



Gloucester City High School



2024-2025 Course Selection Booklet

The background of the page is a photograph of the exterior wall of Gloucester City Junior-Senior High School. The wall is made of large, light-colored rectangular panels. In the upper right corner, there is a circular emblem with a sunburst design. Below the emblem, the school's name is written in large, raised, blue letters: "GLOUCESTER CITY JUNIOR - SENIOR HIGH SCHOOL".

GLOUCESTER CITY JUNIOR - SENIOR HIGH SCHOOL

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Gloucester City Programs of Study

TV Production

This program provides the foundation and basics of television production, introduction to scripting and storyboarding, camera operations and shooting techniques, audio acquisition, editing, and graphics construction. Students have the opportunity to operate all crew positions in a variety of studio lab projects. It is a four-year pathway designed for students interested in pursuing careers in the digital media industry including: professional broadcast journalists, editors, producers, directors, managers, and various other video broadcasting professions.

Industrial Arts

The Industrial Arts program is designed to provide students with basic knowledge of the construction industry and develop technical skills within the trade. Students will be exposed to the many areas within the construction realm, ranging from carpentry and masonry to plumbing. They will be trained to operate hand and power tools and other specialized equipment. Students will be exposed to various local companies and industry professionals who are seeking skilled employees, as well as colleges and technical institutes for continuing education.

Visual Arts

The Visual Arts Program is an impressive mix of 2D & 3D Art, Drawing, Painting, Graphics, and Photography. Students are given the opportunity to take Level 1, Level 2, Pre AP, and AP Art classes. The Visual Arts Program will enable students to develop a portfolio by taking an Art elective each year of their high school career, thus preparing them for continued studies through a certification program or the collegiate level.

Naval Science (Navy Junior Reserve Officer Training Corps)

JR ROTC is one way for High School students to explore military service with no commitment to join the military. This program gives a high school experience that encompasses leadership and accomplishment. In addition to learning about the U.S. Navy, the Cadets are involved in numerous fun activities such as sailing, drill competitions, parades, physical fitness competitions, Color Guards and tours to military installations and academies. There are numerous benefits and scholarship opportunities within the military if students choose that direction. However, this program teaches leadership skills that help students to progressively lead professionally, no matter your career path.

STEM Tracks

STEM provides transformative learning experiences for high school students and teachers across the United States. Pathways in Computer Science, Engineering, and Biomedical Science engage students in hands-on activities, projects and problems. Students are empowered to solve real-world challenges, and inspired to re-imagine how they see themselves.

Engineering

Learning by doing: affordable housing design, bio-fuel production, and app development. These are all hands-on, real-world challenges students face in their PLTW Engineering Courses. Throughout the program, students step into the varied roles engineers play in our society, discover new career paths and possibilities, and develop engineering knowledge and skills. In addition, as students work in teams to design and test solutions, they are empowered to develop in demand, transportable skills like collaboration, critical thinking, and communication.

Biomedical Sciences

Working with the same equipment and tools used by lab professionals, PLTW Biomedical Science students are empowered to explore and find solutions to some of today's most pressing medical challenges. Through scaffolded activities that connect learning to life, students step into the roles of biomedical science professionals. Students work together in teams to find unique solutions, and in the process, learn in-demand, transferable skills like critical thinking and communication.

Computer Sciences

Computer Sciences empower students to become creators, instead of merely consumers, of the technology all around them. The program engages students and collaborative projects that help them develop in demand computer science knowledge as well as transportable skills like creative thinking and communication.

Pre-College

Our Pre-College program offers students the opportunity, beginning in 10th grade, to begin to achieve college credits through a combination of AP courses, dual-credit courses with Camden County College, and online or on-campus college courses at CCC or RCSJ. Students are able to accrue a significant number of college credits, which can result in substantial savings for our students and their family in achieving a college degree. Our goal is to have a cohort of students who will be able to achieve an Associate's degree simultaneously with their high school diploma.

Gloucester City High School

Academic Planning Guide

2024-2025

I will graduate from Gloucester City High School in June of _____

| English (20 Credit Min) | Year | Credits |
|-------------------------|------|---------|
| English 9 | | |
| English 10 | | |
| English 11 | | |
| English 12 | | |
| Total Credits | | |

| Social Studies | Year | Credits |
|------------------------|------|---------|
| World History Cultures | | |
| U.S. History I | | |
| U.S History II | | |
| | | |
| Total Credits | | |

| Math (15 Credit Min) | Year | Credits |
|----------------------|------|---------|
| Algebra I | | |
| Geometry | | |
| Algebra II -or- | | |
| College Prep Math | | |
| Total Credits | | |

| Physical Education | Year | Credits |
|----------------------|------|---------|
| Phys. Ed. 9 | | |
| Phys. Ed. 10 | | |
| Phys. Ed. 11 | | |
| Phys. Ed. 12 | | |
| Total Credits | | |

| Science (15 Credit Min) | Year | Credits |
|-------------------------|------|---------|
| Earth & Space Science | | |
| Biology | | |
| 3rd Year Science | | |
| | | |
| Total Credits | | |

| Health | Year | Credits |
|-------------------------------|------|---------|
| Health 9 | | |
| Health 10 (Drivers Education) | | |
| Health 11 | | |
| Health 12 | | |
| Total Credits | | |

| Visual/Perf Arts (5 Credit Min) | Year | Credits |
|---------------------------------|------|---------|
| | | |
| | | |
| | | |
| | | |
| Total Credits | | |

| World Language (5 Credit Min) | Year | Credits |
|-------------------------------|------|---------|
| | | |
| | | |
| | | |
| Total Credits | | |

| 21st Century Life (5 Credit Min) | Year | Credit |
|-----------------------------------|------|--------|
| | | |
| | | |
| Total Credits | | |

| Additional Graduations Requirements | Year | Credits |
|-------------------------------------|------|---------|
| Financial Literacy | | |
| | | |
| Total Credits | | |

Credits to Date _____

My goal is to attend _____, which requires:

Next Year _____

_____ English Credits _____ Math Credits _____ Lab Sciences Credits

Total Credits _____

_____ SS Credits _____ World Langs. Credits _____ Other Academic

The College I hope to attend is ___ most selective ___ very selective ___ moderately selective ___ open.

The most selective schools expects that a student take the most rigorous courses.

SELECTING COURSES



The educational program at Gloucester City High School is developed to assist each student to discover and develop his/her talents, interests, and abilities. Gloucester City High School provides equal educational opportunities for all students regardless of race, creed, color, national origin, sex, or disability. You are preparing to select the subjects that you will study during the coming year. This is a most important decision for you. In order to help you select courses that will suit your needs and abilities, you should consider the following:

1. Consult your teacher, classroom teachers, and counselors for assistance.
2. Use your results of past achievement or grades in various subjects.
3. Use the results of standardized tests you have taken in school to assist you.
4. Consider your future job plans (including a consideration of school subjects, ability, and skill needed).
5. The Guidance Department will review and approve all course selection forms.
6. Courses will be offered based on enrollment and staff availability.

Graduation Requirements & Guidelines for Course Selection

1. A minimum of 130 credits is required.
2. Students will be placed into the next level if they meet the following requirements:
 - 10th grade-35 credits accumulated
 - 11th grade-65 credits accumulated
 - 12th grade-90 credits accumulated - and can meet all graduation requirements at the end of the senior school year or during the summer session after the graduation date.
3. All students must be enrolled in a minimum of seven (7) subjects plus Physical Education and Health.
4. Students should not enroll in a course for credit that they have previously taken, passed, and earned credit. The course may be retaken, but only to improve the grade. Courses that have been previously taken and passed cannot count a second time towards the credit requirement for athletic eligibility or advancement to the next grade level.
5. Four years of English are required.
6. One year of World Language is required. (College or Honors level)
7. Three years of mathematics are required. The following math courses meet this requirement:
 - Grade 9 - Algebra I, Geometry, Algebra II
 - Grade 10 - Geometry, Algebra II
 - Grade 11 - Advanced College Prep Math, Algebra II or Pre-Calculus/Trigonometry and AP Statistics.
 - Grade 12 - Advanced College Prep Math, Calculus, Honors Statistics, AP Calculus, Statistics, AP Statistics and Pre-Calculus/Trigonometry.
8. Three years of sciences are required. The following science courses (College or Honors level) meet this requirement:
 - College Biology/Honors Biology
 - Chemistry/Honors Chemistry/AP Chemistry
 - Physical Science/Honors Physics
 - AP Biology, Environmental Science
 - Earth & Space Science
 - Physics for Everyday Living(At least fifteen) credits in science, including at least **five credits in laboratory biology**/life science or the content equivalent; **one additional laboratory/inquiry-based science course**, which shall include chemistry, environmental science, or physics; and one additional laboratory/inquiry- based science course.
9. Three years of Social Studies are required. The following courses meet this requirement
 - U.S. History I and U.S. History II (College or Honors level).
 - World History/Cultures
10. One semester of Financial Literacy is required
11. One year of visual, practical, or performing arts and five credits in 21st Century Life & Careers is required.
12. A passing grade in Physical Education and Health is required each year.

State law will not permit students to graduate unless they have passed Physical Education and Health each year in school. Students who are medically excused from participation in Physical Education are required to complete a written project each marking period for the Physical Education Instructor, in order to earn credits for the course.

SELECTING COURSES



13. Students intending to go to college must follow the required and recommended college prep subjects. Students who choose not to follow the recommended college curriculum are not likely to be admitted to a four year college and will not have the requirements to participate in college NCAA athletics.
14. Students planning to enter a New Jersey state college as a freshman must complete a “minimum of 16 units of college preparatory subjects including 4 units of English; 3 units of college level math; 3 units of social studies, and 2 units of laboratory science, and two units of World Language.” Students should confer with their guidance counselor to insure the the courses they request fulfill the additional unit requirements.
15. Students interested in engineering or Engineering Technology should complete both Geometry and Algebra II by the end of 10th grade to complete five years of academic math. Approval by the Mathematics Department and a grade of “A” or “B” in Algebra I is required.
16. ***Class of 2024 and 2025 (Updated May 2023)***

On May 3, 2023, the State Board of Education approved the graduation ready cut score for the ELA and mathematics components of the NJGPA, as well as the menu of alternative assessments and aligned cut scores.

The requirements in this section were adopted by the New Jersey State Board of Education on September 8, 2021 for the classes of 2023-2025.

English Language Arts and Literacy (ELA)

If, after completing the New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the ELA component, such students may access the following pathways:

 - Second Pathway: By meeting the designated cut score on a substitute competency test such as the PSAT, SAT, ACT, or ACCUPLACER; or
 - Third Pathway: By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

Mathematics

If, after completing the required New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the mathematics component, such students may access the following pathways:

 - Second Pathway: By meeting the designated cut score on a substitute competency test such as the PSAT, SAT, ACT, or ACCUPLACER; or
 - Third Pathway: By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.
17. In Accordance with our school’s Attendance Policy, students must attend school regularly in order to remain enrolled and to earn credits.
18. Students enrolled in AP/Honors courses will receive AP credit only if they take the AP exam. All students who elect not to take the AP exam will receive Honors credit only. Their transcript will reflect this fact.

SELECTING COURSES



19. Class Rank

Class Rank used in our school is a weighted class rank that is used to determine the final class standing for graduates as well as class valedictorian, salutatorian, third honors, the top ten students and National Honor Society eligibility.

The weighted rank is used for scholarships, college admissions and National Honor Society. There are four levels of courses at Gloucester High School with level I carrying the least weight and level IV carrying the most weight for courses.

| | | | |
|---|---|--|---|
| <p>Level I All subjects excluding courses listed in Levels II , III & IV</p> | <p>Level II See all Level II courses identified in pages 12-30</p> | <p>Level III All Honors Courses/Pre AP World Lang III, IV Principles of Biomedical Science Human Body Systems Engineering Courses</p> | <p>Level IV All Advanced Placement Courses</p> |
|---|---|--|---|

20. The student's grade point average is the average of all grades earned by the student for all credited course work taken in high school.

