so they can further develop hands-on practical experiences that will prepare them for post-graduation experiences. Students will explore post-secondary educational opportunities via field trips and guest speakers which will further prepare them for entry-level positions within the construction industry. Major units of study include: site layout, distance measurement, concrete, placing concrete, masonry, floor systems, wall and ceiling framing, roof framing, basic stair & stringer layout, residential electrical services installation introduction to HVAC, complete drain, waste & vent systems, plastic pipe and fittings, and copper pipe, finish plumbing work. This program will also introduce students to local building codes and ordinances. Must score a minimum of 70% on all module exams in BCT II **(successful completion)**

ELECTRICAL TECHNOLOGY I

S 2.5 cr. Gr. 9-12

This course is the beginning of three full years of study and practical shop work in the electrical trade. During the course, students will be introduced to safety operations and procedures, basic electrical theory, hand tools, raceways and conductors, devices and fixtures, enclosures, wiring methods, the National Electrical code, and hands-on practical projects.

PLUMBING I

S 2.5 cr. Gr. 9-12

This course is the beginning of three full years of study and practical shop work in the plumbing trade. It will emphasize the safe use of power and hand tools and introduce basic knowledge and use measurement, steel pipe threading and installation (pipe fitting). The students will demonstrate knowledge of basic soldering, the correct use of copper, steel and basic Polyvinyl Chloride and Acrylonitrile Butadiene Styrene (PVC/ABS) waste, and vent fitting identification. The students will also learn the basic installation of hot water heaters. In addition, through web-based projects the students will enhance their understanding of basic computer skills.

COMPUTER SYSTEMS AND NETWORKING I

Y 5 cr. Gr. 9-12

This course is an introduction to basic IT (information technology) knowledge and skills. The course helps students to decide if a career in IT is right for them or to develop a broader understanding of IT. The course determines if students have a competency for information technology. The course covers all areas of IT foundations, creating a broader understanding of IT making it ideal for non-technical students with an interest in IT. The end-of-course certification focuses on the essential IT skills and knowledge needed to perform tasks commonly performed by advanced end-users and entry-level IT professionals alike, including:

- Using features and functions of common operating systems and establishing network connectivity
- Identifying common software applications and their purpose
- Using security and web browsing best practices

What skills will you learn?

- IT concepts and terminology
- IT infrastructure
- Applications and software
- Software development
- Database fundamentals
- Security

COMPUTER SYSTEMS AND NETWORKING II ♦

Y 5 cr. Gr. 10-12

Prerequisites: Computer Systems and Networking I or any Computer Science/Programming course

In this first of two certification courses, you will gain the specialized technical skills needed to prepare for help desk, system support, and networking jobs. You will learn to install, maintain, secure, and repair computer hardware and master home and corporate OS environments. This course will prepare you to take the first of two CompTIA A+ certification exams. Earning an industry-standard certification provides confidence and increases opportunities in IT

that could lead to a rewarding career. Because a sure way to excel—no matter which area of IT you choose—is to learn the right computer fundamentals. The course covers mobile devices, networking technology, hardware, virtualization and cloud computing and network troubleshooting. This course reinforces the career skills needed for entry-level IT jobs.

COMPUTER SYSTEMS AND NETWORKING III◆ Y 5 cr. Gr. 11-12

Prerequisites: Computer Systems and Networking II

This is the second of two certification courses. The course covers installing and configuring operating systems, expanded security, software troubleshooting and operational procedures. Students will be preparing to take the second of the two CompTIA A+ certification exams.

COMPUTER SYSTEMS AND NETWORKING IV◆ Y 5 cr. Gr. 12

Prerequisites: Computer Systems and Networking III

This course affords students the opportunity to investigate a specialized area of interest within the realms of information technology (computers and networking). Course assignments will include traditional class assignments/assessments along with participation in various activities including competitions, fundraisers, and community service. In this final phase of the Computer Systems and Networking program, students will gain practical career readiness skills. Students will draw upon the content of both previous and concurrent coursework to provide dedicated time to master leadership skills, public speaking skills and those skills related to careers in information technology. The course is supplemented by a practical component in the form of a capstone project. The capstone project will allow students the exploration of a selected topic (or combination of topics) that represents a recent technological advance with important and direct implications in the field of computer information systems such as Network+ certification, Windows desktop (client systems), Windows Server, security/cybersecurity, ethical hacking, Linux, Microsoft Office certification, Amazon Web Services, Microsoft Azure, or virtualization. Capstone projects will be coordinated through the teacher, students, and employers/industry. In addition, every student will develop and work towards completion of a supervised Structured Learning Experience (SLE).

TECHNOLOGY INTERNSHIP Y 5cr. Gr. 11-12

Prerequisite: Computer Systems and Networking I and II along with either an ITF+ certification or A+ Part I completed

This is a full year course for juniors and seniors. This course is designed to introduce students to the Information Technology field. The intern position will allow students, who have had a Computer Systems and Networking I and II as well as a certification in ITF+ or completed A+ Part I, to experience all aspects of the IT workplace. Daily responsibilities will be based on the current tech support requests and long-term Delsea IT department projects. Tasks may include assisting instructional staff and students, performing network or computer maintenance and troubleshooting various networking and computing issues. Hardware may include Chromebooks, computers, access points, IP phones and printers. The intern position will include IT work at both Delsea Regional High School and Middle School.

TV/BROADCASTING I◆ Y 5 cr. Gr. 10-12

Prerequisites: Introduction to Theatre, Introduction to Stagecraft, or Production and Performance

This course is designed to acquaint students with broadcast production. Public speaking skills will also taught and students will be required to work both in front and behind the camera. Students will learn to operate cameras, microphones, audio boards, lighting boards and editing equipment. Several writing assignments, such as talk shows and news broadcasts, will be required. Student grades will be based on tests, quizzes and projects. This course will also put an emphasis on preparation for postsecondary education and employment through academic and technical skill integration with the goal of a degree, certificate or credential.

TV/BROADCASTING II◆ Y 5 cr. Gr. 11-12

Prerequisite: TV/Broadcasting I

This course is designed as a follow-up to TV/Broadcasting I. The students will bring to the knowledge they gained in the introduction course, and they will use this knowledge to develop and produce commercials, music videos, and

short video projects. The programs the students produce will be developed for the purpose of promoting various programs that the school district offers. A brief history of broadcasting and film production will also be studied. Student grades will be based on tests, quizzes and projects. Promotion to TV/Broadcasting III is contingent upon completion of the final project. This course will also put an emphasis on preparation for postsecondary education and employment through academic and technical skill integration with the goal of a degree, certificate, or credential.

TV/BROADCASTING III◆

Y 5 cr. Gr. 12

Prerequisite: TV/Broadcasting II

This course builds on the skills learned in TV/Broadcasting II. In TV/Broadcasting III students will be expected to work on all phases of a television production show. Students will produce a variety of projects that will air on the local cable channel and be displayed on social media. Students are required to attend after school events to produce highlight videos for Delsea's clubs and sports teams. Students will also be analyzing various film styles and genres. Student grades will be based on tests, quizzes, and projects. This course will also put an emphasis on preparation for postsecondary education and employment through academic and technical skill integration with the goal of a degree, certificate, or credential.

ENGLISH DEPARTMENT

ENGLISH I

Y 5 cr. Gr. 9

This required course is for all ninth grade students organized into two program tracks (Honors and A level), 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. The A-level curriculum addresses, but is not limited to, the New Jersey Student Learning Standards in ELA and the associated skills required on the New Jersey state assessment. Units of study are crafted around the types of writing including narrative, literary analysis, informative/expository, and creative. The units of study also include work around the following: review of grammar and writing skills; analysis of various literary forms, styles, and authors; development of vocabulary skills, study, library, and research skills; accountability, time management, and organization skills. The major literary works explored include but are not limited to, *Romeo and Juliet* and *The Other Wes Moore*. Extensive assessments include an argumentative paper and a Service Learning literacy project. Student grades are based primarily on tests, quizzes, homework, projects, class participation, and marking period assessments. Student success is also dependent upon accountability, time management, and organizational skills. Summer reading is recommended.

ENGLISH I HONORS

Y 5 cr. Gr. 9

This course is 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. The curriculum addresses, but is not limited to, the New Jersey Student Learning Standards for ELA and associated skills required on the New Jersey state assessment. Units of study are crafted around the types of writing including narrative, literary analysis, informative/expository, and creative. The class also serves as a transitional program for entrance into the Advanced Placement English courses and is distinguished by independent study, accelerated pace, depth of analysis, and extensive reading and writing requirements. The major reading assignments include but are not limited to, *Romeo & Juliet*, *The House on Mango Street*, *The Rag and Bone Shop*, *Demon in the Freezer*, *Farewell to Manzanar*, *Orphan Train*, *The Other Wes Moore*, and others. The major units of study include those listed under English I, but are characterized by more long-range and independent assignments plus multiple opportunities for students to write about various topics, respond to critical literary forums, and to further develop narrative writing skills. Student grades are based primarily on tests, quizzes, homework, projects, class participation, argumentative/research papers, marking period assessments, and required summer reading assessments. Student success is also dependent upon accountability, time management, and organizational skills. Summer reading is recommended.

ENGLISH II

Y 5 cr. Gr. 10

This course is required of all sophomores and is aligned with the New Jersey Student Learning Standards for ELA. The English II curriculum provides two tracking levels to meet the needs and abilities of the students. Although the course contents are basically the same for the Honors and A level, the programs are differentiated by depth of study, student expectations, reading selections, and the percentage of time allotted to each major unit of study. The program is designed to maintain the sequential development of the essential skills of communication and literacy found in the New Jersey Student Learning Standards for ELA and address the associated skills required on the New Jersey state assessment. These include the following: reading and annotation skills, critical analysis, grammar skills, and the mechanics of written expression, composition skills and speech. Units of study are crafted around the types of writing including narrative, argumentative/persuasive, literary analysis, and creative. All students will read a variety of American literary selections which include a multicultural perspective. The primary components of the English II curricula include the following: critical reading and thinking skills, the writing process, various genres of literature, test taking and study skills, a Service Learning project, and preparation for the New Jersey state assessment. The major assignments for this course include but are not limited to, critical literary analysis, independent readings, and an argumentative speech. Major reading assignments include selections from *The Scarlet Letter* and *The Crucible*. Student grades are based primarily on tests, quizzes, homework, projects, class participation, notebooks, marking period assessments, independent reading selections, and an argumentative speech. Student success is also dependent upon accountability, time management, and organizational skills. Summer reading is recommended.

ENGLISH II HONORS**Y 5 cr. Gr. 10**

This course is designed for the accelerated sophomore English student in preparation for the Advanced Placement English courses and exams in grades eleven and twelve. The Honors student must be proficient in English communication skills, willing to accept the rigorous academic demands required by self-directed studies and independent readings in the summer and throughout the school year, and be committed to excellence in performance and products. The program includes a core of English skills which include the following: critical reading of literature which includes a multicultural perspective, note-taking, research, and critical and expository writing. Formal papers and in-depth research projects are required and include but are not limited to the following: *The Curious Incident of the Dog in the Nighttime*, *Kaffir Boy*, *The Crucible*, and *The Kite Runner*, and others. Major in-class reading assignments include *The Crucible* and others as designated by the instructor. While exposition and analysis are stressed, some creative writing is also included. Projects assigned stress utilizing various forms of media and applying technology to assignments. The curriculum addresses but is not limited to the New Jersey Student Learning Standards for ELA and the associated skills required for success on New Jersey state assessments. Student grades are based on tests, quizzes, projects, class work/participation, marking period assessments, and an argumentative speech. Student success is also dependent upon accountability, time management, and organizational skills. Summer reading is required.

ENGLISH III**Y 5 cr. Gr. 11**

This course is required of all juniors and is aligned with the New Jersey Student Learning Standards for ELA and the associated skills required by the New Jersey state assessment. English III provides two tracking programs (Advanced Placement and A level) which are designed to address the students' needs, abilities, and post-secondary aspirations. The two levels are differentiated by depth of content, instructional processes, time on skill areas, independent studies, and student expectations. The curriculum includes an intensive program in composition, vocabulary development, research skills, and American Literature, including a multicultural perspective. Other areas infused into these topics include career education, critical thinking, and reinforcement of grammar skills. A position paper is required in both program tracks. Units of study are crafted around the types of writing including narrative, argumentative/persuasive, literary analysis, and creative. Within the units of instruction the following is covered: review of grammar and usage, reinforcement and expansion of reading skills, vocabulary, composition writings, American literature, *Julius Caesar*, *The Awakening*, and *The Great Gatsby*, a position paper and a Service Learning project. Student grades are based primarily on tests, quizzes, composition writing, homework, projects, class participation, notebooks, and marking period assessments. Student success is also dependent upon accountability, time management, and organizational skills. Summer reading is recommended.

ADVANCED PLACEMENT ENGLISH III**Y 5 cr. Gr. 11**

This course promotes the development of college level reading, analysis, and writing. Designed for the highly motivated individual, the course requires students to write evidence-based analytic and argumentative essays through several drafts and in timed settings. The students engage in teacher-directed or group learning activities involving the analysis of rhetorical choices and their effects in non-fiction texts including graphic images as forms of text from many disciplines and historical periods with a concentration on classic and modern American pieces. Required readings include but are not limited to: *The Awakening*, *The Great Gatsby*, *Fahrenheit 451*. Completion of required summer readings and accompanying essay assignments is the first aspect of the course. Coursework throughout the year will feature essays, journal and blog writing, composition assignments, literary-based projects, and independent study work with discussion of authors and their works are all requirements of the course. Student grades are based primarily on tests, quizzes, homework, projects, class participation, essay assignments, and marking period assessments. The curriculum addresses but is not limited to, the New Jersey Student Learning Standards for ELA and associated skills required on the New Jersey state assessment. This course provides the knowledge necessary to succeed on the Advanced Placement English Language and Composition Exam given each year in May. Summer reading is required.

ENGLISH IV**Y 5 cr. Gr. 12**

This required course consists of three program tracks: Advanced Placement and A and B levels. These program levels are differentiated by depth of content, instructional processes, student expectations, and time devoted to each major skill unit. Units of study are crafted around the types of writing including narrative, argumentative/persuasive, descriptive, and creative. A research paper or literary analysis paper is required for graduation for every level of

senior English. The A-level track is designed for students who plan to attend four-year colleges. The major focus of this track is British literature with written compositions infused into reading selections. If time permits, an introductory overview of world literature is included in the curriculum. Other units of study include the following: research writing, grammar, editing and proofreading, vocabulary development, test-taking skills, career exploration, and critical thinking skills. In addition, other major assignments include literary analysis papers and periodic compositions. The B-level program addresses the academic needs of students who plan to attend two-year institutions as well as those entering the military or work world. The course content, with the exclusion of world literature, is identical to the A level syllabus but includes an extensive unit on careers and job skills and does not include the breadth and acceleration of coverage which is typical of the A-level track. Students also participate in a final culminating Service Learning project. The curriculum addresses but is not limited to the New Jersey Student Learning Standards for ELA and the associated skills required on the New Jersey state assessment. Student grades are based primarily on tests, quizzes, composition writing, independent readings, homework, projects, class participation, notebooks, marking period assessments, and research /position papers. Student success is also dependent upon accountability, time management, and organizational skills. Summer reading is recommended.

ADVANCED PLACEMENT ENGLISH IV

Y 5 cr. Gr. 12

This course emphasizes the development of critical reading skills for imaginative and discursive literature and requires the composition proficiency to write about literature and related ideas. The course, 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, will provide students with a repertoire of selected novels, poetry, essays, and drama to draw upon when formulating answers for essay questions on standardized and teacher-made exams. Students successfully completing this course should be able to read and analyze an unfamiliar piece of writing and produce a lucid essay on that writing under timed conditions. Completion of required summer readings and accompanying essay assignments is the first component of the course. The course work during the school year includes a survey of world literature written essays, a minimum of three novels/dramas for reading outside the classroom, and three long-range written assignments. The curriculum addresses but is not limited to, established core proficiencies in English. This course also provides students with the knowledge necessary to succeed on the Advanced Placement exam administered each year in May. Student class grades are based on tests, quizzes, projects, class participation, marking period assessments, and literary research papers. Student success is also dependent upon accountability, time management, and organizational skills. Summer reading is required.

THE MESSAGE OF MUSIC

S 2.5 cr. Gr. 10-12

Prerequisites: ELA 1 and ELA 2

This course is an A-level elective course designed for music lovers to explore the elements of language through the lens of music and lyrics. Students will analyze the meaning of language as seen through the rhythm, form and context of lyrics and poetry. The goal of this course is to expose students to the connection that exists between literature and music, both on the page and stage. This course will incorporate popular 20th and 21st-century music, lyrical storytelling, music in the media, and the influences of race, gender, & sexuality in music. Students will participate in active listening exercises, song and poem analysis, class discussion, and creating original work. Grades will be based on classwork, group work, assessments, and a final project.

CREATIVE WRITING I

S 2.5 cr. Gr. 10-12

This is an elective course offered during both the fall and spring semesters depending upon enrollment. The purpose of this class is to create a forum of interested peer writers to read, critique and improve student projects in both prose and poetry. It is designed specifically for those students who are looking to hone their writing skills and voice while seeing their work published for an audience. Due to the course's content, grades will be assessed according to each final product, participation in classroom discussions, peer-editing workshops, and literature response journals. Student success is also dependent upon accountability, time management, and organizational skills.

CREATIVE WRITING II**S 2.5 cr. Gr. 10-12****Prerequisite: Creative Writing I**

This is an elective course offered during both the fall and spring semesters (depending upon enrollment) to students who have successfully completed Creative Writing I. The purpose of this class is to continue with the forum of interested peer writers to read, critique and improve student projects in poetry and writing. The art of script writing will also be introduced and practiced. The ultimate goal is to generate a short movie script and trailer to be produced by the class. Due to the course's content, students will be assessed according to each final product, participation in classroom discussions, and peer-editing workshops. This course is for serious writers, screenwriters, and poets only. It is designed specifically for those students who are interested in mastering their writing and voice while seeing their work published for an audience. Student success is also dependent upon accountability, time management, and organizational skills.

JOURNALISM**S 2.5 cr. Gr. 10-12**

This course is an elective designed to introduce students to the art of developing, interviewing for, and writing of print and electronic media, particularly newspapers and magazines. The course will address all aspects of media, especially the writing styles unique to newspapers and magazines. Units of study covered by the course will include law, ethics and the press, styles of writing for newspapers (inverted triangle format), writing the news, headlining, interviewing, writing editorials, sports, entertainment, and feature stories, planning, and publishing a class newspaper. Student grades are based primarily on projects, classwork, and marking period assessments.

PUBLIC SPEAKING**S 2.5 cr. Gr. 10-12**

This is an elective A-level course focused upon cultivating students' public speaking skills. The students will learn the types of speeches, occasions for public speaking, attention-getting introductions, 21st century public speaking opportunities (social media) and other important aspects of public speaking. The course will be fashioned after public speaking courses offered at the college level. The students will be graded on in-class speeches, digital speeches, classwork assignments, and marking period assessments.

CONTEMPORARY NOVEL I**S 2.5 cr. Gr. 10-12**

This course is an elective designed to acquaint teenage readers with popular, modern, young-adult novels that are not part of the standard English Language Arts curricula. Students will learn to comprehend different types of literature through higher level "Socratic" discussions, and through making connections with media surrounding the cultural issues dealt with in the readings. The purpose of this class is to create lifelong readers who have a thirst for knowledge and a better understanding of the world around them. Grades are based on journal free-rites, discussions, participation, assessments, and a final media project.

CONTEMPORARY NOVEL II**S 2.5 cr. Gr. 11-12**

Contemporary Novel II is an elective designed to reach the more mature teenage reader with modern, young-adult novels that are not part of the standard high school English Language Arts curricula. The ultimate goal is to create lifelong readers who have a thirst for knowledge and a better understanding of the world around them. Students will relate novels to real world issues focusing on media literacy. Students will participate in discussions and in-class projects related to the mature subject material found within the novels. Grades will be based on journals, discussions, participation, assessments, and a final project.

READING THE MOVIES**S 2.5 cr. Gr. 11-12**

This course is an elective A-level class offered during both the fall and spring semesters. Students will learn how to analyze films and interpret them through an examination of individual elements as camera shots, camera angles, music, and dialogue. The students will be encouraged to make connections and inferences about characters and plot when completing their work and participating in class discussions. Grades are based on assessments and classwork.

MODERN SPORTS AND SOCIETY**S 2.5 cr. Gr. 10-12**

This elective course is intended for students with a sincere interest in sports and reading not associated with the standard English curricula. This course is designed to engage students in the history of modern sports and its place in our society through a literary perspective using non-fiction readings, documentaries, digital and media resources,

and the *ESPN 30 for 30* series. The goal of the course is to engage students in reading, build literacy skills, and foster an interest in free reading. Grades will be based on written responses, journal writing, discussion, participation, assessments, and a final project.

ORIGINS OF POPULAR LITERATURE

S 2.5 cr. Gr. 11-12

This elective is an A-level course designed to address and examine the use of classical literature, Greek, Roman, and Norse Mythology, Latin, Bible – and allusions & archetypes in contemporary literature. It is geared toward 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 include: *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). The purpose of the class is to enjoy reading popular fiction but also to generate an interest in recognizing the sources of such fiction.

MYTHS, LEGENDS, AND FAIRYTALES

S 2.5 cr. Gr. 10-12

This elective course is designed for the academic student who wishes to understand the origin of words. The mythology phase is designed to provide the academic student with a broad background of ancient mythology. Emphasis will be placed on the use of mythological references in literature, music, art, and advertising. The students will examine the Greek and Roman myths primarily through assigned readings and lectures. The students will also focus on vocabulary development and the etymology of Greek and Latin words. Emphasis will be placed on the structural analysis of derivatives and affixes. Student grades are based on tests, quizzes, homework, projects, class participation, marking period assessments, and notebooks. Students will be required to complete project based assignments requiring various forms of technology.

DIVERSE VOICES IN LITERATURE

Y 5 cr. Gr. 11-12

This elective is designed to acquaint mature students with the diverse voices found in contemporary literature. Students will be exposed to varied authors whose race, gender or ethnic experiences have shaped their literary expression. This course focuses on the belief that all people have inherent qualities that can be used to make positive contributions to society. Emphasis will be placed on learning and understanding the importance of tolerance and respect for people regardless of culture, race, religion, sexual orientation, socioeconomic status, body image, or disability. Students will read various genres of literature, watch movies and media presentations, analyze song lyrics and poetry, and participate in class discussions and Socratic Seminars. Students will gain a reservoir of literary and cultural knowledge, references, and images through analysis and journaling which will culminate in an electronic portfolio.

TOMORROW’S TEACHERS

Y 5 cr. Gr. 11-12

This class is a full year, five credit elective course for juniors and seniors who possess exemplary interpersonal and leadership skills and aspire to become teachers or pursue careers related to childcare or child wellness. This innovative course seeks to provide insight into the nature of teaching and learning, the problems of schooling, and the critical issues affecting the quality of education in America’s schools at the local, regional, and national level. A curriculum-based, hands-on approach to educating students on the requirements necessary to become successful educators in the 21st century enables them to put course knowledge to work through a classroom internship while learning from current teachers. The classroom internship consists of a 12 week placement in a PK-8 classroom during the third marking period. During the internship, students will report to a K-12 classroom two to three times a week to work in the classroom setting with a cooperating teacher rather than reporting to their Tomorrow’s Teacher’s class. Enrolling in this year-long course will allow students insight into the nuances of teaching and learning and compel reflection regarding whether to pursue this career path. Student assessments will include but are not limited to: journals, projects, presentations, readings, classroom experiences, and quizzes/tests.

