Barnegat High School, in partnership with our community, will provide a safe, innovative, and nurturing school environment where students are valued and treated with dignity and respect as the staff prepares and engages them in meaningful, differentiated learning experiences that will promote social responsibility and cultivate future academic and workforce success.
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Introduction: Program of Studies

The Program of Studies at Barnegat High School is a reflection of the mission and purpose of the school district’s Board of Education, administration, teachers, and support staff. The curriculum department’s goal is to satisfy the needs of each BHS student.

All BHS coursework is described in the following pages, with core coursework and electives being explained in detail. Parents/guardians and students should use this as the main guide when planning a schedule. Beyond the obvious requirements for New Jersey high school graduation, the common goal of the academic curriculum at BHS is to develop students’ ability to think creatively and critically, which will hopefully result in students finding a positive value system and a social purpose in life.

The decisions students and parents will make regarding course selections are important ones and need to be made thoughtfully. The counselors at BHS are ready to help students with course selection, using career and college planning resources to help with the process. Questions about coursework can be directed to BHS counselors, or to the supervisors in the curriculum department.

Electives are run based on student enrollment and funding. BHS reserves the right to cancel an elective if enrollment is low or funding is not available.

Disclaimer: Information within Barnegat High School’s Program of Studies Guide is subject to change without prior notice. Coursework and information provided in this guide are subject to such changes as needed to ensure continued compliance with federal, state, or local regulations and are subject to such review and alteration as becomes necessary for the routine operation of Barnegat High School. Although every reasonable effort is made to present current and accurate information, Barnegat High School makes no claims, guarantees or promises about the accuracy, currency, or completeness of the information provided.
Affirmative Action

The Barnegat Township School District complies with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Age Discrimination Act of 1975, N.J.A.C. 6A: 7-1, and their respective implementing regulations which prohibit discrimination on the basis of race, color, or national origin, sex, disability, and age, respectively. The District provides equal access and opportunity in employment as well as enrollment, in all of its programs and activities, regardless of race, color, national origin, sex, disability or age. Through the designated responsible personnel, the District will guarantee that no persons shall on the basis of sex, race, religion, creed, ancestry, national origin, affectional or sexual orientation, social or economic status, and/or handicap be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity.

The Affirmative Action Policy, Comprehensive Equity Plan and grievance procedures are located in the main office of the Barnegat Township Board of Education and in the main office of each school within the district.

**Maurice Owens**, Affirmative Action Officer, (609) 698-5880 ext. 4007
The school counselors at Barnegat High School welcome you to the services that are provided to our student population. The counseling office provides all students a place where they can feel comfortable talking about their academic, college, and career plans. Students can also talk to counselors about personal problems that may be interfering with their academic success.

Parents are invited to contact their child’s counselor with concerns about scheduling, college and career planning, and social/emotional issues.

Teachers and administrators are invited to talk to counselors about ways to help students achieve more success within their classrooms. Counselors are an essential link between parent, student, and teacher. Counselors can schedule parent-teacher meetings in which academic or social issues can be worked out, and solutions can be discussed.

**Academic/Social Development**
Resources are available to students for supporting their academic pursuits. The counselors can help students recognize their strengths and weaknesses and discuss how to use both to their advantage. Counselors can provide help with organizational and study skills, time-management, and other social skills related to academic success.

**College and Career Counseling**
Barnegat High School Guidance Department has introduced Family Connection from Naviance, a web-based service designed especially for students and parents. Family Connection is a comprehensive website that students can use to help make decisions about colleges and careers. Family Connection is linked with Naviance Succeed, a service that we use in our office to track and analyze data about college and career plans. Family Connection allows students to:

- **Get involved in the planning and advising process** – Build a resume, complete on-line surveys, and manage timelines and deadlines for making decisions about colleges and careers
- **Plan for post-secondary success**—Set short and long term goals and complete tasks related to college and career planning
- **Research colleges**

Family Connection also lets us share information with students about upcoming meetings and events, and other web resources for college and career information. In addition, the site includes a link that students can use to send us an e-mail message. To visit our school’s Family Connection site, use your Web browser to connect to: [http://connection.naviance.com/barnegat](http://connection.naviance.com/barnegat).

**Contacting the Office of Student Personnel Services**
Telephone #: (609) 660-7510, ext. 7060
Fax #: (609) 698-6313

**Office Secretaries**
Jennifer Amato, ext. 7060, jamato@barnegatschools.com
Maria Capriotti, ext. 7138, mcapriotti@barnegatschools.com

<table>
<thead>
<tr>
<th>Counselor Name</th>
<th>Student Last Name</th>
<th>Ext.</th>
<th>E-Mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christine Ayers</td>
<td>A-Dr</td>
<td>7063</td>
<td><a href="mailto:cayers@barnegatschools.com">cayers@barnegatschools.com</a></td>
</tr>
<tr>
<td>Kathryn Gehrke</td>
<td>Du-Lal</td>
<td>7062</td>
<td><a href="mailto:kgehrke@barnegatschools.com">kgehrke@barnegatschools.com</a></td>
</tr>
<tr>
<td>Jeff Fonseca</td>
<td>Lam-Q</td>
<td>7070</td>
<td><a href="mailto:jfonseca@barnegatschools.com">jfonseca@barnegatschools.com</a></td>
</tr>
<tr>
<td>E.C. Peters</td>
<td>R-Z</td>
<td>7061</td>
<td><a href="mailto:epeters@barnegatschools.com">epeters@barnegatschools.com</a></td>
</tr>
</tbody>
</table>
Child Study Team Services

Dr. Brian Latwis, Director of Special Education  
609-698-5832 ext 5153  
blatwis@barnegatschools.com

Mr. Daniel Gundersen, Supervisor of Special Education K-12

<table>
<thead>
<tr>
<th>CST Member</th>
<th>Position</th>
<th>Extension</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Rogers</td>
<td>LDTC</td>
<td>7054</td>
<td><a href="mailto:srogers@barnegatschools.com">srogers@barnegatschools.com</a></td>
</tr>
<tr>
<td>Robert Klaslo</td>
<td>Social Worker</td>
<td>7100</td>
<td><a href="mailto:rklaslo@barnegatschools.com">rklaslo@barnegatschools.com</a></td>
</tr>
<tr>
<td>Morgan Capezzera</td>
<td>School Psychologist</td>
<td>7096</td>
<td><a href="mailto:mcapezzera@barnegatschools.com">mcapezzera@barnegatschools.com</a></td>
</tr>
</tbody>
</table>

Students who are eligible for special education and related services are provided an Individualized Education Program (IEP) to ensure a free and appropriate public education. Depending upon the needs of the student, the following continuum of services is available:

I. **In-Class Resource**
   This is the least restrictive environment enabling students to participate with the general education population. Supplemental services and aids may be utilized to provide accommodations and modifications.

II. **Supplementary Instruction and Resource Programs**
   These programs are utilized to meet the needs of disabled students in a general education class or in a pull-out classroom.

III. **Special Class Programs**
   These programs serve students who have similar intensive educational, behavioral, and other needs related to their disabilities. Students who participate in this program will gain valuable life skill experiences through community based instruction and structured learning experiences.

Accommodations and Modifications:
Classified students receive classroom accommodations to help them achieve academic success.

Testing accommodations for College Board exams (SAT) are approved through College Board and require an additional application. Please see your case manager at least six months prior to your expected SAT exam if you are requesting testing accommodations through College Board.
A diploma from Barnegat High School is granted only to those students who have completed the requirements for graduation established by the State of New Jersey and the Barnegat Township Board of Education.

**CURRICULUM**

Each student must pass 120 credits, to include the following:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>20</td>
</tr>
<tr>
<td>PE &amp; Health</td>
<td>20</td>
</tr>
<tr>
<td>Mathematics</td>
<td>15</td>
</tr>
<tr>
<td>Biology</td>
<td>5</td>
</tr>
<tr>
<td>Science</td>
<td>10</td>
</tr>
<tr>
<td>US History</td>
<td>10</td>
</tr>
<tr>
<td>World History</td>
<td>5</td>
</tr>
<tr>
<td>World Language</td>
<td>5</td>
</tr>
<tr>
<td>Visual &amp; Performing</td>
<td>5</td>
</tr>
<tr>
<td>Arts</td>
<td>5</td>
</tr>
<tr>
<td>Career/Technical</td>
<td>5</td>
</tr>
<tr>
<td>Readiness</td>
<td></td>
</tr>
<tr>
<td>Financial Literacy</td>
<td>2.5</td>
</tr>
<tr>
<td>Elective credits</td>
<td>17.5</td>
</tr>
</tbody>
</table>

**Total to Graduate** **120**

*BHS students earn 40 credits each year with a full schedule and 35 credits each year with a vocational school schedule.*

**ATTENDANCE**

The Board of Education assumes responsibility for upholding the law by requiring regular school attendance of each student resident in the BTS district that has completed eighth grade and not reached the age of 16. Attendance at school is required by state law (NJSA: 18A:38.25; NJAC 1:20-1.3; NJAC 6A:32-8.3). High school students shall be allowed (9) absences for a semester course and the equivalent of (18) absences for a full year course before losing credit for the course. Additionally, junior and senior students may be excused a maximum of 3 days per year for college visits. Please see the Parent/Student Handbook for an extensive explanation of this policy.
Graduation Requirements

Defined by the NJ Department of Education as of January, 2017
http://www.state.nj.us/education/assessment/parents/GradReg.pdf

Class of 2018 and 2019

ENGLISH LANGUAGE ARTS (ELA)

PARCC ELA Grade 9
or
PARCC ELA Grade 10
or
PARCC ELA Grade 11
or
SAT Critical Reading (taken before 3/1/16)
or
SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later)
or
SAT Reading Test (taken 3/1/16 or later)
or
ACT Reading or ACT PLAN Reading*
or
Accuplacer WritePlacer
or
Accuplacer WritePlacer ESL
or
PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15)
or
PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later)
or
ACT Aspire Reading*
or
ASVAB-AFQT Composite
or
Meet the criteria of the NJDOE Portfolio Appeal

Mathematics

PARCC Algebra I
or
PARCC Geometry
or
PARCC Algebra II
or
SAT Math (taken before 3/1/16)
or
SAT Math Section (taken 3/1/16 or later)
or
SAT Math Test (taken 3/1/16 or later)
or
ACT or ACT PLAN* Math
or
Accuplacer Elementary Algebra
or
PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15)
or
PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later)
or
ACT Aspire Math*
or
ASVAB-AFQT Composite
or
Meet the criteria of the NJDOE Portfolio Appeal

Note: * Test is no longer administered but can be used for the graduating year.
The Class of 2020 can demonstrate graduation assessment proficiency through the same alternative means as those in the Classes of 2016 through 2019, provided that students in the Class of 2020 take all PARCC assessments associated with the high-school level courses for which they were eligible*.