The grade points for classes of 2020 and beyond are as follows:

| | Level I | Level II | Level III | Level IV |
|------------|---------|----------|-----------|----------|
| A+: 99-100 | 4.00 | 4.50 | 5.00 | 5.50 |
| A: 94-98 | 3.50 | 4.00 | 4.50 | 5.00 |
| A-: 92-93 | 3.25 | 3.75 | 4.25 | 4.75 |
| B+: 90-91 | 3.00 | 3.50 | 4.00 | 4.50 |
| B: 85-89 | 2.50 | 3.00 | 3.50 | 4.00 |
| B-: 83-84 | 2.25 | 2.75 | 3.25 | 3.75 |
| C+: 81-82 | 2.00 | 2.50 | 3.00 | 3.50 |
| C: 76-80 | 1.50 | 2.00 | 2.50 | 3.00 |
| C-: 74-75 | 1.25 | 1.75 | 2.25 | 2.75 |
| D+: 72-73 | 1.00 | 1.50 | 2.00 | 2.50 |
| D: 67-71 | 0.50 | 1.00 | 1.50 | 2.25 |
| D-: 65-66 | 0.25 | 0.75 | 1.25 | 2.00 |

21. **Once next year's courses are assigned no changes will be made after the Friday of the first full week of school, unless extenuating circumstances are presented. Requests will be given consideration on a case-by-case basis.** The following guidelines for grades and credits shall apply when a student is removed from a course:

- During the first marking period, students will be rescheduled into another class for credit. No indication of dropping a course will appear on the official transcript.
- During the first half of the second marking period, an attempt will be made to schedule an elective for the student. No indication of dropping a course will appear on the official transcript.
- During the second half of the second marking period and the second semester (third and fourth marking periods), students will be scheduled into a study hall, shall not receive credit for the course dropped, and will have "Withdraw/Failing" (WF) entered for the course dropped on the report card and official transcript, which affects GPA and class rank.

22. Students will be given courses that they have requested, whenever possible. If a substitution has to be made, the student will be scheduled into one of his/her alternative subjects.

23. **All students are required to attend school through the entire instructional day unless granted through IEP/504.**

24. The School District reserves the right to revise students' programs of study to ensure that all students comply with graduation requirements.

ELIGIBILITY FOR PARTICIPATING IN HIGH SCHOOL ATHLETICS: To be eligible to participate in interscholastic sports, a student athlete must pass a minimum of 30 credits at the end of the school year for fall and winter sports, and must be passing a minimum of 15 credits at the end of the second marking period (semester average grade) for spring sports.

ELIGIBILITY FOR PARTICIPATING IN COLLEGE ATHLETICS: In order to be a full qualifier, college-bound student-athletes must meet the following academic requirements:

- Division I: Complete 16 core courses; 10 of 16 courses must be completed before senior year; 7 of 10 courses must be in English, Math, or Natural/Physical Science. The grades in these seven courses will be "locked in" meaning you will not be allowed to retake them to improve your grades. Earn a core-course GPA of at least 2.300; Earn an SAT combined score or ACT sum score matching the core course GPA on the Division I sliding scale; Graduate high School.
- Division II: Complete 16 core courses; Earn a core-course GPA of at least 2.000 or higher; Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division II full qualifier sliding scale; Graduate high school.
- See NCAA Website for additional details: <http://www.ncaa.org/>

SEE DOE WEBSITE <http://www.state.nj.us/education/assessment/parents/GradReq.pdf> for all information regarding Graduation Requirements.

COURSE DESCRIPTIONS



SPECIAL EDUCATION

The Special Education Program provides support to students with special needs who receive special education and related services as part of their Individual Education Plan (IEP). Special education programs offered are a continuum of services from the least restrictive environment to a more restrictive environment. Enrollment in specific courses and programs are dependent upon the recommendations made by the IEP team. Students identified as having educational disabilities are placed to the greatest extent possible in a general education program without discrimination due to their disabilities.

Programs

Inclusion

The objective is to provide every student with an opportunity to receive education in the least restrictive environment with programs designed to meet his or her individual needs.

Supplemental Support

- Students with special needs participate in courses with supplemental aids and services to include paraprofessional support, consultation model, and specialized equipment and materials. All courses are instructed by a highly-qualified grade level or content area teacher.

In-Class Resource

- Students with special needs participate in courses with supplemental aids and services to include the support of a highly qualified special education and highly qualified grade level or content area general education teacher.

Resource Center

Integral to these programs is a curriculum stressing specialized instruction, organizational skills, and transition planning.

- Pull-out resource
- Pull-out replacement instruction in content areas
- Support Skills course
- This course offers additional support to students with special needs to ensure their success in their academic classes.

Modifications and accommodations specified in the IEP can be implemented in a small group setting with the guidance of a special education teacher.

Self-Contained

These programs are for special needs students requiring a much more concentrated instructional and socio-emotional program. There are various and separate programs serving students with severe learning, developmental, and emotional difficulties. Students may still participate in general education settings as appropriate. All major subjects are instructed by a highly-qualified special education teacher.

Business Environment Structured Training Program (B.E.S.T) offers students the opportunity to focus on functional academic life skills, daily

living skills, prevocational/vocational skills, and social interactions while improving their overall academic potential. Structure Learning Experiences (SLE) are developed through exposure to interest-based job simulations and trades both on and off campus. Additionally, students will discover and develop daily living skills via Community Based Instruction (CBI) opportunities which provide students with meaningful and authentic community experiences. These activities bridge the gap between classroom instruction and daily life. The goal is to prepare students for independent living and gainful employment beyond high school. Special needs students who are continually working toward IEP goals and objectives are eligible to continue within the program until the age of 21.

Other Services Available:

- Speech and language support
- Occupational & Physical support
- Individual and group counseling
- Behavioral Consultation
- Transition Services

For students who do not receive Special Education but require an Accommodation Plan:

Section 504 Services

- The District complies with all provisions of the "Rehabilitation Act -Section 504" and "Americans with Disabilities Act -ADA, 1992."
- A student may be referred to the school's 504 Coordinator through the Counseling Department to determine eligibility and receive assistance.

Honors/Advanced Placement Criteria

Entrance Considerations

Any student may enroll in honors level courses. The wide scope and demanding pace of these classes will provide students with a challenging and rewarding educational experience. In order to determine if you would be successful in an honors class you should ask yourself the following questions:

1. Have I demonstrated previous academic achievement with a “B” or better in the subject?
2. Does my current subject area teacher think that I will be successful in the honors program?
3. Have I scored in the upper 25th percentile on a nationally normed test? (See your guidance counselor)

Any student answering “yes” to all these questions should feel confident of succeeding in the honors classes.

High School Dual Credit Programs

Great Opportunities to

Jump Start Your College Career

The Gloucester City School District has structured agreements with Camden County College to allow students to take high school courses that will help them to earn college credits. Look for course that are noted as “High School Dual Credit” when selecting classes for a career pathway. See guidance counselor for details. High School Plus classes provide academically talented students with challenging curricula through which they will earn college credits. Upon graduation, students may choose to go to Camden County College or another four-year institution and receive college credits. To be eligible, students must complete an application, pay \$150 per class, and earn a “B” or better in these courses.

Financial assistance is available upon request.

***AVID (Advancement Via Individual Determination) 9/10 Grades: 9 and/or 10 Placement Level II 5 Credits - Full Year**

The AVID (Advancement Via Individual Determination) Program is an elective class taken during the regular school day. This program holds students accountable to the highest standards and provides them with academic and social support. *

AVID offers extra practice in reading and writing as well as tutorial support from college students and college graduates in order to help students who show a willingness to work hard to achieve in Honors and AP classes.

*AVID is a National Organization.

***AVID (Advancement Via Individual Determination) 11/12 Grades: 11 and/or 12 Level II 5 Credits - Full Year**

The 11th grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. This course is organized around the theme of “Leadership as a Catalyst for Change in Society.” Students study, in depth, exceptional leaders in contemporary society and examine the effect that these individuals have had on culture, politics, education, history, science, and the arts. The course requires that students read essays, speeches, articles, and letters by these leaders, as well as at least one full-length work by the leader or about the leader. Also, each student is

required to conduct a research project that is presented in the senior year. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies, and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.

ENGLISH

POWER ENGLISH I Level I 2.5 Credits

This class is for ninth grade students who were partially proficient in the NJ Student Learning Assessments. This class will prepare and support students for the rigors of College English I. Students will be selected for this class based upon their NJ Student Learning Assessments scores and teacher recommendations.

COLLEGE ENGLISH I Level II 5 Credits

College English I is required for all 9th grade students other than those taking Pre-AP English I. Students will be required to read a novel independently during the school year. The course will be literature based with emphasis on evaluative and critical analysis of a wide variety of literary forms, including the novel, short stories, drama, and the essay. The writing process will also be learned by writing a wide variety of expository and other forms of personal expression. Library and other research skills will be learned, and the formal research paper will be introduced. A speech element will also be a part of the class as well as listening and viewing skills.

PRE-ADVANCED PLACEMENT ENGLISH I Level III 5 Credits

In 9th grade students may take Pre-AP English I (formerly Honors English I), which prepares students for high school AP courses in language and literature by further emphasizing students’ skills in using and analyzing language. In addition to the goals of the College English I course, Pre-AP English I students read from more advanced texts and seek to offer more in-depth interpretations. Students compose more advanced analytical papers with appropriate formatting and documentation that will be scored using a scaled version of the AP essay rubric. Pre-AP English I will challenge the student to develop effective communication skills through writing, reading, editing, listening, speaking, presenting, researching, analyzing, problem solving, critical thinking, and collaborative learning. The course will also provide opportunities for students to experience and appreciate the various genres of literature, including nonfiction, biography, essay, poetry, short story, drama, and the novel. These works will be teacher selected to emphasize classical and contemporary works from a diverse group of authors, cultures, and styles. All lessons will adhere to district and state curriculum mandates and cover SAT objectives for reading, writing, and language usage and conventions. Teachers of this course will work closely with AP English teachers to structure the course, assignments, and assessments like those the students will experience in the AP class and the AP test. This course will be “weighted” for the purpose of determining class rank for college admission, National Honor Society consideration, and scholarship consideration only.

COLLEGE ENGLISH II **Level II** **5 Credits**

College English II is required for all 10th grade students other than those taking Pre-AP English II. It includes the study and analysis of classical and/or topical works of literature in the various genres. Course objectives include the refinement of the writing and research process and a continued emphasis on correct English usage and grammatical principles. Students will work to demonstrate active listening skills during class discussions, participate in collaborative study groups and class discussions to enhance formal speaking skills, and practice higher level thinking skills. Refinement of the writing and research process, a continued emphasis on correct English usage, review of grammatical principles, demonstrate active listening skills during class discussion, participate in collaborative study groups and class discussions to further enhance and refine formal speaking skills, and fostering of higher level thinking skills will be pursued. The course is designed to meet individual and class needs for pre-college study. The instruction seeks to review, refine, and augment the concepts learned in previous grades while supplying new and important material essential to maintaining a high standard of language comprehension and usage as well as preparation for future college studies.

PRE-ADVANCED PLACEMENT ENGLISH II **Level III** **5 Credits**

In 10th grade students may take Pre-AP English II (formerly Honors English II), which prepares students for high school AP courses in language and literature by further emphasizing students' skills in using and analyzing language. In addition to the goals of College English II course, Pre-AP English II students read from more advanced texts and seek to offer more in-depth interpretations. Students compose more advanced analytical papers with appropriate formatting and documentation that will be scored using a scaled version of the AP essay rubric. Pre-AP English II will challenge the student to develop effective communication skills through writing, reading, editing, listening, speaking, presenting, researching, analyzing, problem solving, critical thinking, and collaborative learning. The course will also provide opportunities for students to experience and appreciate the various genres of literature, including nonfiction, biography, essay, poetry, short story, drama, and the novel. These works will be teacher selected to emphasize classical and contemporary works from a diverse group of authors, cultures, and styles. All lessons will adhere to district and state curriculum mandates and cover SAT objectives for reading, writing, and language usage and conventions. Teachers of this course will work closely with AP English teachers to structure the course, assignments, and assessments like those the students will experience in purpose of determining class rank for college admission, National Honor Society consideration, and scholarship consideration only. This course will be "weighted" for the purpose of determining class rank for college admission, National Honor Society consideration, and scholarship consideration only.

COLLEGE ENGLISH III **Level II** **5 Credits**

College English III is required for all 11th grade students other than those taking Honors English III or an AP course. It includes the study of American literature with a historical perspective. Refinement of the writing (long-range and daily) and research process, a continued emphasis on standard English usage, development of listening and speaking skills, and pursuit of higher level thinking skills will be offered. This course will build on knowledge gained in previous grades in addition to preparing students for the rigors of college studies or other post-high school education.