TOMORROW’S TEACHERS II

Y 5 cr. Gr. 12

Prerequisite: Tomorrow’s Teachers

This is an innovative, elective course for high school seniors designed to allow talented young people possessing exemplary interpersonal and leadership skills to continue the exploration of a career in teaching or childcare. During their first year in the Tomorrow’s Teachers program, students visited PK-8 classrooms, discovered how children

learn, investigated the history of education and the profession, practiced their public speaking and presentation skills, and completed a 12-week internship in a PK-8 classroom. Tomorrow's Teachers II employs a hands-on approach that provides further insight into the requirements needed to become a successful teacher by providing students with additional experiences with teaching and childcare and the opportunity to hone their skills in that setting.

The curriculum requires student placement in the classroom of a PK-8 cooperating teacher for a single class period four days per week and attendance in the high school Tomorrow's Teachers' classroom one day per week. During the one period a week that the students spend in the high school classroom, they will conduct research, create necessary classroom materials, or work on quarterly portfolios. (www.tcnj.edu/Futureeducators).

Working with their cooperating PK-8 teachers enables students to learn and apply new knowledge and skills through a full-year classroom internship. They will work side by side with their cooperating teacher to develop lessons, teach, and help in the classroom in any manner deemed appropriate and suitable to the grade level. The cooperating teacher and Tomorrow's Teachers advisor will work closely to ensure a seamless transition. The students will be guided by both the standards identified in the Tomorrow's Teachers' Curriculum as well as the New Jersey Department of Education's 21st Century Life and Career Education Standards. The cooperating teacher and the Tomorrow's Teachers' high school teacher will evaluate the student's performance using numerous tools. Successful completion of Tomorrow's Teachers II also affords interested students the opportunity to receive college credit at a discounted rate.



FINE AND PERFORMING ARTS DEPARTMENT

ART I

Y 5 cr. Gr. 9-12

This course fulfills the visual and performing art requirement. Art I is an introduction of fine art to crafts through the use of a wide variety of materials, techniques, and processes in both two and three dimensional art. Major units of study include: drawing with a variety of mediums, painting, color theory, design, printmaking, collage, mixed-media art, and art history. Technique, spelling, literacy and vocabulary skills appropriate to each unit of study are developed. Students are exposed to careers in art. At least one project for each unit of study is required. Grades are based primarily on projects, classwork, participation and understanding the art elements and design principles.

CULTURAL ARTS

Y 5 cr. Gr. 9-12

This course fulfills the visual and performing art requirement. This class is a one year course composed of both art history lessons as well as art projects. This class can also be taken in conjunction with or after Art I. The course is hands-on through projects designed to explore the multicultural backgrounds of a variety of peoples through their arts and crafts. Class projects will be centered around 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.

Major units of study include: Ancient Art, Greek and Roman Art, Asian Art, African Art, Native American and Aboriginal Art, European Art, Mexican Art and Folk Art. Technique, spelling, and vocabulary skills appropriate to each unit of study are developed. Grades are based primarily on projects, tests, participation, notebook, and critiques. This class can be taken as an alternative to Art I to fulfill the visual arts requirement.

DRAWING AND PAINTING I & II

S 2.5 cr. Gr. 10-12

Prerequisite: Art I or portfolio review

The primary focus of this course is to introduce students to the basic concepts of drawing and painting, including the visual vocabulary used in creating and critiquing artwork. Students will explore the elements and principles of art through drawing and painting. A variety of media and methods will be examined (i.e. charcoal, colored pencil, oil pastel, pen and ink, scratch art, watercolor, acrylic paint, and mixed media.) Students will be given instruction in design and painting tools, techniques, and colour theory. In this course students will also study the historical and cultural aspects of drawing and painting.

3D Arts I & II

S 2.5 cr. Gr. 10-12

Prerequisite: Art I or Cultural Arts & 3D Arts I

The primary focus of this course is to introduce students to the basic concepts of sculpture, including the visual vocabulary used in creating and critiquing artwork. Students will explore the elements and principles of 3-D art while creating sculptures using various materials and methods (i.e. cardboard, wire, plaster and clay.) Students will also learn the basics of ceramics in which students will mold, fire, and glaze their pieces. Students will learn to create their ceramic pieces using slab, coil, pinch, and sculpt methods. In this course students will also study the historical and cultural aspects of sculpture.

DIGITAL ARTS 1♦

Y 5 cr. Gr. 10-12

Prerequisite: Art I

The course is designed to introduce the 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 the following: illustration, design, computer graphics and graphic design, typography and digital photography. Historical as well as contemporary artists and artwork will be explored to create a basis for aesthetic

awareness and critical evaluation. Students will also begin building the breadth section of the Advanced Placement 2 Dimensional Design portfolio (AP2D).

DIGITAL ARTS 2◆

Y 5 cr. Gr. 11-12

Prerequisite: Digital Arts I

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, and the school website as well as a variety of other district-wide 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, and scanners, combined hand drawn and digital sources to create multimedia works. Students will expand upon technical processes with editing software. Students will continue building the breadth section of the Advanced Placement 2 Dimensional Design portfolio, (AP2D).

DIGITAL ARTS 3◆

Y 5 cr. Gr. 12

Prerequisite: Digital Arts II

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 animation. Students will collaborate and complete independent student-led experiences with the school newspaper, web building class, school store, and 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, and combine hand drawn and digital sources to create multimedia projects. Students will explore industry accurate software such as Adobe Suite. Students will complete building the breadth section of the Advanced Placement 2 Dimensional Design portfolio, (AP2D).

ADVANCED PLACEMENT STUDIO ART I & II

Y 5 cr. Gr. 11-12

Prerequisite: Drawing & Painting II

Each course requires satisfactory completion of Drawing & Painting I and II. The AP Studio Art program sets a national standard for performance in the visual arts that contributes to the significant role the arts play in academic environments. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. The AP Studio Art course addresses three major concerns that are constants in the teaching of art: a sense of quality in a student's work, the student's concentration on a particular visual interest or problem and the student's need for breadth of experience in the formal, technical and expressive means of the artist. The AP Drawing, 2-D Design and 3-D Design portfolios should reflect these three areas of concern: quality, concentration and breadth when preparing their portfolios for evaluation for college credit by College Board. The demands of this course are so rigorous that it requires 2 years to prepare a portfolio for submission to College Board.

ADVANCED PLACEMENT MUSIC THEORY

Y 5 cr. Gr. 11-12

Prerequisite: Exploring Music in Theory

This course is designed for the musician who wishes to further his/her musical education at the college level. It is available to students who have successfully completed Exploring Music In Theory or by teacher recommendation for students who can demonstrate the ability to read and write music proficiently. The course will prepare students for the AP Music Theory exam. Satisfactory performance on the exam may exempt students from the first semester of music theory in college. The students will review the basics of music theory and concentrate on four part chorale writing in the style of J.S. Bach. Analyzation of music as to its structure, form, meter, key, etc. will be strongly emphasized. Sight singing and dictation (rhythmic, melodic, and harmonic) will be performed in class on a weekly basis. All areas are constantly evaluated through effective class participation. Tests and quizzes will be written, oral, and aural. Various projects, presentations, compositions, and arrangements will be required. Attendance at live music performances both in and out of school is required. 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.

INSTRUMENTAL MUSIC I

Y 5 cr. Gr. 9

This course fulfills the visual/performing arts requirement. It is designed for students 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. Students will focus on proper rehearsal techniques, music technology, and performance, creative musical examples, research, and evaluation. Students will be expected to know and utilize music vocabulary, have good evaluative listening skills, and participate in all concerts and performances. This course presents career opportunities available to instrumentalists who study music as an art form. Students are expected to attend all extra rehearsals, concerts, and performances planned by the director. Students' grades are based primarily on tests, homework, projects, class participation, research, marking period assessments, and lesson attendance. Performance attendance consists of 25% of the students' grade. Students will be encouraged to perform in marching band, small ensembles, and auditioned groups. 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.

ADVANCED INSTRUMENTAL MUSIC

Y 5 cr. Gr. 10-12

This course is one of the available courses that fulfills the visual / performing arts requirements. This course is a continuation of the Instrumental Music I course with emphasis on advanced instrumental techniques, major and minor key signatures and more technical rudiments, and basic knowledge of music theory. Students will study characteristics from different historical eras and stylistic periods. They will experience music from these periods through performance, creating musical examples, research, evaluation, and problem solving. Proper concert etiquette and evaluative listening skills will be taught and the students will participate in all concerts and performances. This course will also present career opportunities to the instrumentalist and will study music as an art form. Students are expected to attend all extra rehearsals, concerts, and performances planned by the director. Students' grades are based primarily on tests, homework, projects, class participation, research, marking period assessments, and lesson attendance. Performance attendance consists of 25% of the student's grade. Students will also be encouraged to perform in marching band, small ensembles, and auditioned groups. 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.

EXPLORING MUSIC IN THEORY

Y 5 cr. Gr. 9-12

This course is designed for the students who wish to explore the many facets of music in a variety of settings. The class will be introduced to the basics of music theory (notation, scales & modes, key signatures, etc.), music history (composers and their compositions), and introductory performance skills (vocal and piano keyboard). These elements will be demonstrated in the written, oral, and aural forms. Many listening examples in a variety of styles will be utilized. All areas are evaluated through effective participation in class and attendance at live music performances is required. This course is the prerequisite for AP Music Theory.

INTRODUCTION TO VOCAL MUSIC

Y 5 cr. Gr. 9-12

This course fulfills the visual / performing arts requirement and is available to students with past musical training at the intermediate level, and who wish to further their singing and basic music theory skills. Instruction is in the following areas: reading and writing music notation, clef signs, pitch names, rhythmic notations, dynamics, tempo markings, time signatures, music technology, and specific elements of vocal techniques, sound production, intonation, diction, breathing, and posture. Students will study characteristics from different historical eras and stylistic periods. They will experience music from these periods through performance, creating musical examples, research, evaluation, and problem solving. This course presents career opportunities to musicians. Students will be expected to know and utilize music vocabulary, have good evaluative listening skills, and participate in all concerts and performances. Student grades are based on projects, performances, tests, class assignments, class participation, research papers, and marking period assessments. In each successive level of this class, different core curriculum content **standards** will be addressed. Performance attendance is 25% of the student's grade.

CONCERT CHOIR

Y 5 cr. Gr. 9-12

This elective course is one of the available courses that fulfills the visual / performing arts requirement and is designed for the serious vocalist. It is available to all students who can demonstrate their knowledge of choral

reading skills, a general background of music terminology, and an understanding of vocal techniques. These factors will be identified through a scheduled audition and interview. Auditions will be given the school year prior to course enrollment. Instruction will include reading and writing music notation, clef signs, rhythmic notation, advanced dynamics, tempo markings, meter and changing meters, advanced vocal techniques, sound productions, vocal control, intonation, vocal health, sight singing skills, diction, breathing, posture, music technology, career education, and music history. Music performed by the concert choir will employ advanced techniques and range from serious works by the masters to lighter show tunes. This group will perform several times throughout the year. Solo and small group performances are an important aspect of techniques taught in this course. Students in this group are encouraged to audition for various outside groups. In each successive level of this class, different core curriculum content standards will be addressed. A minimum of two days per week will be spent doing academic work to achieve these standards. The remaining time will be spent addressing these standards through vocal techniques. Performance attendance is 25% of the students' grade.

INTRODUCTION TO THEATRE ARTS (1/2 Year) S 2.5 cr. Gr. 9-12

This course introduces students to elements of the theatre arts productions process as a collaborative art form. Students will explore elements, practices, and theatre performance. Its historical, social, political, and economic context will be examined.

INTRODUCTION TO STAGECRAFT (1/2 Year) S 2.5 cr. Gr. 9-12

This course is a hands-on course that gets students working with the tools and techniques of theatrical production in a practical way. By taking Stagecraft, students receive the opportunity to learn how to work as a crew, prop making, costume design, set design, stage makeup, wig and hair preparations for performance. Also, students will grasp the basics of being an audio engineer and lighting designer, and get an understanding of the hard work and dedication that goes into making a show successful.

PRODUCTION AND PERFORMANCE Y 5 cr. Gr. 9-12

Prerequisite: Audition and Interview

This course is designed to offer experienced students the opportunity to create live theatrical performances. Students will perform published plays and scenes as well as create original pieces to perform. They will produce a play from conception, through the audition, casting and rehearsal processes, technical coordination and design, house management, and performance. They will study advanced acting techniques. This is a performance class and all students enrolled in it will be expected to present live productions for audiences. This course may be repeated.

ADVANCED THEATRE ARTS Y 5 cr. Gr. 10-12

Prerequisite: Introduction to Theatre Arts and Introduction to Stagecraft

This course combines students of all abilities to participate in advanced theatre activities. This course is a survey of the arts and crafts of the theatre. Students will discuss playscripts, the physical stage and the profession. The roles of the artists involved in theatre performance and production will be examined. This course may be repeated.

MUSIC AND MEDIA (1/2 Year) S 2.5 cr. Gr. 9-12

Music is shared through a wide range of mediums, from performing ensembles to film and even video games and streaming services. As media is continually expanded, it is important to track music's role and understanding its journey. Students will learn about music across different genres and mediums, including the evolution of streaming music services, music in film, and music in video games. Students will also have an opportunity to share the music in their collections and on their playlists, as well as discover new music and artists through the use of their streaming services and other digital media.

MUSIC TECH I (1/2 Year)◆ S 2.5 cr. Gr. 9-12

The course is designed as an overview to and hands-on experience with Garageband and other music related hardware and software products. Knowledge of Mac computers is helpful, but not required. Class time is devoted to gaining a practical understanding of Garageband and applying it effectively in the areas of compositions, recording, performance, and education.

MUSIC TECH II (1/2 Year)◆**S 2.5 cr. Gr. 9-12****Prerequisite: Music Tech I**

The course is designed as a continuation of Music Tech. Class time is devoted to projects using Garageband, iMovie, and other music-related hardware and software. Students will learn about film scoring, foley, basic audio engineering, and recording production. This is a ½ year course only and successful completion of Music Tech is required.

MUSIC TECH III: FOUNDATION OF MUSIC PRODUCTION◆**S 5 cr. Gr. 10-12****Prerequisite: Music Tech I & II**

Building on experiences in Music Technology 1 & 2, students will have the opportunity to employ their skills in a variety of new ways including live audio production, basic audio recording and mastering using Logic Pro X, and studying landmark music copyright infringement cases and intellectual property law. The synthesis of material in this course will prepare students for entry into college music technology/business programs based on the Bachelor of Science degree track at Rowan University. The exit exam consists of a mixing competition at the NJMEA Technology Expo held at Rowan University each Spring.

MUSIC TECHNOLOGY IV (Independent Study)**Y 5 cr. Gr. 12**

Music Technology IV is an independent study extension of the music technology course sequence. Students electing to take Music Technology IV have completed the Music Technology III course, including the final recording project and/or a portfolio of work designed to serve as the basis for entry into an undergraduate music technology/audio production program. The primary objective for this independent study is to prepare students for designing projects that they will initiate and produce, as well as serving as an in-house audio engineer assigned to various organizations for their pro-audio needs. Additionally, students will establish a working relationship with at least one (1) business partner through which they may gain valuable insight into the commercial side of audio production.



HEALTH & PHYSICAL EDUCATION DEPARTMENT

PHYSICAL EDUCATION is a required program which offers a sequential seven to twelve curriculum designed to provide skill development, knowledge, written application, physical fitness and appreciation of lifetime/recreational activities. The program functions cooperatively with the health education curricula in the transfer 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. Credits are awarded for satisfactory completion of each year's physical education program, and credit for satisfactory completion of the health education. Students with a lab science which meets one day per week receive 3 PE credits, 1 health credit and 6 science credits. Report card grades for all students, grades seven to twelve, are awarded in the same manner as those earned in the other subject areas.

The physical education program for senior high students is designed to provide skills and knowledge necessary for the development of lifetime/recreational, individual and team sport activities. The program serves to motivate the students in pursuits of lifetime fitness and athletic activities. Major units of study include the development of skills and knowledge of rules in the following activities: team and individual sports, dance, lifetime/recreational activities, physical fitness and weight training. The major requirements for this course are participation and appropriate dress for physical education; uniform/approved shirt, uniform/approved shorts, and sneakers. Student grades are based primarily on participation, preparation for class, attendance, and written tests for each activity.

Any student who is not prepared for class will not be allowed to participate in their assigned activities for that given day. The discipline for this action will be to complete an alternate assignment during that class period. The alternate assignment will not substitute for the loss of points for that given day. Students who fail to complete the alternate assignment during the assigned time will have additional points deducted from their grade.

MEDICAL EXCUSE FROM PE

1. A student with a medical excuse for Physical Education shall report to the school nurse with the excuse.
2. The student shall be assigned to the designated location during the regularly scheduled physical education class. Failure to report during the assigned time will result in disciplinary action.
3. The student shall be assigned specific written reports which shall be graded by the appropriate physical education instructor. All reports are due the day of the specific excuse.
4. Grades and credits shall be awarded based on the student's written report(s).
5. Failure to complete the assigned report(s) shall negatively affect the physical education grade and may result in failure. (No credits - no qualification for graduation.)
6. Medical documentation is required to resume PE.

HEALTH is a required program for grades seven to twelve, which offers a sequential program of study. The curriculum is proficiency based and patterned after the state-endorsed Comprehensive Health (CHE) guidelines. The objective is to provide each student, from the time of entrance into the school system, with planned, systematic, and ongoing learning opportunities designed to maximize the prospect that each student will be able to make decisions that promote personal growth throughout life. The curriculum consists of twelve general segments:

1. Mental, Emotional, Physical, and Social Health: Establishing positive patterns of behavior and gaining knowledge which will enhance health skills that are conducive to the promotion of wellness in accordance with the holistic concept.
2. Family Life and Health: Appreciating the role of the family in society in successfully preparing each member for the responsibility of family membership, adulthood, marriage and parenthood while acknowledging imposed internal and external forces.
3. Body Structure, Function, and Growth: Acquiring knowledge and understanding of the natural progression that takes place in the growth of the human body.
4. Personal Health Attitudes and Habits: Developing sound personal health attitudes and habits.
5. Disease Prevention and Control: Acquiring knowledge of diseases and assuming responsibility for methods of prevention and control.

6. Chemical Substances; Use, Abuse, and Related Problems: Acquiring and applying knowledge regarding positive choices and alternatives concerning chemical substances including anabolic steroids, with emphasis on prevention through the mastering of social competencies.
7. Healthy Lifestyles: Developing knowledge of generally accepted practices designed to ensure endurance and optimum lifetime fitness.
8. Nutrition: Stressing the importance of lifelong good health through informed choices and developing a nutritional regimen which promotes a healthy lifestyle.
9. Community Health: Understanding how individual and community efforts contribute to a healthful environment.
10. Safety, First Aid and Survival: Effectively addressing behaviors and skills that promote safe living in the home, school, and community.
11. Environmental Health: Acknowledging that environmental factors have a direct effect on the health of the individual and community, and recognizing the responsibility of the individual to take action to maintain a healthy environment.
12. Consumer Health: Making appropriate choices among available resources such as care products based on critical evaluation of quality, advertising, and need.
13. Driver Education: comprehensive coverage of Driver Education and State Drivers Education test will be administered during the sophomore year.

THE PROGRAM IS CHARACTERIZED BY THE FOLLOWING:

1. Instruction intended to motivate health maintenance and promote wellness with an emphasis on developing positive attitudes and behaviors.
2. Activities designed to develop decision-making competencies related to health and health behavior. The emphasis is on underlying attitudes, behaviors, and skills as they determine how facts are understood and used in an effort to instill a sense of responsibility in students. The application of problem-solving strategies in health situations is essential to establishing healthy lifestyles.
3. A planned, sequential, 7-12 curriculum based upon students' needs and current and emerging health concepts and social issues. This program suggests age specific materials within a framework of systematically reinforced and expanded content.
4. Opportunities for all students to develop and demonstrate health-related knowledge, attitudes, and practices, recognizing individual differences.

Student grades are based primarily on tests, quizzes, homework, projects, class participation, portfolios/notebooks, and marking period assessments. Parents and/or guardians who would like to review the instructional materials and/or receive a copy of the curricula, may do so by calling the physical education department for an appointment. The Board of Education recognizes that at times, certain Family Living and/or science issues taught in specific courses may conflict with the students' conscience or sincerely held moral or religious beliefs and therefore grants these students the right to be excused from that portion of the students' subject. Such individuals will be assigned to the school library where they will pursue independent readings/assignments on health or science topics during the time frame in which the class is addressing the conflicting segments of the curriculum. Permission for the temporary exclusion from a class is granted by the building principal, upon receipt of a written request from the parents, in cooperation with the teacher, the student, and parents. The student will not be penalized for classroom absences during the time period in which the morally conflicting units-of-study are being addressed.

UNIFIED PHYSICAL EDUCATION

Y 5 cr. Gr. 9-12

This course combines students of all abilities to participate in developmentally appropriate activities including lifetime activities, physical fitness and sport. Students will work together to increase competence and confidence in a variety of physical activities. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students.



MATH DEPARTMENT

COLLEGE PREP MATH I

S 2.5 cr. Gr. 12

This is the first of two sequential courses designed for students who are planning to attend a community college and desire to enhance their basic skills, knowledge, and techniques that are essential for success in college mathematics and on the Next Generation Accuplacer Test. Major units of study include: operations with whole numbers, fractions, decimals, and signed numbers; ratios and proportions; percents; and solving word problems with applications of the above skills. Student grades are based on tests, quizzes, homework, class participation, cooperative learning activities, and marking period assessments.

COLLEGE PREP MATH II

S 2.5 cr. Gr. 12

Prerequisite: College Prep Math I

This the second of two sequential courses designed for students who are planning to attend a community college and desire to enhance their Algebra knowledge and techniques that are essential for success in college mathematics and on the Next Generation Accuplacer Test. Major units of study include: operations with signed numbers, rational numbers, ratio and proportional relationships, evaluations of and simplification of algebraic expressions, solutions of linear equations and graphs with applications, exponents, polynomials, factoring, probability and sets, descriptive statistics, geometric concepts, and solving word problems with applications of the above skills. Student grades are based on tests, quizzes, homework, class participation, cooperative learning activities, and marking period assessments.

ALGEBRA I

Y 5 cr. Gr. 9-12

This is the first of five sequential courses in the academic math track aligned to the NJ Student Learning Standards and is designed for the math students who possess a strong background in math skills. 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. Math vocabulary is developed. Students are exposed to related careers and emphasis is placed on the need for math skills in life and work. Major assignments may include graphing projects. The depth of course coverage and the complexity of the algebra problems offered in the program serve to differentiate the various levels. All students are expected to be knowledgeable in these areas for the NJSLA-Math assessment. Student grades are based primarily on tests, quizzes, homework, projects, class participation, and marking period assessments.