### Class of 2020

**ENGLISH LANGUAGE ARTS (ELA)**
- PARCC ELA Grade 9 (*must take if eligible*)
  - and
- PARCC ELA Grade 10 (*must take if eligible*)
  - and
- PARCC ELA Grade 11 (*must take if eligible*)
  - If passing score is not met on at least one of the three, then the student can use the following:
  - SAT Reading
  - or
  - ACT Reading or ACT PLAN Reading**
    - or
  - Accuplacer WritePlacer
    - or
  - Accuplacer WritePlacer ESL
    - or
  - PSAT10 Reading or PSAT/NMSQT Reading
    - or
  - PSAT10 Reading or PSAT/NMSQT Reading
    - or
  - ACT Aspire Reading**
    - or
  - ASVAB-AFQT Composite
    - or
  - Meet the criteria of the NJDOE Portfolio Appeal

**MATHEMATICS**
- PARCC Algebra I (*must take if eligible*)
  - and
- PARCC Geometry (*must take if eligible*)
  - and
- PARCC Algebra II (*must take if eligible*)
  - If passing score is not met on at least one of the three, then the student can use the following:
  - SAT Math
  - or
  - ACT or ACT PLAN Math**
    - or
  - Accuplacer Elementary Algebra
    - or
  - PSAT10 Math or PSAT/NMSQT Math
    - or
  - PSAT10 Math or PSAT/NMSQT Math
    - or
  - ACT Aspire Math**
    - or
  - ASVAB-AFQT Composite
    - or
  - Meet the criteria of the NJDOE Portfolio Appeal

* "Eligible" is defined as a student who is enrolled in a high-school level course for which there is a PARCC test. This includes all of these courses: Algebra I, Geometry, Algebra II, ELA 9, ELA 10, and ELA 11. ** Test is no longer administered but can be used for the graduating year.
The Barnegat High School Honors/Advanced Placement (AP) program is designed to enhance the level of academic rigor within a course by extending both the breadth and depth of the curriculum. Honors/AP courses provide academic challenge for students who may benefit from a more rigorous course of study. Each Honors/AP class has its own prerequisites and criteria for enrollment.

The district recognizes that Honors/AP courses are not appropriate for every student. Parents and students should recognize that Honors/AP courses are more demanding than other courses. AP courses are college level courses designed to prepare students to perform successfully on AP exams administered by the College Board. **AP students must take the AP exam in the spring.** Successful completion of summer assignments is required to maintain placement in selected Honors/AP courses (see descriptors for individual courses).

**HONORS/AP PROGRAM DESCRIPTION**

**Honors Courses**
Honors courses are intended to provide motivated and highly capable students with significant academic rigor. Courses are designed to promote higher level thinking skills, encourage inquiry, and self-directed learning. The curriculum in these courses is altered to provide additional depth of content, accelerated pacing, advanced concepts, and extended learning opportunities. Honors courses are weighted and appear on student transcripts.

**Advanced Placement (AP) Courses**
Advanced Placement courses are college-level courses that are offered in a variety of curricular areas. These national curricula are developed by both high school and college teachers under the auspices of the College Board. The courses provide a means for colleges to grant course credit or course placement. AP courses are open to all students who meet the course prerequisites. Students taking these courses receive a weighted grade and must take the AP Exam.

There is a higher expectation for Advanced Placement students. The course work and course load is much more rigorous than an honors level course. We diligently adhere to an extended add/drop period for AP courses. **Students may drop an AP course within the first 15 days of the school year, after which deadline a WP or WF will be noted on the student’s official transcript.**

Students may take AP exams without taking the AP course. However, BHS will not offer AP examinations for AP courses not taught on campus, with the exception of BHS students taking online AP coursework. Please visit the College Board for more information on Advanced Placement coursework: [www.collegeboard.com](http://www.collegeboard.com)
GUIDELINES FOR THE HONORS/AP PROGRAM

Entrance Guidelines
Multiple measures must be utilized to determine individual student eligibility, including:

- Teacher recommendation;
- Prerequisite courses and grades, as indicated in the Course Description guide;
- A qualifying score on a standardized state or district placement assessment;
- Other qualifying criteria that promote successful student participation.

Please check the course descriptions for each class to be sure you meet the prerequisites.

Continuation Guidelines

- The grade requirements for continuation in honor level courses can be found in the Course Descriptions guide.

Honors/AP credit will be granted for courses and credits earned outside the Barnegat School District only when those course credits correspond with Honors/AP criteria established by the Barnegat School District.

Additional Weight for Honors and AP Courses

<table>
<thead>
<tr>
<th>HONORS (H)</th>
<th>Add .5 to the final grade point earned for the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVANCED PLACEMENT (AP)</td>
<td>Add 1.0 to the final grade point earned for the course</td>
</tr>
</tbody>
</table>

Honors Appeals Process

Students are required to write a formal letter of appeal to the guidance office. The curriculum supervisor along with the guidance counselor will begin the process by administering a teacher survey and scheduling a time to take a department developed honors appeal assessment. An honors appeal portfolio will be created and reviewed with the student and parent/guardian at the completion of the process.
Barnegat High School students will have an exciting opportunity to take online courses during the 2017-2018 school year. Online coursework will be an option for a variety of academic and elective courses. Students who consider online courses should be ready for independent work. Successful completion of online coursework requires motivation and self-directed learning.

Students interested in pursuing online coursework must complete an application. The following will be strongly considered as part of the application review process:

- **Pre-enrollment survey** to assess whether student is prepared for independent work
- **Student contract** which outlines course policies and expectations
- **Guidance/Administrative approval** to confirm that student is in good standing (attendance, conduct, etc.)
- **Audit of Transcript** to confirm student is on track to complete graduation requirements
- **Previous Online Learning Experiences** will also be reviewed to ensure that students can be successful

Interested students should speak with their Guidance Counselor to obtain an application for online learning.
CURRENT GRADING SCALE AT BHS

A: 93-100
   Exceeded expectations
B: 85-92
   Met expectations
C: 77-84
   Approached expectations
D: 70-76
   Partially met expectations
F: 69 and below (No credit given)
   Did not yet meet expectations

WP: Withdraw Passing
WF: Withdraw Failing
CW: Withdraw Credit
I: Incomplete
EX: Exempt
TI: Transfer In

NUMERICAL GRADES WILL APPEAR ON REPORT CARDS.

Clarification on WP and WF

If a student requests to drop a course within the first two weeks of school, and the request is approved by the Curriculum Department, the course will be dropped without any indication of enrollment. Therefore, a grade will not be assigned and thus no adverse consequences to a student's GPA and rank will occur.

Requests to drop a course after the first ten school days must be approved by the Office of Student Personnel Services and the Curriculum Supervisor. This action can impact student GPA and class rank**. A WF or WP will be indicated on the report card and transcript. The student's grade will also be used in the calculation of his or her GPA along with the credits attempted. Since the course has technically been dropped, the final credits for the course will not be awarded.

**Note: A WF will adversely affect the GPA because credits earned will equal zero while credits attempted will be the actual credits assigned to the course.

A WP or WF on your transcript may affect a college admissions counselor's decision for acceptance into the college/university you have applied to.
**Grading Policies**

**BENCHMARK ASSESSMENTS**
Teachers in core subject areas will administer benchmark assessments throughout the year. These benchmarks will assess students’ mastery of the material and will be used for instructional planning and course placement purposes.

**MIDTERMS AND FINAL EXAMS**
These examinations will be taken at the end of each semester. Semester courses will only have a final exam. Semester course averages are based on the previous two-quarter grades and the final exam. Mid-Term and Final Examinations for PE classes are calculated into the marking period grades.

**GRADE CALCULATIONS FOR SEMESTER AND FINAL GRADES**

<table>
<thead>
<tr>
<th>Semester Course</th>
<th>Full Year Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>MP 1</td>
<td>MP 1</td>
</tr>
<tr>
<td>40%</td>
<td>20%</td>
</tr>
<tr>
<td>MP 2</td>
<td>MP 2</td>
</tr>
<tr>
<td>40%</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Mid-Term</td>
</tr>
<tr>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**EXEMPTION FROM FINAL EXAMS: SENIORS ONLY**
Seniors are eligible for exemption from final exams according to the following guidelines:

- Each teacher of seniors must provide a final exam exemption list to the curriculum supervisor at least three weeks prior to final exams.

- Only those **SENIOR** students who receive straight A’s (93 or above) on the first, second, and third marking period report cards AND a minimum of an 88 on the midterm exam, are eligible to be exempted from final exams. Students have the option of being exempt.

- Students who sit for an Advanced Placement Exam have the option of being exempted form the Final Exam for that course.

- **JUNIORS GRADUATING EARLY ARE NOT EXEMPT FROM ANY FINAL EXAMS.**

- **PLEASE SPEAK TO YOUR COUNSELOR IF YOU HAVE QUESTIONS.**
**CLASS RANK**
Individual class rank is based on student grade point average, which is calculated using only numerical grades. The class rank is interpreted on a standard GPA scale where each percentage grade is converted, point-by-point, to an equivalent conventional GPA. Although students and parents can calculate the GPA, class rank cannot be calculated because this is where the students stand in comparison to their peers in their respective grade level.

All courses taken for credit are incorporated into the class rank calculation at BHS, except for the following: Medical Pass or Fail.

It should be noted that the class rank of students is cumulative. Thus, the rank reported in September of the senior year is a composite of grades 9-11. Class rank is calculated after the second and fourth marking periods for seniors.

**VALEDICTORIAN AND SALUTATORIAN**
Valedictorian and Salutatorian eligibility is based on the end-of-year junior enrollment report. No student who enters BHS after that date will be eligible for Valedictorian or Salutatorian.

The Valedictorian and Salutatorian of the senior class at BHS will be determined after final exams are graded in June of the senior year. Beginning with the class of 2021, the Valedictorian and Salutatorian will be determined after the close of 3rd marking period of the senior year.

The Valedictorian and Salutatorian positions are based on the grade point average that determines the 1st and 2nd position in rank in class, respectively. If students tie for first position in rank (based on their GPAs taken out to three decimal places), there will be two (2) Valedictorians (co-Valedictorians) and NO Salutatorian.

Any junior who plans on graduating early with the senior class will not be eligible for the Valedictorian or Salutatorian position. A student who has not completed graduation requirements as of the last full day of instruction senior year, AND/OR has an incomplete in a course senior year cannot serve as the Valedictorian or Salutatorian.

**A student who chooses to attend college full-time in lieu of his/her senior year at BHS will not be allowed to hold the Valedictorian or Salutatorian position at BHS.**
College Planning

The requirements for different colleges vary significantly based on the selectivity level of the college. In order to ascertain entrance requirements, it is best to consult college catalogs. Generally, course requirements for college entrance are:

- Four years of English
- Three years of Social Studies
- Three years of Math (Algebra I, Geometry, Algebra II)
- Three years of a laboratory Science (Biology, Chemistry, Physics, Environmental Science)
- Two or more consecutive years of the same World Language (Some colleges require three years of a World Language)

Most colleges offer their college catalogs online, and the College and Career Center within the counseling office at BHS has many college catalogs available. The requirements and suggestions listed thus far will fill only a portion of the academic program. Therefore, students should choose electives according to interest and need.

To ensure serious consideration by a college admissions committee, students should begin planning for college in their freshman year of high school. Each college has its own admissions requirements regarding high school courses. **Highly - competitive colleges require four years of study in English, mathematics, science, and social studies along with a minimum of three years of study in the same world language.** Beyond specific course requirements, most colleges emphasize the following important factors in making decisions on applications for admissions:

1) Four-year academic record in high school (transcript).
2) Scores earned on the College Entrance Examination Board tests (SAT, SAT II, ACT and/or Achievement Tests).
3) Teacher recommendations.
4) **Rigorous academic program** composed mainly of subjects in the fields of English, mathematics, world languages, science, and social studies.
5) Extracurricular record including community service.
6) Recommendation of the counselor.
DUAL ENROLLMENT
With the cooperation of community, state, and private colleges and universities in the area, juniors and seniors will be permitted to pursue college-level courses at their own expense, and on their own time. This program is designed with a threefold purpose: (1) To provide students with an enrichment experience to augment their secondary school background; (2) to provide students with experience in attempting college work before actually enrolling in college, thus providing a base upon which to arrive at a final decision concerning further education; (3) to provide students with additional insight into certain career fields not necessarily requiring a traditional four-year preparation, again providing an additional base upon which to arrive at decisions concerning future plans.