HONORS ENGLISH III **Level III** **5 Credits**

This course is designed for advanced junior English students. The course is literature based and will contain all the elements of a high school College English III class, as well as the study of additional works; in addition, all study will proceed at an accelerated pace and on an advanced level. The Honors English III class will give consideration to preparing students for SATs, PSATs, ACTs. Students must demonstrate a high level of reading ability, possess excellent writing skills, and work effectively independently. The students and their parents are again reminded of the rigorous program expectations and of the necessity for the teacher to adhere rigidly to the curriculum established for the course. An Outside Class reading will involve a selected novel for analysis and Socratic discussion each marking period. Students choosing this class are expected to continue their honors studies during their senior year. Because of the intensity of the course, it will be "weighted" for the purpose of determining class rank, eligibility for National Honor Society, and consideration for scholarships. This course centers on the New Jersey Student Learning Standards for English Language Arts.

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION**High School Dual Credit** **Level IV** **5 Credits**
Earn 3 College Credits

This 11th grade AP English Language and Composition course is devoted to the study of argument and persuasion, or what has traditionally been called rhetoric. The course is intended to help students become more effective readers and writers, and the goal is to understand how messages are conveyed and how arguments are structured. The AP English Language and Composition exam assesses a student's ability to recognize how arguments are made, the audiences to whom they are made, and the author's purpose in making those arguments. Students are expected to read extensively out of class. Additionally, students will write extensively--both timed writing and researched writing--in preparation for AP Literature and Composition exam in May and out of class. This course is weighted for the purpose of determining class rank for college admission, National Honor Society consideration, and scholarship consideration only.

COLLEGE ENGLISH IV **Level II** **5 Credits**

This required course is designed to increase expository writing skills through both students' writing and the study of professional authors, review grammar primarily through composition work, provide an opportunity to research and write about a topic of interest in a required formal research paper, develop skills in public speaking, review library reference sources, and provide the opportunity to study the literature, authors and history of England.

HONORS ENGLISH IV **Level III** **5 Credits**

Honors English IV is a survey of British Literature presented along with academic vocabulary and writing activities. Outside class reading will involve a selected novel for analysis and Socratic seminar discussion each marking period. Objective tests are given once a week on the assigned novel reading. Listening, studying and note-taking skills for college will be considered as well. Preparation of a research paper is a requirement of the student to fulfill the credits for this course as a means of preparing for college assignments after all composition courses. Students will complete their research paper following the APA Style for research papers, but will also use MLA Style when analyzing literature. This course is "weighted" for the purpose of determining class rank for college admissions, National Honors Society and scholarship consideration. This course centers on the New Jersey Student Learning Standards for English Language Arts (ELA).

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

Level IV 5 Credits

High School Dual Credit

Earn 3 College Credits

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Students will read and write extensively throughout the course, both in and out of class, in preparation for the AP Literature and Composition Exam in May. This course is "weighted" for the purpose of determining class rank for college admission, National Honor Society consideration, and scholarship consideration only.

SENIOR ENGLISH PORTFOLIO **Level I 2.5 Credits**

This class is for 12th grade students who didn't earn a passing score for the English Language Arts (ELA) component of the New Jersey Graduation Proficiency Assessment (NJGPA). This first semester class will prepare students for the rigors of College English IV, which these same students will take as a double period during the second semester. Students will be selected for this class based upon their NJ Student Learning Assessments scores, NJGPA scores, district assessments, and teacher recommendation.

MATHEMATICS

FINANCIAL LITERACY **Level II 2.5 Credits**

This is a required course for all 9th grade students and will satisfy the one semester graduation requirement of financial literacy. Students will gain an understanding of personal finance as well as domestic and global economics. Economic principles studied will include supply and demand, functions of money, international trade, government regulations, e-commerce, and major economic indicators. Because we live in a free enterprise system, students will learn the relevance of economic trends when making decisions in their daily lives. This course will teach students how to take control of their financial future. Areas of study include consumer tips, banking, use of credit cards, financing large purchases, investments, housing, shopping consumer awareness and money management skills.

POWER ALGEBRA I **Level I 2.5 Credits**

This course is required for students enrolled in Algebra I who score at or below proficiency on the NJ Student Learning Assessments and is to be taken in addition to a student's regular math course. The focus will be on the topics and skills students need to meet success on the State mandated NJ Student Learning Assessments Algebra I Exam (relationships between quantities and reasoning with equations, linear relationships, expressions and equations, and quadratic functions) and will support the student's Algebra I course.

ALGEBRA I

Level II 5 Credits

Algebra I is the first year of high school math required for graduation. This course includes the introduction of variables, constants, expressions, equations, and functions. The language of numbers is examined. Topics include solving equations, simplifying expressions, understanding order of operations, performing operations with positive and negative numbers, exploring polynomials, factoring, graphing (linear and quadratic equations), working with radicals, and expanding arithmetic knowledge.

HONORS ALGEBRA I

Level III 5 Credits

Honors Algebra I is designed for those who took Honors Pre-Algebra in 8th grade. Students who are taking this course are considered candidates for taking Pre-Calculus their junior year and Calculus or AP Calculus their senior year. Topics taught in this course include the introduction of variables, constants, expressions, equations, and functions. The language of numbers is examined. Topics include solving equations, simplifying expressions, understanding order of operations, performing operations with positive and negative numbers, exploring polynomials, factoring, graphing (linear and quadratic equations), working with radicals, and expanding arithmetic knowledge.

GEOMETRY

Level II 5 Credits

This Geometry course includes an in-depth analysis of plane, solid and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. Topics include logic and proof, parallel lines, circles and polygons, perimeter and area, and analytic geometry. Emphasis will be placed on developing critical thinking skills as they relate to logical reasoning and argument. Students will be required to use different technological tools and manipulatives to discover and explain much of the course content.

HONORS GEOMETRY

Level III 5 Credits

The Geometry course includes an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. Topics include logic and proof, parallel lines, circles and polygons, perimeter and area analysis, volume and surface area analysis, similarity and congruence, trigonometry, and analytic geometry. Emphasis will be placed on developing critical thinking skills as they relate to logical reasons and argument. Students will be required to use different technological tools and manipulatives to discover and explain much of the course content. More challenging problems will be given to enhance student performance.

ALGEBRA II

Level II 5 Credits

Algebra II builds a foundation of mathematics for those students going on to Pre-Calculus and/or students who are college bound. Along with many colleges, a majority of careers require a successful completion of an Algebra II course. Fundamental skills of mathematics will be applied to such topics as functions, equations and inequalities, probability and statistics, logarithmic and exponential relationships, quadratic and polynomial equations, and matrices. Technology will be used to introduce and expand upon the areas of study listed above. Use of computers and graphing calculators will be incorporated into each chapter.

HONORS ALGEBRA II

Level III 5 Credits

Algebra II builds a foundation of mathematics for those students going on to Pre-Calculus and/or students who are college bound. Along with many colleges, a majority of careers require a successful completion of an Algebra II course. Fundamental skills of mathematics will be applied to such topics as functions, equations and inequalities, probability and statistics,

logarithmic and exponential relationships, quadratic and polynomial equations, and matrices. Technology will be used to introduce and expand upon the areas of study listed above. Use of computers and graphing calculators will be incorporated into each chapter. More challenging problems will be given to enhance student performance.

ADVANCED COLLEGE PREP MATH **Level II** **5 Credits**

This two part course is designed for the student who is planning on attending a two year county college including Camden County College or four year state college. Emphasis will be placed on the skills necessary to succeed on the mandated Accuplacer test a nationally recognized college placement exam, in order for students to access college level mathematics courses entering into their first year of college.

Semester 1: Math Fundamentals. Semester 2: Elementary Algebra. By passing the exams for Part 1 and 2, students will have the opportunity to move right into college level math during their first semester of college.

PRE-CALCULUS/TRIGONOMETRY **Level II** **5 Credits**

This course is designed to reinforce algebraic and geometric concepts and to utilize them in logical situations. The primary function is to help students to be able to think logically and develop a methodical approach to math analysis. Functions, conic sections, graphing, synthetic division, progressions and basic trigonometry are taught in preparation for calculus. The use and practical application of the hand-held calculator, which is essential to the Pre-Calculus curriculum, is taught. This course is “weighted” for the purpose of determining class rank for college admissions, National Honor Society eligibility, and scholarship consideration.

HONORS PRE-CALCULUS/TRIGONOMETRY **Level III** **5 Credits**

The Honors Advanced Mathematics course, designed for advanced students, will be a restricted class with admittance based on the established honors program continuation criteria as reviewed by an Honors Mathematics Committee. It is an accelerated course program which provides motivated students an in-depth study of trigonometry and analytical geometry in preparation for the rigors and demands of the Calculus course. The major units of study include trig functions, trig identities, trig equations, sums and differences of angles, double and half angles, solving right triangles, laws of sines and cosines, mathematical induction binomial theorem, logarithmic properties, general functions, properties of conic sections, and arithmetic and geometric progressions. This course is “weighted” for the purpose of determining class rank for college admissions, National Honor Society eligibility, and scholarship consideration.

ADVANCED PLACEMENT STATISTICS **Level IV** **5 Credits**

This course will introduce students to the concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four themes: Exploring data: students observe patterns in data, conjecture about relationships of variables. Planning a study: students develop a plan to identify variables related to a conjecture and devise a means to measure them. Anticipating patterns: students will develop mathematics models and simulations. Statistical inference: students will use the models to draw conclusions from data and express confidence in the modeling process. Students need to have access to a calculator (preferably a TI-83) and a spreadsheet software package (preferably Excel). They will be provided with a book and a software package. Students will be evaluated on assignments, projects, weekly quizzes, unit tests, semester exams, and their contribution to discussions.

HONORS CALCULUS **Level III** **5 Credits**

This course is designed for students who have successfully passed Pre-Calculus and are planning further education in a mathematics program in college or a technical school, especially those students interested in actuarial sciences, engineering, and computer sciences. This course will focus on the fundamentals of circular functions, differentials, integrals and their uses. It will enable students to compete mathematically with students from other schools who have had the opportunity for learning comparable materials. The use and practical application of the hand calculator, which is essential to the Calculus curriculum, is taught. This course is “weighted” for the purpose of determining class rank for college admissions, National Honor Society eligibility, and scholarship consideration.

ADVANCED PLACEMENT CALCULUS **Level IV** **5 Credits**

Advanced Placement Calculus is a course designed to imitate the first year of an introductory calculus course at the college level. The curriculum develops the students’ understanding of the concepts of calculus and provides experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, and analytically, and verbally.

Prerequisite: See Honors/Advanced Placement Criteria.

HONORS STATISTICS **Level III** **5 Credits**

Honors Statistics is designed for the advanced math student who has completed Algebra II. It covers the content of a typical introductory college course in statistics. In colleges and universities, the number of students who take a statistics course is almost as large as the number of students who take a calculus course. (At least one statistics course is typically required for majors such as engineering, psychology, sociology, health science, mathematics, and business.) The course will provide an overview and introduction to statistics, and introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data.

SENIOR MATH PORTFOLIO **Level I** **2.5 Credits**

This class is for 12th grade students who didn’t earn a passing score or the Mathematics components of the New Jersey Graduation Proficiency Assessment (NJGPA)

PHYSICAL EDUCATION & HEALTH

HEALTH SAFETY AND FAMILY LIFE **Level I** **1.25 Credit**

This course is required by state law and must be passed each of the four years (9th-12th) for graduation. Instruction is provided for all students at each grade level. A wide variety of topics are incorporated into the curriculum to provide student knowledge in the areas of health and safety. Health classes meet one marking period. General areas that are covered include 9th grade - Adolescent Growth and Development, 10th grade - Driver Education (Classroom Phase), 11th grade - First Aid and Personal Safety, 12th grade - Family Living.

DRIVER EDUCATION **Level I** **1 Credit**

Behind-the-wheel driving experience is offered to students 16 years of age, successfully completed the Drivers Education classroom phase and passed the NJMVC knowledge exam. Six hours behind the wheel are required for the successful completion of this course. Highway safety, good driving habits, and proper attitudes are stressed during the course instruction.

GENERAL PHYSICAL EDUCATION 9-12 **Level I** **3.75 Credits**

Physical education is required by state law for all students and must be passed each year of attendance (9th-12th) for graduation. All students at each grade level are scheduled four or five days per week, depending on the level of science taken, for three marking periods. The program contributes to the total development of the students through fitness testing and a variety of individual and team activities.