GEOMETRY

Y 5 cr. Gr. 9-12

Prerequisite: Algebra I

This course represents the third sequence of the academic math program aligned to the NJ Student Learning Standards and the NJSLA-M. Satisfactory completion of Algebra I and Algebra II are 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: Experiment with transformations in the plane, understand congruence in terms of rigid motions, prove geometric theorems, make geometric constructions, understand similarity in terms of similarity transformations, prove theorems using similarity, define trigonometric ratios and solve problems involving right triangles, understand and apply theorems about circles, find arc lengths and areas of sectors of circles, translate between the geometric description and the equation of a conic section, use coordinates to prove simple geometric theorems algebraically, explain volume formulas and use them to solve problems, visualize relationships between two-dimensional and three-dimensional objects, and apply geometric concepts in modeling situations. The program is offered to students in grades nine to twelve and includes differentiation of content and methodologies which reflect the honors and college preparatory programs. The curriculum addresses, but is not limited to, the state's established NJ Student Learning Standards. Student grades are based on tests, quizzes, projects, cooperative learning activities, hands-on activities, class participation, and marking period assessments.

ALGEBRA II**Y 5 cr. Gr. 10-12****Prerequisite: Geometry**

This is the second sequence of the academic math track aligned to the NJ Student Learning Standards. Satisfactory completion and a firm background of Algebra I is recommended for entry into the five credit Algebra II course. Major units of study include: the real number system, quantities, the complex number system, seeing structure in expressions, arithmetic with polynomials and rational expressions, creating equations, reasoning with equations and inequalities, interpreting functions, building functions, linear, quadratic, and exponential models, trigonometric functions, expressing geometric properties with equations, interpreting categorical and quantitative data, making inferences and justifying conclusions, and conditional probability and the rules of probability. Math vocabulary is developed. Students are exposed to related careers. The curriculum addresses, but is not limited to, the state's established NJ Student Learning Standards and NJSLA-M. All students are expected to be knowledgeable in these areas for the NJSLA-Math assessment. Student grades are based primarily on tests, quizzes, homework, class participation, and marking period assessments.

TRIGONOMETRY/ PRE-CALCULUS**Y 5 cr. Gr. 11-12****Prerequisite: Geometry and Algebra II**

This course represents the fourth, in sequence, of five academic math programs aligned to the NJ Student Learning Standards. Satisfactory completion of Geometry and Algebra II are required for entry into Trigonometry and includes an introduction to Pre-Calculus. This comprehensive program allows students to develop a solid foundation of trigonometric skills and concepts. This course actively involves students in learning to develop their mathematical power through cooperative learning projects, critical thinking, and reasoning activities. Major units of study include the following: angle measure in degrees and radians, functions, evaluating and graphing trigonometric functions, solving triangles, applying and proving fundamental identities, law of sines and cosines, sum and difference identities, double and half angle identities, inverse relations and functions, solving trigonometric equations, graphing polar equations, complex numbers, exponential and logarithmic functions, sequences, series, and mathematical induction. Math vocabulary is developed throughout the curriculum and students are continuously exposed to related careers. Assessment strategies include: tests, quizzes, homework, projects, group work, class participation, and marking period assessments.

HONORS CALCULUS**Y 5 cr. Gr. 12****Prerequisite: H Algebra II, Trigonometry/Pre-Calculus or H. Pre-Calculus**

This is a college preparatory course aligned to the NJ Student Learning Standards offered to students who have completed Honors Algebra II and who are either taking or have taken trigonometry. The course contains five major units of study. Those units are: advanced algebra, functions, analytic geometry, applications and uses of differentiation and integration. The first semester of the school year is devoted to the advanced mathematics units, and the second semester deals almost exclusively with calculus. Major topics include: domain/range, function values, special functions, inverse relations, distance from point to line, translation of axes, asymptotes, limit theory, slopes of tangent lines, instantaneous velocity, rational approximations, area under a curve, and volumes of revolution. Students will be exposed to the logical development of mathematical ideas and thus be prepared to make a smooth transition into college mathematics. Math vocabulary is developed. Students are exposed to related careers. Student grades are based primarily on tests, quizzes, homework, projects, class participation, and marking period assessments.

HONORS GEOMETRY**Y 5 cr. Gr. 9-12****Prerequisite: Honors Algebra I**

This is an accelerated program which provides an in-depth study of Euclidean Geometry with proofs for students who achieved excellence in their Honors Algebra I course. The student is exposed to elements of logic for application to his/her conceptual skill development. The course integrates algebraic and geometric facts as coordinated units for addressing problem solving activities appropriate to such standardized tests as the PSAT and SAT. Application of these skills to realistic life problems which require logic and reasoning is stressed. The major units of study include: the basic figures in geometry, introduction to two-column proofs, parallel lines and planes, triangle congruence, postulates and theorems, polygons with emphasis on quadrilaterals, similarity properties of triangles, circles, properties of right triangles, and areas and volumes of geometric figures. Special projects required for the honors geometry program include, but are not limited to: development of a series of problems each marking

period; peer demonstrations for solving special problems from supplemental resources, and a special notebook. The curriculum addresses, but is not limited to the NJ Student Learning Standards. All students are expected to be knowledgeable in these areas for the NJSLA-Math assessment. Student grades are based primarily on tests, quizzes, homework, projects, class participation, and marking period assessments.

ALGEBRA II HONORS

Y 5 cr. Gr. 10-12

Prerequisite: Honors Algebra I and Honors Geometry

This is an elective course which serves as an integral component in the Honors/AP track. It is a rigorous and fast-paced subject designed for the highly motivated and capable math students who have successfully completed Honors Algebra I and Honors Geometry and are prepared for an in-depth study of the complex number system. Major units of study include: equations and inequalities; polynomials; rational expressions, irrational and complex numbers; quadratic, exponential, and logarithmic functions; and introductory probability and statistics. In addition, the students are exposed to the logical development and sequencing of mathematical topics. Although no major independent projects are required as such, students will devote considerable time and effort to self-directed studies and readings. The curriculum addresses, but is not limited to, the NJ Student Learning Standards for math and the NJSLA-M. All students are expected to be knowledgeable in these areas for the NJSLA-Math assessment. Student grades are based primarily on tests, quizzes, homework, assignments, webquests, class participation, and marking period assessments.

PRE-CALCULUS HONORS

Y 5 cr. Gr. 11-12

Prerequisites: Alg. I, Geometry, Alg. II

This is a full year program which represents the fourth honors math sequence course for students who have successfully completed the previous Algebra I, Geometry, and Algebra II prerequisites. The major units include: linear relations and functions, systems of equation and inequalities, nature of graphs, polynomial and rational functions, trigonometric functions, graphs and inverses of the trigonometric functions, trigonometric identities and equations, polar coordinates and complex numbers, conics, exponential and logarithmic functions, sequences and series, combinations and probability. Special projects required for the Honors Pre-Calculus students include, but are not limited to, group projects, field experiences to include the use of surveying equipment and calculators, independent study, and related projects designed to enhance the students' critical thinking skills. Computer related activities are provided to supplement graphing functions and discoveries through the students' creative methods. Student grades are based primarily on tests, quizzes, homework, projects, class participation, and marking period assessments.

AP CALCULUS AB

Y 5 cr. Gr. 12

The course is an elective course for students 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 institutes of higher learning. Major units of study include functions; limits; differential calculus; and integral calculus in which higher levels of thinking and independent study skills are refined and developed. AP Calculus is a college level mathematics program for which most colleges grant advanced placement status and credit. There are specifically designed student projects for the AP Calculus course, as well as, a considerable amount of required independent study and outside reading. Student grades are based primarily on tests, quizzes, homework, projects, class participation, and marking period assessments.

STATISTICS

Y 5 cr. Gr. 11/12

Prerequisites: Must complete Algebra 1 and Geometry but can take alongside Algebra 2.

The major unit of study will include exploratory analysis, planning a study, probability, and statistical inference. Students will be challenged to think deeply, interpret and develop conclusions. Students will take classroom examples and apply them to various tasks (like in-class activities and real-world application projects). Students' grades will be based on assessments, projects, homework, and in-class activities.

AP STATISTICS

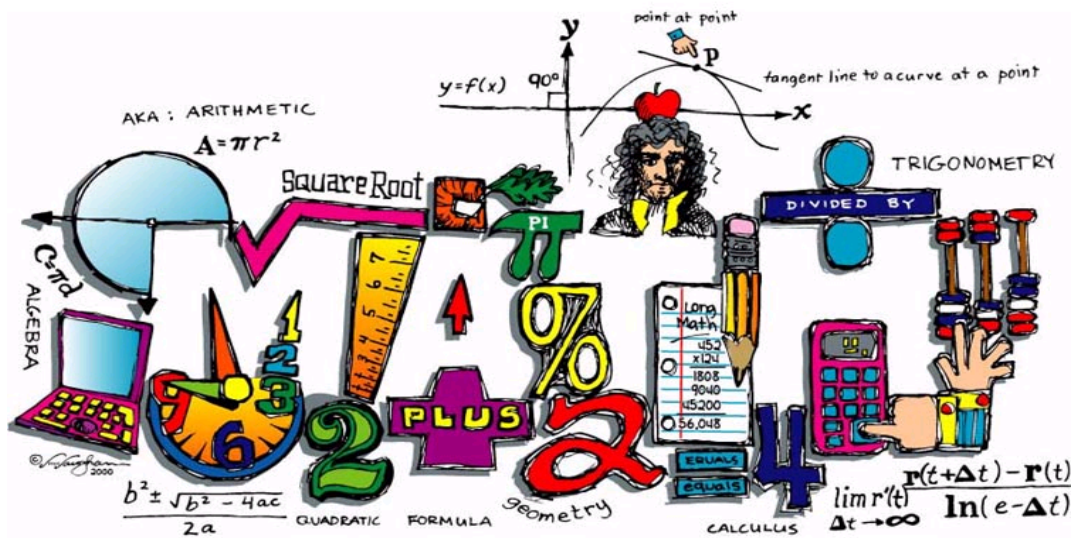
Y

5 cr.

Gr. 11/12

Prerequisites: Must complete Honors Pre-Calculus

This is an elective course for students 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 statistics and related topics which are comparable to a college level statistics course. It is expected that students taking the AP Statistics program will seek college credit or placement from institutes of higher learning. Major units of study include exploratory analysis, planning a study, probability, and statistical inference in which higher levels of thinking and independent study skills are refined and developed. AP Statistics is a college level mathematics program for which most colleges grant advanced placement status and credit. There are specifically designed student projects for the AP Statistics course, as well as, a considerable amount of required independent study and outside reading. Student grades are based primarily on tests, quizzes, homework, projects, class participation, and marking period assessments.



SCIENCE DEPARTMENT

ENVIRONMENTAL SCIENCE

Y 5 cr. Gr. 9

The course focuses on the biological, chemical, and physical principles to the study of the physical environment and the investigations to solutions of environmental problems. Subjects such as, abating or controlling environmental pollution and degradation; the interaction between human society and the natural environment, and natural resources management. The content is based on the NJ Student Learning Standards for Science. The course includes topics 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 classwork/homework, quizzes/tests, projects, and marking period assessments.

AP ENVIRONMENTAL SCIENCE

Y 6 cr. Gr. 10-12

Prerequisite: Algebra 1 and two years of high school laboratory science - one year of life science and one year of physical science.

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Students cultivate their understanding of the interrelationships of the natural world through inquiry-based lab investigations and field work as they explore concepts like the four Big Ideas; energy transfer, interactions between earth systems, interactions between different species and the environment, and sustainability. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

ACADEMIC LAB BIOLOGY A

Y 6 cr. Gr. 10

This is a laboratory course that introduces students to the basic fundamentals of the biological sciences. The content is based on the NJ Student Learning Standards for Science. 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 units of study include: the history of biology, cytology, ecology, and genetics. Scientific knowledge and cooperative learning skills are developed through laboratory work. Vocabulary related to course terms is developed and math skills are applied in data analysis and genetic calculations. Students are exposed to science related careers. Major assignments and requirements include notebooks, laboratory experiments and computerized and/or preserved dissections of lab animals. Student grades are based primarily on tests, quizzes, homework, projects, class participation, labs, notebooks, and marking period assessments.

HONORS BIOLOGY

Y 6 cr. Gr. 9

Prerequisite: Algebra 1

This is a laboratory course which is an accelerated study of the Academic Biology curriculum with the purpose of preparing students for Advanced Placement Biology. The goal of this course is to give the highly motivated student a solid background in the fundamental concepts of Biology, while exposing them to the biotechnological and/or clinical applications of these areas. The content is based on the NJ Student Learning Standards for Science. Topics shall include, but are not limited to: the scientific method, cell structure and physiology, DNA structure and technology, genetics, evolution, and ecology. Laboratory exercises shall reinforce concepts as well as develop the students' inquisitive, creative, and critical thinking skills. Projects, cooperative learning, and peer instruction will also be used to foster the students' development as life-long, independent learners. Student grades are based primarily on tests, quizzes, lab reports, classwork, projects, participation and marking period assessments.

AP BIOLOGY

Y 6 cr. Gr. 11-12

Prerequisite: Honors Chemistry & Honors Biology

This is a laboratory course designed to help students develop a conceptual framework for modern biology. This course is structured to prepare students for the AP Biology exam. Primary emphasis in advanced placement biology

is on developing an understanding of concepts. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental studies. The AP Biology course is designed to be taken by students after the successful completion of high school biology and high school chemistry. It aims to provide students with the factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Student grades are based primarily on tests, quizzes, labs, homework, marking period assessments and outside reading assignments and papers.

CHEMISTRY

Y 6 cr. Gr. 11-12

Prerequisite: Algebra I

This is a lab science course designed to provide the students with the skills and knowledge needed for a comprehensive chemical background. The course is structured to give the student an understanding of the fundamental principle phenomena. 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. Writing skills will be enhanced by lab reports. The content is based on the NJ Student Learning Standards for Science. Major units of study include measurement, mathematical concepts, matter and energy, phases of matter, gas laws, periodic table, atomic structure, chemical formulas and equations, bonding, solutions, kinetics, thermodynamics, equilibrium, acids, bases, and salts, electrochemistry, and organic chemistry. Students learn about scientists and possible career choices in the scientific field. Student grades are based on tests, quizzes, homework, lab work, class work, notebooks, and marking period assessments.

HONORS CHEMISTRY

Y 6 cr. Gr. 9-11

Prerequisite: Algebra II Concurrently

This is a lab science in which successful completion of Honors Biology and Honors Algebra is recommended. The course is designed to provide 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. This is done through the development of the laws and theories which give a logical interpretation of chemical phenomena. Emphasis is placed on the relationship of substances. Many concepts and equations are used in AP chemistry. Students will also use computers for gathering and processing lab data. Writing skills will be enhanced by lab reports. The content is based on the NJ Student Learning Standards for Science. Major units include measurement, problem solving, matter, energy, structures of the atom, chemical formulas, mathematics of chemical equations, phases of matter, gas laws, electron configurations, the periodic table, chemical bonding, solutions, chemical kinetics and thermodynamics, chemical equilibrium, acids, bases, salts, oxidation and reduction, electrochemistry, and organic chemistry. Additional activities designed for the honors program will include, but are not limited to, open-ended laboratory demonstrations, research on the Internet, applied chemistry topics, computer laboratory experiments, and societal issues. Student grades are based primarily on tests, quizzes, labs, homework, notebooks, and marking period assessments.

AP CHEMISTRY

Y 6 cr. Gr. 10-12

Prerequisite: H Chemistry/Trig. Or Pre-Calc. Concurrently

This is a lab science which requires satisfactory completion of Honors Chemistry with a co-requisite of Trigonometry or Pre-Calculus. The course is designed to expose students to a college level chemistry course. This course will prepare students for the AP Chemistry test. Satisfactory performance on the AP test may exempt students from the first year college chemistry course in many institutions. The topics covered will be similar to, but in more mathematical and theoretical depth than, honors chemistry. Students' writing skills will be enhanced by lab reports written on a weekly basis. Students' critical thinking skills will be developed by solutions to many physical problems. Students will be exposed to related science careers. Student grades are based primarily on tests, quizzes, labs, homework, and marking period assessments.

PHYSICS

Y 6 cr. Gr. 11-12

Prerequisite: Chemistry/Geometry concurrently

This lab science class requires satisfactory completion of Algebra I and Algebra II for entry. Geometry is a co-requisite for the program. This course is designed to give students a good diverse understanding of the physical

world around them and prepare them to fulfill their college science requirement. Students planning to major in engineering are strongly encouraged to take Honors Physics. Simply stated, physics is a science which deals with the principles that govern the behavior of the physical world. The content is based on the NJ Student Learning Standards for Science. Major units of study include: mechanics, thermal physics, electricity and magnetism, waves and optics, and modern physics. Students will be exposed to related science careers and math and reading skills are expanded through the solutions to problems. Student grades are based primarily on tests, quizzes, labs, homework, and marking period assessments.

HONORS PHYSICS

Y 6 cr. Gr. 10-12

Prerequisite: Honors Chemistry/Algebra II

This lab science requires satisfactory completion of Algebra I, Algebra II, 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. There is also a greater diversity of topics covered than in the academic class. Simply stated physics is a science which deals with the principles that govern the behavior of the physical world. The content is based on the NJ Student Learning Standards for Science. The major units of study for honors physics include the following: mechanics, thermodynamics, electromagnetism, waves 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 tests, quizzes, lab, homework, and marking period assessments. Students who successfully complete honors physics can then take either of the AP Physics courses that are offered by the school.

AP PHYSICS ONE

Y 6 cr. Gr. 11-12

Prerequisite: Honors Physics, Co-requisite: Trigonometry/Pre-calculus

This lab science can be taken as a follow up to honors physics. 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; and 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. Student grades are based primarily on tests, quizzes, lab, homework, and marking period assessments.

AP PHYSICS TWO

Y 6 cr. Gr. 11-12

Prerequisite: Honors Physics

This lab science can be taken as a follow up to honors physics. All students who have taken 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 diverse 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 fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. 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 Two test offered by the College Board. Student grades are based primarily on tests, quizzes, lab, homework, and marking period assessments.

APPLIED PHYSICAL SCIENCE

Y 5 cr. Gr. 11-12

This course is designed to give students a background in basic chemistry and physics. Emphasis will be placed on the applications of the physical and chemical laws as they apply to the world we live in. The content is based on the NJ Student Learning Standards for Science. Topics shall include: motion, forces, energy, waves, atomic structure, chemical bonding, chemical reactions. The following skills will be used throughout the year: mathematical, graphing, lab, reading, writing, safety, and problem solving. Grading will primarily be based on class work, labs, tests, quizzes and marking period assessments.

FORENSICS

S 2.5 cr. Gr. 12

Prerequisite: Algebra II, Biology, Chemistry

This is an elective science course designed to introduce students to basic forensic science techniques and terms. Forensics covers a wide range of subject areas including chemistry, biology, physics, social sciences, biotechnology, English/writing, and history. Major units of study include: crime scene techniques, hair/fiber analysis, fingerprints, handwriting analysis, chromatography, blood typing, blood spatter, and scene reconstruction. Students will also work in cooperative groups and prepare logical conclusions to crime scenes/situations based on data and observations. 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. Student grades are based primarily on tests, quizzes, homework, projects, labs, class participation, and mock crime cases.

ANATOMY AND PHYSIOLOGY

Y 5 cr. Gr. 11-12

Prerequisite: Academic or Honors Biology

This elective lab science is for students who have successfully completed Academic Biology. The program is designed for the college preparatory student who is considering a college major in the field of science. The course offers the student exposure to the anatomy and physiology of the human body. The development of laboratory procedures, written lab work, and dissections of the frog and fetal pig are all required segments of this program. In addition, vocabulary and career units are infused into the course. Student grades are based primarily on tests, quizzes, labs, homework, class participation, and marking period assessments.

HORTICULTURE I ♦

Y 5 cr. Gr. 9-10

This CTE 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: Aquaponic and Hydroponic Farming technology, horticultural science, greenhouse production, landscape architecture, landscape maintenance and floral designing. Students will make full use of the greenhouse by raising indoor plants, fish, vegetables, annuals and perennials for market. Student grades are based on tests, quizzes, homework, projects, performance, class work, 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 ♦

Y 5 cr. Gr. 10-12

Prerequisite: Horticulture I

This is a CTE course. Students must have successfully completed Horticulture I in order to take Horticulture II. This program reinforces the skills, knowledge and experiences taught in Horticulture I. This program 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. This program will also explore the many branches of the horticulture industry, in detail, to provide for each major unit of study. These major units will include: fish husbandry, horticultural science, plant morphology, integrated pest and disease management, greenhouse food production, landscape architecture, landscape maintenance, floral designing, interior landscape and ecology management. Student grades are based on projects, performance, test, quizzes, homework, classwork, participation in Career Development Events (CDE) and Supervised Agricultural Experience (SAE), 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 III ♦

Y 10 cr. (2 pds) Gr. 11-12

Prerequisite: Horticulture II

This CTE course is designed to introduce the students to the fundamental principles and practices of the landscape industry through the study of landscape design, installation, and maintenance. Through a variety of lectures and applied labs, the students will be exposed to the factors that are essential in developing an aesthetically pleasing and functional residential landscape plan. The course will review many of the agribusinesses associated with the

landscape design firms, landscape construction firms, and landscape and lawn care maintenance companies. The course will also stress premier leadership, personal growth, and career development in the landscaping industry. Student grades are based primarily on projects, performance, tests, quizzes, participation in Career Development Events (CDE), Supervised Agricultural Experience (SAE), 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 IV

Y 5 cr. Gr. 12

Prerequisite: Horticulture III

This course is the final stage of the Horticulture Program. Students have successfully passed the Nocti exit exam and are preparing to enter the workforce as an employee, owner, operator, or continue their career path at the collegiate level. The primary goal for Horticulture IV students will be to choose and successfully complete a Supervised Agricultural Experience (SAE)/Supervised Learning Experience (SLE). Students, under the supervision of the Ag Instructor, will organize all Future Farmers of America (FFA), Career & Technology Education (CTE), and Career Development Events (CDE) activities. Students will also take charge, organize, and care for all maintenance to Aquaponic systems, Greenhouse, and High School Courtyard grounds.

NURSING AND ALLIED HEALTH

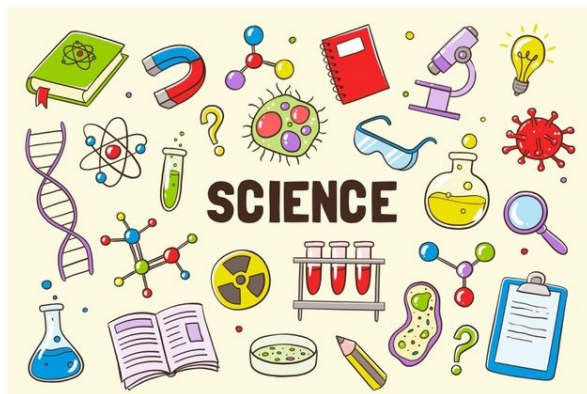
The Nursing and Allied Health pathway is a program offered in conjunction with Rowan College of South Jersey (RCSJ). The courses will run in cohorts of twenty students. Interested students should be committed to taking both online electives via RCSJ during their Delsea school day during their sophomore year, anatomy and physiology at Delsea during their junior year, and one course in person at RCSJ (utilizing the senior options program) during their senior year. RCSJ courses may include: nutrition, medical terminology, health science, patient care, and first aid (CPR). This program is based on a minimum of twenty students - if over twenty sign up, an application process will occur. (RCSJ coursework will be paid by the Delsea Regional High School District.)