Exception to above: Some students may consider attending college full-time in lieu of their senior year in high school (see following page). Only under these circumstances will college courses be used to meet high school graduation requirements.

OCEAN COUNTY COLLEGE (OCC) JUMP START PROGRAM
Taken from: http://www.ocean.edu/welcome/feature.htm

The Jump Start program allows junior and senior students in high school to attend classes at OCC’s Main Campus in Toms River or at OCC’s Southern Education Center in Manahawkin. OCC will assist the student with the admission process including application, testing and registration.

Any junior or senior who wishes to enroll may do so through the guidance office and with administrative approval.
Early Graduation

The Board of Education will award a State-endorsed diploma to a student that has met all State and local requirements for high school graduation. In addition, the Board shall award a State-endorsed high school diploma to any currently enrolled student in accordance with the provisions of N.J.A.C. 6A:8-5.2(e).

The Barnegat Township School District has established the following procedures for student applying for early graduation:

- Student must submit a letter stating post-school plans
- Initial notification must be sent to the administration no later than May of the sophomore year
- A formal meeting must take place with parent/guardian and school counselor
- Minimum GPA of 2.5
- Student has not failed any core courses
- Student must meet NJ Graduation Requirements
- Student is not permitted to be the Valedictorian or Salutatorian
- Student must pass all NJ State Assessment Requirements (as outlined by the NJDOE)

In accordance with the provisions of N.J.A.C. 6A:8-5.2(e), the Board of Education shall award a State-endorsed high school diploma early to any currently enrolled student who:

1. Has demonstrated proficiencies in the State-wide assessments as required by the New Jersey Department of Education for high school graduation;
2. Has presented official transcripts showing at least thirty general education credits leading to a degree at an accredited institution of higher education; and
3. Has formally requested an early award of a State-endorsed high school diploma.

The diploma will bear the date of its issuance. The student may be permitted to participate in graduation ceremonies with his/her classmates without formal readmission to the school district on application to and approval of the high school Principal.
The Barnegat School District encourages all students to participate in meaningful community service projects. Community service has a profound impact on a student's social development. It fosters empathy, generosity, and a sense of unity, purpose and self-worth. Colleges require students to document the number of community service hours performed in high school and take community service into account when making application decisions. In addition, many local and national scholarships are based on community service involvement.

Juniors who are eligible to apply for the National Honor Society will strengthen their application by obtaining documented community service hours. We encourage students on this track to begin their service work in their freshman or sophomore year of high school.

Students should arrange community service directly with the agencies where the service work will be completed. It is the student’s responsibility to seek out community service opportunities. Some local businesses/agencies that have worked with our students in the past include:

- Barnegat Nursing Home
- Barnegat Volunteer Fire Company
- Food Bank of Monmouth and Ocean
- Ocean County Animal Shelter – Manahawkin (must be 18yrs)
- Ocean County Library – Barnegat Branch
- Southern Ocean Medical Center
- Tuckerton Seaport

There is a Community Service Hours Documentation form located on the high school website to track your hours.
Course Selection Process

General Course Selection Policies for 2017-2018

- Each student will carry a minimum of 35 credits per year, with the exception of seniors approved for early dismissal.

- Preference will be given to juniors and seniors when enrollment in any course exceeds the course section limits.

- The Barnegat Township Board of Education reserves the right to withdraw any course offering based on one or more of the following: (a) student enrollment in a course is insufficient, (b) a certified teacher is not available, and/or (c) budgetary funds are not available.

- Student scores on state and district tests (including benchmarks) and previous course grades will affect course placement.

- Course request does not guarantee placement in a course. Students must meet certain criteria and pre-requisites to be placed in courses. (18A:37-1) BHS counselors will provide assistance to students in the appropriate course level selection.

- High school level courses completed by the end of Grade 8 and prior to the start of Grade 9 may be used to meet pre-requisites, advancement, and/or credit accumulation in a particular subject area.

Scheduling Procedures

- Each student and faculty member will receive a BHS Program of Studies Guide (POS) and a Course Selection Sheet (CSS) each year.

- When CSS forms have been returned to the counseling office, counselors will see all students individually to discuss their course selections.

Criteria for Changing Student Schedules

Students who wish to change their schedules after the initial course selection process may be denied entry into a course if the class is oversubscribed.

Schedule changes can be made during the summer months by contacting the Guidance Office.
After the school year begins in September, schedule changes will only be considered for the following reasons:

1. The correction of a clerical error in the schedule. Examples might include a missing course, a conflict between two or more courses, failure of a pre-requisite course or a serious imbalance in the course load assigned for each semester.

2. A recommendation from the Child Study Team.

3. A recommendation from a building administrator for disciplinary, attendance, or instructional reasons.

4. A senior student wishing to take an additional course(s), which does not require dropping any other course(s).

5. A teacher recommends a change based on the fact that the student is misplaced in a particular course or that a change in level would be beneficial to the student. Teacher recommendations according to these criteria must be made prior to the end of the first quarter. This must be done with the approval of the Subject Supervisor, Guidance Counselor, and Principal.

6. Lunch period changes will be considered with medical documentation only.

**Schedule changes will not be considered for any of the following reasons:**

1. Course content or standards differ from student expectations.
2. Dropping a course because it is not needed for graduation.
3. Inability of a student to relate well to a given teacher.
4. Preference for some other subject.
5. Preference for a different teacher.
6. Dropping a course in order to lighten one's course load.
7. Changing schedules to be in specific classes with friends.

**NO schedule changes are allowed based solely on teacher preference.** Only schedule changes that are educationally beneficial for students will be considered.

Students have two weeks after the start of the school year to change a course. The change will not be noted on the student’s transcript. (Three weeks will be given for students enrolled in an AP course)

Students will have up until the end of the first marking period to make a level change down within a subject area (i.e. A student who wishes to move from English I Honors to English I College Prep.). A schedule change form will need to be completed and approved by the Supervisor of Guidance and the Subject Curriculum Supervisor. Forms can be picked up in guidance.

Schedule changes after the deadlines will result in a grade of WF (Withdraw Failing) or WP (Withdraw Passing) on the student’s transcript. A WF is computed into the grade point average, which will adversely affect the class rank and negatively impact the student’s permanent record. A WP or WF on your transcript may effect a college admissions counselor’s decision for acceptance into the college/university you have applied to.
INDEPENDENT STUDY
Students who have demonstrated maturity and responsibility may be permitted an opportunity for in-depth study beyond the present course offerings at BHS. Students need to be in good academic standing. Applications for Independent Study are available from the guidance office.

Guidelines:
- Student must obtain a voluntary Independent Study Advisor (must be subject area teacher at BHS who is certified in the content area);
- Student must complete the Independent Study Application Form;
- Student must develop a proposal outlining the details of the Independent Study to include:
  - agreed upon meeting times with Independent Study Advisor;
  - written work outline;
  - tests/exams to be completed;
  - course outline;
  - timeline for completing work – calendar;
  - alignment to New Jersey Core Curriculum Content and/or Common Core Standards;
- Independent Study proposal and application must be signed by the Independent Study Advisor and turned in to the student’s guidance counselor;
- The Independent Study must receive final approval by the Director of Curriculum and Instruction, after review of information, transcripts and prior report cards;
- The Independent Study Advisor will determine the grade given to the student;
- **The Independent Study Application and the proposal must be submitted no later than JUNE 15th. Late applications will not be accepted.**

The grade issued by the Independent Study Advisor will be reflected in the calculation of the student’s grade point average. The Independent Study contract will be kept in the Office of Student Personnel Services as well as quarterly submissions (exams, assignments, projects, etc.) from the advisor for review if needed.

If you have questions contact: Lauren O’Brien, Supervisor of Guidance
609-660-7510 ext. 7060
lobrien@barnegatschools.com
The New Jersey Department of Education will provide leadership for a superior education by utilizing diverse and multiple paths to success for all children in New Jersey. Based upon the premise of diverse and multiple paths to success, the New Jersey Department of Education has developed the Twelfth Grade Option. **Open to all New Jersey school districts**, the program offers a variety of components to high school seniors that have completed their high school graduation credit requirements.

**OPTION II**

Option Two (N.J.A.C. 6A:8-5.1(a)2) of the high school graduation requirements allows local school districts to design and/or approve educational experiences that serve as an alternative to traditional instruction and provide meaningful learning experiences that support student achievement of the Core Curriculum Content Standards.

The purpose of Option Two is to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. Option Two allows local school districts to design and implement curricular programs that meet the needs of all students. The regulations support student participation in deep and meaningful learning experiences that advance student learning and focus on student interest and abilities. Option Two allows students to obtain credit for learning experiences outside of the traditional classroom environment. Some of these experiences may provide real-world connections not available in the school setting. Other learning experiences may go beyond what the traditional high school can provide, allowing students to participate in research, international study, or college-level work.

Option Two, or program completion, permits district boards of education to determine and establish curricular activities or programs aimed at achieving the Core Curriculum Content Standards for promotion and graduation purposes. Option Two serves as an alternative to traditional seat time programs and involves in-depth experiences that may be internal (provided by school district personnel) or external (provided by instructors not employed by the school district). Option Two may include, but is not limited to, one or more of the following: independent study; online learning; study abroad programs; student exchange programs; and structured learning experiences, including, but not limited to, work-based programs, internships, apprenticeships, and service-learning experiences. In addition, N.J.A.C. 6A:8-5.1(a)2iii 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 Core Curriculum Content Standards or includes learning that builds on and goes beyond the standards.
Early Dismissal/Late Arrival

Students who are on track to complete all graduation requirements may be approved for an early dismissal. Students who choose to apply for this option should strongly consider their post-secondary plans. If you are planning to apply to college, institutions will not look favorably upon a reduced senior schedule intended to “lighten up” senior year. Additionally, if you are planning to participate in a sport at the collegiate level, there are NCAA requirements that must be met. In order to participate in athletic activities at the high school, all students must be eligible according to the guidelines established by the NJSIAA (New Jersey Interscholastic Athletic Association).

**Students must apply for early dismissal/early arrival and must be approved by guidance, supervisor and building administration.** Students who apply and are approved for early dismissal must submit a signed parental/guardian permission slip to their guidance counselor. If this permission slip is not on file, the student will NOT be permitted to leave school grounds early.
ADVANCED PLACEMENT

AP courses offer admissions officers a consistent measure of course rigor across high schools, districts, states. By making the decision to take an AP course, students are letting colleges and universities know that they have what it takes to succeed in an undergraduate environment (taken from College Board website). AP courses are available to any student who meets course prerequisites.

Please visit the College Board website for more information on Advanced Placement courses: www.collegeboard.com

Barnegat Township Schools require all students enrolled in AP courses to take the AP exam. The following courses are currently offered at BHS:

- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP Chemistry
- AP Computer Science
- AP Computer Science Principles
- AP English Language and Composition
- AP English Literature and Composition
- AP Environmental Science
- AP European History
- AP Government and Politics
- AP Human Geography
- AP Music Theory
- AP Physics 1 & 2
- AP Spanish
- AP Statistics
- AP Studio Art
- AP United States History
### BUSINESS LAW 00102
**Pre-Requisite:** Business for Today and/or Personal Finance  
**Credits:** 2.5  
Grades: 11-12  
This course introduces the students to the legal environment and our legal system by recognizing the difference between criminal and civil trials. Students will understand their rights when entering into a contract (making binding agreements). Other topics will involve employment law, and consumer law. This course will allow the student to apply the legal principles through debates, mock trials and landmark cases.