SCIENCE

EARTH AND SPACE SCIENCE **Level II** **5 Credits**

The high School performance expectations in Earth and Space Science build on the middle school ideas and skills and allow high school students to explain more in-depth phenomena central not only to the earth and space sciences, but to life and physical sciences as well. These performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge to explain ideas across the science disciplines. While the performance expectations shown in high specific disciplinary core ideas, instructional decisions should include use of many practices that lead to the performance expectations.

CHEMISTRY/PHYSICS **Level II** **5 Credits**

The Integrated Chemistry and Physics course is designed to provide students with a comprehensive understanding of both Chemistry and Physics. It aims to foster an interdisciplinary approach to the physical sciences. This course explores the fundamental principles and concepts of Chemistry and Physics, emphasizing their interconnectedness and practical applications.

COLLEGE BIOLOGY **Level II** **5 Credits**

The college preparatory biology course is a five-credit lab science. The class introduces the student to the basic fundamentals of the biological sciences. The course consists of five lecture periods per week. The material covers many areas of natural science. Major units of study include ecology, cellular biology, biochemistry, taxonomy, human biology, genetics, and evolution. Knowledge and skills are developed and math skills are applied in genetic calculations. Math and reading skills are expanded through the solution of various College Biology problems. Students are exposed to related science careers. This course is “weighted” for the purpose of determining class rank for college admissions, National Honor Society eligibility, and scholarship consideration.

HONORS BIOLOGY **Level III** **6 Credits**

The Honors Biology Course is a six credit lab science program which is designed for highly motivated and ambitious students. The course incorporates a demanding in-depth approach toward the understanding of the more involved and extended areas of academic biology. Scientific literacy, scientific principles, and scientific inquiry are refined and developed through both class and laboratory work. The major units of study include bio-chemical principles, cytology, genetics species diversification, microorganisms, plants, invertebrates, and ecology. Because of the level of difficulty of this course, it will be “weighted” for the purpose of determining class rank for college admissions, National Honor Society eligibility, and scholarship consideration.

CHEMISTRY **Level II** **5 Credits**

Chemistry is a five-credit laboratory science. In addition, Chemistry is a mathematics-intensive course; it is strongly recommended, to maximize their chances for success, that students enrolling in Chemistry should have passed Algebra I. This course is designed to provide the students with the skills and knowledge needed for college admission in science or technical related majors. In essence, chemistry is a study of the composition of substances and the changes they undergo. The course is designed to give the students an understanding of the fundamental principles of inorganic and organic chemistry through the development of the laws and theories which give a logical interpretation of chemical phenomena. Emphasis is placed upon the relationships of atomic structure and bonding to the physical and chemical properties of substances. The mechanical foundation of modern chemical theory is emphasized. Major units of study include measurement, problem solving, matter, energy, atomic structure, chemical composition, stoichiometry, gas laws, electron configurations, substitution products, oxidation and reduction, formulas and equations, periodic law and tables. Math and reading skills are expanded through the solution of various chemistry problems. Students are exposed to related science careers. This course is “weighted” for the purpose of determining class rank for college admissions, National Honor Society eligibility and scholarship consideration.

HONORS CHEMISTRY **Level III** **6 Credits**

Honors Chemistry is a six credit laboratory science designed for the advanced student who is interested in pursuing a rigorous, challenging, and mathematics-intensive course. It is strongly recommended that students enrolling in Honors Chemistry should have completed BOTH Honors Biology and Honors Algebra I with a grade of “B” or higher. Honors Chemistry provides the student with an understanding of the fundamental principles of inorganic chemistry through the development of the laws and theories which present a logical representation of chemical phenomena. The major units of study include measurement, problem solving, matter, energy, structure of the atom, chemical formulas, mathematics of chemical formulas, chemical equations, mathematics of chemical equations, phases of matter, gas laws, hydrocarbons, the periodic table, chemical bonding, solutions, chemical kinetics and thermodynamics, chemical equilibrium, acids, bases and salts, acid-base reactions, and organic chemistry. Because of the level of difficulty of this course, it will be “weighted” for the purpose of determining class rank for college admissions, National Honor Society consideration, and scholarship consideration.

ENVIRONMENTAL SCIENCE **Level II** **5 Credits**

Environmental Science is a five-credit science class designed to prepare 11th and 12th grade students for future study in environmental science. It presents a general grounding in the biological, chemical, and physical aspects of the natural environment, and in the analytical and instrumental techniques used to investigate environmental problems. The program is designed to expose students to the social, political, regulatory, economic, and ethical concerns that are equivalent with defining and addressing environmental issues in today’s world. Therefore, it will also include discussions of current and significant environmental science issues and careers in this field.

FORENSICS **Level II** **5 Credits**

This course focuses on the collection, identification and analysis of crime scene evidence. Emphasis will be placed on the methods that link suspect, victim, and crime scene. Laboratory exercises can include finger printing,

handwriting analysis, ballistics, blood typing, hair and fiber examination, and DNA analysis. Case studies and current events will be explored. This course is offered as an elective for Juniors or Seniors. Prerequisites include the successful completion of Biology and Chemistry (Honors or College Prep). Students must pass these courses with a “B” for the year. Having a letter of recommendation from a Biology and Chemistry teacher can serve as a substitute for the Prerequisites of this course.

PHYSICS FOR EVERYDAY LIVING **Level II** **5 Credits**

Physics for Everyday Living is a five-credit science course designed to introduce students to the fundamental principles of physical science. Physics extends well into your everyday life, and with a knowledge of physics, students develop an understanding of the rules of nature that govern the world in which we live. In actions such as walking, driving a car or using a phone, physics is at work. The course focuses on the practical applications of physics in our daily lives. Topics addressed in this course include Force, Motion, Energy, Matter, Electricity, Magnetism, and Light. The course emphasizes conceptual understanding of key concepts with an emphasis on hands-on learning activities. The course is designed specifically to cater to the needs of students in a science-based curriculum that builds on and reinforces students’ previous fundamental science skills.

PHYSICS **Level II** **5 Credits**

Physics is a five-credit laboratory science course designed for college bound students. This course focuses on the principles of physics, placing emphasis on the comprehension of mental models of physical phenomena rather than on mathematical computations. Using critical thinking and problem solving skills, this course attempts to explain, in down-to-earth language, the physics that is occurring all around us. It provides a base from which to view the world around us more perceptively and offers a springboard to a greater understanding of physics. Topics to be covered include linear, projectile, and circular motion, work and energy, light and sound, and electricity.

HONORS PHYSICS **Level III** **6 Credits**

The Honors Physics Course is a six credit science program, which is designed for highly motivated and ambitious students. The course incorporates concepts of mechanics, electricity and magnetism. The emphasis is on analysis, free response problems, and certain laboratory skills. Honors Physics will be offered to those students with a “B” or better in Advanced Mathematics and Honors Chemistry and presently taking Calculus. Because of the level of difficulty of this course, it will be “weighted” for the purpose of determining class rank for college admissions, National Honor Society eligibility, and scholarship consideration.

ADVANCED PLACEMENT CHEMISTRY **Level IV** **6 Credits**

This course provides students with a college-level foundation to support future advanced course work in Chemistry. Students will cultivate their understanding of chemistry through inquiry based activities. They will explore topics such as atomic structure, chemical reactions, intermolecular forces, kinetics, thermodynamics, and equilibrium. Students will be required to take the College Board AP Chemistry test.

ADVANCED PLACEMENT RESEARCH **Level IV** **5 Credits**

The second course in the AP Capstone program, AP Research, allows students to work with the skills they developed in AP Seminar in order to complete a full-year independent study of a topic of their choice. Students will, ultimately, write one research paper and perform one multimedia presentation on their project at the end of the year.

ADVANCED PLACEMENT BIOLOGY **Level IV** **6 Credits**

Advanced placement biology is a course designed to imitate the first year of an introductory biology course at the college level. Lab work included with the course is also designed to recreate labs that would be done at the college level. Some of these lab topics are DNA splicing and staining, transduction of particular genes into a bacterial colony, fruit fly manipulation to discover genetic patterns, and many more interesting topics. Some of the general topics of the course are evolutionary patterns and trends and current topics such as forensic science.

SOCIAL STUDIES

WORLD HISTORY/CULTURES **Level II** **5 Credits**

This one year course for 9th graders is designed to meet the State of New Jersey’s high school graduation requirement. A comprehensive coverage of world history will be presented to develop a broad perspective of the past and an understanding of our world’s cultural heritage. The course will provide students with skills and knowledge to prepare them to meet the demands of the modern world and to assist them in making informed decisions consistent with a democratic way of life. In order to provide students with the background needed to prepare themselves for participation in the global community, the course will help students develop skills necessary to make traditional decisions consistent with basic democratic values. Comparing the culture of the United States with that of historical and modern groups/civilizations will provide students with a knowledge of the past necessary to cope with the present and to plan for the future.

PRE-ADVANCED PLACEMENT WORLD HISTORY **Level III** **5 Credits**

This upper level course will offer college bound students an opportunity to examine major events which have shaped the contemporary world. Civilizations of Africa, Asia, Europe, and Latin America will be studied within the concept of the “global village”. Various aspects of the culture’s intellectual, social, political, and economic history will be investigated in its geographic setting. Students will be expected to read supplementary materials and to develop their writing skills through historical essays.

COLLEGE U.S. HISTORY I **Level II** **5 Credits**

U.S. History I is a required course designed to help students increase their knowledge and understanding of American History. This U.S. History I course will cover the years 1492-1877. Topics will include the following: discovery and exploration, colonial settlement, The American Revolution, early American government, the rise of the common people, nationalism and sectionalism, The Civil War, and Reconstruction. Whenever possible, a connection between past and present issues will be examined. Students will develop critical thinking skills and an understanding of the cause and effect relationship of decisions and events in American history.

HONORS U.S. HISTORY I **Level III** **5 Credits**

Honors U.S. History I is a comprehensive course designed to develop broad perspectives of the past and present United States history events with an understanding of our country’s role in domestic and foreign affairs. The course will move at a faster pace and will reach levels of above those of a traditional United States history class. The course will provide students with the skills and knowledge to prepare them to meet the demands of the modern world and assist them in making informed decisions consistent with a democratic way of life. Students will develop critical thinking skills and an understanding of the cause and effect

relationship of decisions and events in American history. Because of the level of difficulty, this course will be “weighted” for the purpose of determining class rank for college admission, National Honors Society eligibility, and scholarship consideration.

ADVANCED PLACEMENT U.S. HISTORY I Level IV 5 Credits

This course is intended for 10th grade students who want to go into more depth in the study of the U.S. History. The class will investigate U.S. History from colonial times until approximately 1880. Emphasis will be on developing critical thinking skills, decision-making, working independently, and improving writing skills. Students are required to write papers that meet the criteria established by the teacher. Primary source reading will be done extensively. Students will learn the basic principles of democracy and reorganize the need for civic involvement as the class analyzes basic documents such as the Declaration of Independence and the Constitution. At the completion of this course, student will have acquired the skills and facts necessary to take the AP exam after the completion of our AP U.S. History II course in 11th grade.

COLLEGE U.S. HISTORY II Level II 5 Credits

This is a required course which covers a period of our history from 1900 to the present. Topics dealing with crime, foreign policy, major city problems, propaganda, discrimination and other social issues will also be covered. The role of our country in the entire global environment will be examined on an ongoing basis. A continuation of the role of New Jersey in our country’s development will also be included in the course.

HONORS U.S. HISTORY II Level III 5 Credits

Honors U.S. History II covers the time period from the beginning of the 20th Century to the present. The role of New Jersey in our country’s development will be stressed. The United States involvement in world events will also be examined on an ongoing basis. Students will be required to research topics from the time period, create various writing samples, and will be expected to complete various other honors level tasks. Students who plan to take this course should note that it will proceed at an accelerated level. Because of the level of difficulty, this course will be “weighted” as a level III course for the purpose of determining class rank for college admissions, National Honor Society eligibility, and scholarship consideration. This course satisfies the New Jersey graduation requirement for one of two years of American history.