ANATOMY AND PHYSIOLOGY

Y 5 cr. Gr. 11

Prerequisite: Academic or Honors Biology

This Delsea elective lab science is for students who have successfully completed Academic Biology. The program is designed for the college preparatory student who is considering a college major in the field of science. The course offers the student exposure to the anatomy and physiology of the human body. The development of laboratory procedures, and dissections of the frog and fetal pig are all required segments of this program. A notebook and written lab work are part of the students' major requirements for this course. In addition, vocabulary and career units are infused into the program. Student grades are based primarily on tests, quizzes, homework, class participation, notebook, and marking period assessments.



SOCIAL STUDIES DEPARTMENT

WORLD HISTORY

Y 5 cr. Gr. 9

This course is aligned with the New Jersey Student Learning Standards in Social Studies/History. World History investigates 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 history, economics, governments, laws, and 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. Various events and ideas of the past will be analyzed and evaluated in terms of their correlation to, and lessons for, society today. Related units-of-study include career education and reinforcement of reading, writing, and math skills. Higher level critical thinking skills along with note taking and listening skills will be emphasized. Students are evaluated primarily on tests, quizzes, homework, projects, class participation, notebooks, marking period assessments, and the appropriate use of informational text. Student success is also dependent upon accountability, time management, and organizational skills.

WORLD HISTORY HONORS

Y 5 cr. Gr. 9

This elective course is designed to challenge academically motivated students through a fast-paced and introspective survey of World History and is aligned with the New Jersey Student Learning Standards in Social Studies/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 societal norms, intellectual histories, and the use of environmental resources. Students are required to draw conclusions and form opinions on the events of the past and make the necessary correlations to, and lessons for, society today. Related units of study include career education, study skills, independent study, and research projects which include, but are not limited to, historical case studies, cause and effect relationships, and historiography research. The World History Honors course requires extensive reading and writing skills in addition to creative, independent, critical, and deductive thinking skills. Students are evaluated primarily on tests, quizzes, homework, projects, class participation, notebooks, marking period assessments, essays, and the appropriate use of informational text. All projects are assigned at the discretion of the teacher. Student success is also dependent upon accountability, time management, and organizational skills.

AP WORLD HISTORY

Y 5 cr. Gr. 9

AP World History is designed to be the equivalent of a two-semester introductory college world history course. Students will investigate significant events, individuals, developments, and processes from 1200 C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

WORLD HISTORY OF GENOCIDE

S 2.5 cr. Gr. 11-12

This elective course is intended for students with a sincere interest in the historical and current causes of genocide. From the origin of the world, through centuries of mass murder, students will examine and discover why genocide differentiates from all other atrocities through the motivation behind its use. Since the criteria for genocide is a crime on a separate scale of all other crimes against humanity and implies an intention to completely exterminate a designated group, the focus of the course will be on the premeditated, collective destruction of people past and present. The curriculum will also explore the unintentional destruction of indigenous peoples, the General Assembly of the United Nations 1948 vote defining the Convention for the Prevention and the Punishment of the Crime of Genocide, and historical and twentieth century genocides. Students will also examine the connections,

patterns, and events that gave early warnings of the catastrophes to come including but not limited to: racism or religious prejudice, territorial expansion, agrarianism, and cults of antiquity. Students will explore how these ideological factors have motivated all military, civilian, racist or religious perpetrators of genocide. Higher order thinking skills outlined in Bloom's Taxonomy will be emphasized. Related skills infused into the course include independent study and research skills, inductive and deductive reasoning skills, primary source analysis, document interpretation, essays and projects. Student assessments will be based on homework, essays, the appropriate use of informational text, student debates, class participation, research, position, or reaction papers, presentations, projects, quizzes, tests, and unit exams. Student success is also dependent upon accountability, time management, and organizational skills.

U.S. HISTORY I

Y 5 cr. Gr. 10

The course is aligned with the New Jersey Student Learning Standards in Social Studies/History. The course analyzes the social, political, economic, religious, and military histories of the United States. Major units of study include the American Revolution, the development of the Constitution, expansion on the Western Frontier, the Civil War and Reconstruction, Industrialization, and Urbanization. Geography and civics are infused throughout the curriculum. Spelling and vocabulary skills appropriate to each unit of study are developed and reinforced. Students are required to think critically and present their opinions in a variety of ways. Student understanding and mastery will be assessed through assessments, essays, DBQs, the appropriate use of informational text, quizzes, homework, class participation, projects, and marking period assessments. Student success is also dependent upon accountability, time management, and organizational skills.

U.S. HISTORY I HONORS

Y 5 cr. Gr. 10

This course fulfills the tenth grade United States history requirement while preparing students for US II AP history. It is designed as an intense, in-depth study of the political, social, military, and economic history of the United States during the seventeenth, eighteenth, and nineteenth centuries. The course utilizes United States History: Preparing for the Advanced Placement Examination by AMSCO. A college textbook approved by the College Board, *The American Pageant*, while a variety of primary and secondary sources will be examined and analyzed. The major units of study include, Pre-Columbian history, Colonialism, the American Revolution, the development of the Constitution, expansion on the Western Frontier, the American Civil War, Industrialization, Urbanization, Immigration, and the Gilded Age. Geography, economics, and civics are infused throughout the curriculum. Academic vocabulary, writing skills, and the appropriate use of informational text applicable to each unit of study are developed and reinforced. Students in the Honors US I course are responsible for independent study and resource readings as well as historical analysis to facilitate the historical interpretation of the time period and development of a historical perspective. Technology, primarily through the use of Chromebooks and Google Classroom, will be utilized throughout the year. Bloom's Taxonomy, a primary standard for learning achievement, will be integrated into the educational process infusing a range of rigor into the curriculum. Assessments include: tests, DBQs, long essays, short answers, quizzes, homework, class participation, and marking period assessments. Student success is also dependent upon accountability, time management, and organizational skills.

U.S. HISTORY II

Y 5 cr. Gr. 11

Prerequisite: U.S. History I

This course is aligned with the New Jersey Student Learning Standards in Social Studies/History. Satisfactory completion of US I history is required for entry to US II. This course is designed to challenge students in the study of the social, political, economic, religious, and military histories related to the period of time associated with US History II. Major units of study include progressivism, imperialism, WWI, the 1920's, the Depression, New Deal, World War II, the Post War Era, Civil Rights, the Politics of Reform, the Era of Political and Social Change, the return of Conservatism and the United States today. Spelling, vocabulary, and writing skills appropriate to each unit of study are developed and reinforced. Higher level critical thinking skills (Bloom's Taxonomy) are emphasized. Topics involving aging, stereotypes, self-values, and alcohol/drug abuse are also infused into the curriculum. Student grades are based primarily on tests, quizzes, homework, written responses and the appropriate use of informational text, projects, class participation, notebooks, and marking period assessments. Student success is also dependent upon accountability, time management, and organizational skills.

US HISTORY II AP**Y 5 cr. Gr. 11**

This is an elective course designed as an intense, extremely challenging, and in-depth study of the social, political, economic, religious, and military histories of the United States and serves as a continuation of the US I Honors course. The class environment affords the historically inquisitive student the opportunity to develop a conceptual and comprehensive appreciation of the past and its relationship to the present through the use of higher order thinking skills (application, analysis, synthesis, and evaluation). The curriculum is designed to address the expectations of the Advanced Placement program (www.apcentral.com) and to challenge students to broaden the historical paradigm they have thus far developed. The major focus of the course addresses the late 19th and 20th century America where in-depth units of study offer an accelerated examination of Progressivism, the Great Depression, the New Deal, WWII, the Cold War, the Civil Rights movement, political reform movements, the era of political and social change, the return of conservatism and the United States today. Geography, economics and civics are infused throughout the curriculum. Writing skills and the appropriate use of informational text applicable to each unit of study are developed and reinforced. Related skills incorporated into the curriculum include reading, writing, primary source reading and document interpretation, public speaking, research, independent study and higher order reasoning skills, all vital components of the AP United States History program. The course utilizes United States History: Preparing for the Advanced Placement Examination by AMSCO. A college textbook approved by the College Board, *The American Pageant*, is used as well throughout the course. Technology, primarily through the use of Chromebooks and Google Classroom, will be utilized throughout the school year. Bloom's Taxonomy, a primary standard of measure for assessing the process of learning will be implemented as well. Students are evaluated in myriad ways including tests, quizzes, homework, essays, short answers, notebooks, class participation, and marking period assessments. Student success is also dependent upon accountability, time management, and organizational skills. The AP course is intended to extend to students the historical knowledge and writing skills appropriate and necessary to successfully qualify on the AP history exam administered by the College Board each year in May.

SOCIOLOGY**Y 5 cr. Gr. 10-12**

This elective course is for the academically motivated student interested in how people function as groups in society. Higher order thinking skills outlined in Bloom's Taxonomy are emphasized and collaboration, and technology are infused throughout the course. The program examines selected sociological topics relative to man's social and human behavior and focuses on the structure and functioning of society. Areas studied within this content include but are not limited to: sociological theory as applied through sociological research, analysis of culture, socialization and the extent to which "nature versus nurture" influences the development of the individual, norms, values, and deviance as established through social control. Major units of study include: sociological methods and research; cultural norms, values, and sanctions; the socialization of the individual; mass communications and the media; the family; social problems; and crime. Students are exposed to related careers in the field of sociology and will be expected to reinforce skills such as reading, writing, and verbal presentations during the year. Students are evaluated primarily on tests, quizzes, homework, inquiry-based projects, research using informational text, class participation, and marking period assessments. Student success is also dependent upon accountability, time management, and organizational skills.

PSYCHOLOGY**Y 5 cr. Gr. 10-12**

This elective course is open to academically motivated students. The purpose of this course is to introduce students to scientific and systematic study of behavioral and mental processes of human beings. The basic areas of study covered in this course correspond closely to introductory college level psychology courses. Topics to be covered include a brief history, methods, the brain, sensation, perception, learning, memory, human development, personality, social development, and abnormal behavior. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They will also learn about the methods psychologists use in their science and practice. Discussion of current events in psychology is included where applicable. Skills pertaining to vocabulary development, writing using informational text, and careers appropriate to each unit are infused into the curriculum. Higher order thinking skills outlined in Bloom's Taxonomy are emphasized and diversification, collaboration, and technology are infused throughout the course. Students are evaluated primarily on tests, quizzes, homework, projects, class participation, and marking period assessments. Student success is also dependent upon accountability, time management, and organizational skills.

ADVANCED PLACEMENT PSYCHOLOGY**Y 5 cr. Gr. 11-12**

This elective course is open to academically motivated students who have a strong background in biological science and have demonstrated above average writing and critical thinking skills. The course is designed to challenge students in the basic areas of study corresponding to introductory college level psychology courses and promote success on the AP Psychology exam administered by the College Board in May of each year. The course of study adheres to the national standards for high school psychology curricula established by the American Psychological Association (APA) and includes: history, methods, careers, heredity and environment, lifespan development, biological bases of behavior, sensation and perception, motivation and emotion, stress and health, learning, memory, states of consciousness, cognition and language, personality, psychological disorders, and social and cultural dimensions of behavior. Advanced Placement Psychology introduces students to systemic and scientific study of the behavior of humans and animals. Students will be exposed to the methods psychologists use in their science and practice. Higher order thinking skills outlined in Bloom's Taxonomy will be emphasized. Skills pertaining to vocabulary development, writing using informational text, and careers appropriate to each unit are infused into the curriculum. Students are evaluated primarily on tests, quizzes, homework, projects, class participation, and alternative assessments. Student success in this course is also dependent upon accountability, time management, and organizational skills.

MODERN EUROPEAN HISTORY AP**Y 5 cr. Gr. 11-12**

This course is designed for the academically motivated student. It studies the time period from the High Renaissance to the Rise of New Europe by analyzing the intellectual-cultural, political-diplomatic, and socio-economic trends in Modern European history. Topics include: Europe in the High Renaissance, the Age of Louis XIV, the Enlightenment, the French Revolution and Napoleon, the Age of Liberalism and Nationalism, Pre-World War I, World War I, World War II and its aftermath, and the Cold War to the Fall of Communism. Related skills infused into the program include reading and writing, with emphasis on position paper writing, primary source reading, and document interpretation. Public speaking, reasoning, study, and research skills are essential elements of the course. Vocabulary development, writing using primary and secondary sources, and deductive and inductive thinking skills are vital components of the class. The major projects include but are not limited to, at least one position/research paper on each unit, summary reports on primary reading assignments, unit and chapter worksheets, and other materials relevant to subject content. Student grades are based primarily on tests, quizzes, homework, projects, research paper, and marking period assessments. Student success in this course is also dependent upon accountability, time management, and organizational skills. The course is intended to extend to students the historical background and writing skills appropriate for successful achievement on the College Board administered Advanced Placement exam.

RACE, GENDER AND ETHNICITY IN AMERICAN HISTORY AND CULTURES**S 2.5 cr. Gr. 10-12**

This program is for students interested in a deeper understanding of United States history and culture and is designed as a study of American history from the perspective of minority groups. The major units of study in Race, Gender and Ethnicity in American History and Culture include: an analysis of slavery, the role of minorities in American wars, the women's suffrage movement, the Intellectual and Cultural Movements of immigrants, women, and African Americans, and the struggles of these groups to be accepted in American culture and allowed equal rights under the law. Emphasis will be placed on social and cultural aspects as a means of complementing the US I and US II courses which focus more on the political aspects of American history. Race, Gender and Ethnicity in American History and Culture affords students supplementary information to provide an informed perspective for informed citizenship as well as an appreciation of historical (and literacy) skills and attitudes. By utilizing this process students will learn to evaluate events in history, interpret the interrelationships of people and events, and come to recognize the historical roots that link the past and present. Thus, the students are provided with the tools to better understand and serve a productive role in today's world. Student's grades are based primarily on quizzes, projects, and class participation. Student success in this course is also dependent upon accountability, time management, and organizational skills.

JUNIOR RESERVE OFFICER TRAINING CORPS (JROTC) DEPARTMENT

JROTC 1 / JROTC 9 – THE EMERGING LEADER (LET 1) Y 5 cr. Gr. 9

PREREQUISITES: NONE. This is the first of four core courses in the Army Junior Reserve Officers' Training Corps (JROTC) high school program. This course supports 22 lessons designed for first-year Cadets. Because the central focus of the JROTC program is to help develop strong leaders and model citizens, first year Cadets are introduced to content that will help the inner leader begin to emerge. Knowledge, skills, and abilities acquired in this unit are covered in five chapters. They are: Chapter 1: JROTC Foundations introduces Cadets to the mission of the program and how it helps prepare personal success and citizenship. They are exposed to the traditions, organizational structure, and disciplines of JROTC and begin putting into practice customs and courtesies important in the program. Chapter 2: Personal Growth and Behaviors focuses on the Cadet. In this chapter they take a close look at personal behavioral preferences, interpersonal skills and abilities, and strategies to help build personal success -- in the high school classroom, the JROTC program, and the Cadet's community. Chapter 3: Team Building introduces Cadets to the discipline and structure of military drill. The individual role responding to commands and moving with precision is essential when participating in drill exercises at future competitions or community events. Chapter 4: Decision Making introduces Cadets to a process and system for addressing goals and handling conflict, both internal and with others. Chapter 5: Health and Fitness looks at stress and its effect on health. In this chapter, Cadets will examine ways to address and manage stress in life. Physical fitness is one effective strategy for maintaining health and is an essential component of this JROTC program through Cadet Challenge. Chapter 6: Service Learning is a required element of the JROTC program. In LET 1, Cadets learn the features and benefits of service learning for the community, one's self, and the JROTC program.

JROTC 2 / JROTC 10 – THE DEVELOPING LEADER (LET 2) Y 5 cr. Gr. 10

PREREQUISITE: COMPLETION OF JROTC 1 / JROTC 9. This course builds upon the mastery of LET 1 skills and abilities, providing Cadets with new and more challenging opportunities in leadership development. There are 24 active-learning lessons within eight chapters. The chapters are: Chapter 1: Leadership introduces Cadets to the elements of leadership, encouraging the analysis of personal leadership attributes and their relationship to program goals. As well, Cadets examine their own leadership competencies and style and the role they play in teams. Chapter 2: Personal Growth and Behaviors focuses on communication. Good leaders are effective communicators. Writing, listening, and speaking are essential outcomes in this learning module. Communication also supports personal confidence and Cadets will begin to see how their strengths relate to their vocational interests and begin to explore post-secondary options. Finally, Cadets examine the role ethics plays in leadership and how core values affect their personal code of conduct. Chapter 3: Team Building introduces new challenges and opportunities for team and squad drill leaders. As leadership develops, so does discipline and team building, demonstrated regularly in drill and ceremony activities. Chapter 4: First Aid exposes Cadets to the citizen's role in helping others during an emergency. This learning module helps Cadets identify emergency situations and the universal precautions to address them. Additionally, Cadets will explain first aid response to common and severe emergencies. Chapter 5: Decision Making uses the model for making good choices and decisions to situations that involve bullying and violence. Cadet leaders take a stance against bullying and encourage others to make those same good choices. Chapter 6: Health and Fitness focuses on nutrition, body image, and the elements of good health. In this learning module, Cadets use decision-making and goal setting in their plans for life-long health. Cadets strive for physical fitness goals through Cadet Challenge and regular program exercise, as possible. Chapter 7: Service Learning provides LET 2 Cadets an opportunity to participate, but also evaluate the effectiveness of a service learning project. Participating in after action reviews with teams and making decisions toward continuous improvement of service to others are hallmarks of this unit. Chapter 8: Citizenship and Government introduces Cadets to the purpose of government and the role of the U.S. Constitution on democracy and the rights of its citizens.

JROTC 3 / JROTC 11 – THE SUPERVISING LEADER (LET 3) Y 5 cr. Gr. 11

PREREQUISITE: COMPLETION OF JROTC 2 / JROTC 10. This course builds upon the mastery of LET 1 and 2 skills and abilities, providing Cadets with new and more challenging opportunities as a leader by overseeing planning, project implementation, and team personnel. Cadets at this level can acquire battalion staff positions and

responsibilities and help integrate improvements in the local JROTC program and community. There are 20 active-learning lessons within seven chapters. The chapters are: Chapter 1: Leadership looks at the command and staff roles and their relationship to leadership in the battalion and with battalion projects. Cadets evaluate their personal management skills and help prepare and lead meetings and continuous improvement plans as supervisors. Chapter 2: Personal Growth and Behaviors focuses on personal planning and management, looking at opportunities after high school and making plans for college, military, or work place. Career action planning occurs in this learning module and Cadets develop a career portfolio to showcase their JROTC program and academic achievements. Chapter 3: Team Building provides Cadets an opportunity to earn duties and responsibilities of a platoon leader or sergeant and execute platoon drill. Chapter 4: Decision Making provides Cadets leadership development opportunity to use strategies for neutralizing prejudice in relationships and negotiate an agreement. Chapter 5: Health and Fitness takes a hard look at the effects of substance use and abuse on health. While examining the influences that impact teen culture today, Cadets take a leadership stance on their response to substances such as tobacco, alcohol and drug use. In this course, Cadets explore response strategies for substance abuse situations. Chapter 6: Service Learning projects often lie in the hands of upper class men and women to lead service learning initiatives for the JROTC program. In this learning module, Cadet will create a service learning plan, helping to organize teams and their roles in the project schedule. Chapter 7: Citizenship and Government will look deeper at the citizen's role in society as contribution to a strong community.

JROTC 4 / JROTC 12 – The Managing Leader (LET 4)

Y 5 cr. Gr. 12

PREREQUISITE: COMPLETION OF JROTC 3 / JROTC 11. This is the capstone JROTC course, which provides Cadets multiple opportunities to manage and lead in the battalion, in the school, and their respective communities The LET 4 Cadet is ready to assume responsibilities and manage him or herself and others whom they work with or oversee as a Cadet manager. There are 12 active-learning lessons within five chapters. The chapters are: Chapter 1: Leadership looks closely at the leadership role in continuous improvement, recognizing team attitudes that contribute to achieving personal and battalion goals. LET 4 Cadets are mentors and leaders to younger Cadets and work with instructors and other Cadets on lesson development and delivery. Leaders encourage feedback from their subordinates and teammates. Chapter 2: Personal Growth and Behaviors encourages the LET 4 Cadet to look beyond high school into adulthood. Cadets are challenged to identify personal management and accountability strategies and develop a 10-year plan for professional and personal success. Chapter 3: Team Building provides LET 4 Cadets an opportunity to apply motivation strategies to teams and use effective communication models to provide feedback to others for encouragement and improvement. Drill leadership opportunities include executing company and battalion drills. Chapter 4: Service Learning provides LET 4 Cadets an opportunity to manage a service learning project, using several project management tools. Chapter 5: Citizenship and Government will examine how competing principles and values challenge the fundamental principles of society. Cadets develop solutions for future challenges to citizen rights.

JROTC 3 / 4 – ADVANCED

Senior Leadership and Staff (LET 3, 4):

Y 5 cr. Gr. 11-12

PREREQUISITE: SELECTION BY JROTC INSTRUCTORS TO JOIN COURSE, BASED ON PREVIOUS PERFORMANCE OF DUTIES IN JROTC AND COMPLETION OF AT LEAST JROTC 2 (OR JROTC 3).

This is a course for Cadets selected by the JROTC Instructors to fill senior leadership and staff positions. Though this is NOT an Honors or AP course, the level of responsibility and authority is significant. This course provides Cadets multiple opportunities to manage and lead at the senior levels of Cadet Corps leadership, in the school, and their respective communities The Advanced JROTC Cadet 3/4 Cadet assumes responsibilities for senior -level leadership and management of the Cadet Corps and staff functions, to include: Personnel Management/Human Resources, Physical Security, Operations, Training and Planning, Logistics, Budget and Inventory Management, Community Relations and Public Affairs, and Information Technology/Information Security, Website Design and Website Management. *(UPDATED 11 MAY 22)(alf3)*

WORLD LANGUAGE DEPARTMENT

SPANISH I

Y 5 cr. Gr. 9-12

Spanish I is aligned with the New Jersey Student Learning Standards in World Languages and is designed to provide students with basic communication skills in Spanish. Major units of study include: culture, listening, speaking, reading, and writing, subject pronouns, definite and indefinite articles, present time (regular and irregular verbs) introduction to preterit, adjectives, time, negatives, object pronouns, numbers, prepositions, interrogatives, and possessives. Spanish vocabulary, pronunciation and intonation skills through textbook dialogues, various activities to develop speaking and listening skills, and knowledge about the geography and cultures of Spain and other Spanish Speaking countries are included in the study. Students are exposed to related careers. Student grades are based on tests, quizzes, homework, projects, class participation, notebooks, and marking period assessments. The responsibility of bringing a charged chromebook is imperative for student learning on a daily basis. Many documents, activities, deadlines and assessments will be provided through Google Classroom. Student success in this course is also dependent upon accountability, time management, and organizational skills.