### BUSINESS FOR TODAY 00101
**Pre-Requisite:** None  
**Credits:** 2.5  
**Semester**  
Grades: 9-10  
This course will introduce students to the many economic principles of the free enterprise system. Students will identify the different forms of ownership and the processes used in production, marketing, advertising, basic accounting functions for business operation and personal use. Other areas emphasized are how to get credit, and keep it, auto insurance and the required coverage for drivers, maintaining a checking account, and knowing your consumer rights and responsibilities. This course will satisfy the NJ graduation requirement for “Financial, Economic, Business and Entrepreneurial Literacy.”

### CAREER AND LEADERSHIP DEVELOPMENT 00155
**Pre-Requisite:** None  
**Credits:** 2.5  
**Semester**  
Grades: 10-12  
Students are guided through a variety of self-assessment measures designed to determine their interests, values, and abilities. Once they have assessed their individual personalities, students will take advantage of computerized career programs to identify careers that match their personality types. Other areas covered are college search and admissions, cost, financial aid, goal setting, human relations, resume writing, and interviewing skills. Group work is emphasized.

### PERSONAL FINANCE 00100
**Pre-Requisites:** None  
**Credits:** 2.5  
**Semester**  
Grades: 9-10  
This semester course will satisfy the NJ graduation requirement for “Financial, Economic, Business and Entrepreneurial Literacy.” The course will provide students with instruction in personal finance, money management, saving and investing, credit and debit management, consumer rights, and foundations in economics. Students may also meet the NJ Graduation requirement via online course offerings. Please see your guidance counselor for more information.
ENTREPRENUERSHIP (new, pending 2017-18 budget approval)
Pre-Requisites: Business for Today and/or Personal Finance is highly recommended
Credits: 2.5
Grades: 10-12
Semester
This is a semester course whose main focus is completing a business plan including: marketing research, analysis of the business opportunity, type of ownership, marketing plan, and a proposed financial plan. Students will learn the factors that a new business owner must consider, such as a study of demographics, legal requirements, financial considerations, and operational function. This course will satisfy the NJ graduation requirement for “Financial, Economic, Business and Entrepreneurial Literacy.”

INTRODUCTION TO MARKETING (new, pending 2017-18 budget approval)
Pre-Requisites: Business For Today
Credits: 2.5
Grades: 11-12
Semester
This course gives the student the opportunity to focus on product promotion, creative advertisement and role-playing retail situations, researching problems and providing solutions. Other topics covered include career exploration, basic marketing concepts (product, price, promotion, place), the sales process, publicity and public relations, visual merchandising and display, and fashion merchandising.

The study of accounting helps the student develop an overall picture of the financial process involved in running a business. The students learn to organize and summarize financial facts and information to make fiscally responsible decisions. The computer is used in conjunction with manual exercises. This course also provides an excellent starting point for students thinking of pursuing a career as an accountant, accounting clerk, bookkeeper, or entrepreneur. This course will satisfy the NJ graduation requirement for “Financial, Economic, Business and Entrepreneurial Literacy.”

ACCOUNTING (new, pending 2017-18 budget approval)
Pre-Requisites:
Credits: 5
Grades: 9-12
Full Year
The study of accounting helps the student develop an overall picture of the financial process involved in running a business. The students learn to organize and summarize financial facts and information to make fiscally responsible decisions. The computer is used in conjunction with manual exercises. This course also provides an excellent starting point for students thinking of pursuing a career as an accountant, accounting clerk, bookkeeper, or entrepreneur. This course will satisfy the NJ graduation requirement for “Financial, Economic, Business and Entrepreneurial Literacy.”
**Note:** All core and AP English Language Arts courses require independent, preparatory summer work designed to refresh prerequisite reading and writing skills. Detailed instructions and assignments will be posted on the Barnegat Township school website. All core English Language Arts classes require the completion of an independent research project.

**ENGLISH 1 - College Prep**

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<th>Course Code</th>
<th>Grade: 9</th>
<th>Credits: 5</th>
<th>Full Year</th>
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<tr>
<td>00312</td>
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Pre-Requisite: None

This course is designed for students to gain experience with every stage of the writing process. The conventions of grammar, usage, and mechanics are developed by various techniques including focused correction through student writing. This writing focus provides extensive practice in expository writing as well as narrative and argument writing. A study of the elements of literature and literary genres--including short stories, poetry, the novel, and drama--is presented, as well as a focus on nonfiction and informational text. Students will be required to complete several reading projects outside of class.

**ENGLISH 1 – Honors**

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<th>Course Code</th>
<th>Grade: 9</th>
<th>Credits: 5</th>
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<td>00311</td>
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Pre-Requisite: 8th grade ELA Level 1 (grade of 85% or higher) or 8th grade ELA (grade of 93% or higher) and Teacher Recommendation.

This course is designed for the accelerated English student. The course presents an in-depth study of the elements of literature and literary genres including short stories, poetry, novels and drama. In addition, a focus on challenging nonfiction and informational texts is also presented. Students are required to regularly read selections independently. The writing focus provides extensive practice in argument writing as well as narrative and expository writing. Students in English 1 Honors are expected to possess a mastery of the conventions of grammar, usage, and mechanics at, or above, grade level.

**ENGLISH 2 – College Prep**

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<th>Course Code</th>
<th>Grade: 10</th>
<th>Credits: 5</th>
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<td>00322</td>
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Pre-Requisite: English 1 CP

This course is designed for the Sophomore English student. The writing focus will provide extensive practice in expository writing, as well as narrative and argument writing. A particular focus is placed on revising and editing student work. The course of study includes the elements of early American literature and literary genres including short stories, poetry, novels and drama. In addition, a focus on nonfiction and informational text will also be presented.
ENGLISH

ENGLISH 2 – Honors 00321
Pre-Requisite: English 1 Honors (grade of 85% or higher) or English 1 CP (grade of 93% or higher) and Teacher Recommendation. Grade: 10
Credits: 5

This course is designed for the accelerated Sophomore English student. The course presents an in-depth study of the elements of early American literature and literary genres, including short stories, poetry, novels and drama. In addition, the course features a focus on challenging nonfiction and informational texts. Students are regularly required to engage with assigned text selections independently. The writing focus provides extensive practice in argument writing as well as narrative and expository writing. Students in English 2 Honors are expected to possess a mastery of the conventions of grammar, usage, and mechanics at, or above, grade level.

ENGLISH 3 – College Prep 00332
Pre-Requisite: English 2 CP Grade: 11
Credits: 5

This course is designed for the Junior English student. The writing focus will provide extensive practice in expository writing as well as narrative and argument writing. A particular focus is placed on revising and editing student work through the writing process. The course presents an in-depth study of the elements of American literature and literary genres from the mid-19th century to the present, including short stories, modern poetry, the novel, and drama. In addition, a focus on nonfiction and informational text will also be presented. Students are required to complete several assigned reading projects outside of class.

ENGLISH 3 – Honors 00331
Pre-Requisite: English 2 Honors (grade of 85% or higher) or English 2 CP (grade of 93% or higher) and Teacher Recommendation. Grade: 11
Credits: 5

This course is designed for the accelerated English student. The course presents an in-depth study of the elements of American literature and literary genres from the mid-19th century to the present, including short stories, modern poetry, novels, and drama. In addition, a focus on nonfiction and informational text will also be presented. The writing focus will provide extensive practice in expository writing as well as narrative and argument writing. Students are expected to regularly engage with texts independently. The student will be expected to write effective compositions, which contain sophisticated syntax and diction, accurate grammar and astute literary analysis.
ADVANCED PLACEMENT (AP) ENGLISH LANGUAGE AND COMPOSITION  00371
Pre-Requisite: English 2 Honors (grade of 85% or higher) or English 2 CP (grade of 93% or higher) and Teacher Recommendation.
Credits: 5
Full Year
This Junior year AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The purpose of the AP English Language course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Completion of a summer reading assignment is required. (Taken from www.apcentral.collegeboard.com).

ENGLISH 4 – College Prep  00342
Pre-Requisite: English 3 CP
Credits: 5
Grade: 12
Full Year
This course is designed for the Senior English student, with an emphasis on enhancing college and career readiness. The writing focus will provide extensive practice in expository writing, as well as narrative and argument writing. A particular focus is placed on revising and editing the student work through the writing process. The course of study includes the important elements of British literature and literary genres such as short stories, epic poetry, the novel, and drama. In addition, a focus on nonfiction and informational text will also be presented. Students are required to complete several assigned reading projects outside of class.

ENGLISH 4 – Honors  00341
Pre-Requisite: English 3 Honors (grade of 85% or higher) or English 3 CP (grade of 93% or higher) and Teacher Recommendation.
Credits: 5
Grade: 12
Full Year
This course is designed for the accelerated Senior English student. The course presents an in-depth study of the important elements of British literature and literary genres: short stories, modern poetry, novels, and drama. In addition, a focus on nonfiction and informational text will also be presented. The writing focus will provide extensive practice in expository writing as well as narrative, and argument writing. The student will be expected to write effective compositions, which contain sophisticated syntax and diction, accurate grammar, and astute literary analysis. Students in English 4 Honors are required to independently engage with assigned texts on a regular basis.
ADVANCED PLACEMENT (AP) ENGLISH LITERATURE AND COMPOSITION

Pre-Requisite: AP English Language & Composition or English 3 Honors (grade of 85% or higher) or English 3 CP (grade of 93% or higher) and Teacher Recommendation.

Credits: 5 Full Year

The AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. (Taken from http://apcentral.collegeboard.com/).

English End of Course 1, 2, 3, 4

Pre-Requisite: Multiple criteria, as noted above Grades: 9-12

Credits: 5 Full Year

This course provides a review and further development of the English Language Arts skills needed to prepare a student for more advanced English classes and success on the PARCC. English is a core subject and every student is expected to read with comprehension, write with skill, and communicate effectively and responsibly in a variety of settings. Some students need additional assistance during their school career to become effective readers and writers. This course will provide many opportunities for students to strengthen these college and career-readiness skills.

The English End of Course 1, 2, 3, 4 sequence is assigned to all students who have demonstrated weakness in their critical reading and writing skills. These courses do not meet graduation requirements for English. Placement (as well as exit) is based on report card grades, benchmark assessment scores, state assessment scores, and input from the current EOC teacher and previous content teacher. Exit from EOC Classes: Students may be considered for exiting the EOC program at the end of the first semester based on the following criteria:

• a minimum grade of 85% in the EOC class
• a minimum grade of 80% in the core academic class (math or ELA)

Exiting from the EOC course must be mutually agreed by the core and EOC teachers.
**Electives**

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<th>Course</th>
<th>Code</th>
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<th>Credits</th>
<th>Grades</th>
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<tr>
<td>BOOKS TO FILM</td>
<td>LA190</td>
<td>None</td>
<td>2.5</td>
<td>10-12</td>
<td>Semester</td>
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<td>This course focuses on the juxtaposition of film with literature. Not only will books and their film counterparts be studied, but screenplays will be thoroughly examined in both textual and film form. In addition, students will have the opportunity to write and develop their own screenplays, learn the proper formatting for screenwriting, and produce their own films.</td>
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<tr>
<td>CREATIVE WRITING 1</td>
<td>00359</td>
<td>English 1</td>
<td>5</td>
<td>10-12</td>
<td>Full Year</td>
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<td>The student who has a strong interest in developing a talent for writing is encouraged to elect this course. The basic tools of the creative writer are examined, and each student samples various forms and genres in poetry and prose. The chief aim is to help pupils develop a style and a writing specialty. Class members will be asked to submit their best works for publication to a variety of outlets, including the school literary magazine.</td>
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<td>CREATIVE WRITING 2</td>
<td>00360</td>
<td>Creative Writing 1 and teacher recommendation</td>
<td>5</td>
<td>11-12</td>
<td>Full Year</td>
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<td>This course continues the skills and proficiencies learned in Creative Writing 1, with emphasis on the development of a style and writing specialty. Students work cooperatively to analyze and critique the submission of colleagues. Students will continue to submit their best works for publication both for in-house publications and for literary magazines.</td>
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<tr>
<td>JOURNALISM 1</td>
<td>00356</td>
<td>English 1</td>
<td>5</td>
<td>10-12</td>
<td>Full Year</td>
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<td>The course is designed to introduce the students to the field of journalism and to prepare them for staff positions on the school newspaper. The course focuses on a variety of skills such as news-gathering interviewing, writing styles required for news, features, copy editing and layout. In addition, Journalism 1 addresses broader issues in the field such as news judgment, ethics and fairness.</td>
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<tr>
<td>JOURNALISM 2</td>
<td>LA101</td>
<td>Journalism 1 and Teacher Recommendation</td>
<td>5</td>
<td>11-12</td>
<td>Full Year</td>
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<td>Journalism 2 builds upon skills developed in Journalism 1. Students will focus primarily on producing the school newspaper: generating stories, interviewing, writing stories, copy editing, designing layout, writing headlines taking photographs, and writing captions. Students are expected to be available to take on critical tasks that arise as deadlines approach during the production cycle. Students also contribute additional stories for the newspaper’s website. The staff is expected to focus on developing the newspaper by generating ideas that will broaden readership and improve the newspaper’s overall quality.</td>
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MODERN POETRY
Pre-Requisite: English 2
Credits: 2.5
Grades: 11–12
Semester
This extensive exploration of the genre of poetry incorporates a discussion of poetic forms as well as the techniques employed by various poets. Students will read representative works from literary periods and respond with written analysis of the poetry. Students may be required to demonstrate their understanding of poetic techniques through the writing of poetry.