ADVANCED PLACEMENT HUMAN GEOGRAPHY Level IV 5 Credits

The AP Human Geography course, designed to meet the needs of the highly motivated students, is organized around the major themes of human interactions within a shared world that considers the questions, where and why. “Where do people live and why or how do cultures influence human behavior? Students will study the elements of sociology, anthropology, religion, politics, economics, and psychology that help students understand how to make sense of others and themselves in a locality, region and the world. The course is offered at a college level class and will require rigorous work and effort. It is expected that students will take the Advanced Placement Human Geography exam in May, as preparation for this exam is one of major goals of the course. The course will introduce students to the systematic study of patterns and process that have shaped human understanding, use and alteration of Earth’s surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They will also learn about the methods and tools geographers use in their science and practice. The seven topics include Geography Patterns and Processes, Political Organization of Space, Agriculture and Rural Land Use, Industrialization and Economic Development and Cities and Urban

Land Use. A Significant outcome of the course is students’ awareness of the relevance of academic geography to everyday life and decision making.

ADVANCED PLACEMENT U.S. HISTORY II Level IV 5 Credits
High School Dual Credit Earn 3 College Credits

This course is designed for superior students with a keen interest in history who wish to stimulate their curiosity and who are considering taking the AP Exam in U.S. History Advanced Placement. The subject matter is similar to the traditional Honors U.S. History II course including a study of American history from the period of America’s emergence as a world power in the 1890’s through current times. Learning methods will include summer reading assignments, extensive writing, exploration and analysis of primary documents, historiography, and the study of Advanced Placement style test questions. A college level textbook is used in this course. Students who undertake this course are willing to shoulder the burden of a college level study with extensive reading, intensive essay assignments and exams, and numerous reports and projects. All major assignments (such as research process and products, projects and papers, etc.) must be completed in order to receive credit for this course. Because of the level of difficulty, this course will be “weighted” for the purpose of determining class rank for college admissions, National Honor Society eligibility, and scholarship consideration. In order to receive college credits the student will be required to take the advanced placement test. This course satisfies the New Jersey graduation requirement for one of two years of American history. Students enrolled in Honors/Advanced Placement courses will receive Advanced Placement credit only if they take the Advanced Placement Exam. All students who elect not to take the Advanced Placement Exam will receive Honors credit only. Their transcripts will reflect this fact. Additionally the students who chose not to take the Advanced Placement Exam will not be charged for the exam.

ADVANCED PLACEMENT GOVERNMENT & POLITICS: U.S.
Level IV 5 Credits
High School Dual Credit Earn 3 College Credits

AP Government and Politics: United States is a college level course designed for highly motivated students who have a strong interest in the area of American government. The course approaches government and politics in the United States from an analytical perspective, and involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Students should expect assignments of significant required reading each week, as well as required participation in many group discussions and activities as we analyze the Constitution as a document and investigate its use as the foundation of our government. Students will interpret and evaluate documents related to American government and be expected to write well-structured essays.

ADVANCED PLACEMENT PSYCHOLOGY Level IV 5 Credits

The AP Psychology course is designed around a variety of assignments that promote acquiring a deep understanding of content, as well as developing study and writing skills necessary to be successful on the advanced placement exam. While preparation for the AP Exam is an important goal of the course, helping students to better understand themselves and the behavior of others is another important aspect of the course. Students should expect weekly reading assignments in the e-book, Meyers’ Psychology for AP in addition to research, writing, group work, and participation in discussions. Tips for completing multiple choice questions and writing the essay part of the exam are part of the instruction for this course. Students will be given numerous opportunities to review and practice for the AP exam through-out the course.

ADVANCED PLACEMENT WORLD HISTORY
High School Dual Credit

Earn 3 College Credits
Level IV 5 Credits

This is a college level history course designed to meet the needs of highly motivated students who have a strong interest and ability in history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. The student is expected to read and analyze both primary and secondary source materials and to demonstrate ability to interpret and evaluate these sources in essay form. Students will take the Advanced Placement World History exam in May as preparation for this exam is a major goal of this course. Therefore, the course is content driven with heavy emphasis on written critical analysis. Extensive reading writing and class discussions are integral components of the program. The AP program in World History is designed to develop a greater understanding of human societies. The course covers world history from approximately 8,000B.C.E. to the present.

WORLD LANGUAGE

SPANISH I **Level II 5 Credits**

A course in Spanish at the first level is the beginning of something new! From the first day of class, you will begin to express ideas in the Spanish language. Even though you will learn to read and write the language, the emphasis is on learning how to speak and understand the language. You can expect many different methods and materials to help you arrive at your goal of learning to speak and understand Spanish. This course in Spanish I will also fulfill part of the college entrance requirement (a course in Spanish II and in certain cases in Spanish III are needed to fulfill the total college entrance requirement in foreign language.) All students must take Spanish I regardless of their future ambitions.

HONORS SPANISH I **Level III 5 Credits**

This course is designed for advanced freshman Spanish students. The course will contain all the elements of the traditional Spanish I course, but will require considerable additional writing, reading, and speaking in Spanish. The course will move at a faster pace, so that levels achieved would be above those of the traditional course. The class will give consideration to preparing students for the nationally administered AP test. Passing this test, taken in the 12th grade, will enable the student to gain college credits while still in high school. A student considering enrolling in the course should be able to accelerate in an academic program, must demonstrate a high reading ability, excellent writing skills, and the ability to work well independently. Because of the intensity of the course, it will be “weighted” for purposes of determining class rank for college admissions, National Honors Society consideration, and scholarship consideration. Regularly scheduled oral proficiency exams will be conducted. From the first day of class you will be exposed to the Spanish language since this class will be taught in Spanish. You will be given the opportunity to use Spanish every day and develop your skills in speaking, listening, reading and writing. We will use a variety of comprehensible input methodologies to improve the student’s Spanish skills and enhance their language acquisition.

SPANISH II **Level II 5 Credits**

A course in Spanish at the first level is something new, but the first level is only the beginning. You have learned the basics in level I; now you will get the opportunity to grow in your study of foreign language by acquiring additional vocabulary and grammar. Even though you will learn to read

and write the language, the emphasis is on learning how to speak and understand the language. You can expect many different methods and materials to help you arrive at your goal of learning to speak and understand Spanish. The latest materials are available to you, and because they are designed for the modern student, they will greatly increase the level at which you learn. This course in Spanish II will also fulfill part of the college entrance requirement (a course in Spanish III may also be required). Any student may take Spanish II regardless of his or her future ambitions.

HONORS SPANISH II **Level III 5 Credits**

As a continuation of Honors Spanish I, Honors Spanish II continues to challenge the academically advanced student. As they study the culture and geography of Ecuador, the Dominican Republic, Argentina and Costa Rica, they will be able to describe household items, plan and prepare for a party from writing the invitations to assigning chores to help prepare for the day of the event, as well as Spanish-speaking enclaves in the United States. They will also be able to express more engaging and age-appropriate topics such as personal health and exercise habits, write emails to friends discussing personal events and vacations, and create and perform a phone conversation in a variety of situations. Students will be challenged with independent and group projects and presentations such as interpreting and creating real estate listings, regularly scheduled oral proficiency evaluations, create and maintain a writing journal displaying a variety of writing styles in the target language. Authentic articles, advertisements and television programs will be utilized in order to engage and expose students to useful and everyday Spanish in addition to traditional Castilian Spanish. The majority of the class is conducted in Spanish in order to create an immersion-like environment. At the end of the course, students will be able to read children’s literature in Spanish and be able to teach others new vocabulary and conduct comprehension activities with their classmates. From the first day of class you will be exposed to the Spanish language since this class will be taught in Spanish. You will be given the opportunity to use Spanish every day and develop your skills in speaking, listening, reading and writing. We will use a variety of comprehensible input methodologies to improve the student’s Spanish skills and enhance their language acquisition.

HONORS SPANISH III **Level III 5 Credits**
High School Dual Credit Earn 3 College Credits

From the first day of class, you will begin to express ideas in the Spanish language. You will speak and understand the language. You can expect many different methods and materials to help you arrive at your goal of learning to speak and understand Spanish. The latest materials are available to you and because they are designed for the modern student, they will greatly increase the level at which you learn. Your study of Spanish III will allow you to take advanced courses at the college level. This course is “weighted” for the purpose of determining class rank for college admissions, National Honor Society eligibility, and scholarship consideration. From the first day of class you will be exposed to the Spanish language since this class will be taught in Spanish. You will be given the opportunity to use Spanish every day and develop your skills in speaking, listening, reading and writing. We will use a variety of comprehensible input methodologies to improve the student’s Spanish skills and enhance their language acquisition.

HONORS SPANISH IV **Level III 5 Credits**
High School Dual Credit Earn 3 College Credits

From the first day of class, you will continue to express ideas in the Spanish language. You will speak, read and write in Spanish. The class will be taught in Spanish. You will be given the opportunity to use Spanish

every day. Even though you will learn to read and write the language, the emphasis is on learning how to speak and understand the language. You can expect many different methods and materials to help you arrive at your goal of learning to speak and understand Spanish. The latest materials are available to you, and because they are designed for the modern student, they will greatly increase the level at which you learn. Your success in the study of Spanish N will allow you to take advanced courses at the college level. This course is “weighted” for the purpose of determining class rank for college admissions, National Honor Society eligibility, and scholarship consideration. We will use a variety of comprehensible input methodologies to improve the student’s Spanish skills and enhance their language acquisition

FRENCH I **Level II** **5 Credits**
 is a year-long course for students to begin to learn the language, geography and cultures of French-speaking countries. The student will learn how to formulate sentences and dialogues through listening, speaking, reading, and writing. Students will learn to communicate in everyday situations through dialogues, oral presentations, projects and group activities. Cultural activities will accompany language lessons to acquaint students with food, artistic expression, and diversity of the French-speaking world. Topics in the first-year class include expressing your identity and activity preferences, talking about your classes and school life, and describing your family and friends at home.

HONORS FRENCH I **Level III** **5 Credits**
 is a year-long course for students to begin to learn the language, geography and cultures of French-speaking countries. This course, due to being an Honors course, will cover the same material as French I, but will also go further in depth, move at a faster pace, and have higher expectations. Topics in the first year class include expressing your identity and activity preferences, talking about your classes and school life, and describing your family and friends at home.

FRENCH II **Level II** **5 Credits**
 is a year-long course for students to continue to learn the language, geography and cultures of French-speaking countries. This course is designed for students to expand their skills to communicate by speaking, reading, writing, and understanding written and spoken French. Students will learn to communicate in everyday situations through dialogues, oral presentations, projects, and group activities. Topics in the second year class include discussing food preferences, hobbies and leisure activities, and navigating your community and the world around you.

HONORS FRENCH II **Level III** **5 Credits**
 is a year-long course for students to continue to learn the language, geography and cultures of French speaking countries. This course, due to it being an Honors course, will cover the same material as French II, but will also go further in depth, move at a faster pace, and have higher expectations. Topics in the second year class include discussing food preferences, hobbies and leisure activities, and navigating your community and the world around you.

ELECTIVES

AP CAPSTONE

AP Capstone is not a course. It’s a two-year program based on two AP courses—AP Seminar and AP Research. Other AP courses teach you, in depth, about a specific subject, like biology or U.S. history. AP Seminar and AP Research are different. They focus on helping you develop academic skills you can use in any discipline. These skills include:

Critical thinking: View issues from multiple perspectives and create arguments based on evidence.

Collaboration: Work alone, in a group, and with expert advisers to communicate your ideas.

Conducting research: Explore various research methods and complete research projects on topics of your own choosing.

Public speaking: Present and defend your work as a group and individually.

***AP SEMINAR** **Level IV** **5 Credits**
 Develop and practice the skills in research, collaboration, and communication that you’ll need in any academic discipline. You’ll investigate topics in a variety of subject areas, write research-based essays, and design and give presentations both individually and as part of a team.

***AP RESEARCH** **Level IV** **5 Credits**
 The second course in the AP Capstone program, AP Research allows students to work with the skills they developed in AP Seminar in order to complete a full-year independent study of a topic of their choice. Students will, ultimately, write one research paper and perform one multimedia presentation on their project at the end of the year.

BUSINESS (Practical Arts)

***CAREER PLANNING** **Level I** **5 Credits**
 This course covers topics necessary for those students entering the work force and those planning to attend college. Students will work on job search techniques, job skills, interviewing skills, and career research. They will also participate in work sample activities in technology and hands-on learning in the classroom.