SPANISH I HONORS

Y 5 cr. Gr. 9-12

This is a course designed for ambitious, highly capable, and interested students. The course is the first step of a sequential Honors track that concludes with the Advanced Placement Spanish Language course in grade twelve. The curriculum is proficiency based and offers an accelerated approach which includes advanced level concepts and processes and is designed to promote success on the AP exam administered by the College Board each year. Active student participation is required as students practice proficiency through independent, as well as small group activities. Flexible and fluent thinking, as well as, skills of inquiry, synthesis, and evaluation are developed through assigned and self-directed projects which include but are not limited to, one written research project on the Spanish speaking world, oral presentations in Spanish, and a culture based project. Major units include vocabulary building (including idioms), phonetics and intonation, verb conjugations in the present, and introduction to the preterite, pronouns, interrogatives, adjectives, adverbs, comparisons, geography, Hispanic culture, and related careers. The highly motivated learner achieves enough proficiency in Spanish to survive and work within the parameters of speaking, reading, writing, and listening in conjunction with state core course proficiencies. Student grades are based primarily on tests, quizzes, homework, projects, class participation, notebooks and marking period assessments. The responsibility of bringing a charged chromebook is imperative for student learning on a daily basis. Many documents, activities, deadlines and assessments will be provided through Google Classroom. Student success in this course is also dependent upon accountability, time management, and organizational skills.

SPANISH II

Y 5 cr. Gr. 10-12

Prerequisite: Spanish I

The course is aligned with the New Jersey Student Learning Standards in World Languages. It is proficiency based and is designed to expand and broaden the student's communication skills and explore cultural norms of Spanish Speaking countries. Major units of study include: culture, listening, speaking, reading and writing. Irregular present tense verbs, preterit and imperfect tenses and their uses, future tense, object pronouns, adverbs, grammar agreement and vocabulary are taught and the conditional and present subjunctive are introduced. Students are also exposed to related careers in World Languages. Satisfactory completion of Spanish I is required for entry into Spanish II. Student grades are based primarily on tests, quizzes, homework, projects, class participation, notebooks, and marking period assessments. The responsibility of bringing a charged chromebook is imperative for student learning on a daily basis. Many documents, activities, deadlines and assessments will be provided through Google Classroom. Student success in this course is also dependent upon accountability, time management, and organizational skills.

SPANISH II HONORS

Y 5 cr. Gr. 10-12

Prerequisite: Spanish I Honors

This course is designed for students who have successfully completed the first level honors sequence and are interested in continuing their studies of Spanish in an accelerated and proficiency-based curriculum that may lead to an advanced placement course in grade twelve. The course is aligned with the New Jersey Student Learning Standards in World Languages. The course presents a spiral approach to grammar and is intensely language based

as the students improve proficiency in the foreign language. Major units of study for the Spanish II Honors program include: vocabulary building with a thematic approach; verb conjugations of the future; conditional and subjunctive; the imperative, reading short passages of Spanish literature; writing essays on a variety of topics and daily practice in oral and aural activities. The curriculum reflects a rigorous set of expectations on the part of the student because the program is fast paced, includes independent and group activities, and emphasizes the high level thinking skills of analysis and synthesis. Creative thinking and production are developed in the classroom, as well as through assigned projects. Related careers are also studied. By the end of the course, with circumlocutions, the student is able to converse in the Spanish language on any non-technical topic in conjunction with state core course proficiencies. Student grades are based primarily on tests, quizzes, homework, projects, class participation, and marking period assessments. The responsibility of bringing a charged chromebook is imperative for student learning on a daily basis. Many documents, activities, deadlines and assessments will be provided through Google Classroom. Student success in this course is also dependent upon accountability, time management, and organizational skills.

SPANISH III HONORS

Y 5 cr. Gr. 11-12

Prerequisite: Spanish II Honors

This elective course is designed for highly motivated students who have successfully completed the second level honors sequence and are interested in broadening, refining, and perfecting their proficiency in Spanish. The course is aligned with the New Jersey Student Learning Standards in World Languages and is the final step of the honors track which concludes with the Advanced Placement Spanish Language course in grade 12. A spiral approach to grammar is continued and the course accelerates in content and products. Active student participation in oral and written work is expected and required. Students are also encouraged to speak in class in the foreign language. Students improve listening comprehension with frequent use of authentic internet audio resources. Units-of-study include passive voice, idiomatic verb usage, compound tenses, the subjunctive mood, syntax of complex sentences, vocabulary building, culture, and related careers. Students will be introduced to practice free response tasks similar to those assessed on the AP Exam. Student grades are based primarily on tests, quizzes, homework, projects, class participation, interpersonal conversations, email responses, cultural comparisons, notebooks, and marking period assessments. The responsibility of bringing a charged chromebook is imperative for student learning on a daily basis. Many documents, activities, deadlines and assessments will be provided through Google Classroom. Student success in this course is also dependent upon accountability, time management, and organizational skills.

ADVANCED PLACEMENT SPANISH

Y 5 cr. Gr. 12

Prerequisite: Spanish III Honors

This elective course is designed to challenge able, ambitious, and interested foreign language students. The course is aligned with the New Jersey Student Learning Standards in World Languages. It is the fourth and concluding step of a carefully articulated sequential program, and is preceded by three levels of Spanish honors courses. The AP Spanish Language program offers advanced instruction for one full academic year and is comparable in difficulty and content to a level three college course in advanced Spanish composition and conversation. The course is taught by following six thematic units outlined by the College Board. This course develops language and cultural proficiency at the Intermediate to Advanced levels with a focus on mastery of listening, speaking, reading and writing skills, and not on the content of specific texts. Major units of study include: vocabulary building, free response AP task test and practice including email writing, argumentative essays, conversations, cultural comparisons, and interpret text. In addition, students will also listen to comprehension of narratives, long/short dialogues in Spanish on any non-technical topic, and use all verb tenses and moods, especially the subjunctive. Students are encouraged to speak in class in the foreign language. International career opportunities in Spanish are also studied. The course draws on all of the students' previous language learning however, emphasis is placed on the use of the second language for active communication. Students must work actively without constant teacher monitoring. The AP program requires creative and independent performance as well as critical thinking and advanced inquiry skills. Toward the end of the program, AP students are encouraged to demonstrate their proficiency on a comprehensive examination prepared and administered by the College Board. Depending on the grade of that examination, a student may receive college credit or advanced placement in a course at college. The responsibility of bringing a charged chromebook is imperative for student learning on a daily basis. Many documents, activities, deadlines and assessments will be provided through Google Classroom. Student marking period grades are based primarily on demonstration of proficiencies in Spanish in the areas noted above.

FRENCH I**Y 5 cr. Gr. 9-12**

This is a proficiency based course for students designed to provide a basic foundation in French communication skills (speaking, reading, listening, and writing). The course is aligned with the New Jersey Student Learning Standards in World Languages. An introduction to Francophone culture is also provided. Major units of study include: development of French vocabulary and grammar skills, subject pronouns, definite and indefinite articles, partitive present tense, negatives, regular and irregular verbs, adjectives, time, and possessives. Pronunciation and intonations skills (textbook dialogues), and French geography and customs are included in the program of study. Students are exposed to related careers in foreign languages. Students will also work on developing their speaking and listening skills. Student grades are based on tests, quizzes, homework, projects, class participation, and marking period assessments. The responsibility of bringing a charged chromebook is imperative for student learning on a daily basis. Many documents, activities, deadlines and assessments will be provided through Google Classroom. Student success in this course is also dependent upon accountability, time management, and organizational skills.

FRENCH I HONORS**Y 5 cr. Gr. 9-12**

This course is an elective subject for students interested in pursuing the advanced placement sequence in which French I Honors. It is the first of four progressive levels. The course is aligned with the New Jersey Student Learning Standards in World Languages. The curriculum is proficiency-based and offers an accelerated approach to advanced level concepts and processes for the highly capable, ambitious, and motivated student. Active daily student participation, flexible and fluent thinking, application of inquiry, synthesis, and evaluation skills, practices in proficiency, and development of self-directed projects are the major characteristics of this honors program. The units-of-study include; vocabulary development, phonetics and intonation, verb conjugations in the present tense, negatives, prepositions, pronouns, interrogative, adjectives, adverbs, comparisons, geography, culture, and related careers. Required major projects include; but are not limited to: taped oral dialogues in the target language, short written compositions in French, and a written or oral research project in conjunction with state core course proficiencies. Student grades are based primarily on tests, quizzes, homework, projects, class participation, and marking period assessments. The responsibility of bringing a charged chromebook is imperative for student learning on a daily basis. Many documents, activities, deadlines and assessments will be provided through Google Classroom. Student success in this course is also dependent upon accountability, time management, and organizational skills.

FRENCH II**Y 5 cr. Gr. 10-12****Prerequisite: French I**

The course is aligned with the New Jersey Student Learning Standards in World Languages. This course is language based with emphasis on broadening communication skills as well as exploring typical Francophone customs. Satisfactory completion of French I is required for entry to French II, which is the second level of a three year sequential program. Major units of study include: the expansion of French vocabulary skills, grammar skills, introduction to past tenses, irregular verbs, compound verb forms, reflexive verbs, object pronouns, adverbs, adjective agreements, and related careers in conjunction with state core course proficiencies. Students will also work to continue developing their speaking and listening skills. Student grades are based primarily on tests, quizzes, homework, projects, class participation, and marking period assessments. The responsibility of bringing a charged chromebook is imperative for student learning on a daily basis. Many documents, activities, deadlines and assessments will be provided through Google Classroom. Student success in this course is also dependent upon accountability, time management, and organizational skills.

FRENCH II HONORS**Y 5 cr. Gr. 10-12****Prerequisite: French I**

This program is an elective course designed for students who have successfully completed the first level of the Honors/Advanced Placement sequence and are interested in continuing their study of French through an accelerated and proficiency-based curricula approach. The course is aligned with the New Jersey Student Learning Standards in World Languages. The major units of study include: vocabulary development; verb conjugations of the future, conditional, and subjunctive moods; reading passages of French literature; introduction to Advanced Placement tasks, and daily practice in both oral and listening activities. The curriculum reflects a rigorous set of student

expectations, is fast-paced, includes both independent and group activities, and emphasizes the high level thinking skills of analysis and synthesis. In addition to the above listed components of the Honors French II program, the course also addresses related careers and focuses on the acquisition of communication skills which enable the student to converse with clarity on a non-technical subject in the target language in conjunction with state core course proficiencies. Student grades are based primarily on tests, quizzes, homework, projects, class participation, and marking period assessments. The responsibility of bringing a charged chromebook is imperative for student learning on a daily basis. Many documents, activities, deadlines and assessments will be provided through Google Classroom. Student success in this course is also dependent upon accountability, time management, and organizational skills.

FRENCH III HONORS

Y 5 cr. Gr. 10-12

Prerequisites: French I, II Honors

This program is designed for the highly motivated students who have successfully completed levels I and II of the honors/advanced placement track and are interested in broadening, refining, and perfecting their proficiency in the French language. The course is aligned with the New Jersey Student Learning Standards in World Languages. Honors French III is the last of the three preliminary sequences leading to the advanced placement fourth level course. The major units of study of the Honors French III program include: idiomatic verb usage, compound tenses, syntax of complex sentences, vocabulary building, culture, and related careers. Projects for this course include, but are not limited to, taped interviews and lectures, written reports, and research and/or analytical studies. This program is accelerated in content and products and incorporates active student participation in both oral and written learning processes. Listening comprehension is refined and developed through the use of recordings of native speakers and readings of French literature in conjunction with state core course proficiencies. Students will continue to practice free response tasks aligned to those found on the AP Exam. Student grades are based primarily on tests, quizzes, homework, projects, class participation, and marking period assessments. The responsibility of bringing a charged chromebook is imperative for student learning on a daily basis. Many documents, activities, deadlines and assessments will be provided through Google Classroom. Student success in this course is also dependent upon accountability, time management, and organizational skills.

ADVANCED PLACEMENT FRENCH

Y 5 cr. Gr. 12

Prerequisite: French III Honors

This course is designed to challenge the able, ambitious, and interested foreign language students who have successfully completed the first three sequences of Honors French. The course is aligned with the New Jersey Student Learning Standards in World Languages. The AP program offers advanced instruction which is comparable in content and standards to a third year college course in French. The program focuses on mastery of listening, speaking, reading, and writing skills in the target language and includes the following major units-of-study: refinement and expansion of French vocabulary, multiple choice and free response AP task practice, comprehension of French lectures and short dialogues, conversational French on appropriate topics, and the usage of all verb tenses and moods. The use of the French language will be employed during all class periods and international careers will be reviewed. A long-range assignment is required each marking period and includes at least one project based on French literature. Participants in the AP French program are expected to work without constant monitoring by the instructor; creative and independent performance, as well as critical thinking in inquiry skills are also expectations of the students. The responsibility of bringing a charged chromebook is imperative for student learning on a daily basis. Many documents, activities, deadlines and assessments will be provided through Google Classroom. The French Advanced Placement curriculum is designed to address all the requirements of the national standards and successful completion of the College Board administered exam.

ITALIAN I

Y 5 cr. Gr. 9-12

This course is designed to provide the students with a basic foundation in Italian communication skills (speaking, reading, listening, and writing) as outlined in the New Jersey Student Learning Standards in World Languages. An introduction to the culture of the Italian people is also provided. Major units of study include: development of Italian vocabulary and grammar skills, subject pronouns, definite and indefinite articles, present tense, regular and irregular verbs, introduction to the preterit, adjectives, time and possessives. Italian vocabulary, pronunciation and intonation skills through dialogues, various activities in using technology, and Italian geography and customs are included in the program of study. Students are also exposed to related careers in Italian. Student grades are based

on tests, quizzes, homework, projects, class participation, notebooks and marking period assessments. The responsibility of bringing a charged chromebook is imperative for student learning on a daily basis. Many documents, activities, deadlines and assessments will be provided through Google Classroom. Student success in this course is also dependent upon accountability, time management, and organizational skills.

ITALIAN I HONORS

Y 5 cr. Gr. 9

This course is designed for ambitious, highly capable, motivated and interested students and is aligned with the New Jersey Student Learning Standards in World Languages. The course is the first step of a sequential honors track that concludes with the Advanced Placement Italian Language course in grade twelve. The curriculum is proficiency based and offers an accelerated approach which includes advanced level concepts and processes. There is active student participation as students practice proficiency through independent, as well as, small group activities. Flexible and fluent thinking as well as the skills of inquiry, synthesis and evaluation are developed through assigned and self-directed projects which include, but are not limited to, one written research project on the Italian speaking world, email writing, cultural comparisons, and conversations. Major units include vocabulary building, phonetics and intonation, verb conjugations in the present and past, pronouns, interrogatives, adjectives, adverbs, geography, Italian culture, and related careers. Student grades are based primarily on tests, quizzes, homework, projects, class participation, and marking period assessments. The responsibility of bringing a charged chromebook is imperative for student learning on a daily basis. Many documents, activities, deadlines and assessments will be provided through Google Classroom. Student success in this course is also dependent upon accountability, time management, and organizational skills.

ITALIAN II

Y 5 cr. Gr. 10-12

Prerequisite: Italian I

The course is aligned with the New Jersey Student Learning Standards in World Languages. It is language based with an emphasis on communication skills as well as exploring typical Italian customs. Satisfactory completion of Italian I is required for entry into Italian II. Major units of study include: the expansion of Italian vocabulary skills, grammar skills, the future and conditional mode, passato prossimo, imperfect tense, irregular verbs, compound verb forms, reflexive verbs, object pronouns, adverbs, adjective agreement, and related careers in conjunction with State core course proficiencies. Students will continue developing their speaking and listening skills. The responsibility of bringing a charged chromebook is imperative for student learning on a daily basis. Many documents, activities, deadlines and assessments will be provided through Google Classroom. Student grades are based primarily on tests, quizzes, homework, projects, class participation, notebooks, and marking period assessments. Student success in this course is also dependent upon accountability, time management, and organizational skills.

ITALIAN II HONORS

Y 5 cr. Gr. 10-12

Prerequisite: Italian I

This elective course is designed for students interested in continuing their study of Italian through an accelerated and proficiency based curriculum. This course is also aligned with the New Jersey Student Learning Standards in World Languages. The course presents a spiral approach to grammar and is language based in its emphasis on proficiency in the Italian language, function, context, and accuracy. The major units of study include: vocabulary development, verb conjugations of the passato prossimo, imperfect, reflexive verbs, the progressive tenses, future, and conditional; reading passages of Italian literature; writing emails and essays; and daily practice in both oral and listening activities. The curriculum reflects a rigorous set of expectations, is fast paced, includes both independent and group activities and emphasizes the higher level thinking skills of analysis and synthesis. Creative thinking and production are developed in the classroom and through assigned projects which include, but are not limited to, open-ended research projects. In addition to the above listed components for the honors Italian II program the course also addresses related careers and focuses on the acquisition of communication skills which enables the student to converse with clarity on non-technical subjects in the target language. The program's purpose is to provide a proficiency-based curriculum which integrates the language functions, context and linguistic forms so that students will be able to function in the target language. The program will help students satisfy possible college language requirements as well as develop higher level thinking and inquiry skills, and creative thinking which are transferable across disciplines. Student grades are based on tests, quizzes, homework, projects, class participation and marking period assessments. The responsibility of bringing a charged chromebook is imperative for student learning on a

daily basis. Many documents, activities, deadlines and assessments will be provided through Google Classroom. Student success in this course is also dependent upon accountability, time management, and organizational skills.

ITALIAN III HONORS

Y 5 cr. Gr. 11-12

Prerequisite: Italian II

This course is designed for the highly motivated student who has successfully completed levels I and II and is interested in broadening, refining, and perfecting their proficiency in the Italian language and culture. This course is also aligned with the New Jersey Student Learning Standards in World Languages. Honors Italian III is the final step of the honors sequence leading to the Advanced Placement fourth level course. The purpose of the program is to provide an accelerated in-depth curriculum to advance foreign language students in order that they refine and perfect their proficiency in the skills of reading, writing, speaking, and listening in Italian. Students improve listening comprehension with frequent use of audio of native speakers. The program will help develop communication skills and provide information about other cultures. It will also help prepare students for the AP Italian language course and exam or other college placement and achievement tests. Units of study include the Italian job market, food, holidays, city life, shopping, geography, politics, family, and scientific advancement. Student grades are based primarily, but not limited to: tests, quizzes, homework, and performance assessments, including email writing, argumentative essays, conversations, and cultural comparisons. The responsibility of bringing a charged chromebook is imperative for student learning on a daily basis. Many documents, activities, deadlines and assessments will be provided through Google Classroom. Student success in this course is also dependent upon accountability, time management, and organizational skills.

ADVANCED PLACEMENT ITALIAN

Y 5 cr. Gr. 12

Prerequisite: Italian III Honors

This elective course is designed to challenge the able, ambitious, and interested world language students who have successfully completed the first three sequences of Italian. This course is also aligned with the New Jersey Student Learning Standards in World Languages. The AP program offers advanced instruction which is comparable in content and standards to a second year college course in Italian. Students who enroll should already have a basic knowledge of the language and culture of Italian-speaking peoples and should have attained a reasonable proficiency in listening comprehension, speaking, reading, and writing. The program focuses on mastery of listening, speaking, reading, and writing skills in the target language. Units of study include the environment, school life, fashion, use of the internet, sports and vacations, family structure, immigration, and the Fine Arts. This course will also focus on the refinement and expansion of Italian vocabulary; frequent performance assessments using the interpretive, interpersonal and presentational modes of communication; listening and reading comprehension about Italian daily life and culture; and the use of all verb moods and tenses. The use of the Italian language will be employed during all class periods. Student progress is based primarily on, but not limited to: tests, quizzes, homework, and performance assessments, including email writing, argumentative essays, conversations, and cultural comparisons. The responsibility of bringing a charged chromebook is imperative for student learning on a daily basis. Many documents, activities, deadlines and assessments will be provided through Google Classroom. The Italian Advanced Placement curriculum is designed to address all the requirements of the national standards for this program and, in doing so, prepares the students for successful achievement on the Advanced Placement exam administered each May by the College Board.

EXPLORATORY SPANISH 2 AND THE LATINO CULTURE

Y 5 cr. Gr. 9-12

This is an elective course focused on exploring the various Spanish-speaking countries that comprise the diverse Latino Culture. Special emphasis will be placed on the geography, customs, language and other cultural aspects of Spanish-speaking people. Major course concepts include: geographical awareness, customs and rituals of distinct Spanish-Speaking groups, Spanish language, essential phrases for basic communication, and global awareness. The responsibility of bringing a charged chromebook to class on a daily basis is imperative for student learning. Many documents, activities, deadlines and assessments will be provided through Google Classroom. Students will be evaluated in myriad ways including multimedia and oral presentations as well as research assignments.

ELL SWA-G**Y 5 cr. Gr. 9-12**

ELL SWA-G is an academic support program designed to assist identified ELL students to become successful learners. Participating ELL students grades 9-12 will be present for 1 period of the school day, 5 days a week and earn 5 credits per year. The purpose of the program is to provide academic, emotional, and behavioral support to increase success with learning. Students will hone skills in organizational management, educational technology, appropriate school and learner behaviors, confidence in learning, and social skills. Student grades are based on daily participation/professionalism, completion of academic tracking sheets, creation and implementation of improvement plans, and self-evaluations. Entrance is determined by the ESL teacher(s) and guidance staff. Exit criteria is determined by the SWA-G teacher(s), ESL teacher(s) and guidance staff based on improvement within the entrance criteria.

ELL LAB**Y 5 cr. Gr. 9-12**

This semester course is designed for WIDA identified, Tier-A English Language Learners (Entering, Beginning, Developing) in 9th-12th grade. ELL Lab offers interactive computer resources for students to practice a variety of skills: grammar, listening, pronunciation, reading, vocabulary and writing. Along with learning around foundational and conversational English, the coursework also offers students instruction, feedback, and resources designed to support English Language Learners in the reading, writing, speaking, and listening tasks commonly found in traditional schoolwork. This course is taken in addition to the regular English Language Arts class and meets five days a week. Classes are smaller than the average size and instruction is individualized to meet specific student needs. This course is most appropriate for English language learners who: have arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English, OR have recently tested at the lowest level of English language proficiency, OR have some social language proficiency and some, but limited, academic language proficiency in English.

LAB CLASSES**MATHEMATICS & ENGLISH LANGUAGE ARTS LAB CLASSES**

Ninth Through Eleventh Grade English Language Arts Lab is a required supplementary English Language Arts course designed for students who have not achieved the proficiency level as mandated by the New Jersey Department of Education. This class is taken in addition to and supports the required English course. Although grades and elective credits are received for this course, the credits do not serve as satisfying the English requirements for graduation. Below is the course length and credit accrual for each grade level:

- 9th grade: half-year (2.5 credits)
- 10th grade: half-year (2.5 credits)
- 11th grade: half-year (2.5 credits)

The reading and writing program primarily emphasizes development through an "Educational Proficiency Plan" (EPP) and is designed to prepare the student for meeting the state's proficiency level. Major units of study address College and Career Readiness in Reading, Writing, Listening and Speaking as outlined in the New Jersey Student Learning Standards. These skills are then applied to the more complex processes involved in combining and organizing ideas into well-constructed and cohesive argumentative, informational, and narrative essays. The classes also reinforce developmental skills in the area of punctuation usage, spelling, vocabulary acquisition, phrases, clauses, sentence structure, transitional words and phrases, and paragraph development. To further aid in the skill strengthening process, technology is utilized and classes are smaller than the average size to enhance instruction. Student grades are based primarily on tests, quizzes, classwork, class participation, and notebooks.