MODERN SHAKESPEARE
Pre-Requisite: English 2
Credits: 2.5
Grades: 11–12
Semester
This Shakespeare course is designed to introduce students to the work, life, and times of the playwright. The class will showcase Shakespeare not only as a great poet and dramatist, but also as a master showman who knew how to please an audience. Students will be exposed to the more obscure plays of Shakespeare, as well as view film counterparts to reinforce reading comprehension. In addition, literary critics’ interpretations of the plays will be studied, and college-level discussions and recitations will be expected.

PUBLIC SPEAKING/ART OF COMMUNICATION
Pre-Requisite: English 2
Credits: 2.5
Grades: 11–12
Semester
Public Speaking is a half-year course designed to improve students’ rhetorical skills. Various types of speeches are studied to develop necessary fundamental speaking abilities. Writing, reading, listening, and thinking skills are strengthened through the preparation and presentation processes of speech-making. Student’s speeches are evaluated by their peers and the teacher as students learn to speak effectively, competently, and confidently to a group.

WRITING THEORY
Pre-Requisite: Completion of English 2
Credits: 2.5
Grades: 11–12
Semester
This course is for students who want to strengthen and hone their writing skills related to career and life skills. Writing forms covered include resume writing, letter writing (cover letter, business letter, and friendly letter formats) and essay writing. Students will be expected to revise and critique their own work, as well as the work of other students.
Suggestions:
- Students who are planning on attending 4 year colleges are encouraged to take 4 years of high school math, and should plan to complete up to Trig/Pre-Calc at a minimum in high school.
- Any student planning a career in a STEM field should plan to complete Calculus in high school.
All core and AP math courses require independent, preparatory summer work designed to refresh prerequisite math skills. Detailed instructions and assignments will be posted on the high school website.

**ALGEBRA 1 - College Prep**

Pre-Requisite: Pre-Algebra

Credits: 5

This course emphasizes deductive mathematical reasoning and provides students with a good mathematical background for college. Through an understanding of algebraic structure, the role of deductive reasoning in mathematics is developed. Linear equations and inequalities are solved by using algebraic manipulations. Topics studied include solving open sentences, factoring, powers and roots, verbal problems and mathematical relations and variation. Techniques of graphing linear and quadratic functions are included and the course provides experience in problem solving with and without the use of technology.

**GEOMETRY - Honors**

Pre-Requisite: Algebra 1 Honors (grade of 85% or higher) or Algebra 1 CP (grade of 93% or higher) and Teacher Recommendation

Credits: 5

Students will be provided with an opportunity to work with the tools of geometry and their creative powers to discover the geometric relationships of patterns, congruence, similarity, parallelism, area, volume, transformations, polygons, polyhedra, circles, and spheres. In this course, students learn by doing, working both individually and in cooperative groups. Students will develop both inductive and deductive reasoning. As students understand the informal and inductive development of geometric concepts, deductive proofs will be introduced.

Consistent with a constructivist approach, each student who takes this course must take an active responsibility for his or her own learning. The expectations and workload in an honors course are high. This accelerated course will require that a significant amount of work be accomplished outside the confines of the class period.
GEOMETRY - College Prep  
Pre-Requisite: Satisfactory completion of Algebra 1
Grades: 9-11  
Credits: 5  
Full Year
Students will be provided with an opportunity to work with the tools of geometry and their creative powers to discover the geometric relationships of patterns, congruence, similarity, parallelism, area, volume, transformations, polygons, polyhedra, circles, and spheres. Students will work with both inductive and deductive reasoning. The computer is used as a tool for inductive investigations, while deductive thinking is emphasized through formal proof.

ALGEBRA 2 - Honors
Pre-Requisite: Geometry Honors (grade of 85% or higher) or Geometry CP (grade of 93% or higher) and Teacher Recommendation
Grades: 9-12  
Credits: 5  
Full Year
This course assumes competency in fundamental algebra skills. Topics include linear and quadratic equations, functions and graphs, analytic geometry, matrices, the real and complex number systems. Techniques of graphing linear and quadratic functions are included and the course provides experience in problem solving with the use of technology. This course will prepare students for Trigonometry/Pre-Calculus and other advanced courses in mathematics. The expectations and workload in the honors course are high. The honors level section of this course will require a significant amount of work be accomplished outside the confines of the class period.

ALGEBRA 2 - College Prep
Pre Requisite: Satisfactory completion of Algebra 1 and Geometry
Grades: 9-12  
Credits: 5  
Full Year
This course assumes competency in fundamental algebra skills. Topics include linear and quadratic equations, functions and graphs, analytic geometry, matrices, the real and complex number systems. Techniques of graphing linear and quadratic functions are included and the course provides experience in problem solving with the use of technology. This course will prepare students for Trigonometry/Pre-Calculus and other advanced courses in mathematics.

\[(a + b)^2 = a^2 + 2ab + b^2\]

✓ = NCAA Approved Course
BRIDGE TO ADVANCED ALGEBRA 00433
Pre-Requisite: Successful completion of Algebra I and Geometry Grades: 10-12
Credits: 5 Full Year
Bridge to Advanced Algebra was developed with the intent to provide students who have completed Algebra I and Geometry with the additional math foundation they need to be successful in the Common Core State Standards for Mathematics (CCSS-M) Algebra II course. Each student's learning expectation for Bridge to Advanced Algebra is intended to:

- reinforce linear concepts that were previously included in the Algebra I Course;
- master quadratics and exponential concepts through modeling functions and summarizing, representing, and interpreting data; or
- introduce higher order concepts to prepare students for success in CCSS-M Algebra II.

Students will apply concepts from first year Algebra and Geometry to solve real-world problems. Students will be helped to visualize, represent, model and solve these problems real people encounter in their jobs and lives in areas such as science, art and business. The focus will be on the modeling of linear and quadratic functions. Technology will play a major role in developing student understanding of these concepts.

ADVANCED ALGEBRA WITH FINANCIAL APPLICATIONS- College Prep 00435
Pre-Requisite: Successful completion of Algebra 2 Grades: 10-12
Credits: 5 Full Year
Advanced Algebra with Financial Applications is a college-preparatory course that will give you the tools to become a financially responsible young adult. This course combines algebraic and graphical approaches with practical business and personal finance applications. Topics in precalculus, probability and statistics, calculus and geometry are introduced to solve financial problems that occur in everyday life. Real-world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting and planning for retirement are solved by applying the relevant mathematics. Field projects, computer spreadsheets, and graphing calculators are key components of the course.

TRIGONOMETRY AND PRE-CALCULUS – Honors 00451
Pre-Requisite: Algebra 2 Honors (grade of 85% or higher) or Algebra 2 CP (grade of 93% or higher) and Teacher Recommendation Grades: 10-12
Credits: 5 Full Year
Pre-Calculus is a course that strongly combines algebra and geometry. The course has been specifically designed to give the student an understanding of the foundations of calculus. Polynomials, rational, exponential, logarithmic, and trigonometric (or circular) functions, as well as some of their properties and graphs are discussed in detail. Students will learn to use the graphing calculator to analyze functions. The expectations and workload in the honors course are high. This accelerated course will require that a significant amount of work be accomplished outside the confines of the class period.
MATHEMATICS

TRIGONOMETRY AND PRE-CALCULUS – College Prep

Pre-Requisite: Satisfactory completion of Algebra 2 (Grade of 85% or higher) and Teacher Recommendation

Grades: 10-12

Credits: 5

Pre-Calculus is a course that strongly combines algebra and geometry. The course has been specifically designed to give the student an understanding of the foundations of calculus. Polynomials, rational, exponential, logarithmic, and trigonometric (or circular) functions, as well as some of their properties and graphs are discussed in detail. Students will learn to use the graphing calculator to analyze functions.

ADVANCED PLACEMENT (AP) STATISTICS

Pre-Requisite: Algebra 2 CP (Grade of 93% or higher) or Algebra 2 Honors (Grade of 85% or higher)

Credits: 5

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

Students planning to take a science course in their senior year will benefit greatly from taking AP Statistics in their junior year.

- For students who would otherwise take no mathematics in their senior year, AP Statistics allows them to continue to develop their quantitative skills.
- Students who wish to leave open the option of taking calculus in college should include pre-calculus in their high school program and perhaps take AP Statistics concurrently with pre-calculus.

An introductory statistics course, similar to the AP Statistics course, is typically required for college majors such as social sciences, health sciences and business. This course requires independent, preparatory summer work. An assigned list of works and detailed instructions will be posted on the High School website. (http://apcentral.collegeboard.com/)
ADVANCED PLACEMENT (AP) CALCULUS AB  
Pre-Requisite: Trigonometry/Pre-Calc Honors (grade of 93% or higher) and Teacher Recommendation or Calculus CP (grade of 93% or higher) and Teacher Recommendation
Credits: 5 Full Year
This course requires independent, preparatory summer work. An assigned list of works and detailed instructions will be posted on the High School website. Teacher and Math Supervisor Recommendations are required for entry into this class. Placement into this class requires a final grade of 93% or higher in Honors Trigonometry/Pre-Calculus (due to the fact that students are skipping a full year of CP or Honors Calculus). This weighted course, designed for the mathematically mature student, is a study of calculus at the college level. It is expected that students who take an AP course in calculus will take the AB level of the Advanced Placement Calculus Exam and seek college credit, college placement, or both. Emphasis will be placed on the core curriculum provided by the College Entrance Examination Board (CEEB) and consists of the following topics: rate of change, differentiation, limits, integration, and differential equations. Students will be able to work with and understand the connections among functions represented in a variety of ways: graphical, numerical, analytical or verbal.

CALCULUS – Honors✓
Pre-Requisite: Trigonometry/Pre-Calculus CP (Grade of 93% or higher), or Trigonometry/Pre-Calculus Honors (Grade of 85% or higher) and Teacher Recommendation
Credits: 5 Grades: 11-12
Full Year
This course enables students to delve deeply into mathematical concepts that they will need in order to prepare for professional careers. The course is designed to provide a background for college calculus. The student who successfully completes this course will have the foundation necessary to enroll with confidence in college level calculus. This course will emphasize the concepts of limits, derivatives as slopes and anti-derivatives. The expectations and workload in the honors course are high. This accelerated course will require that a significant amount of work be accomplished outside the confines of the class period.