FRESHMAN SEMINAR **Level I** **2.5 Credits**
 Freshman Seminar is a course designed to introduce 9th grade students to high school. Students will develop a personalized plan which will be included as part of an online portfolio of their interests, abilities, and goals. Topics of exploration will include organization and study skills, leadership, school & community involvement, service, college & career exploration, and public speaking. Students will leave the course with defined goals that lead them from freshman year through graduation.

***SPORTS/ENTERTAINMENT & RETAIL MARKETING & MANAGEMENT I** **Level I** **5 Credits**
 The Sports/Entertainment and Retail industries are among the most profitable in the United States. Level One of this course is designed to

apply basic marketing principles to the Sports/Entertainment and Retail industries. The focus of this course will be strategic planning, ethics and social responsibility, global marketing, consumerism, developing and managing products, and non-profit organizations.

***SPORTS/ENTERTAINMENT & RETAIL MARKETING & MANAGEMENT II**
Level II 5 Credits

This course is designed for those students who are considering marketing as a career or college major. Students will build upon the knowledge gained from Sports/Entertainment and Retail Marketing and Management I and focus on marketing channels, supply chain, retail operations, promotion, advertising, pricing, and consumer relations.

Prerequisite: Sports/Entertainment & Retail Marketing & Management I.

***STARTING A SMALL BUSINESS**

Level I 5 Credits

This course is open to students in grades 11 and 12. Students will be studying entrepreneurship (small business ownership). Students establish, invest in, and own a corporation that manages and operates the retail Kiosk, Lions “R” Us. Students set standards for customer satisfaction and operating efficiency; learn and use literacy, math reasoning, and business skills; and take home profits they earn. This course is recommended for students who are thinking of becoming small business owners or majoring in business or marketing in college.

ENGLISH

CREATIVE WRITING I **Level II 5 Credits**

For students in grades 9-12, this full-year elective course is an introduction to writing poetry, short fiction, creative essay, memoir, etc. It will also cover techniques for enhancing personal responses and Common Application Essay prompts. Students will keep a daily journal often reflecting on assessing their writing efforts and the process followed. Works of great writers will be studied to analyze and assimilate techniques. Students will work both independently and in groups to create projects. Most writings will be orally shared with class. Critiques will be done by the author and peers. Publishing may occur in school publications or respected contests, or other approved venues. Students will research careers that would involve writing as a major component. This course is intended for the student who is serious about writing and/or wants to expand and improve his/her skills.

Please note that this course does not work toward satisfying the state’s graduation requirement of 20 English credits.

CREATIVE WRITING II **Level II 5 Credits**

In Creative Writing II, experienced writers will build upon the skills honed and the body of work produced in Creative Writing I. Students will focus on writing completed works that convey a desired mood, conjure sensory images, develop three dimensional characters and/or elaborate upon a chosen theme. Student writing will take a variety of forms. Students will keep an independent writer’s journal to record thoughts, snippets of dialogue, story and poem ideas, and anything else that might prove to be useful in future writing. With class assignments, the emphasis will be placed upon improving one’s work through revision. Students will be expected to adhere to deadlines. Working in large and small groups, students will brainstorm ideas, revise copy, and critique the writing of classmates, offering suggestions and acknowledging strengths. In addition

to writing poetry, short fiction, and memoir, students in this course will learn the basics of writing good nonfiction, specifically the feature article, the editorial, and the literary response. Students will read widely and critically across the genres, questioning and shaping their understanding of the world, and developing their unique voices as independent thinkers who can be leaders in civic discourse. Because of their advanced writing skills and experience, Creative Writing II students will work as editors for The Lion’s Roar.

***YEARBOOK III** **Level II 5 Credits**

Yearbook III is a one period elective that is open to all 11th and 12th grade students who have taken Yearbook I and Yearbook II. This course is designed and focused as a production course for advanced and highly motivated students who have gained a mastery of publication principles and are ready to assume the highest level of responsibility as leaders and editors. Unlike other staff members who are assigned pages to be completed, candidates for Yearbook III will be expected to plan and design and make final critical decisions that impact the book. Because of these responsibilities, Yearbook III members will have unique access to Yearbook Avenue and Layout Pro online page data that will be restricted to other staff members, along with the responsibility of editing layouts, photographs, and writing material for page completion and submission. Upon successful completion of this course, participants will be awarded 5 credits. This course is an elective and may NOT be used to fulfill the State’s requirement of 20 credits in English.

INDUSTRIAL ARTS

***INDUSTRIAL ARTS I** **Level I 5 Credits**

Industrial Arts I prepares students with foundational skills and knowledge in the field of Construction. Students gain proficiency in correct, safe usage of hands, stationary and portable power tools commonly associated with residential construction. Students will also learn the correct construction terms; basic construction concepts; materials usage, estimating, and measurement. Students will apply what they have learned in class to various hands-on projects. Students will be introduced to the beginning phases of construction:

- 1) Jobsite & Shop Safety (OSHA 10)
- 2) Foundational Construction Knowledge
- 3) Career Exploration
- 4) Shop Projects

Students will be involved in actual construction projects in school and will become OSHA 10 certified. Mathematics has a vital role in all aspects of construction, therefore students will receive math instruction and practice throughout the year. Throughout the course, students will work together to complete larger-scale projects designed to mimic actual construction jobs.

***INDUSTRIAL ARTS II** **Level II 10 Credits**

Industrial Arts II prepares students with foundational skills and knowledge in the field of construction. Students will follow the Home Builders Institute core curriculum in learning basic safety, trades applied math, proper use of hand and power tools, concrete forms, blueprint reading, communication, and employability skills. Fundamentals of construction are introduced including floor, wall, and roof systems along with structure enclosure. Students will apply what they have learned in class to various hands-on projects. Students will be introduced to the following phases of construction:

- 1) Design & Planning phase: Blueprint reading, Building Codes, Surveying.
- 2) Development Phase: Site Work, Foundation (Concrete Forms), Rough Framing (Floor, Wall & Ceiling).

***INDUSTRIAL ARTS III** **Level II** **10 Credits**

Industrial Arts III builds on the foundational skills and knowledge in the field of construction that students learned in Industrial Arts I and II. Students will continue to follow the Home Builders Institute core curriculum in learning basic safety, trades applied math, proper use of hand and power tools, concrete forms, blueprint reading, communication, and employability skills. Students will receive an introduction to electrical safety and wiring. The program offers a blend of carpentry, concrete forms, and electrical skills. Students will be involved in various construction projects throughout the school year.

NAVY NATIONAL DEFENSE CADET CORPS (NNDCC)

The NNDCC program provides schools that do not qualify for a Navy Junior Reserve Officers Training Corps (NJROTC) unit an opportunity to provide a similar program designed to expand students' opportunities to gain the values of citizenship, service to the United States, personal responsibility and a sense of accomplishment.

What does the NNDCC program do?

- Promotes Patriotism
- Develops informed and responsible citizens
- Develops respect for constructed authority
- Develops leadership potential
- Promotes high school completion
- Promotes higher education
- Promotes community service
- Develops a high degree of personal honor, self-reliance, individual discipline and leadership
- Promotes an understanding of the basic elements and need for national security
- Provides information on the military services as a possible career
- Provides an alternative to gangs
- Provides incentive to live healthy and drug free

What are the benefits of NNDCC?

- Approximately 60 percent of the NNDCC cadets who are graduating seniors continue to higher education.
- The NNDCC program offers free ACT/SAT preparation.
- Cadets learn the value of teamwork and individual accomplishments from belonging to NNDCC.
- The character education in NNDCC teaches values, principles, and self-discipline promoting positive, productive behaviors and provides a support structure that is critical not only in helping cadets avoid the use of drugs, but living a healthy and fit lifestyle.
- Provides the opportunity for secondary school students to learn the basic elements and need for national security and their personal obligations as Americans.
- While the training is along military lines, it is conducted so as to encourage initiative and individuality to develop natural gifts, to teach self-control, develop personal character, responsibility and qualities of integrity, loyalty, and dedication.

- Cadets accepted for enlistment, who provide evidence of successful completion of at least 3 years of NNDCC are entitled to advanced promotion to pay grade E-3 upon initial enlistment in an active or reserve component of the Army, Navy, or Air Force, and pay grade E-2 in the Marine Corps; or completion of 2 years are entitled to E-2 (except in the Marine Corps and Air Force).
- Administrators of host schools that are designated as Distinguished Units with Academic Honors may nominate three eligible NNDCC cadets as candidates for appointment to the U.S. Naval Academy, U.S. Military Academy, and U.S. Air Force Academy in addition to the three nominations.

What subjects are included in the curriculum?

The Naval Service Training Command routinely updates the curriculum to include new texts, instructional materials and lesson plans. The curriculum is developed and revised by civilian educators and NJROTC instructors. The wide variety of subjects includes the following:

- CITIZENSHIP
- NAVAL ORIENTATION
- NAVAL OPERATIONS/ORGANIZATION
- NAVAL HISTORY
- NAVIGATION
- SEAMANSHIP
- LEADERSHIP
- NAUTICAL ASTRONOMY
- ELECTRONICS
- OCEANOGRAPHY
- DRILLS, COMMANDS, AND CEREMONIES
- PHYSICAL FITNESS

***NAVAL SCIENCE I** **Level 1** **5 Credits**

The purpose of this course is to introduce students to the meaning of citizenship, the elements of leadership, and the value of scholarship in attaining life goals; promote an awareness of the importance of a healthy lifestyle, including physical fitness, a proper diet, and controlling stress; drug awareness; provide the principles of health and first aid, geography and survival skills and an overview of Naval ships and aircraft. These elements are pursued at the fundamental level. Course content includes introduction to the NNDCC program; introduction to Leadership, Citizenship and the American Government; introduction to Wellness, Fitness, and First Aid to include diet, exercise and drug awareness, introduction to Geography, Orienteering, Survival and Map Reading Skills; Financial Skills and introduction to the U. S. Navy.

***NAVAL SCIENCE II** **Level 1** **5 Credits**

The purpose of this course is to build on the general introduction provided in Naval Science 1, to further develop the traits of citizenship and leadership, and to introduce cadets to the technical areas of naval science and the role of the U. S. Navy in maritime history and the vital importance of the world's oceans to the continued well-being of the United States. Course content includes ongoing instruction into Leadership; introduction to Maritime History, including the American Revolution, Civil War, the rise of the U. S. to world power status, World Wars 1 and 2, the Cold War Era and the 1990s and Beyond; introduction to Nautical Sciences to include Maritime Geography, Oceanography, Meteorology, Astronomy, and Physical Sciences.

***NAVAL SCIENCE III** **Level 1** **5 Credits**

The purpose of this course is to broaden the understanding of students in the operative principles of military leadership, the concept and significance

of teamwork, the intrinsic value of good order and discipline in the accomplishment of objectives, and the importance of sea power and national security. Students gain a more in-depth knowledge of Naval ships and aircraft and an introduction to marine navigation and seamanship. Course content includes instruction in Sea Power and National Security, Naval Operations and Support Functions, Military Law, and International Law and the Sea. Provides introduction to Ship Construction and Damage Control, Shipboard Organization and Watch Standing, Basic Seamanship, Marine Navigation, and Naval Weapons and Aircraft. Ongoing instruction in leadership, citizenship and discipline.

***NAVAL SCIENCE IV** **Level 1** **5 Credits**

This course primarily focuses on practical leadership techniques and implementation. The intent is to assist seniors in understanding leadership and improving their leadership skills by putting them in positions of leadership, under supervision, then helping them analyze the reasons for their varying degrees of success throughout the year. Classroom activities include seminars, reading assignments, classroom presentations, and practical work with younger cadets. Seniors are mentored/guided in their preparation for life after high school to include college preparation, scholarship applications, and the variety of choices that are available to them. Course content includes instruction in theoretical and applied aspects of leadership, training, and evaluation of performance. Students will become aware of the techniques used to create motivation, develop goals and activities for a work group, and the proper ways to set a leadership example. Students are provided access to ACT/SAT prep courses, guidance in selecting a college and pursuing available scholarships, and mentoring in establishing long range life goals.

OPTION II

Option II is an innovative and creative way for students to earn high school credit for learning experience outside of the traditional classroom. As part of this spirit of engaging students through multiple learning pathways, Option II was established by the New Jersey Department of Education to satisfy high school graduation requirements while meeting/exceeding the New Jersey Student Learning Standards.