ENGLISH LANGUAGE ARTS LAB 9**S 2.5 cr. Gr. 9**

This course is a supplemental English Language Arts class aligned to the New Jersey Student Learning Standards for ELA which supports the English Language Arts curriculum and the associated skills required on the New Jersey state mandated assessment. This course is taken in addition to the regular English Language Arts class and meets five days a week. Classes are smaller than the average size and instruction is individualized to meet specific student needs. Major units of study in the reading portion include the skills and knowledge useful for word recognition, structural analysis applicable to vocabulary building, and skills in reading comprehension. The course reviews the

reading and analysis/evaluation skills related to both fiction and nonfiction. The writing portion of the course provides a holistic approach to sentence structure, punctuation usage, capitalization, phrases, parts of speech, spelling, and writing. These skills are then applied to the more complex process involved in combining and organizing ideas into well-constructed sentences, paragraphs, and essays. Writing focuses on analytical, evaluative, argumentative, and narrative formats. All units of study address both remedial and developmental approaches and include strategies for multiple choice questions and prose constructed responses. Student evaluations will include, but are not limited to, formative and summative assessments consisting of teacher observations, quizzes, tests, essays, and digital activities and projects.

ENGLISH LANGUAGE ARTS LAB 10

S 2.5cr. Gr. 10

This is a supplemental English Language Arts class aligned to the New Jersey Student Learning Standards for ELA which supports the English Language Arts curriculum and the associated skills required on the New Jersey state mandated assessment. This course is taken in addition to the regular English Language Arts class and meets five days a week. Classes are smaller than the average size and instruction is individualized to meet specific student needs. Major units of study in the reading portion include the skills and knowledge useful for word recognition, structural analysis applicable to vocabulary building, and skills in reading comprehension. The course reviews the reading and analysis/evaluation skills related to both fiction and nonfiction. The writing portion of the course provides a holistic approach to sentence structure, punctuation usage, capitalization, phrases, parts of speech, spelling, and writing. These skills are then applied to the more complex process involved in combining and organizing ideas into well-constructed sentences, paragraphs, and essays. Writing focuses on analytical, evaluative, argumentative, and narrative formats. All units of study address both remedial and developmental approaches and include strategies for multiple choice questions and prose constructed responses. Student evaluations will include, but are not limited to, formative and summative assessments consisting of teacher observations, quizzes, tests, essays, and digital activities and projects.

ENGLISH LANGUAGE ARTS LAB 11

S 2.5cr. Gr. 11

This is a supplemental English Language Arts class aligned to the New Jersey Student Learning Standards for ELA which supports the English Language Arts curriculum and the associated skills required on the New Jersey state mandated assessment. This course is taken in addition to the regular English Language Arts class and meets five days a week. Classes are smaller than the average size and instruction is individualized to specific student needs. Major units of study in the reading portion include the skills and knowledge useful for word recognition, structural analysis applicable to vocabulary building, and skills in reading comprehension. The course reviews the reading and analysis/evaluation skills related to both fiction and nonfiction. The writing portion of the course provides a holistic approach to sentence structure, punctuation usage, capitalization, phrases, parts of speech, spelling, and writing. These skills are then applied to the more complex process involved in combining and organizing ideas into well-constructed sentences, paragraphs, and essays. Writing focuses on analytical, evaluative, argumentative, and narrative formats. All units of study address both remedial and developmental approaches and include strategies for multiple choice questions and prose constructed responses. Student evaluations will include, but are not limited to, formative and summative assessments consisting of teacher observations, quizzes, tests, essays, and digital activities and projects.

ENGLISH LANGUAGE ARTS LAB 12

Y 5cr. Gr. 12

This class is a supplemental English Language Arts class aligned to the New Jersey Student Learning Standards for ELA and supports the English Language Arts curriculum and the associated skills required on the New Jersey state mandated assessment. In this class, seniors who have not met the state requirements for graduation will practice and hone a variety of critical reading and analytical writing skills and techniques that can be utilized on any of the alternative graduation assessments as designated by the New Jersey State Department of Education for English Language Arts. By the conclusion of the class, the students will have a representative portfolio of their work that will be used to fulfill the State's graduation requirements.

NINTH THROUGH ELEVENTH GRADE MATH LAB

S 2.5 cr. Gr. 9-11

This course is a required supplementary mathematics course designed for students who have not achieved the proficiency level as mandated by the New Jersey Department of Education and provides students with additional academic support in their current Mathematics course. Students are assigned to an Enrichment Course that

coordinates with the math course they are currently taking: Algebra 1, Algebra 2, or Geometry. Primary emphasis is on the student's Educational Proficiency Plan (EPP). Through this placement, your child will gain targeted instruction, acquire additional test taking skills, and improve their readiness for standardized computerized testing. Although grades and elective credits are received for this course, the credits do not serve as satisfying the math requirements for graduation. Student grades are based primarily on class work and class participation.

ALGEBRA I LAB

S 2.5 cr. Gr. 9-10

This is a required supplemental full year course designed to provide students with additional academic support in their current Algebra I or Interactive Algebra I math course. Students gain targeted instruction, acquire additional test taking skills, and improve their readiness for the mandated New Jersey Department of Education assessment. Instructional emphasis will be placed on reinforcing Pre-Algebra and Algebra I skills correlating to their concurrent Algebra I class. The content is based on the NJ Student Learning Standards for math. Major units of study include: reasoning with equations, relationships between quantities, graphing linear equations, solving and graphing linear inequalities, systems of linear equations and inequalities, functions, algebraic exponents and exponential functions, polynomials, quadratic equations, nonlinear functions, and data and statistical analysis. Problem solving, classroom activities, mathematical modeling, and technology are incorporated into the curriculum on a regular basis. Although grades and elective credits are received for this course, the credits do not serve as satisfying the math requirements for graduation. Student grades are based primarily on class work and class participation. Students work on topics at their own individual pace.

GEOMETRY LAB

S 2.5 cr. Gr. 9-11

This is a required supplemental half-year 2.5 credit course designed to provide students with additional academic support in their current Geometry or Interactive Geometry math course. Students gain targeted instruction, acquire additional test taking skills, and improve their readiness for the mandated New Jersey Department of Education assessment. Instructional emphasis will be placed upon reinforcement of Algebra and Geometry skills correlating to their concurrent Geometry class. The content is based on the NJ Student Learning Standards for math. The major units of study include: the basic figures in geometry, parallel lines and planes, triangle congruency, postulates and theorems, polygons with emphasis on quadrilaterals, similarity properties of triangles, circles, properties of right triangles, and areas and volumes of geometric figures. Problem solving, communicating mathematically, connecting math to real life, utilizing technology and responding to open-ended questions are incorporated into the curriculum on a regular basis. Although grades and elective credits are received for this course, the credits do not serve as satisfying the math requirements for graduation. Student grades are based primarily on class work and class participation. Students work on topics at their own individual pace.

ALGEBRA II LAB

S 2.5 cr. Gr. 10-11

This is a required supplemental half-year 2.5 credit course designed to provide students with additional academic support in their current Algebra II or Interactive Algebra II math course. Students gain targeted instruction, acquire additional test taking skills, and improve their readiness for the mandated New Jersey Department of Education assessment. Instructional emphasis will be placed upon reinforcement of Algebra I and Algebra II skills correlating to their concurrent Algebra II class. The content is based on the NJ Student Learning Standards for math. The major units of study include: solving multi-degree equations and inequalities; solving quadratic equations and inequalities; the operations with polynomials; operations with rational expressions; using the properties of exponents; simplifying and the basic operations of radicals and expressions containing rational exponents; matrices solving systems of 2×2 and 3×3 equations; basic analytical geometry with an introduction to conic sections; operations with the complex number system; and an exposure to elementary relations and functions; and related graphing. Math vocabulary is developed. Students are exposed to related careers. Along with problem solving, communicating mathematically, connecting math to real life, students will utilize technology and respond to open-ended questions. Although grades and elective credits are received for this course, the credits do not serve as satisfying the math requirements for graduation. Student grades are based primarily on classwork and class participation. Students work on topics at their own individual pace.

MATH GRADE 12 LAB**Y 5 cr. Gr. 12**

This is a required course and is designed for students who have not achieved the proficiency level on the mandated New Jersey Department of Education assessment by the end of eleventh grade. Math 12 Enrichment provides remediation in math to prepare students for the substitute competency tests including PSAT, SAT, ACT, ASVAB, and/or Accuplacer. Students in the class may also complete a comprehensive portfolio to show proficiency in Math skills. The program emphasizes development, reinforcement, and refinement of skills through the Educational Proficiency Plan (EPP) designed to assist the students in meeting the state's proficiency level. Although grades and elective credits are received for this course, the credits do not serve as satisfying the Math requirements for graduation. Student grades are based primarily on classwork, class participation, and portfolio assessments.

INDIVIDUALLY PRESCRIBED ACADEMIC PROGRAMS

The Delsea Special Services/Child Study Team Department provides individualized programs for students eligible for special education and related services as well as students that are eligible for speech and language services.

Students with disabilities shall be educated in the least restrictive environment to the maximum extent appropriate, a student with a disability is educated with children who are not disabled.

All students with a disability shall be considered for placement in the general education class with supplementary aids and services.

- Curriculum modifications
- Specialized Instructional Strategies
- Teacher Aides
- Related Services
- Integrated Therapies
- Consultative Services
- In Class Resource Programs

English I - Resource

Y 5 cr. Gr. 9

This program is designed for special needs students to develop, reinforce, and expand the previously learned foundation in the areas of reading, writing and comprehension skills and is aligned with the New Jersey Student Learning Standards for ELA. The programs are sequentially designed and articulated beginning in grade 9 for continued instruction according to the special needs of the class and of the individual student. The major units of study include: vocabulary development, analysis skills, literal and inferential comprehension skills, study and library skills, critical thinking skills, and composition writing. The New Jersey Student Learning Standards for ELA in reading include: key ideas and details, craft and structure, integration of knowledge and ideas and range of reading and level of text complexity. The New Jersey Student Learning Standards for ELA in writing include: text types and purposes, production and distribution of writing, research to build and present knowledge and range of writing. Student grades are based primarily on tests, quizzes, homework, class participation, teacher observation, projects, marking period assessments, New Jersey state assessment practice and/or other criteria that may be stipulated in students' individualized educational plans. This course adheres to the school policy on attendance which greatly affects students' grades.

English II - Resource

Y 5 cr. Gr. 10

This program is designed for special needs students and is aligned with the New Jersey Student Learning Standards for ELA. The program emphasizes the development of reading, writing and comprehension skills as well as the skills required on New Jersey state assessment. It is also designed to improve the students' overall communication skills through reading and writing development. Reading units of study include: reading literature, literal, inferential and critical thinking skills, vocabulary, spelling, reference, and study skills. Writing units of study incorporate sentence structure, organization of ideas, paragraph development, editing and writing samples. Student grades are based primarily on tests, quizzes, class participation, teacher observation, projects, marking period assessments, New Jersey State assessment practice and/or other criteria that may be stipulated in students' individualized educational plans. This course adheres to the school policy on attendance which greatly affects students' grades.

English III - Resource

Y 5 cr. Gr. 11

This course is designed for special education students and is aligned with the New Jersey Student Learning Standards in ELA. The program emphasizes the reading, writing, and critical thinking skills previously taught in grades 9 and 10 and continues developing the required skills to achieve success on the New Jersey State mandated assessment. Reading units of study include a brief refinement of reading and writing in literature, literal, inferential and critical thinking skills, vocabulary, and reference and study skills. Writing units of study emphasize sentence structure, organization of ideas, paragraph development, personal writing as well as writing skills relative and applicable to life and the world of work and/or post-secondary education. The anchor standards for reading include:

key ideas and details, craft and structure, integration of knowledge and ideas and range of reading and level of text complexity. The anchor standards for writing include: text types and purposes, production and distribution of writing, research to build and present knowledge and range of writing. Student grades are based primarily on tests, quizzes, homework, class participation, teacher observation, projects, marking period assessments, New Jersey state assessment practice and/or other criteria that may be stipulated in students' individualized educational plans. This course adheres to the school policy on attendance which greatly affects students' grades.

English IV- Resource

Y 5 cr. Gr. 12

This course is designed for special education students and is aligned with the New Jersey Student Learning Standards in ELA. The program emphasizes the reading, writing, and critical thinking skills previously taught in grades 10 and 11 and continues developing the required skills to achieve success on the New Jersey State mandated assessment. Reading units of study include a brief refinement of reading and writing in literature, literal, inferential and critical thinking skills, vocabulary, and reference and study skills. Writing units of study emphasize sentence structure, organization of ideas, paragraph development, personal writing as well as writing skills relative and applicable to life and the world of work and/or post-secondary education. The anchor standards for reading include: key ideas and details, craft and structure, integration of knowledge and ideas and range of reading and level of text complexity. The anchor standards for writing include: text types and purposes, production and distribution of writing, research to build and present knowledge and range of writing. Student grades are based primarily on tests, quizzes, homework, class participation, teacher observation, projects, marking period assessments, New Jersey state assessment practice and/or other criteria that may be stipulated in students' individualized educational plans. This course adheres to the school policy on attendance which greatly affects students' grades.

ACADEMIC SUPPORT

ORGANIZATION MANAGEMENT / STUDY SKILLS

Y 5 cr. Gr. 9-12

This academic support program is designed to assist students with Individual Education Plans (IEPs) and 504 Accommodation Plans (504 Plan) to become successful learners. Regular education students are ONLY admitted to the program through the review of the Organization Management Committee.

Note: This is not an open elective course. This is a specialized program under the supervision of the Department of Special Services/Child Study Team.

- Students must complete their weekly assessment forms each day of the week.
- Students must complete tracked assignments (homework, projects, tests, etc.) on tracking sheets.
- Students will complete individual organizing strategies based on their individual needs.
- Students will study and prepare for tests, quizzes and marking period assessments.
- Students will calculate weekly academic averages.

The purpose of the program is to provide academic support by teaching strategies and techniques that are needed to be a successful learner in a general education classroom. The teacher and aide will provide support in completing classwork/homework/projects as scheduled by the academic teacher of the assigned student. All participants will earn 2.5 credits for a semester and 5.0 credits for a year. Classroom grades are based on the following:

- Working quietly and diligently.
- Completion of all assignments tracked and sent by their academic teachers.
- Completion of weekly assessment forms each day of the week.
- Calculation of academic averages every Friday (or at the end of each week).

RELATED SERVICES

Related services, including counseling, occupational therapy, physical therapy, school nurse services, recreation, social work services, medical services and speech-language services, shall be provided to a student with a disability when required for the student to receive educational benefit. All related services personnel must be appropriately certified and specified in the IEP.

In-class resource programs and pull-out replacement resource programs are programs of specialized instruction organized around a single subject and are provided to students with disabilities by an appropriately certified teacher of students with disabilities.

In a pull-out replacement resource program, the general education curriculum and the instructional strategies may be modified based on the student's IEP. The resource program teacher shall have primary instructional responsibility for the student in the replacement resource program and shall consult with the general education teacher as appropriate teachers will gain the knowledge and skills to be able to effectively teach the common core standards. Paraprofessionals/teachers will collaborate in the planning and delivery of instruction that meets the needs of diverse learners in the classroom.

Students will be provided assistive technology as needed in order to maximize his/her participation and progress in learning.

REFERENCE

New Jersey Administrative Code 6A-14 Special Education

EXTENDED SCHOOL YEAR

Provides for the extension of special education and related services beyond the regular school year.

- Shall be provided as specified in the IEP
- Interruption must cause regression to a lower level of functioning and recoupment cannot be attained in a reasonable length of time. (Students with IEPs must meet the criteria.)

SAVE I, II (Scholastic Adaptive Vocational Education)

Students are young adults, ages 12-18, with special needs who are from a diverse student population. Students are identified with needs in the transition areas, and have a willingness and ability to collaborate in student-centered planning. Students need age-appropriate, community-based instruction. They also need support in career and technical education, learning opportunities, and post-secondary training. The program provides transition services to students with disabilities as they progress from an educational setting to living/working independently in the community.

Please forward all referrals to: Jackie Scerbo
Director of Special Services/CST/504 Coordinator
Delsea Regional School District
PO Box 405
242 Fries Mill Rd
Franklinville, NJ 08322

BOOKBINDER PROGRAM–INDIVIDUALIZED ALTERNATIVE PROGRAM – NINTH THROUGH TWELFTH GRADES

This program provides from two to four hours of additional individualized instruction daily for those students that will not meet graduation requirements before aging out of his/her academic program at Delsea. Services offered are as follows:

- English/Math/Science
- World Language
- Family Consumer Science
- Career Technology
- Financial Literacy
- History/Electives
- Transition Planning
- Health/Physical Education

SWA-G is an academic support program designed to assist identified At-Risk students to become successful learners under the supervision of the HS guidance department. Students in grades 9-12 will earn 5 credits per period with a maximum of 2 courses per day. The purpose of the program is to provide academic, emotional, and behavioral support to increase success with learning. Students will hone skills in time management, appropriate school and learner behaviors, confidence in learning, social skills, and character development. Student grades are based on completing academic requirements (directions, participation, positive behavior), completing academic tracking sheets, participation in personal development activities, reflective journals, and the completion of a portfolio. Entrance is determined by I&RS referral, guidance endorsement, class failures, and attendance/discipline issues. Exit criteria is determined by SWA-G and guidance staff endorsement based on improvement in the entrance criteria.

ELL SWA-G is an academic support program designed to assist identified ELL students to become successful learners. Participating ELL students grades 9-12 will be present for 1 period of the school day, 5 days a week and earn 5 credits per year. The purpose of the program is to provide academic, emotional, and behavioral support to increase success with learning. Students will hone skills in organizational management, educational technology, appropriate school and learner behaviors, confidence in learning, and social skills. Student grades are based on daily participation/professionalism, completion of academic tracking sheets, creation and implementation of improvement plans, and self-evaluations. Entrance is determined by the ESL teacher(s) and guidance staff. Exit criteria is determined by the SWA-G teacher(s), ESL teacher(s) and guidance staff based on improvement within the entrance criteria.

OVERVIEW OF THE MIDDLE SCHOOL

THE DELSEA MIDDLE SCHOOL CURRICULUM is designed to address the needs of the seventh and eighth grade students. The professional staff, along with a meaningful curriculum, provide an atmosphere conducive to the students' academic, social, and emotional growth. All seventh and eighth grade students have an eight period instructional day of sequentially designed classes. The students will take classes in english/language arts, math social studies, science, a half year of technology and a half year of world language. All students will have physical education and health. All students may elect one of the following programs: middle school band, middle school chorus or the exploratory program consisting of four cycle classes, Art, Music, Learning for Success and Research Writing.

Students are scheduled into these programs based on their interests, abilities, teacher recommendations and parental requests. Delsea Middle School has an open enrollment policy.

PROGRAMS OF STUDY

The middle school educational programs are extremely important segments of the students' educational experience. It is in these transitional years that students experience a departmentalized educational program in preparation for high school.

All students will be provided maximum access to learning that is aligned to the general education curriculum and the New Jersey Student Learning Standards (NJSLs). In an in-class resource program, exceptional students shall be provided accommodations to the instructional strategies or testing procedures to access the general education curriculum in accordance with the student's IEP. The primary instructional responsibility for the student in an in-class resource program shall be the general education teacher unless otherwise specified in the student's IEP.

Students who score below the minimum proficiency level on required state tests will be eligible to receive additional instruction in math or English language arts. This assistance may be offered as tutoring or enrollment into an enrichment class. Based on test scores, grades and teacher recommendation, the district will decide which form of enrichment will be offered to the student. The tutoring or extra classes will be taken in addition to the regular math and/or English class. Parents are expected to be an active participant in developing the remediation plan for their child.

All seventh grade students will have an introduction to Spanish for a half year in the World Language class. In eighth grade, students will have an introduction to a world language for a half year in the World Language class.

I. Honors classes - these classes are designed for the deeply committed, highly motivated and accelerated student. An interview is required before acceptance is granted into these classes. These classes require independent reading, research projects and additional work not required in the non-honors class. The honors classes offered in seventh grade are Honors Pre-Algebra, Science, Social Studies and English language arts. In eighth grade, the honors classes offered are Honors Algebra, Science, Social Studies and English language arts. Due to the fact that honors courses require a serious time commitment, it is recommended that students do not take more than two honors classes in any one school year.

II. Non-Honors level classes - these classes provide an in depth study of the curriculum. They are designed to prepare all students for high school courses of study.

All of the class levels will follow the same course of study as described in the Curriculum Handbook. They are designed to address the proficiencies/skills required in the rigorous state mandated tests and the New Jersey Student Learning Standards. The curriculum in all classes is the same. The pace, depth and difficulty of the classes differ in the levels to meet the students' needs.

CURRICULAR REQUIREMENTS

Middle School:

- 2 years of English language arts
- 2 years of science
- 2 years of social studies
- 2 years of math
- 2 years of health* and physical education
- 1/2 year world language in 7th and 8th grades **
- 1/2 year of Technology Skills **
- 2 years of exploratory subjects, band or chorus **

* Including family living, AIDS education and ten hours per year of drug education.

** Courses may be replaced by lab English language arts, and/or math if students do not demonstrate proficiency on the given state assessments.

GRADING SYSTEM

<p>A - 90-100</p> <p>B - 80-89</p> <p>C - 70-79</p> <p>D - 60-69</p> <p>F - 0-59</p>

GRADING POLICY

1. Assessments (tests, quizzes, in-class projects, etc.) will comprise 70% of a student's marking period grade. Although student effort is a necessary and integral component in the learning process, ALL assessment grades will reflect the **level of learning and mastery of the learning goal** which has occurred.
2. The remaining 30% of a student's grade will consist of classwork (minimum 15 assignments per marking period), homework (minimum 5 assignments per marking period), labs, group work, take home projects, notebook checks, etc.
3. Assessment grades will count as a single grade unless administrative approval has been given for an assignment to receive multiple grades.

HOMEWORK POLICY

1. There will be a MINIMUM of five homework assignments given in each academic subject throughout the marking period.
2. Each homework assignment is a reinforcement of the learning that occurred in the classroom. Assignments should require 10-30 minutes to complete.
3. Late homework assignments may be accepted at the discretion of the teacher.
4. Spelling, English mechanics, complete sentences, and neatness, in addition to accuracy of the assignment, are included in the grading of homework.

TESTING RETAKE PROCEDURE

Delsea Middle School allows retakes on assessments as a way for students to demonstrate learning. Any student who receives a score of 69 or lower on a test may qualify for a singular retake. A retake will only be granted if a legitimate attempt at the original assessment was made and all of the requirements completed. Retakes are not permitted on homework, classwork, the marking period assessment or Accelerated Reader assignments. Students will receive an average of the original grade and the retake grade as long as there is an improvement from the original score. The student should complete the [DMS Test Retake Reflection and Permission Form](#) in order to qualify for a retake within the prescribed time limits. See all of the requirements included with the form, posted on the DMS website. Please contact the teacher or guidance counselor with any questions.

SEVENTH AND EIGHTH GRADE PROMOTION

Credits are not awarded for successful completion of subjects in grade seven and eight. Promotion from grade seven to eight and grade eight to nine is determined by the student's attendance and the number of subjects the student passes at the end of the school year. In order to successfully complete a course, the student must obtain a final grade of 60 or better. Retained seventh and eighth grade students are not permitted to attend summer school unless specifically noted in the letter sent to the parent or guardian. Failure of one course will result in placing the student into the next grade level. If a student does not pass two or three courses, he/she will not be promoted to the next grade level. However these students will be given an opportunity to attend an online summer school to show successful completion of the classes not passed. Once summer school has been completed and verified, these students will be placed into the next grade. If summer school is not properly completed, these students will be retained within the current grade level. A student failing four or more subjects cannot attend summer school and faces retention. Summer school tuition and transportation to the school are the responsibility of parents. Any student planning to attend summer school for grade level promotion must attend one of the board of education approved programs.