CALCULUS – College Prep✓
Pre-Requisite: Trigonometry/Pre-Calculus CP and Teacher Recommendation
Credits: 5 Grades: 11-12
Full Year
This course enables students to delve deeply into mathematical concepts that they will need in order to prepare for professional careers. The course is designed to provide a background for college calculus. The student who successfully completes this course will have the foundation necessary to enroll with confidence in college level calculus. This course will emphasize the concepts of limits, derivatives as slopes and anti-derivatives.
ADVANCED PLACEMENT (AP) CALCULUS BC  
Pre-Requisite: AP Calculus AB and Teacher Recommendation or Calculus Honors (Grade of 85% or higher) and Teacher Recommendation  
Credits: 5       Full Year
This course requires independent, preparatory summer work. An assigned list of works and detailed instructions will be posted on the High School website. A final grade of 93% or higher in AP Calculus AB and Teacher Recommendation/Supervisor approval is mandatory. Calculus BC is a full year college-level course in the calculus of functions of a single variable. It includes all topics covered in Calculus AB plus additional topics, which is considerably more extensive than the Calculus AB course. This course prepares students to take the Calculus BC Advanced Placement examination given each spring, for which placement and/or credit may be awarded at the college level, if a qualifying score is obtained. Content of this college-level course corresponds to the syllabus of the College Board Calculus BC Advanced Placement Program. It is expected that students who take an AP course in calculus will take the BC level of the Advanced Placement Calculus Exam and seek college credit, college placement or both.

ADVANCED PLACEMENT (AP) COMPUTER SCIENCE A  
Pre-Requisite: Intro to Computer Science, Algebra 2 CP (Grade of 93% or higher) or Algebra 2 Honors (Grade of 85% or higher) and Teacher Recommendation  
Credits: 5       Full Year
Because the development of computer programs to solve problems is a skill fundamental to the study of computer science, a large part of the AP Computer Science A course is built around the development of computer programs or parts of programs that correctly solve a given problem. The course also emphasizes the design issues that make programs understandable, adaptable, and when appropriate, reusable. At the same time, the development of useful computer programs and classes is used as a context for introducing other important concepts in computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. In addition, an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course. (Description taken from www.apcentral.collegeboard.com)
AP Computer Science Principles (new, pending 2017-18 budget approval)

Pre-Requisite: Successful completion of Intro to CS & Algebra II  
Credits: 5  
Grades: 10-12  
Full year

This course introduces students to the foundational concepts of computer science and explores the impact computing and technology have on our society. The course focuses on creative problem solving and real-world applications, giving students the opportunity to explore important topics of computing using their own ideas and creativity. Units of study include:

- **Web Development** and the introduction of HTML, CSS, and the processes involved in viewing web pages on the Internet; Introduction to Programming teaching what it means to "program" and solving problems using code;
- **Digital Information** showing the different ways we represent information digitally such as number systems, encoding data, programmatically creating pixel images, comparing data encodings, compressing and encrypting data;
- **The Internet** explores the structure and design of the internet, the reliability of network communication, the security of data, and personal privacy and the importance of cybersecurity;
- **Data** introduces computational tools used to store massive amounts of data, manipulate and visualize data, find patterns in data, and pull conclusions from data. Students will consider how the modern wealth of data collection has impacted society in positive and negative ways.

**MATH ELECTIVES**

**INTRO TO COMPUTER SCIENCE – College Prep**  
Pre-Requisite: Algebra I and Geometry  
Credits: 5  
Grades: 10-12  
Full Year

Computer science consists of many areas of study. For this course we will focus on 3 of those areas. The first is hardware and repair; here students are introduced to the major hardware components of a computer, including: RAM, processors, hard drives, etc. Students will also be exposed to basic computer troubleshooting skills. The second unit is web programming; this course will introduce HTML, CSS and Javascript. Students will create dynamic websites using only code. The last unit is dedicated to the Java programming language. Here is where students will work with an object oriented programming language to create their very own software applications.
CRYPTOLOGY 00239
Pre-Requisite: Algebra I and Geometry
Credits: 2.5
Grades: 11-12

This course provides an introduction to Cryptology, the study of coding and decoding secret messages. Methods of cryptography and cryptanalysis, using steganography, modular arithmetic, algebra, geometry, number theory, statistical analysis, and problem solving will be discussed. The history of cryptology and its ties to major historical events will also be a part of the course. Technology will be utilized to encrypt/decrypt more advanced ciphers, which will lead to discussions on ethical considerations and the future of cryptology.

THE MATHEMATICS OF SPORTS (new, pending 2017-18 budget approval)
Pre-Requisite: Successful completion of Algebra II
Credits: 2.5
Grades: 10-12

Using actual, re-enacted, or staged events, students will discover and examine the relationship between a sports situation and related mathematical and general physics principles. Students will learn to analyze mathematical data to help predict performance outcomes as it relates to both real-life and fantasy sports. Topics in algebra, geometry, probability & statistics, general physics, and mathematical modeling will be key components of this course.

DISCRETE MATHEMATICS
Pre-Requisite: Algebra I and Geometry
Credits: 2.5
Grade: 12

Discrete Mathematics ✓: The study of discrete mathematics will include such topics as logic, set theory, matrices, networks, graph theory, fractals, recursion algorithms, and game theory. Emphasis will be given to providing students with numerous opportunities to model problem situations using hands-on materials, graphing calculators and computers.

PROBABILITY AND STATISTICS—CP 00453 & 00455
Pre-Requisite: Algebra I and Geometry
Credits: 2.5
Grade: 12

Probability and Statistics ✓: This course is designed to provide students with opportunities to explore concrete concepts in probability and statistics, including probability distributions, hypothesis testing, and experimental design. Students will be exposed to numerical and graphical representations of data; and written and verbal interpretation of data using concepts from exploratory data analysis.
The Algebra I and II, and Geometry End of Course sequence is assigned to all students who have demonstrated weakness on the math section of the PARCC assessments. These courses do not meet graduation requirements for math. Placement is based on report card grades, benchmark assessment scores, state assessment scores and input from the current EOC teacher and previous content teacher.

**Exit from EOC Classes**

Students may be considered for exiting the EOC program at the end of the first semester based on the following criteria:

- a minimum grade of 85% in the EOC class
- a minimum grade of 80% in the core academic class (math or ELA)
- Exiting from the EOC course must be mutually agreed by the core and EOC teachers.

**ALGEBRA 1 END OF COURSE**

**Credits 5**  
This course is a small group, individualized instruction class that develops mathematical skills and problem solving strategies in 9th grade students who have shown deficiencies indicated by their standardized test results. This course will provide a review of Pre-Algebra topics and support Algebra I concepts and skills in order to prepare students for an End of Course Algebra I Assessment. The individualized algebraic support will be through in-class interactive mathematics instruction using Cognitive Tutor software. Students in this class must be concurrently enrolled in an Algebra I class.

**GEOMETRY END OF COURSE**

**Credits 5**  
This course is a review and further development of the fundamental common core math skills needed to assist students in more advanced high school math classes. This course will also prepare students for a Geometry End of Course Assessment. Students in this course will engage in problem solving, communication and reasoning skills while reinforcing algebraic and geometric concepts. Students in this class must be concurrently enrolled in a Geometry class.

**ALGEBRA 2 END OF COURSE**

**Credits: 5**  
This course is a small group, individualized instruction class that develops mathematical skills and problem solving strategies. This course will provide a review of Algebra topics and support Algebra II concepts and skills in order to prepare students for an End of Course Algebra II Assessment. Students in this class must be concurrently enrolled in Algebra II or Bridge to Advanced Algebra.
PHYSICAL EDUCATION – 9  00610
Pre-Requisite: None  Grade: 9
Credits: 3.75  3 Marking Periods
This course will include a wide range of activities: soccer, field hockey, aerobics, muscle strength training, volleyball, badminton. Built into the Physical Education program will be a component on team building and working together. Emphasis will be placed on the development of fundamental skills and on awareness of the component of personal fitness along with health and wellness. Students will also have the opportunity to become certified in boat safety.

HEALTH – 9  00611
Pre-Requisite: None  Grade: 9
Credits: 1.25  1 Marking Period
This health component will include concepts on the following units of study: Values clarification, decision-making skills and problem solving. Puberty and emotional growth will be explored, emphasizing both physical and psychological changes in both sexes. Human growth and development will include reproduction topics, conception and pregnancy, responsible sexual behavior which includes abstinence, contraception, and sexually transmitted diseases. The course also includes issues on drug awareness, including development of an understanding of the causes, effects, and impacts of drug abuse.

PHYSICAL EDUCATION – 10  00620
Pre-Requisite: None  Grade: 10
Credits: 3.75  3 Marking Periods
This course is a continuation of many of the activities offered in 9th grade. The emphasis will be placed on refining fundamental skills, introducing game strategies and developing an awareness of how to effectively utilize human resources. This course will also introduce many new activities: tennis, flag football, rope jumping, weight training, basketball, volleyball, golf, aerobics, speedball, floor hockey and health and wellness.

DRIVER EDUCATION – 10  00621
Pre-Requisite: None  Grade: 10
Credits: 1.25  1 Marking Period
This health course involves the study of the automobile in modern life and aims to develop mature attitudes and proper habits for safe driving. Driver Education Theory consists of the following units of study: understanding state mandated driver training requirements, the physical, mental, and emotional aspects of driving; the construction and operation of the automobile; traffic and safety laws; driving techniques; driving and substance abuse, and the effects of the motor vehicle on modern living. This health component is an aid in preparing for the written examination required by the State Department of Motor Vehicles.
PHYSICAL EDUCATION – 11
Pre-Requisite: None
Credits: 3.75
Grade: 11
3 Marking Periods
A program of electives will be offered to the Juniors and Seniors in Physical Education, during the regular scheduled P.E. class. Each student will be able to choose from a list of activities based on facilities and seasons. Some activities offered include: tennis, badminton, weight training, floor hockey, basketball, recreational games, aerobics, archery, golf, football and dance.

HEALTH – 11
Pre-Requisite: None
Credits: 1.25
Grade: 11
1 Marking Period
This health-based program features RealCare® Baby – the world’s only computerized infant simulator that requires realistic care using infant simulators to provide powerful, hands-on experiences, and valuable lessons that complement NJCCCS and Common Core Standards. In conjunction with parenting and health educators, this program was designed with a parenting education focus. Sections are dedicated to values and decision-making, goal setting, teen pregnancy prevention and preparing for the future. Some infant care and child development topics will be included:

2. Babysitter education.
3. Teen pregnancy prevention efforts.
4. Character-building programs.
5. At-risk youth intervention.

PHYSICAL EDUCATION – 12
Pre-Requisite: None
Credits: 3.75
Grade: 12
3 Marking Periods
A program of electives will be offered to the Juniors and Seniors in Physical Education, during the regular scheduled P.E. class. Each student will be able to choose from a list of activities based on facilities and seasons. Some activities offered include: tennis, badminton, weight training, floor hockey, basketball, recreational games, aerobics, archery, golf, football and dance.