Option II: the Official Definition

N.J.A.C. 6A:805.1(a)lii, commonly known as “Option II” permits district boards of education to determine and establish curricular activities or programs aimed at achieving the NJSLs for promotion and graduation purposes. Option II serves as an alternative to traditional high school courses and involves in-depth experiences that may be provided by school district personnel or instructors not employed by the school district. Option II may include, but is not limited to, one or more interdisciplinary or theme-based programs: Independent study, magnet programs, student exchange programs, distance learning, internships, community service, co-curricular or extra-curricular programs, and or other structured learning experiences. In addition, N.J.A.C. 6A:805.1(a)lii(3) permits district boards of education to recognize successful completion of an accredited college course that assures achievement of the knowledge and skills delineated in the NJSLs or includes learning that builds on and goes beyond the standards.

Option II allows students to obtain credit for learning experiences outside the traditional classroom environment. Some of these experiences may provide real-world connections not available in the school setting.

*Adapted from NJDOE (Academic & Professional Standards)

www.state.nj.us/education/aps/info/option2.htm 40

Currently Approved Option II Programs

The programs described below do not require committee approval. An abbreviated application must be completed prior to participation.

Gloucester City Police Academy

This is a summer internship program for students completing their Freshman through Junior year. Student interns will be given the opportunity to learn and understand the criminal justice system through exposure to the various levels of law enforcement.

Future Teachers

High school students with a desire to explore careers in Education are provided with opportunities to observe, assist and perform a full spectrum of classroom activities associated with the work of a Professional Educator. While working under the supervision of our own Gloucester City teachers at Gloucester City Middle School and Cold Springs School, every “Future Teacher” will have an experience consisting of time in a real classroom, working with a real teacher, and developing relationships with real students. **[Every 25 hours earns 1 credit]**

Community College Opportunities

These comprehensive, co-educational, two-year institutions provide college and university transfer programs, career education, community services and special assistance programs and seek to bring higher education within the geographic and financial reach of all residents. Both institutions offer reduced-tuition program for coursework taken as a high school student--up to a 65% reduction in both tuition and fees. Eligible students may choose to earn college credit during their high school career while enrolling in a wide array of course options that include on-campus, off-campus (remote) and online classes. Students may elect to use their college credits to satisfy high school graduation requirements, in addition to applying credits to a CCC or RCSJ degree program or transferring them to another university upon graduation.

***CAREER AND TECHNICAL STUDIES**

Camden County College Career Now

offers more than 25 short-term career programs that can get you through school and into a job in 12 months or less.

The Academic Program Guide lists every degree and certificate program we offer, identifies courses that are required for each program, and provides a description of every degree course offered by the College. **Please see the guidance office for more information about each individual program.**

Explore our programs by areas of interest:

- Automotive
- Carpentry
- Cosmetology
- Culinary
- Electrical
- HVAC
- Pharmaceutical Technician
- Plumbing
- Welding

and more (based on time and availability)

Cooper Health Network Pre-Admission Career Shadowing Program

This program will provide a carefully monitored experience in a workplace setting in which Gloucester High School students will have a defined learning focus and reflect actively on what they are observing throughout the experience. While unpaid, this experience provides opportunity for real world experience and skill building in the areas of non-direct patient

care and surgical pre-admissions. This experience will enable a Gloucester City student to see healthcare from an inside perspective, while having opportunity to interface daily with many of Cooper's hospital leaders and team members. [25 hours earns 1 credit]

New Jersey State Trooper Youth Week

Trooper Youth Week is a residential youth education program developed by the New Jersey State Police. This program presents simulated law enforcement programs for male and female students who have successfully completed their junior year and are entering their senior year of high school. Activities include lectures and presentations covering many facets of police work and criminal justice. Participants will be exposed to a disciplined quasi-military environment, including military drill in combination with structured fast moving programs of classroom activities, lectures, films, practical exercises and physical training, simulating the NJSP recruit training experience.

New Jersey Boys & Girls State

These programs are respectively held at Rider University (Boys State) and Georgian Court University (Girls State) every summer. Students are selected by committees from both our local American Legion and American Legion Auxiliary. These programs have a strong tradition of education, patriotism and excellence in the development of tomorrow's leaders at these week-long hands-on programs. Their mission is to "develop good citizens in the United States of America by inspiring the youth of New Jersey to take a more active and intelligent interest in the operation of our State and Nation and in the privileges and responsibilities of citizenship and to understand the sacrifices made by our veterans to preserve our nation and way of life."

***School-to-Careers**

Students in high school electing experiences in career education should demonstrate both teamwork and problem-solving skills through a structured learning experience. This could consist of an experiential, supervised educational activity designed to provide students with exposure to the requirements and responsibilities of specific job titles or job groupings, and to assist them in gaining employment skills and making career and educational choices. Examples include, but are not limited to: apprenticeships, internships, cooperative education, school-based experiences, and paid employment. Structured learning experiences must meet all state and federal child labor laws and regulations.

[25 hours earns 1 credit]

Individual Option II

Approval Pending Individual Committee Review

Service Learning

Service Learning/Volunteerism is active citizenship demonstrated by identifying and studying a real community need, carrying out a planned project of action and evaluating the importance of the activities. All volunteerism experiences must include: PREPARATION, ACTION and REFLECTION.

United States Military Basic Training

Basic Training prepares recruits for all elements of service; physical, mental and emotional. It gives service members the basic tools necessary to perform the roles that will be asked of them for the duration of their tour. Each of the Services has its own training program, tailoring the curriculum to the specialized nature of its role in the Military. No matter which branch of the Service a recruit chooses, Basic Training is an intense experience that combines a combination of physical training, field exercises and classroom instruction.

*Please see the Option II Coordinator for details regarding specific application and/or admission requirements. [25 hours earns 1 credit]

STEM

***INTRODUCTION TO ENGINEERING Level III 5 Credits**

Introduction to Engineering Design (IED) is a high school course that is appropriate for students who are interested in design and engineering. The major function of the IED course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. IED gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB-learning challenges students to continually hone their interpersonal skills, creative abilities and understanding of the design process. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

CIVIL ENGINEERING AND ARCHITECTURE Level III 5 Credits

In Civil Engineering and Architecture, students are introduced to important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architectural design software. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

Prerequisite: Intro to Engineering

***PRINCIPLES OF ENGINEERING Level III 5 Credits**

Principles of Engineering (POE) is a high school-level survey course of engineering. The course exposes students to some of the major concepts that they will encounter in a post-secondary engineering course of study. Students have an opportunity to investigate engineering and high tech careers. POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education. To be successful in POE, students should be concurrently enrolled in college preparatory mathematics and science. Students will employ engineering and scientific concepts in the solution of engineering design problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community. Principles of Engineering is the second of two foundation courses in the Project Lead The Way high school engineering program. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

Prerequisite: Intro to Engineering, Civil Engineering and Architecture

***HUMAN BODY SYSTEMS** **Level III** **5 Credits**
Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

***WEB DESIGN AND DEVELOPMENT** **Level III** **5 Credits**
Web Design and Development is a project-based course that teaches students how to build their own web pages. Students will learn the languages HTML and CSS, and will create their own live homepages to serve as portfolios of their creations. By the end of this course, students will be able to explain how web pages are developed and viewed on the Internet, analyze and fix errors in existing websites, and create their very own multi page websites. Students will sit for a Web Design and Development certification test that may award them an industry recognized certification.

***ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES**
Level IV **5 Credits**
The AP Computer Science Principles course 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, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world. It will serve as the capstone course of our Project Lead The Way Computer Science Program. Students will take the AP Computer Science Principles assessment in May.

PRINCIPLES OF BIOMEDICAL SCIENCE **Level III** **5 Credits**
Principles of Biomedical Science In the introductory course of the Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

SOCIAL STUDIES

US HISTORY THROUGH SPORTS **Level I** **5 Credits**
In this course students will examine the development of sports through various historical perspectives. There will be an emphasis on helping students gain a better understanding of the inner relationship that sport has on social, economic, cultural, and political forces that are at work in the United States as well as the world. Students will examine the historical context as well as the significance of gender, race, ethnicity and social class through readings, primary sources, audio and visual materials as well as class discussions.

TRENDS IN MODERN U.S. HISTORY **Level I** **2.5 Credits**
Trends in Modern United States History is a one semester social studies elective for students who are interested in learning more about the role of the U.S. in global affairs. The topics that will be examined include the challenge posed by nuclear weapons, Middle East policy and the rise of terrorism, human rights, international trade, global environmental issues, immigration, the emergence of China, and the role of the U.S. on the changing world stage.

HOLOCAUST AND GENOCIDE **Level I** **2.5 Credits**
This semester course will examine one of the most significant and unique events in human history: The Holocaust perpetrated by the Nazis against the Jews of Europe. Students will explore the unique religious and cultural identity of the Jewish people and the rise of Anti-Semitism in western civilization. Students will examine the rise of Hitler, the development of the Nazi Party, and life inside the Third Reich. Other twentieth-century genocides will be examined including those in Armenia, Cambodia, Rwanda, Bosnia, and Darfur. Students will analyze questions of human nature and human values in this elective. Various films and personal testimonies will be utilized in this course. Students should be aware of the sobering and disturbing nature of the course content. This course will educate students on the need to appreciate human dignity and cultural diversity.

LAW AND PUBLIC SAFETY I/COMMUNITY POLICING
Level II **5 Credits**
Law and Public Safety is offered as a junior elective for those students in the Law and Public Safety Career Pathway. Law and Public Safety I is a survey course which will examine in detail issues concerning police, the courts and corrections systems introduced in the Introduction to Sociology and American Government courses. This course focuses on the definition and measurement of crime, empirical studies that describe the reality of crime, the various careers available in the field of law and public safety include local and state police work, federal law enforcement, county sheriff's department, transit and bridge police, bistate police agencies. Various career subsets in each of these agencies including traffic specialists, detectives, police planners, crime scene technicians, crime and intelligence analysts, counter-terrorism units and port authority policing. Law and Public Safety I will also examine career paths in the court system including the private practice of law, the prosecutor's office, public defenders, court clerks and court stenographers and probation officers. The course will also examine the career paths within the Corrections system including corrections officers, parole officers and bailiffs. America's justice system, composed of police, court and correctional subsystems, is regarded as fragmented by many scholars. This fragmentation is believed to be caused by the unique perspective that each component has developed by virtue of its assigned role in seeking justice. A primary focus of this course will be to expose the student to each subsystem's function and philosophy and to examine the possibility of the total justice system ever achieving consensus.

VISUAL, PERFORMING & PRACTICAL ARTS

*DRAWING/PAINTING/DESIGN

ART & DESIGN

Level I 5 Credits

This course is an introduction to basic art and design techniques and media for interested students with minimal art skill. Students will explore realistic and abstract design concepts when applying the Elements of Art and Principles of Design. Using the natural world, models, photographs and the imagination students will create original pieces of fine and applied artwork in various mediums based on different design themes and career exploration. Students will also gain a deeper appreciation for art as they are exposed to and inspired by various genres or art, up to and including modern art.

*ADVANCED ART & DESIGN

Level II 5 Credits

Advanced Art and Design is for able students to have a continuation of study in which students will work to enrich their developing art skills. Through the use of more complex methods and techniques, emphasis will be placed on developing two and three dimensional projects that reflect knowledge of the Elements of Art and Principles of Design, theme in compositions, art appreciation, and continued exploration in art as a career. Students will be expected to maintain written and visual record of their processes and weekly assignments will be kept in a sketchbook. It will be used as a means to follow their progress and aid in critique.

*PRE-ADVANCED PLACEMENT STUDIO ART

Level III 5 Credits

This course is developed for the serious art student who would like to further develop their drawing, painting, and mixed media art skills. Students will build upon the skills they've learned in the advanced art classes and emphasis will be placed on understanding the process of creating an original artwork. They will continue to explore more complex methods and will be directed to use specific techniques and experiment with various drawing and painting tools. In addition, students will be able to identify with their own style and understand their strengths and weaknesses as an artist, as the focus will be based on beginning to build a portfolio, critique and self-reflection. This course will prepare students for an AP Studio Art, or college art class. It will entail strict deadlines, homework, writing and portfolio development.