CLUBS & ACTIVITIES

There are many extracurricular clubs and activities provided to meet the social needs, talents and interests of the middle school student. The following is a list of some of the clubs available: Math Club, History Club, English Club, Science Club, Environmental Club, Peer Mediation, Students United for Respect and Equality, International Club, Jr. Black Cultural League, Drama Guild, Student Council, Yearbook Club, Art Club, Renaissance, Student Ambassadors, Homework Clinic, Friends of SAVE, Student Voice, as well as many competitive and intramural sports.

JUNIOR ATHENAEUM LEAGUE FOR ACADEMIC EXCELLENCE

The Board of Education of the Delsea Regional High School District recognizes the eighth grade students of Delsea Middle School, who by virtue of their academic achievements, meet the scholastic criteria for admission into the Junior Athenaeum League.

The Board of Education considers scholarship to be the most important aspect of the total educational experience, therefore eighth grade students who have demonstrated academic excellence are honored by the Board. Eligibility is determined by the student's final scores at the end of their seventh grade year. The criteria for eligibility is a grade of an "A," with a score of 90 or higher in all full-year courses (minimum of four marking periods) with no grade in any class being lower than an 80. Each eligible member of the Junior Athenaeum League is awarded a certificate of meritorious academic achievement.

DMS RENAISSANCE PROGRAM

Delsea Middle School's Renaissance program is a recognition program that rewards students for their academics, attendance, and behavior with excitement, appreciation, and energy. Each marking period this program empowers students with the uplifting energy of awards and accolades to inspire students to work to their individual potential.

To be a Renaissance member you must meet the following criteria:

- Earn an 82 or higher in every subject for the marking period
- Obtain no more than 2 absences during the marking period
- Receive no detentions or suspensions during the marking period

*** Please note: Once Renaissance cards are awarded, any concerns should be addressed with the advisor within 7 days. After 7 days, no additional cards will be awarded.***



ENGLISH DEPARTMENT

SEVENTH GRADE ENGLISH LANGUAGE ARTS

This is a full year required course aligned with the New Jersey Student Learning Standards for ELA that will continue to develop reading, writing, information literacy, listening and speaking skills and prepare students for successful performance on the New Jersey state mandated assessment and the associated skills required by the state's mandated assessment. Students will use metacognitive and active reading strategies to comprehend increasingly more complex material, including fiction, non-fiction, poetry and drama. Students will use the writing process in order to create effective paragraphs and multi-paragraph narratives, literary analysis essays, and research simulation task essays. Vocabulary instruction and word awareness will be embedded in the reading and writing processes. Formal and informal speaking and discussion opportunities will be further promoted, as will listening for information. The Accelerated Reader program will be infused into the curriculum to foster free reading and growth in literacy and requires students to attain specific goal points each goal period. Student evaluations will include but not be limited to formative and summative assessments consisting of teacher observations, quizzes, tests, essays, and technical and non-technical projects, as well as IXL, Quizlet and various other web-based instructional tools.

SEVENTH GRADE HONORS ENGLISH LANGUAGE ARTS

This is a full year program which is designed to provide a diverse array of developmental skills and prepare students for successful performance on the New Jersey state mandated assessment. The curriculum is designed to meet the needs of those students with strong reading, writing, and organizational skills and is aligned with the New Jersey Student Learning Standards in ELA. Students will use metacognitive and active reading strategies to comprehend increasingly more complex material, including fiction, nonfiction, poetry and drama. The addition of numerous novels along with anthology readings makes this course more rigorous than the A-level ELA course. Students will use the writing process in order to create effective paragraphs and multi-paragraph narratives, literary analysis essays, and research simulation task essays. Vocabulary instruction and word awareness is embedded in the reading and writing processes. Formal and informal speaking and discussion opportunities and listening comprehension are promoted. Classroom instruction focuses on an accelerated approach to all skill areas and expands the curriculum to include abstract principles. The Accelerated Reader program (independent reading) will be infused into the curriculum to foster free reading and nurture a love of literature and requires students to attain specific goal points each goal period. Student evaluations will include but not be limited to formative and summative assessments consisting of teacher observations, quizzes, tests, essays, and technical and non-technical projects, as well as IXL, Quizlet and various other web-based instructional tools.

EIGHTH GRADE ENGLISH LANGUAGE ARTS

This is a full year course required by all 8th grade students that prepares learners for ninth grade English Language Arts classes and is aligned with the New Jersey Student Learning Standards for ELA and the skills associated with successful performance on the New Jersey State mandated assessment. The course is vertically aligned to follow seventh grade instruction and fosters critical thinking skills focused on reading, writing, speaking and listening skills. Major units of study include close reading of grade appropriate informational text, literary/nonfiction readings, and foundational skills and knowledge. Students will demonstrate comprehension of the text specifically by citing evidence from the literature to support inferences. Students will actively participate in close reading of fictional/nonfictional literature citing evidence to support critical thinking questions. They are required to write narrative essays that are rich in vocabulary and literary language skills, literary analysis essays that will compare and contrast various literary devices in multiple texts, and research simulation task essays based upon multiple non-fiction essays, speeches and/or videos. Students will write with varied and advanced syntax. The students will also be utilizing IXL to supplement their in-person instruction. This digital tool will focus on strengthening their reading and writing strategies, their vocabulary, and their grammatical skills. Student evaluations will be based on tests, quizzes, marking period assessments, essays, projects, and portfolios.

EIGHTH GRADE HONORS ENGLISH LANGUAGE ARTS

This is a full year course for the highly motivated and independent learner and is intended to prepare students for successful entry into the high school honor/Advanced Placement English Language Arts program. This course is aligned to the New Jersey Student Learning Standards for ELA and the associated skills required on the New Jersey

state assessment. The accelerated pace and rigor of the class distinguishes this course from other instructional tracks and is designed to continue and broaden the skills addressed in the seventh grade honors program. The addition of numerous novels along with anthology readings makes this course more rigorous than the regular Language Arts course. Instruction will focus on the development of the communication skills of reading, writing, speaking, and listening. Major units of study include close reading of grade appropriate informational text, literary/nonfiction readings, and foundational skills and knowledge. Students will focus on the skills to comprehend the text by citing evidence from the literature to support inferences, close reading of fiction and nonfiction narratives citing evidence to support critical thinking questions, writing of argumentative literature containing valid citations, writing of informative/explanatory texts that relays information and ideas, writing of narrative literature, rich in vocabulary, literary language skills, with varied syntax, and writing of short and developed research based literature assignments. The Accelerated Reading (independent reading) program is continued from grade seven to foster free reading and nurture a love of literature and requires students to attain specific goal points each goal period. The students will also be utilizing IXL to supplement their in-person instruction. This digital tool will focus on strengthening their reading and writing strategies, their vocabulary, and their grammatical skills. Student performance is based on a rigorous set of expectations which include but are not limited to, extensive narrative, informational, and argumentative writing, as well as tests, quizzes, marking period assessments, projects, assessments, independent reading of novels, and research and study.

PROCESS RESEARCH/RESEARCH WRITING 7TH AND 8TH GRADE

This nine week exploratory course is designed to help students through the research process. The 7th grade class, Process Research, is a program that introduces students to electronic media research, databases, evaluating websites for credibility, and the note taking process for research writing. Students will complete a written paper, the Big 6, at the completion of the course. The 8th grade, Research Writing, will review the skills from the previous year, develop thesis statements, and complete a written paper called the I-Search. Students will also be responsible for completing a PowerPoint presentation at the completion of the course.

LEARNING FOR SUCCESS SEVENTH AND EIGHTH GRADE

This nine week exploratory course offers all students the opportunity to understand who they are as learners through the advanced learning system, *Let Me Learn*©. The seventh grade class focuses on the individual learner. This knowledge will assist the student to make stronger connections to their classes and learning tendencies, and also show ownership for their behavior and academics. During this time, students will work on individual projects. The eighth grade class focuses more on the concept of team building based on the philosophy of *Let Me Learn*©. This course will allow a child to truly understand themselves as learners, as well as develop the life skill of working with other students. During this time, all eighth grade students will participate in team building activities and team projects.



FINE AND PERFORMING ARTS

SEVENTH GRADE ART

This nine week exploratory course is aimed at offering students the fundamental knowledge and skills needed to enhance their ability to communicate visually. Main units of study include: The Elements of Art, Drawing, Color Theory, Graphic Design, and Ceramics. Students will complete accompanying activities and projects that will teach students new skills as well as increase their interest and appreciation for the arts.

EIGHTH GRADE ART

This nine week exploratory course offers students the opportunity to build upon the techniques learned previously and continue to strengthen their visual communication skills. The major units of study include: The Principles of Design, Portraiture, Painting, and Ceramics. Activities and projects are designed to enhance students' skills as well as challenge those students who plan to continue their art education in high school. Students will also learn about career options in the art field and gain an appreciation for the influence art has on society.

SEVENTH GRADE EXPLORATORY MUSIC

This nine week exploratory course is offering an investigation of the many facets of music. Since, for many students, this program represents the only formal contact with music education, every effort is made to provide them with a well-rounded, all-encompassing approach. Composers and musicians from many historical eras and world locations are studied, with an emphasis on jazz musicians. During this nine week period, the student is made aware of music as it relates to his/her own lifestyle and development both as a social being and a technological learner of the 21st century. Major units of study include: music technology, music history, creating music, and performing music. Students complete a composition project requiring the use of their creative musical skills utilizing Soundtrap. The primary purpose of this course is to develop the students' appreciation of music as an art form.

EIGHTH GRADE EXPLORATORY MUSIC

This course continues the investigation of the many facets of music. The history of composers and musicians from many historical eras and world locations will continue to be explored in the second level of this sequential program, with an emphasis on the history of rock and roll music. During this nine week period, the student is made aware of music as it relates to his/her own lifestyle and development both as a social being and a technological learner of the 21st century. Major units of study include: music technology, music history, creating music, and performing music. Students complete a more complex composition project requiring the use of their creative musical skills utilizing Soundtrap.

MIDDLE SCHOOL BAND

This course is designed for the student with at least an elementary instrumental music background. The class will meet daily throughout the school year and consist of instruction in the following areas: instrumental techniques, instrument care, posture and embouchure/hand positions, musical terms, dynamics, knowledge of key signatures and the ability to play a certain number of major scales. This course will provide students the opportunity to perform in both small and large musical groups and to perform in front of a live audience. Students are expected to participate in all rehearsals, concerts and performances planned by the director. These include, but are not limited to spring and winter concerts, music festivals, and various workshops.

MIDDLE SCHOOL CHORUS

Chorus is designed for the student who desires to learn to sing and be part of a performing ensemble. The chorus meets daily and consists of instruction in the following areas: skills in reading and understanding music, use of musical notation, clef signs/keys and time signatures, dynamics, specific elements in vocal techniques including sound production, intonation, pronunciation, breathing and posture, and critical analysis skills. Students will need to utilize music technology both in and out of the classroom. Students will be exposed to music from diverse styles and backgrounds as well the history and theories that accompany these. Students are expected to participate in home practice, rehearsals, concerts, and performances.

MIDDLE SCHOOL EXPLORING THEATER

Exploring Theater is designed for students who have an interest in theater, performing on the stage, critiquing performing arts, and production. The class will meet daily and will focus on the following areas: using imagination, basic terminology, safety, culture, improvisational skills, delivering dialogue, point of view, performance evaluation, and behind the scenes. This course will provide students with an opportunity to tap into their creative side and develop an appreciation for theater. Students will be expected to perform in class and in final culminating performances.



HEALTH/PHYSICAL EDUCATION DEPARTMENT

MIDDLE SCHOOL PHYSICAL EDUCATION is a required course designed to develop physical fitness, motor skills, sportsmanship, and knowledge of the rules and techniques in sport and lifetime/recreational activities. Classes are conducted daily for three marking periods. Conditions permitting, the following units will be taught: touch football, soccer, Frisbee football, lacrosse, civic fundraiser walk/jog, volleyball, badminton, basketball, dance, President's Challenge, fitness, softball, track and field, and lifetime/recreational activities. Grading is based on preparation (gym shirt, shorts and sneakers), participation, sportsmanship, attendance and written tests. A 60% mastery is required for successful completion of the program.

A parent's note to excuse a student from physical education is limited to two days. An excuse needed after two days will require a doctor's note.

1. The student shall be assigned to the media center during his/her regular scheduled physical education class.
2. The student shall be assigned a report for every week the student is absent, which shall be graded by the appropriate physical education teacher. All reports are due the week of the specific excuse.
3. Grades shall be awarded on the student's written report.
4. Incomplete or poorly written reports will result in a lower or failing grade.
5. A student with a physical education medical excuse shall report to the school nurse with the note.
6. If a student is on medical, he/she must report to the media center for the time specified on the doctor's note. Failure to do so will be considered cutting a class and disciplinary action will result.
7. Medical documentation is required to resume PE.

Any student who is not in the required physical education uniform will not be allowed to participate in their assigned activities for that given day. The discipline for this action will be an alternate assignment during that class period. The alternate assignment will not substitute for the loss of points for that given day. Students who fail to complete the alternate assignment during the assigned time will have additional points deducted from their grade.

COMPREHENSIVE HEALTH EDUCATION

The seventh and eighth grade required health curricula is a sequential program of study. The comprehensive health program continues throughout the students' high school career. The foundation for the curriculum are the state mandated core curriculum content standards and the legislative statutes. The twelve general segments consist of the following:

1. Mental, emotional, physical and social health
2. Family life and health (the importance of abstinence stressed)
3. Body structure, function, and growth
4. Personal health attitudes and habits
5. Disease prevention and control
6. Chemical substances: use, abuse, and related problems
7. Healthy lifestyle
8. Nutrition
9. Community health
10. Safety and first aid
11. Environmental health
12. Consumer health

The Health Education course extends for one marking period. Student grades are based primarily on tests, quizzes, homework, projects, notebooks, and class participation. Each student's grades for physical education and health class are combined for an end-of-the-year final grade.

Parents and/or guardians who would like to review the instructional material, may do so by calling the Health and PE department for an appointment.

The Board of Education recognizes that, at times, certain Family Living and/or science issues taught in specific courses may conflict with the students' conscience or sincerely held moral or religious beliefs and therefore grants these students the right to be excused from that portion of the course instruction. Permission for the temporary exclusion from a class is granted by the building principal, upon receipt of a written request from the parents. The student will not be penalized for classroom absences during the time period in which the morally conflicting units-of-study are being addressed.

Such individuals will be assigned to the school media center where they will pursue independent reading/assignments on health or science topics during the time-frame in which the class is addressing the "controversial" segments of the curriculum. Students are expected to work independently and turn in written assignments to their assigned teacher.



MATH DEPARTMENT

PRE ALGEBRA HONORS 7

Students enrolled in this course will complete an introductory Algebra program in preparation for Algebra I Honors in grade eight. This course is part of an accelerated program for students who have demonstrated advanced proficiency status on State Assessments as well as content mastery in previous mathematics courses. Academic rigor will be significant and students should be prepared for a challenging experience at an accelerated pace. The course content will include both seventh and eighth grade NJ Student Learning Standards to allow for a smooth transition to Algebra I. The primary units of study are: Tools of Algebra, Integers, Ratios, Proportions, Rational Numbers, Expressions, Equations, Inequalities and Functions, Statistics and Probability and an in-depth emphasis on 2-d/3-d Geometry. This content provides a solid foundation for students to move forward to Algebra 1. In addition, challenges through open-ended tasks promote experimentation, discovery and creativity. Students are expected to have a strong, independent, self-motivated work ethic as well as the maturity to work collaboratively on projects, labs and research assignments which are implemented to integrate science and technological concepts.

MATH 7

Students enrolled in this course will build upon mathematical concepts and be introduced to pre-algebra readiness skills in preparation for Math 8. The topics covered will be aligned with the NJ Student Learning Standards. The primary units of study are The Tools of Algebra, Integers, Rational Numbers, Expressions, Equations, Inequalities, Ratios, Proportions, Percent Applications, 2-D and 3-D Geometry, Data Analysis, Statistics and Probability. Student focus will be on developing mathematical higher order thinking skills, problem solving and technology while solving real-world problems throughout each major unit of study.

ALGEBRA I HONORS 8

This course is offered as a high-school level course. The purpose of this course is to enhance the five-year mathematics honors program. Students who show mastery of the material will have the opportunity to complete calculus their senior year. This course is part of an accelerated program for students who have demonstrated content mastery in previous mathematics courses. The topics covered will be aligned with the NJ Student Learning Standards. The major units of study include: solving first degree equations and inequalities; synthesizing algebraic operations and applications; simplification of simple, complex, and algebraic fractions; graphing linear equations; solving systems of equations and quadratic equations; operating with exponents and solving word problems with applications of the above skills. The intellectual stimulus of mastering challenging problems and discovering new ideas provides motivations for continued math exploration. Required projects include, but are not limited to, reports, graphing projects, and independent study projects.

MATH 8/INTRODUCTION TO ALGEBRA

This course is developed to align with the NJ Student Learning Standards and help students learn to recognize and appreciate the role mathematics plays in the real world. Mathematics is made accessible with a consistent lesson format which focuses on student understanding of each skill and then couples the skill with daily life. The use of visual models, hands-on learning, and technology help make concepts clear and understandable. Major units of study include: Roots and Radicals, Equations with Roots & Radicals, Pythagorean Theorem, Distance Formula, Scientific Notation, Solving Equations, Graphing Linear Equations, Modeling Relationships, Functions, Data, 3D Geometry (Volume and Surface area), and 2D Geometry (Transformations). With a comfortable bridge from the concrete to the abstract and a broad yet solid foundation for algebra, the students will make the connection from Math 8/Introduction to Algebra to high school Algebra more comfortably.

SCIENCE DEPARTMENT

SEVENTH GRADE SCIENCE

This class centers on the concepts of physical science which explores the nature and interactions of matter and energy. Concepts are presented in a visual, highly motivating manner to enhance student success. Instructional materials are presented in a manner that will address the needs and concerns of each student. The content is based on the New Jersey Student Learning Standards for Science. The program addresses the topics of the scientific method, the metric system, proper use of lab equipment, and introduction to Chemistry, Physics and Astronomy. The Chemistry and Physics topics include the study of forces and motion, structure and changes of matter, chemical reactions along with energy, waves and astronomy. Knowledge of technology, 21st century skills, reading, writing, mathematics and study skills are reinforced throughout the curriculum. Students' grades are based upon teacher observation, class participation, class work, homework, quizzes, tests, laboratory work, projects and the marking period assessments.

EIGHTH GRADE SCIENCE

This is a required course of all students and is designed as an introductory course for high school biology. The content is based on the NJ Student Learning Standards for Science. The topics include the organization of living things from cells to systems with emphasis on some human body systems. The students will discuss ecology and human impact on ecosystems. Evolution, natural selection, and genetics will also be explored through various classroom activities. All eighth graders will gain valuable insight into earth's processes. Knowledge of technology, 21st century skills, reading, writing, mathematics and study skills are reinforced throughout the curriculum. Students' grades are based upon teacher observation, class participation, class work, homework, quizzes, tests, laboratory work, projects and the marking period assessments. Although the contents of the program are identical among the various grouping levels, the depth and breadth of coverage is differentiated among them. No extra credit work is given.

EIGHTH GRADE HONORS SCIENCE

This is a fast-paced, challenging, creative study with an in-depth cognitive appreciation of life and earth science. The content is based on the NJ Student Learning Standards for Science. Students are expected to exhibit proficient skills in reading, writing, applicable math, problem solving techniques, and laboratory skills. Independent studies are an integral part of the program. The course provides a demanding approach to the study of biology including application of the scientific method. This course includes an intensive survey of living things from cells to systems, with emphasis on the structure, function, growth, and development of the human body. Students focus on the relationships in ecology and human impact on the ecosystem. Evolution, natural selection, and genetics will also be explored through various classroom activities. This course also includes a global foundation for investigation and inquiry into earth science where the students are exposed to studies of the earth, its components, parts, and environment. Course projects will include, but are not limited to: independent creative models, research papers, oral presentations, and hands-on lab activities. Knowledge of technology and career exploration are infused into the science curriculum. No late work or extra credit work will be accepted for this course.

SOCIAL STUDIES DEPARTMENT

SEVENTH GRADE SOCIAL STUDIES - SEMESTER

This is a course required of all students and is aligned with the New Jersey Student Learning Standards in Social Studies. Through the use of technology, literature, the arts, primary and secondary source materials, and geographic tools, students will study the Constitution, establishing a republic, national and regional growth, adopting the policy of Manifest Destiny, the Civil War, and Reconstruction. A multicultural approach is employed in studying and appreciating the contributions and experiences of Native American, immigrants, women, and African Americans, their cultures and values. Across the curriculum, learners will make logical connections between disciplines via reading, writing, and math skills. Student grades are based primarily on tests, quizzes, primary source analysis, homework, projects, research papers, class participation, and marking period assessments.

SEVENTH GRADE CIVICS - SEMESTER

This is a course required of all students and is aligned with the New Jersey Student Learning Standards in Social Studies. The course will explore the values and principles underlying the American system of constitutional democracy; the function and limitations of government; and the role of a citizen in a democratic society. Beyond learning history, the course will delve into core concepts and principles underlying our democracy, the structure and limits of the national government as set forth in the U.S. Constitution, an examination of how well “We the People” have met our democratic ideals, and the role of the citizens in a democratic society. Students will develop critical thinking skills as well as develop a broad understanding of civic dispositions and responsibilities. Across the curriculum, learners will make logical connections between disciplines via reading, writing, and math skills. Student grades are based primarily on tests, quizzes, primary source analysis, homework, projects, research papers, class participation, and marking period assessments.

EIGHTH GRADE SOCIAL STUDIES

This course is required for all students and is aligned with the New Jersey Student Learning Standards in Social Studies. This course will emphasize all of the social sciences including economics, geography, political science, sociology, anthropology, and current affairs through the use of technology, historical websites, and geographic tools. Through the use of technology, literature, the arts, primary and secondary source materials, and geographic tools, students will study world history from early civilization to the end of the Middle Ages. The major units of study related to ancient history within the aforementioned time frame will include: World Religions, Early Civilization, Greece, Rome, Europe and the Middle Ages. Student grades are based primarily on tests, quizzes, homework, projects, Document Based Questions (DBQs), class participation, journals, and marking period assessments.

EIGHTH GRADE HONORS SOCIAL STUDIES

Aligned with the New Jersey Student Learning Standards in Social Studies, this course is designed to motivate the academically oriented student in pursuit of knowledge and application of higher level thinking skills. This course will emphasize all of the social sciences related to ancient history including economics, geography, political science, sociology, anthropology, as well as current affairs. Throughout the course, students are required to expand their comprehension of information, and writing through research. The challenging variety of such skills as inductive and deductive reasoning, independent research, role playing, debates, public speaking, and synthesis of information serve to motivate the honors students to perform at a level commensurate with their ability. Through the use of technology, literature, the arts, primary and secondary source material and geographic tools, students will study world history from early civilization to the end of the Middle Ages. The major units of study within the aforementioned time frame include: World Religions, Early Civilization, Greece, Rome, Europe and the Middle Ages. Student grades are based primarily on tests, quizzes, homework, projects, Document Based Questions (DBQs), class participation, journals, and marking period assessments.