HEALTH – 12
Pre-Requisite: None
Credits: 1.25
Grade: 12
1 Marking Period
In Senior Health, students will learn how to prepare to take care of their own minds and bodies as an adult. Seniors in this class will review topics such as self-exams, cancer, HIV/AIDS, alcohol and illegal drugs and nutrition and fitness. Part of this growth involves setting goals for the future and establishing priorities. They will learn the emotional and physical responsibility of taking care of themselves properly, budgeting, self-reflection and communication skills. In addition, students will review current health and safety issues, and how they relate to their lives as young adults.
Please refer to the flow chart above for the possible pathways in Science to meet NJ graduation requirements.
ENVIROMENTAL SCIENCE- Honors 00759
Pre-Requisite: Pre-Algebra (grade of 93% or higher) or Biology Honors (grade of 85% or higher) or Biology CP (grade of 93% or higher). Teacher Recommendation. Grades: 9-10
Credits: 5 Full Year
Environmental Science is a laboratory science course that enables students to develop an understanding of natural and man-made environments and environmental problems the world faces. Students explore environmental science concepts through an inquiry-based approach. This course is designed to immerse students in the physical, biological, and earth systems sciences that shape our environment. Scientific concepts, principles and modern science practices allow students to analyze environmental issues, both natural and human induced, and engage in evidence-based decision making in real world contexts. The expectations and workload in an honors course are high. This accelerated course will require that a significant amount of work be accomplished outside the confines of the class period, including aspects of community service and field work.

ENVIROMENTAL SCIENCE- College Prep 00757
Pre-Requisite: None Grades: 9-10
Credits: 5 Full Year
Environmental Science is a laboratory science course that enables students to develop an understanding of natural and man-made environments and environmental problems the world faces. Students explore environmental science concepts through an inquiry-based approach. This course is designed to immerse students in the physical, biological, and earth systems sciences that shape our environment. Scientific concepts, principles and modern science practices allow students to analyze environmental issues, both natural and human induced, and engage in evidence-based decision making in real world contexts. This course is designed for students who may not have the prerequisite mathematical skills for other core science courses, and is recommended as a 9th grade alternate to Biology. Students who successfully complete this course will be well-prepared to continue their high school education in both the physical and life sciences.

ADVANCED PLACEMENT (AP) BIOLOGY 00771
Pre-Requisites: Honors Biology (Grade of 85% or higher), Biology CP (Grade of 93% or higher) successful completion of Chemistry CP or Honors, or concurrent placement in Chemistry Honors. Biology Teacher recommendation required.
Credits: 10 (meets daily) Full Year
This is a second-year biology course taught in a college format. Instruction takes place every day affording students the opportunity for advanced laboratory investigations. The course is designed to be the equivalent of a two-semester college introductory biology course usually taken by science majors. The AP Biology course is designed to enable students to develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The result will be readiness for the study of advanced topics in subsequent college courses. Emphasis is placed on science practice as a way to coordinate knowledge and skills in order to accomplish a goal or task. This course is aligned to the 2012 College Board curriculum and is centered on the underlying concept of evolution as the driver behind diversity and the unity of life. This is a demanding course for highly motivated students. This course provides excellent preparation for the Advanced Placement Exam and the SAT Subject Test in Biology.
HONORS BIOLOGY

Pre-Requisite: Successful completion of Level 1 science in 8th grade; successful completion of, or concurrent enrollment in Geometry. Teacher recommendation required. Grades: 9-11

Credits: 5 Full Year

This laboratory course is designed to increase students’ appreciation of living organisms in our environment by taking a fast-paced, inquiry-based approach. The scope and sequence of this course includes the fundamental properties of life, the cell as the structural and functional unit of living things, a survey of the diversity of life, genetics, and evolution. This course is designed to prepare students for the NJ End of the Course Assessment in Biology. The expectations and workload in an honors course are high. This accelerated course will require that a significant amount of work be accomplished outside the confines of the class period.

BIOLOGY - College Prep

Pre-Requisite: Successful completion of Algebra 1. Grades: 9-11

Credits: 5 Full Year

The core content of this course is focused on the use of life science principles as powerful conceptual tools to make sense of the complexity, diversity and interconnectedness of life on earth. Students engage in laboratory and authentic learning experiences that encourage the application of biological knowledge to make decisions and solve problems. This laboratory course is designed to increase students’ appreciation of living organisms in our environment. The scope and sequence of this course includes the fundamental properties of life, the cell as the structural and functional unit of living things, a survey of the diversity of life, genetics, and evolution. The curriculum follows the dictates of the New Jersey Curriculum Content Standards for Biology and will prepare students for the NJ End-of-Course Biology Assessment.

ADVANCED PLACEMENT (AP) CHEMISTRY

Pre-Requisite: Chemistry Honors (Grade of 85% or higher) or Chemistry CP (Grade of 93% or higher), Algebra 2 Honors (Grade of 85% or higher). Successful completion, or concurrent enrollment in Trigonometry/Pre-calculus. Concurrent enrollment in Calculus is recommended. Chemistry Teacher recommendation required.

Credits: 10 (meets daily) Full Year

This is a second-year chemistry course taught in a college format. Instruction takes place every day affording students the opportunity for advanced laboratory investigations. The course is designed to be the equivalent of a two-semester college general chemistry course usually taken by science majors. The course emphasizes the theoretical aspects of chemistry including topics such as atomic theory and structure, chemical bonding, in-depth analysis of states of matter, reaction types, stoichiometry, equilibrium, kinetics, thermodynamics, advanced descriptive chemistry, laboratory work, and chemical calculations. Laboratory experiments will require careful observation, recording of data, calculations, data analysis, and interpretation of results. Emphasis will be on experimental procedures and quantitative and qualitative analysis. AP Chemistry is designed to prepare students to take the Advanced Placement examination in Chemistry and serves as excellent preparation for the SAT Subject Test in Chemistry.
HONORS CHEMISTRY 00721
Pre-Requisites: Biology CP (Grade of 93% or higher), or Biology Honors (grade of 85% or higher). Successful completion or concurrent enrollment in Algebra 2 Honors. Grades: 10-12
Credits: 5 Full Year
This laboratory course is designed to meet the various curriculum requirements for an introductory course in chemistry. This fast-paced course follows an inquiry approach to enable students to learn chemistry through experimentation and observation. The scope and sequence of this course includes: atomic structure, quantum mechanics and molecular geometry, chemical energy and equilibrium, and organic chemistry. This course is designed for students who plan to complete a college-preparatory program in science, engineering or mathematics. The expectations and workload in an honors course are high. This accelerated course will require that a significant amount of work be accomplished outside the confines of the class period.

CHEMISTRY – College Prep 00722
Pre-Requisites: Biology CP, successful completion of Geometry CP, concurrent enrollment in Algebra 2. Grades: 10-12
Credits: 5 Full Year
This laboratory course is designed to meet the various curriculum requirements for an introductory course in chemistry. The major emphasis is on the structure of matter and how that structure influences chemical and physical properties. During the course, students will acquire a greater facility in analytical and critical thinking and a better understanding of the role of chemistry in today’s world. This course is designed for students who plan to complete a college-preparatory program.

ADVANCED PLACEMENT (AP) PHYSICS 1 & 2 00773 & 00774
Pre-Requisite: Physics Honors (Grade of 85% or higher), Trigonometry/Pre-Calculus Honors (Grade of 85% or higher) or Trigonometry/Pre-Calculus CP (Grade of 93% or higher). Physics Teacher Recommendation Required.
Credits: 10 (meets daily) Full Year
AP Physics 1 & 2 is an algebra-based sequence equivalent to the first and second semesters of an introductory, algebra-based, college physics course. Instruction takes place every day affording students the opportunity for advanced laboratory investigations. This revised AP Physics course replaces AP Physics B and is aligned to the 2014 College Board curriculum. The course will focus on the 7 Big Ideas in an introductory college level physics sequence and provide students with enduring, conceptual understandings of foundational physics principles including Properties of Matter, Fundamentals of Forces, Interactions of Objects, Interactions of Systems, Conservation Laws, Waves and their use as Mathematical Models, and Quantum Mechanical Systems. This approach will enable students to spend less time on mathematical routines and more time engaged in inquiry-based learning of essential concepts, and it will help them develop the critical thinking and reasoning skills necessary to engage in the science practices used throughout their study of algebra-based AP Physics and subsequent course work in science disciplines. AP Physics 1 & 2 is designed to prepare students to take the Advanced Placement examinations in Physics 1 & 2 and serves as excellent preparation for the SAT Subject Test in Physics.
HONORS PHYSICS

Pre-Requisite: Chemistry Honors and Algebra 2 Honors (Grades of 85\% or higher)
Concurrent enrollment in Trigonometry/Pre-calculus. Teacher recommendation required.

Credits: 5
Grades: 11-12
Full Year

This math-based, laboratory course is designed to meet the various curriculum requirements for an introductory course in physics. Students will explore the basic laws that govern nature with an emphasis on analysis of situations and development of critical thinking skills. The scope and sequence of this course includes an in-depth study of: motion and energy, the structure of matter, wave motion, sound and light, electricity, electromagnetism, quantum theory and nuclear physics. This course is designed for students who plan to complete a college-preparatory program in science, engineering or mathematics. The expectations and workload in an Honors course are high. This accelerated course will require that a significant amount of work be accomplished outside the confines of the class period.

PHYSICS – College Prep

Pre-Requisite: Successful completion of Chemistry CP. Successful completion or concurrent enrollment in Algebra 2 CP.

Credits: 5
Grades: 11-12
Full Year

This algebra-based, laboratory course is designed to meet the various curriculum requirements for an introductory course in physics. Students will explore the basic laws that govern nature. The scope and sequence of this course includes: motion and energy, wave motion, sound and light, electricity and magnetism, gravity and celestial properties, and forces. This course is designed for college-bound students to think critically about the world around them.

ADVANCED PLACEMENT (AP) ENVIRONMENTAL SCIENCE

Pre-Requisites: Environmental Science CP (grade of 93\% or higher) or Environmental Science Honors (grade of 85\% or higher); or Biology CP (grade of 93\% or higher) or Biology Honors (grade of 85\% or higher). Teacher Recommendation.

Credits: 5
Full Year

This course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze natural and man-made environmental issues, to evaluate the risks and costs associated with these problems, and to examine alternate solutions to the challenges confronting society. The topics covered include earth systems: populations, communities and ecosystems; energy flow; natural resources; environmental changes; environmental economics and policy; and choices for the future. Advanced Placement Environmental Science is designed to prepare the student to take the Advanced Placement exam in Environmental Science.
INTEGRATED SCIENCE- College prep 00744
Pre-Requisite: None  Grades: 9-10
Credits: 5  Full Year
Integrated Science is a laboratory science course that enables students to develop an understanding of the principles, theories, and laws that are central to all of the disciplines of Science. The scope of this course includes fundamental concepts of physical and environmental science, including states of matter, bonding, periodicity, motion, velocity, momentum, friction, gravity, simple machines, work & power and energy cycles. This course is designed for students who may not have the prerequisite mathematical skills for other core science courses, and is recommended as a 9th grade alternate to Biology. Students who successfully complete this course will be well prepared to continue their high school education in both the physical and life sciences. Placement in this course is with the approval of the curriculum supervisor.

ELECTIVES

ANATOMY AND PHYSIOLOGY - College Preparatory 00752
Pre-Requisite: Biology (grade of 85% or higher) and Teacher Recommendation  Grades: 11-12
Credits: 5  Full Year
This course is designed for the serious student preparing for more advanced study in biology, pursuing an in-depth knowledge of their own bodies, and/or preparing to enter health-related professions. Students will explore the structures and functions of various organ systems of the body, with emphasis on the interrelationships between these systems for survival. Laboratory work will include anatomical and physiological studies as well as yearlong comparative dissections. It is expected that all students who elect to take this class will participate fully in the dissections, which form part of a student’s lab grade. Dissection techniques and identification of exposed organs also make up a portion of a student’s performance assessment grade. Students and their parent/guardian MUST sign a Dissection Agreement form prior to beginning this course. This course may be taken concurrently with another science course. This course does not meet the 3-year science requirement.