Prerequisite: B or better in any Level II art class and teacher recommendation

*ADVANCED PLACEMENT STUDIO ART: DRAWING

Level IV 10 Credits

The AP Studio Art course is designed for students who wish to engage in a college-level art experience while still in high school with the objective of obtaining college credit by scoring well on the Advanced Placement Studio Art portfolio: a three part art portfolio submitted for evaluation to the College Board. This performance based visual exam requires students to demonstrate their understanding and abilities in three aspects of art: quality, concentration and range of approaches. Students shall assemble a body of work that demonstrates a high level of quality and growth over time in the areas of content, technique and process. This course is designed for highly motivated students who wish to develop mastery in drawing techniques, concept, composition, and creativity in their artwork. It will entail strict deadlines, homework, writing and portfolio development.

Students will take a double period of art in order to effectively complete the portfolio. Summer work will be required.

Prerequisite: B or better in a Level III Art course and teacher recommendation

*2-DIMENSIONAL DESIGN - PHOTOGRAPHY & GRAPHIC ARTS

PHOTOGRAPHY & GRAPHICS

Level I 5 Credits

Students will be introduced to these prominent fields in 2-dimensional design. Concentration will encompass the uses of the 35 mm camera and touch on the basics of digital photography. They will have the opportunity to work with the Photoshop and InDesign software to apply the principles of design to a variety of projects. Students will study the history of Photography and Graphics Design and artists who have helped promote these forms of art.

*ADVANCED PHOTOGRAPHY & GRAPHICS Level II 5 Credits

Student study in both fields will advance. Lens, light and composition, portrait and flash photography, special effects and mounting will all be studied. Original works of art will be created in digital form. Students will enhance and grow their skills with use of electronic layout software and electronic photo software. Students will become involved with printing and production in the computer lab using duplicating equipment and will learn about pre-press methods used in the printing and graphics industries.

Prerequisite: Photography & Graphics

*PRE-ADVANCED PLACEMENT 2D ART Level III 5 Credits

This course leads students to begin preparing their portfolio to submit to the The College Board in Senior year as they advance to AP Studio Art. This is an intensive studio class focusing on the creative style of the student in the mediums of digital imagery and photography. Each project lends itself to the individual student mastering their skills in photography, graphics, and drawing/painting.

Prerequisite: B or better in any Level II art class and teacher recommendation

*ADVANCED PLACEMENT STUDIO ART: 2 DIMENSIONAL DESIGN

Level IV 10 Credits

AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. Students will have to submit a studio portfolio that combines traditional drawing and painting techniques with modern digital imagery and photography. The portfolio will be submitted to the College Board and is the equivalent of a 2-D design college art course. **Students will take a double period of art in order to effectively complete the portfolio. Summer work will be required.**

Prerequisite: B or better in any Level III art class and teacher recommendation

*3-DIMENSIONAL DESIGN - CERAMICS/SCULPTURE

CERAMICS

Level I 5 Credits

In this class, students will learn the fundamentals of pottery making. There will be an emphasis on ceramics terms and various basic clay techniques in hand building. These techniques include pinch pot, slab building, coil building, texture tile and decorative glazing. They will progress to more extensive lessons in hand building and being exposed to the potter's wheel. They will also experience the use of molds. Students will be responsible for a number of functional and non-functional ceramic projects. They will leave this class with a strong foundation in ceramics and ready to challenge themselves in advanced ceramics.

*3-DIMENSIONAL DESIGN - ADVANCED CERAMICS/SCULPTURE

Level II 5 Credits

Students will now have strong enough skills to begin to make independent projects approved by the teacher. Emphasis will be placed on use of the potter's wheel. Students will be familiar with the kiln firing process and be able to help load and unload the kiln. Students will study the sculptural

realm of ceramics. They will be introduced to various sculpture artists and styles. This course will cover the process of subtractive, additive, figure, and decorative sculpture in clay. Students will also be introduced to various other sculpture mediums like paper, wire, wood, paper mache, plaster, cardboard, textiles and found art mediums. They will establish a digital portfolio of their work.

Prerequisite: Ceramics

***PRE-ADVANCED PLACEMENT STUDIO 3D STUDIO ART**

Level III 5 Credits

This course leads students to begin preparing their portfolio to submit the The College Board in Senior year as they advance to AP 3D Studio Art. This is an intensive studio class focusing on the creative style of the student in various mediums. Each project lends itself to the individual student mastering mediums and developing original ideas. Students will begin creating a body of 3 Dimensional art with range. The 3-D Design portfolio involves decision making about how to use the elements and principles of art as they relate to the integration of depth, space, volume, and surface. This course will help students understand their strengths and weaknesses, develop work ethic and craftsmanship as well as critique and self reflection. Students will begin to shape who they are as an artist. This course will prepare students for AP 3D Studio Art, or college art class. It will entail strict deadlines, homework, writing and portfolio development.

Prerequisite: B or better in any Level II Art class and teacher recommendation

***ADVANCED PLACEMENT STUDIO ART: 3 DIMENSIONAL DESIGN**

Level IV 10 Credits

The AP Studio 3D Design course is designed for students who wish to engage in a college-level art experience, with the objective of obtaining college credit by scoring well on the Advanced Placement portfolio. The performance based visual exam requires students to demonstrate their understanding and abilities in three aspects of art: quality, concentration, and range of approach. Students shall assemble a body of work that demonstrates a high level of quality and growth over time in the areas of content, technique and process. This course is designed for highly motivated students who wish to develop mastery in any 3D approach, including, but not limited to, figurative or non figurative sculptural techniques, architectural models, metal, ceramics, installation, and 3D fabric/fiber arts. This course will help students acquire skills in concept, form and function, and creativity in their artwork. It will entail strict deadlines, homework, writing and portfolio development. **Students will take a double period of art in order to effectively complete the portfolio. Summer work will be required.**

Prerequisite: B or better in a Level III art course and teacher recommendation

BAND I Level I 5 Credits

No prior instrumental experience necessary. This course is designed for students who, once they reach grades 9 through 12, decide they would like to learn a musical instrument from the beginning. Students can choose any instrument from the following classifications: woodwinds, brass and percussion. When signing up for this course, the students will be able to choose two instruments within two weeks of instruction. After that initial period, the students must play on the same instrument for two years before switching to another instrument.

BAND II Level II 5 Credits

Intermediate level: students must have played instruments at least one full year, can play a B-flat major concert scale, read 4/4 and 3/4 meters, all notation from whole to 16th notes and rests including dotted rhythms, syncopation of rhythm, and knowledge of written terms in Book 2 of the Standard of Excellence or Essential Elements band methods.

Prerequisite: Band I

BAND III Level II 5 Credits

Intermediate-Advanced levels: students must have played at least two full years prior to grade 9, and can play the B-flat, E-flat, F, A-flat, C, and chromatic scales in a two octave range. The students must be able to sight-read a Grade 1 1/2 to 2 selection or higher with 80% proficiency and play with a good tone quality, rhythm, and intonation.

Prerequisite: Band II

BAND IV Level II 5 Credits

This course will build on the concepts learned in prior years 1-3. There will be a continued focus on rhythm, articulation, technical development, music theory, listening and analysis, and musical expression. Varied repertoire provides students with the opportunity to work with many different types and styles of music, thus allowing them to be exposed to different expressive qualities, technical demands, etc. Extensive performance opportunities are provided to students as they progress through the program.

Prerequisite: Band III

BEGINNER GUITAR Level I 2.5 Credits

This semester course will introduce students to basic guitar performance. Contemporary and classic approaches to playing guitar using basic scales, chords and music notation will be taught. Students will use school purchased acoustic guitars or approved student owned instruments.

PIANO LAB Level I 2.5 Credits

This semester course will introduce students to basic piano performance. Contemporary and classic approaches to playing piano using basic scales, chords and music notation will be taught. Students will use school property electronic pianos in a lab environment.

EXPERIENCE BROADWAY MUSICALS Level I 2.5 Credits

Experience Broadway musicals is a non-performance semester music class designed for any student interested in developing an appreciation of the history and development of American Musical theater. Students will gain an appreciation of Broadway musicals as well as background knowledge relating to composition and production of musicals.

CHORAL PERFORMANCE I Level I 5 Credits

The course will introduce students to the elements of music, vocal technique, performing and history of the arts and culture. Throughout the class, students will learn how to analyze and critique musical compositions and performances. Students will participate in performances during the school year.

CHORAL PERFORMANCE II Level I 5 Credits

Choral Performance II is designed as a continuation of Choral Performance I. This course will focus on reinforcing the basics of choral singing, reading, rhythms, and advanced music vocabulary. Proper vocal tone production will be emphasized on a daily basis through isolated vocal exercises and chosen repertoire. Students will study and sing a variety of vocal music styles including classical, jazz, pop, Broadway, and seasonal favorites. Students will participate in performances during the school year.

***TV AND FILM PRODUCTION I** **Level I** **5 Credits**

TV and Film Production I is an introductory course to the television and film production process. Students will learn sound recording and editing, lighting techniques, video studio operations, video scripting, and non-linear editing. The student will learn how to operate all crew positions in a variety of studio lab projects. Student projects will include all of the elements required for planning, writing, producing, and editing a variety of television programming. Programs will be broadcast to the school district and the community viewing audience.

***TV AND FILM PRODUCTION II** **Level II** **5 Credits**

TV and Film Production II is a continuation course to the higher levels of the television and film production process. Students will continue to learn, develop, and get a more in depth approach to sound recording and editing, lighting techniques, video studio operations, video scripting, and non-linear editing. The students will be introduced to and will learn how to operate all crew positions in a variety of studio lab projects, including: Live TV Productions, Live Stage Productions, and Live Sporting Events. Student projects will include all of the elements required for planning, writing, producing, and editing utilizing a variety of higher level, professional grade television programming, software, and equipment. Students in TV and Film Production II will be responsible for managing all presentations broadcast to the school district and the community viewing audience.

***TV AND FILM PRODUCTION III** **Level II** **5 Credits**

TV and Film Production III is a continuation course to the higher levels of the television and film production process. Students will continue to develop their understanding in sound recording and editing, lighting techniques, video studio operations, video scripting, and non-linear editing in both Pre and Post Production settings. Students will be introduced to the equipment and capabilities of the GHS TV Studio and Control Room, as well as the Sound/Lighting Booth in the Auditorium. The students will continue to develop their skills and understanding of all crew positions in a variety of studio lab projects, including: Live TV Productions, Live Stage Productions, and Live Sporting Events. Student projects will include Live and Pre-recorded presentations and will utilize all of the elements required for planning, writing, producing, and editing utilizing a variety of higher level, professional grade television programming, software, and equipment. Students in TV and Film Production III will be responsible for managing all presentations and content broadcast to the school district and the community viewing audience on the GHS Live YouTube Channel.

***TV AND FILM PRODUCTION IV** **Level II** **5 Credits**

In this course, students will serve as producers, technical directors, graphics designers, audio operators, camera operators, teleprompter operators, floor managers and on-air talent for the production of Lions News, feature stories, and additional broadcasts. Lions News provides practical experience to any student interested in pursuing a career in news production.

21ST CENTURY LIFE & CAREERS COURSE OFFERINGS

(5 Credit Graduation Requirement)

Business

Sports Marketing I
Sports Marketing II
Starting A Small Business
Career Planning

English Electives

Visual, Performing and Practical Arts

TV and Film Production I
TV and Film Production II
TV and Film Production III
TV and Film Production IV
Drawing/Painting: Art and Design
Advanced Art and Design
2D-Photo and Graphics
2D-Advanced Photo and Graphics
Pre-AP Art-2D
Pre-Art Art-Drawing
3D-Ceramics/Sculpture
3D-Advanced Ceramics/Sculpture
Pre-AP Art-3D
AP Studio Art
Portfolio Prep

STEM

Intro to Engineering
Civil Engineering and Architecture
Principles of Engineering
AP Comp. Science Principles
Principles of Biomedical Science
Human Body Systems
Web Design and Development

Other Programs

Naval Science I-IV
Option II Programs
AP Research
AP Seminar
AVID 9-12
Industrial Arts I, Industrial Arts II and Industrial Arts III

AP Courses

AP English Language and Composition
AP English Literature and Composition
AP Statistics
AP Calculus AB
AP Chemistry
AP Computer Science Principles
AP US Government and Politics
AP Psychology
AP Human Geography
AP US History I and II
AP World History
AP Research
AP 2-D Art and Design
AP 3-D Art & Design
AP Drawing

* NEXT TO CLASSES THROUGHOUT THE BOOK DENOTES
21ST CENTURY COURSES