TECHNOLOGY

Career & Technology Education 7

This is a seventh grade semester-long course designed as an introduction to the Career Technology opportunities at the High School level. Students will participate in a project-based learning environment, where they will gain knowledge and skills in areas such as career readiness, life literacies, computer science and design thinking. Students will engage in a variety of hands-on projects, working both collaboratively and independently. Projects will integrate a variety of disciplines including, but not limited to iSTEM, Marketing, Accounting, CAD, Networking, Digital Design and Horticulture. This course will follow the New Jersey State Learning Standards with assessments based on teacher observations, hands-on projects, cooperative learning experiences and class participation.

Career & Technology Education 8

This is an eighth grade semester-long course designed as a continuation of the skills and knowledge gained in seventh grade. The course will serve as a pathway to the Career Technology opportunities at the High School level. Students will participate in a project-based learning environment, where they will gain knowledge and skills in areas such as career readiness, life literacies, computer science and design thinking. Students will engage in a variety of hands-on projects, working both collaboratively and independently. Projects will integrate a variety of disciplines which may include, but not limited to iSTEM, Marketing, Accounting, CAD, Networking, Digital Design and Horticulture. This course will follow the New Jersey State Learning Standards with assessments based on teacher observations, hands-on projects, cooperative learning experiences and class participation.



WORLD LANGUAGE

SPANISH 8

This is a semester course for students in grade 7 designed to introduce students to the Spanish language and culture and is aligned with the New Jersey Student Learning Standards in World Language. This course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language and the geography of the Spanish world. Throughout the semester, students will develop the ability to interact with one another using four communication skills: listening, reading, writing and speaking. Students will explore and study different themes including: “All About Me,” “School Days,” “Home, Sweet, Home,” “Family,” etc. Students will engage in a variety of developmentally appropriate learning activities with other students in other classes, schools, or countries using electronic tools when necessary. The course will engage students in using 21st century skills to understand, address global issues, learn from one another and work collaboratively with other students representing diverse cultures and lifestyles. Moreover, the class will incorporate the infusion of diverse technology with activities that comprise all three stances of language acquisition. Student grades are based upon class participation, tests, quizzes, flipped culture lessons, homework, research projects, performance based assessment/activities based on the three stances of World Language (Interpretive/Interpersonal/Presentational), marking period assessments, classwork, and teacher observations.

ITALIAN 8

This class is a semester course for students in Grade 8 designed to introduce students to the Italian language and culture and is aligned with the New Jersey Student Learning Standards in World Languages. This course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. Students communicate about themselves and develop the ability to interact with one another using the four communication skills: listening, reading, writing and speaking. Major areas of focus include: vocabulary, geography, cultural aspects of the language, films, pictures, magazines, class projects, speaking activities presented through various websites or social media sources, Hyperdocs, Google Slides, Google classroom, flipped culture lessons, etc. In addition, the course will focus on the three stances of the World Language, (i.e. Interpretive, Interpersonal and Presentational), infusion of diverse technology such as Kahoot, Quizlet, Quia.com, Youtube, GoFormative, Duolingo.com, etc. The course will engage students in using 21st century skills to understand, address global issues, learn from one another and work collaboratively with other students representing diverse cultures and lifestyles. Students will explore and study the different themes including “All About Me,” “School Days,” “Home, Sweet, Home,” Italian Celebrations/Holidays, etc. Students will engage in a variety of developmentally appropriate learning activities with other students in other classes or countries using electronic tools where necessary. Focus on student learning and teacher’s pedagogy will be based on classroom assessments and the Assessment Design Format. Student grades are based upon class participation, tests, quizzes, Italian journal entries, flipped culture lessons, homework, research projects, performance based assessment/activities based on the three stances of World Language (Interpretive and Interpersonal and Presentational Presentations), Marking Period Assessments, Classwork, and teacher observations.

LANGUAGE & CULTURE 7:

This 7th grade semester long course focuses on exploring the various Spanish and French speaking countries that comprise Latin America and the Caribbean. Special emphasis will be placed on the geography, customs, language and other cultural aspects of Spanish and French speaking people. Major course concepts include: geographical awareness, customs and rituals of distinct Spanish and French speaking groups, Spanish and French language, essential phrases for basic communication, and global awareness. The responsibility of bringing a charged chromebook to class on a daily basis is imperative for student learning. Many documents, activities, deadlines and assessments will be provided through Google Classroom. Students will be evaluated in myriad ways including multimedia and oral presentations as well as research assignments.

INDIVIDUALLY PRESCRIBED ACADEMIC PROGRAMS

7th & 8th GRADE ENGLISH LANGUAGE ARTS - READ 180/SUPPLEMENTAL ENGLISH/LAL

This is a full year course utilizing the READ 180 program which is designed as a comprehensive system of curriculum, instruction and assessment geared toward remediating literacy deficiencies for students struggling with literacy utilizing 21st century learning skills. Students enrolled in the course must meet specific criteria and follow a set curriculum segmented into three twenty minute time frames which includes direct instruction, independent reading, and instructional software. The remaining time enables the students to reinforce skills learned utilizing the READ 180 program, serves as preparation for the New Jersey State assessment, and prepares students to meet the New Jersey Student Learning Standards in ELA. The program is data driven, allowing teachers to utilize reports on individual student progress and then individualize instruction appropriately. Student grades are based on classwork, tests, projects, computer assessment scores, and independent reading.

SOAR PROGRAM

The SOAR (Supportive Opportunities and Resources) Program at Delsea Middle School is an academic classroom, in which the instruction is based on the required curriculum and modified to meet students' unique and personal learning needs in a community-style, self-contained setting. Many of the students identified as SOAR candidates experience academic concerns and exhibit behavioral challenges, restricting them from their best performance in a traditional middle school classroom setting. These problems may stem from difficulties overcoming adversities internally, at home, or in the school climate which may not be best suited to their educational, social, and emotional needs. Candidates generally demonstrate low achievement, disciplinary issues, or attendance concerns. The program is designed to assist at-risk students uncover their true potential.

COURSES OF STUDY - LAB CLASSES

SEVENTH AND EIGHTH GRADE ENGLISH LANGUAGE ARTS LAB

This is a required supplementary English language arts course designed for students who have not achieved the proficiency level as mandated by the New Jersey Department of Education. The class is structured to cultivate an appreciation of both reading and writing and supports the required English course with each grade level differentiated by sequencing more challenging work. The reading and writing program primarily emphasizes development through an "Educational Proficiency Plan" (EPP) and is designed to prepare the student for meeting the state's proficiency level. Major units of study address College and Career Readiness in Reading, Writing, Listening and Speaking as outlined in the NJ Student Learning Standards. These skills are then applied to the more complex processes involved in combining and organizing ideas into well-constructed and cohesive argumentative, informational, and narrative essays. The classes also reinforce developmental skills in the area of punctuation usage, spelling, vocabulary acquisition, phrases, clauses, sentence structure, transitional words and phrases, and paragraph development. To further aid in the skill strengthening process, technology is utilized and classes are smaller than the average size to enhance instruction. Student grades are based primarily on tests, quizzes, classwork, class participation, notebooks, and marking period assessments.

ENGLISH LANGUAGE ARTS LAB 7

This is a supplemental English Language Arts class aligned to the New Jersey Student Learning Standards for ELA and supports the English Language Arts curriculum and the associated skills required on the New Jersey state mandated assessment. This course is taken in addition to the regular English Language Arts class and meets five days a week. Classes are smaller than the average size and instruction is individualized to specific student needs. Major units of study in the reading portion include the skills and knowledge useful for word recognition, structural analysis applicable to vocabulary building, and skills in reading comprehension. The course covers reading and analysis/evaluation skills related to both fiction and nonfiction. The writing portion of the course provides a holistic approach to sentence structure, punctuation usage, capitalization, phrases, parts of speech, spelling, and writing. These skills are then applied to the more complex process involved in combining and organizing ideas into well-constructed sentences, paragraphs, and essays. Writing focuses on analytical, evaluative, argumentative, and

narrative formats. All units of study address both remedial and developmental approaches and include strategies for multiple choice questions, and prose constructed responses. Student evaluations will include, but are not limited to, formative and summative assessments consisting of teacher observations, quizzes, tests, essays, and digital activities and projects.

ENGLISH LANGUAGE ARTS LAB 8

This is a supplemental English Language Arts class aligned to the New Jersey Student Learning Standards for ELA and supports the English Language Arts curriculum and the associated skills identified in the NJSL ELA standards and required on the New Jersey state mandated assessment. This course is taken in addition to the regular English Language Arts class and meets five days a week. Classes are smaller than the average size and instruction is individualized to specific student needs. Major units of study in the reading portion include the skills and knowledge useful for word recognition, structural analysis applicable to vocabulary building, and skills in reading comprehension. The course covers reading and analysis/evaluation skills related to both fiction and nonfiction. The writing portion of the course provides a holistic approach to sentence structure, punctuation usage, capitalization, phrases, parts of speech, spelling, and writing. These skills are then applied to the more complex process involved in combining and organizing ideas into well-constructed sentences, paragraphs, and essays. Writing focuses on analytical, evaluative, argumentative, and narrative formats. All units of study address both remedial and developmental approaches and include strategies for multiple choice questions, and prose constructed responses. Student evaluations will include, but are not limited to, formative and summative assessments consisting of teacher observations, quizzes, tests, essays, and digital activities and projects.

MATH 7 LAB

This is a supplemental course designed to provide students with additional academic support in their current Math 7 course. Students gain targeted instruction, acquire additional test taking skills, and improve their readiness for the mandated New Jersey Department of Education assessment. Instructional emphasis will be placed on reinforcing the NJ Student Learning Standards for Grade 7 and correlating to their concurrent Math 7 class. Enrichment math is designed to refine, introduce, and develop skills for those students who have indicated a need for strengthening and reinforcing their math foundations. The major goal is to assist the students in raising their achievement level through the Educational Proficiency Plan (EPP). The four major clusters addressed are: Number Systems, Expressions and Equations, Geometry and Statistics & Probability. Problem solving, communicating mathematically, connecting math to real-life, reasoning, technology, numerical operations, measurement, estimation, and open-ended responses are incorporated and emphasized throughout the four major clusters. Student grades are based primarily on classwork and class participation. Students work on topics at their own individual pace.

MATH 8 LAB

This is a supplemental course designed to provide students with additional academic support in their current Math 8 course. Students gain targeted instruction, acquire additional test taking skills, and improve their readiness for the mandated New Jersey Department of Education assessment. Remediation is provided for students who have indicated a need for strengthening and reinforcing their mathematics foundation. Instructional emphasis will be placed on reinforcing the NJ Student Learning Standards for Grade 8 and correlating to their concurrent Math 8 class. Enrichment math is designed to refine, introduce, and develop skills for those students who have demonstrated a need for strengthening and reinforcing their math foundations. The major goal is to assist the students in raising their achievement level through the Educational Proficiency Plan (EPP). The five major clusters addressed are: Number Systems, Expressions and Equations, Functions, Geometry and Statistics & Probability. Problem solving, communicating mathematically, connecting math to real-life, reasoning, technology, numerical operations, measurement, estimation, and open-ended responses are incorporated and emphasized throughout the five major clusters. Student grades are based primarily on classwork and class participation. Students work on topics at their own individual pace.

**MIDDLE SCHOOL
CLASSIFICATION OF COURSES AND RANKING**

DEPARTMENT	COURSE * indicates ½ year semester course.	REQ	ELE	LEVEL	7	8	PREREQUISITE
Basic Skills	English Language Arts Lab 7 & 8			BS	X	X	
	Math 7 & 8 LAB			BS	X	X	
English	Language Arts Literacy	X		H/A/R	X	X	
	Process Research*	X		NA	X		
	Research Writing*	X		NA		X	
	Learning for Success*	X		NA	X	X	
Health & P.E.	Health & P.E.	X		NA	X	X	
Math	Math 7	X		A	X		
	Honors Pre Algebra	X		H	X		
	Math 8/Intro. to Algebra	X		A		X	
	Honors Algebra	X		H		X	
Fine and Performing Arts	Exploratory Art*	X		NA	X	X	
	Exploratory Music*	X		NA	X	X	
	M.S. Chorus		X	NA	X	X	
	M.S. Band		X	NA	X	X	
	MS Theater Arts		X	NA	X	X	
Science	7th Grade Science (Physical Science)	X		A	X		
	8th Grade Science (Life	X		H/A		X	

	Science)						
Social Studies	7th Grade Social Studies*	X		A	X		
	7th Grade Civics*	X		A	X		
	8th Grade Social Studies	X		H/A	X		
Special Education	SAVE			NA	X	X	Must submit application
	Behavior Disorder Program			NA	X	X	Must submit application
	The In-Class Resource Program			NA	X	X	Must submit application
Tech.	Career & Technology Education 7*	X		NA	X		
	Career & Technology Education 8*	X		NA		X	
World Language	Spanish*	X		NA	X		
	Italian*	X		NA		X	
	Language and Culture 7*	X		NA	X		

**HIGH SCHOOL
CLASSIFICATION OF COURSES OF RANKING**

DEPARTMENT	COURSE * indicates ½ year semester course.	REQ	ELE	WT	9	10	11	12	PREREQUISITE
Lab Classes	ELA Labs	X		B	X	X	X	X	
	Math Grade 12 Lab Algebra 1 Lab Geometry Lab Algebra 2 Lab	X		B	X	X	X	X	
Fine and Performing Arts	Art I		X	B	X	X	X	X	
	Cultural Arts		X	B	X	X	X	X	
	Design, Painting & Drawing I*		X	B		X	X	X	Art I
	Design, Painting & Drawing II*		X	B		X	X	X	Design, Painting & Drawing I
	3D Arts 1*		X	B		X	X	X	Art I
	3D Arts 2*		X	B		X	X	X	3D Arts 1
	Digital Arts I		X	B		X	X	X	Art I
	Digital Arts II		X	B			X	X	Digital Arts I
	Digital Arts III		X	A				X	Digital Arts II
	Advanced Placement Studio Art I & II		X	AP			X	X	Design Painting & Drawing II
	Instrumental Music I		X	B	X				
	Advanced Instrumental Music		X	B		X	X	X	
	Exploring Music in Theory		X	A	X	X	X	X	
	AP Music Theory		X	AP			X	X	Exploring Music In Theory
	Introduction to Vocal Music		X	B	X	X	X	X	
	Concert Choir		X	A	X	X	X	X	Auditions
	Music and Media*		X	B	X	X	X	X	
	Intro to Stagecraft*		X	B	X	X	X	X	
	Intro to Theatre*		X	B	X	X	X	X	
	Production and Performance		X	A	X	X	X	X	Audition and Interview

DEPARTMENT	COURSE * indicates ½ year semester course.	REQ	ELE	WT	9	10	11	12	PREREQUISITE
	Advanced Theater Arts		X	A		X	X	X	Theater Arts I/Audition/Rec.
	Music Tech. I*		X	B	X	X	X	X	
	Music Tech. II*		X	B	X	X	X	X	Music Tech. I
	Music Tech. III		X	B		X	X	X	Music Tech I & II
	Music Technology IV (Independent Study)		X	B				X	Music Tech III
Business/ Tech/CTE Cont.	Workbased Learning Experience (Internship)		X	B			X	X	
	Workbased Learning Experience (Summer)		X	B			X	X	
	Accounting I*		X	A	X	X	X	X	
	Accounting II*		X	A	X	X	X	X	Accounting I
	College Accounting		X	A			X	X	Accounting II
	Foundation of Marketing		X	A	X	X			
	Marketing Applications		X	A			X	X	Foundations of Marketing
	Marketing Management		X	A			X	X	Marketing Applications
	Retail Sales and Distribution		X	B				X	Marketing Applications
	Sports Management		X	A		X	X	X	Foundations of Marketing
	Sports Marketing		X	A			X	X	Sports Management
	Intro To Game Programming using Programming in C++ (Honors)		X	H			X	X	Prog. In Python (Honors), and Pre-Calc.
	Programming in Python (Honors)		X	H		X	X	X	Algebra 2 H
	AP Computer Science - Java		X	AP			X	X	Intro to Game Programming using C++ (Honors), and Pre-Calc.

DEPARTMENT	COURSE * indicates ½ year semester course.	REQ	ELE	WT	9	10	11	12	PREREQUISITE
Business/ Tech. and CTE, Cont.	AP Computer Science - Principles		X	AP		X	X	X	Prog. In Python (Honors)
	Personal Financial Literacy*		X	B			X		
	WEB Design & Development I		X	B	X	X	X	X	
	WEB Design & Development II		X	B		X	X	X	WEB Design & Development I
	WEB Design & Development III		X	A			X	X	WEB Design & Development II
	WEB Design & Development IV		X	A				X	WEB Design & Development III
	iSTEM I		X	A	X	X	X	X	
	iSTEM II		X	A		X	X	X	iSTEM I
	iSTEM III		X	A			X	X	iSTEM II
	iSTEM IV		X	A				X	iSTEM III
	TV/Broadcasting I		X	B		X	X	X	Theater Arts I
	TV/Broadcasting II		X	B			X	X	TV/Broadcasting I
	TV/Broadcasting III		X	A				X	TV/Broadcasting II
	Fix It		X	B	X	X	X	X	
	Building Construction Technology II		X	B		X	X	X	Fix It
	Building Construction Technology III		X	B			X	X	Building Construction Technology II
	Electrical Tech I*		X	B	X	X	X	X	
	Plumbing I*		X	B	X	X	X	X	
	CAD		X	A	X	X	X	X	Basic Math
	CAE - I		X	A		X	X	X	CAD I
	CAE - II		X	A		X	X	C	CAE - I
	CAA-CAI I		X	A			X	X	CAD, CAE-I, CAE - II
	CAA-CAI II		X	A				X	CAD, CAE-I, CAE-II, CAA-CAI I
	Computer Systems and Networking I		X	A	X	X	X	X	Demonstrated Proficiency in Reading, Writing and Math

DEPARTMENT	COURSE * indicates ½ year semester course.	REQ	ELE	WT	9	10	11	12	PREREQUISITE
Business/ Tech. and CTE, Cont.	Computer Systems and Networking II		X	A		X	X	X	Computer Systems and Networking I
	Computer Systems and Networking III		X	A			X	X	Computer Systems and Networking II
	Computer Systems and Networking IV		X	A					Computer Systems Networking III
	Tech Intern		X	B			X	X	Any Computer Systems Networking Course
	Practical Applications of Comp. Tech.		X	B	X	X	X	X	IEP students only
English	English I	X		H/A/R	X				
	English II	X		H/A/R		X			English I
	English III	X		AP/A/R			X		English II
	English IV	X		AP/A/B/R				X	English III
	Contemporary Novel I*		X	A		X	X	X	
	Contemporary Novel II*		X	A			X	X	Contemporary Novel I
	Myths, Legends, and Fairytales*		X	A		X	X	X	
	Creative Writing I*		X	A		X	X	X	
	Creative Writing II*		X	A		X	X	X	Creative Writing I
	Journalism*		X	A		X	X	X	
	Public Speaking*		X	A		X	X	X	
	Reading the Movies*		X	A			X	X	
	Modern Sports & Society*		X	A		X	X	X	
	Origins of Popular Literature*		X	A			X	X	

DEPARTMENT	COURSE * indicates ½ year semester course.	REQ	ELE	WT	9	10	11	12	PREREQUISITE
English, Cont.	Diverse Voices in Literature		X	A				X	This course satisfies the English IV graduation requirement.
	The Message of Music		X	A			X	X	ELA 1 & ELA 2
Health & P.E	Health & P.E. I	X		B	X				
	Health & P.E. II	X		B		X			
	Health & P.E. III	X		B			X		
	Health & P.E. IV	X		B				X	
Math	Unified Physical Education		X	B	X	X	X	X	
	College Prep Math I*		X	B				X	
	College Prep Math II*		X	B				X	College Prep Math I
	Algebra I			A	X	X	X	X	8th Grade Math
	Geometry			A/H	X	X	X	X	Alg. I H for Geom. H Alg. 1A for Geom. A
	Algebra II			A/H		X	X	X	Alg. I/Geometry
	Trigonometry/Pre-Calculus			A			X	X	Geometry and Alg. II
	Honors Pre-Calculus			H			X	X	Geometry H and Algebra II H
	Honors Calculus			H				X	Trig/Pre-Calc. or H. Pre-Calc.
	Statistics			A			X	X	Algebra II (Geom. concurrent)
	AP Calculus AB			AP				X	H Pre-Calculus
	AP Statistics		X	AP				X	Honors Math Sequence, Alg., Geom., Trig.
Science	Environmental Science			A	X				
	AP Environmental Science		X	AP		X	X	X	2 Years HS Lab Science
	AP Biology			AP			X	X	H Bio & H. Chem.
	Honors Biology			H	X				8th Honors Science
	Academic Biology			A		X			
	AP Chemistry			AP		X	X	X	H Chemistry/Trig. or Pre-Calc. Currently
	Honors Chemistry			H	X	X	X		Algebra II Concurrently
	Chemistry			A			X	X	Algebra I
	AP Physics One			AP			X	X	Trigonometry
	AP Physics Two			AP			X	X	AP Physics One, Trig.
	Honors Physics			H		X	X	X	H Chemistry/H. Alg. II

DEPARTMENT	COURSE * indicates ½ year semester course.	REQ	ELE	WT	9	10	11	12	PREREQUISITE
Science	Physics			A			X	X	Chemistry/H.Alg. II
Cont.	Applied Physical Science			B			X	X	
	Anatomy/Physiology			A			X	X	Academic/H Biology
	Forensics*		X	A				X	Algebra II, Academic Biology, Chemistry
	Horticulture I		X	B	X	X			
	Horticulture II		X	B		X	X	X	Horticulture I
	Horticulture III		X	A			X	X	Horticulture II
	Horticulture IV		X	A				X	Horticulture III
Social Studies	World History	X		H/A	X				
	AP World History		X	AP	X				
	World History of Genocide*		X	A			X	X	
	U.S. History I	X		H/A//B		X			
	U.S. History II	X		AP/A/B			X		U.S. History I
	AP Modern European History		X	AP			X	X	
	Race, Gender and Ethnicity in American History and Culture*		X	A		X	X	X	
	Modern American Military History*		X	A			X	X	
	Sociology		X	A		X	X	X	
	Psychology		X	A		X	X	X	
	Advanced Placement Psychology		X	AP			X	X	
	AP US Government and Politics		X	AP			X	X	US History II A or AP
	Law Enforcement I		X	A			X	X	
JROTC	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

DEPARTMENT	COURSE * indicates ½ year semester course.	REQ	ELE	WT	9	10	11	12	PREREQUISITE
World Language	French I		X	H/A	X	X	X	X	
	French II		X	H/A		X	X	X	French I
	French III		X	H			X	X	French II
	Advanced Placement French Language		X	AP				X	French III H
	Spanish I		X	H/A	X	X	X	X	
	Spanish II		X	H/A		X	X	X	Spanish I
	Spanish III		X	H			X	X	Spanish II
	Advanced Placement Spanish Language		X	AP				X	Spanish III H
	Italian I		X	H/A	X	X	X	X	
	Italian II		X	H/A		X	X	X	Italian I
	Italian III		X	H			X	X	Italian II
	Advanced Placement Italian Language		X	AP				X	Italian III H
	Exploratory Spanish 2 and the Latino Culture		X	B		X	X	X	Spanish 1 - IEP only
	ELL SWA-G		X	B	X	X	X	X	ELL Students
	ELL LAB		X	B	X	X	X	X	ELL Students