ASTRONOMY - College Prep 00760
Pre-Requisite: Successful completion of at least two core science courses.  Grades: 11-12
Credits: 2.5  Semester
In this course, students will explore our universe through the use of modern technology. Essential questions will consist of: How did the Earth, Moon, and planets come to be and how did they get the way they are today? What have we learned from our many space exploration missions? How did the universe begin? How did it reach its present state? What will be its ultimate fate? The purpose of this course is to help students use principles of science to think more intelligently about the universe they live in and about the current issues of science and technology, and develop a lifelong awareness of the potential and limitations of science and technology. This course does not meet the 3-year science requirement.
SCIENCE

FORENSIC SCIENCE– College Prep  □  00754
Pre-Requisite: Successful completion of Biology CP  Grades: 11-12
Credits: 5  Full Year
This course is designed to provide students an introduction to the science of forensics. Students will explore the methodology needed to evaluate a crime scene and develop an understanding of the scientific concepts which serve as the basis for these techniques. Topics of study include: evidence collection, DNA analysis, comparative skeletal anatomy, fingerprinting, blood composition and behavior, entomology as it relates to crime solving, genetics, odontology, and pathology. This course may be taken concurrently with another science course. This course does not meet the 3-year science requirement.

OCEANOGRAPHY – College Prep  □  00756
Pre-Requisite: One year of college-prep science  Grades: 10-12
Credits: 2.5  Semester
This course is designed to introduce students to the various components of Earth’s oceans. The scope and sequence of this course includes: marine organisms and ecosystem dynamics, ocean currents, waves, the geology of the sea floor, and the various chemical substances and physical properties within the ocean and across its boundaries. This course may be taken concurrently with another science course. This course does not meet the 3-year science requirement.

SPORTS MEDICINE – College Prep  □  00751
Pre-Requisite: Biology CP  Grades: 10-12
Credits: 5  Full Year
The Sports Medicine class offers students an introduction to the career field of Athletic Training. Students learn the key components to an effective athletic health care program. These include techniques for preventing or minimizing sport-related injuries; recognition of specific injuries and conditions; and care of these injuries. Also taught are rehabilitation techniques such as strength training and balance; which are incorporated in all aspects of post injury care. In an after school, hands-on-setting, students practice what they are learning in class by working with athletes who are rehabilitating various injuries. Also taught are procedures for taping ankles, knees and shoulders. First aid and certification in CPR are also offered as part of the course. This course may be taken concurrently with another science course. This course does not meet the 3-year science requirement.
SOCIAL STUDIES

WORLD HISTORY – College Prep 00812
Pre-Requisite: None  Grade: 9
Credits: 5  Full Year
World History is the study of human strivings and aspirations in five areas of activity: social, scientific/technological, economic, religious/philosophical, and political. This course is designed for students to explore significant themes and events in world history. The impact of these themes and events on the development of civilization is examined and discussed. The diversity of the world cultures and their effects throughout the non-Western and Western world are addressed. The era of modern world history covered in the course spans from the Italian Renaissance to the Age of Global Imperialism (1400’s- 1900). World History College Prep is designed to prepare students for the academic challenges of higher learning institutions.

WORLD HISTORY – Honors ✓ 00811
Pre-Requisite: 8th grade Social Studies (grade of 93% or higher) and Teacher Recommendation  Grade: 9
Credits: 5  Full Year
World History is the study of human strivings and aspirations in five areas of activity: social, scientific/technological, economic, religious/philosophical, and political. This course is designed for students to explore significant themes and events in world history. The impact of these themes and events on the development of civilization is examined and discussed. The diversity of the world cultures and their effects throughout the non-Western and Western world are addressed. The era of modern world history covered in the course spans from the Italian Renaissance to the Age of Global Imperialism (1400’s- 1900). The expectations and workload in the Honors course are rigorous. This accelerated course will require that a significant amount of work be accomplished outside the confines of the class period.

UNITED STATES HISTORY 1 – College Prep ✓ 00822
Pre-Requisite: World History  Grade: 10
Credits: 5  Full Year
This course is designed to provide a comprehensive study of the development of the United States of America from exploration and colonization through the era of Reconstruction. Major emphasis is placed on the development of the government as well as the cultural, economic, and social factors which have influenced the growth of the country. Students in the United States History 1 course engage with primary source documents on a regular basis.

UNITED STATES HISTORY 1 – Honors ✓ 00821
Pre-Requisite: World History Honors (grade of 85% or higher) or World History CP (grade of 93% or higher) and Teacher Recommendation.  Grade: 10
Credits: 5  Full Year
This course is designed to provide a comprehensive study of the development of the United States of America from exploration and colonization through the era of Reconstruction. Major emphasis will be placed on the development of the government as well as the cultural, economic, and social factors which have influenced the growth of the country. This course is required for all students. Students in the United States History 1 Honors course engage with primary source documents on a regular basis, and are frequently required to do so independently. The expectations and workload within an Honors course are extremely demanding. This accelerated course will require a significant amount of work to be completed outside the confines of the classroom.
### ECONOMICS - College Prep

**Pre-Requisite:** None  
**Credits:** 2.5  
**Grades:** 10-12  
**Semester**

The course is organized around micro- and macro-economics, along with fundamental and personal economic concepts. Students will examine fiscal and monetary policy, supply and demand analysis and economic indicators. Special emphasis will be placed on personal finance as applied to economics. This course satisfies the graduation requirement for Financial Literacy.

### ADVANCED PLACEMENT (AP) UNITED STATES HISTORY

**Pre-Requisite:** US History 1 Honors (grade of 85% or higher) or US History 1 CP (grade of 93% or higher) and Teacher Recommendation  
**Credits:** 5  
**Full Year**

The AP U.S. History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. In line with college and university U.S. history survey courses’ increased focus on early and recent American history and decreased emphasis on other areas, the AP U.S. History course expands on the history of the Americas from 1491 to 1607 and from 1980 to the present. It also allows teachers flexibility across nine different periods of U.S. history to teach topics of their choice in depth.  
(Taken from www.apcentral.collegeboard.com)

### UNITED STATES HISTORY 2 – College Prep

**Pre-Requisite:** U.S. History 1  
**Credits:** 5  
**Grades:** 11-12  
**Full Year**

Continuing from United States History 1, this course is designed to provide a comprehensive study of America beginning with the ages of Imperialism and Progressivism and concluding with an in-depth analysis of the Vietnam War. Major emphasis will be placed on the study of American domestic and foreign policy throughout the 20th century. Students in the United States History 2 course engage with primary source documents on a regular basis.

### UNITED STATES HISTORY 2 – Honors

**Pre-Requisite:** U.S. History 1 Honors (grade of 85% or higher) or US History 1 CP (grade of 93% or higher) and Teacher Recommendation  
**Credits:** 5  
**Grades:** 11-12  
**Full Year**

Continuing from United States History 1, this course is designed to provide a comprehensive study of America beginning with the ages of Imperialism and Progressivism and concluding with an in-depth analysis of the Vietnam War. Major emphasis will be placed on the study of American domestic and foreign policy throughout the 20th century. Students in the United States History 2 Honors course engage with primary source documents on a regular basis, and are frequently required to do so independently. The expectations and workload within an Honors course are extremely demanding. This accelerated course will require a significant amount of work to be completed outside the confines of the classroom.
**Social Studies**

**Electives**

**ADVANCED PLACEMENT (AP) EUROPEAN HISTORY** 00875
Pre-Requisite: World History Honors (grade of 85% or higher), World History CP (grade of 93% or higher) and Teacher Recommendation
Credits: 5 Full Year
The AP European History course focuses on the study of European history from 1450 to the current age. The course introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. The AP European History will assist students in applying context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principle themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. (Taken from www.apcentral.collegeboard.com)

**ADVANCED PLACEMENT (AP) HUMAN GEOGRAPHY** 00860
Pre-Requisite: World History Honors (grade of 85% or higher) or World History CP (grade of 93% or higher) and Teacher Recommendation
Credits: 5 Full Year
The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. (Taken from www.apcentral.collegeboard.com)

**ADVANCED PLACEMENT (AP) U.S. GOVERNMENT AND POLITICS** 00872
Pre-Requisite: United States History 1 Honors (grade of 85% or higher) or United States History 1 CP (grade of 93% or higher) and Teacher Recommendation
Credits: 5 Full Year
The AP course in Government and Politics will give students an analytical perspective on government and politics in the U.S. This course includes both the study of general concepts used to interpret U.S. politics and analysis of specific examples. This course also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. (Taken from www.apcentral.collegeboard.com)
20th CENTURY HISTORY THROUGH FILM 00853
Pre-Requisite: US History 1 Grades: 11-12
Credits: 2.5 Semester
During this class students study the 20th century, beginning with the European imperialism of Africa and Asia until the issues facing the globe in the postmodern world. Students focus on acquiring a worldview concerning the events of the 20th century through the analysis of various films, primary sources, and informational texts. Assignments will be given for homework and students are expected to complete these assignments in order to participate in class and maximize learning. The course is divided into 3 units of study: (1) Imperialism, WW I, Great Depression (2) WW II, Cold War Politics (3) Vietnam Era, Genocide in Africa, Postmodern world.

GENOCIDE/HOLOCAUST STUDIES 00859
Pre-Requisite: World History Grades: 11-12
Credits: 2.5 Semester
This half-year elective looks to explore the causes of the Holocaust and genocides that have occurred throughout history. Using multiple media to enhance student learning, attention will be paid to the long term consequences of these actions as students gain a sophisticated understanding of the role that genocide and the internments of peoples have played in world history. Through in-depth analysis of the course topics, students can expect to take part in a service learning project in lieu of a final examination. Students participating in this course should have an interest in Holocaust and genocide studies.

GEOGRAPHY 00858
Pre-Requisite: World History Grades: 10-12
Credits: 2.5 Semester
This semester course will explore the various components of geography, including the spatial relationships and other geographic skills needed to understand human behavior in relation to the physical and cultural environment. Various focus points include physical geographic features, national landmarks and monuments, religions, customs, forms of government, and global current events, issues, and conflicts.

HISTORY OF NEW JERSEY 00854
Pre-Requisite: World History Grades: 10-12
Credits: 2.5 Semester
This course is a survey of New Jersey history from the first settlement to the present, covering the development of political and cultural institutions as well as the growth of agriculture and industry.

HISTORY OF SPORTS 00857
Pre-Requisite: World History Grades: 10-12
Credits: 2.5 Semester
The course is a social science elective that focuses on the history of major sport in both the world and the U.S. It deals with the origins and history of each sport with an emphasis on their social and political impact. For example, major social issues such as segregation, the Great Depression, Vietnam, and 9-11 will be tied in and parallel many of the American sports being taught. In addition, the Olympic Games and the YMCA will be included into the curriculum. Students will be able to learn how and why the Super Bowl, World Series, Kentucky Derby, and other major sporting events have become a major social and economic phenomenon.
UNITED STATES HISTORY 3  
Pre-Requisite: U.S. History 2  
Credits: 2.5  
Grade: 12  
Semester

This course provides a comprehensive study of the modern development of our nation from the 1960’s through the present. It begins with a focus on domestic policies, trends, and issues of the 1960’s and continues with the political, cultural, economic, and social factors which have influenced our nation since then. Contemporary history, current issues, conflicts, and events will also be explored.

Linked Social Studies Electives

The following electives are linked and must be taken together over the course of the year. Grades will be calculated separately for each semester section according to Barnegat High School’s grading policy.

CIVICS / POLITICAL AND LEGAL EDUCATION  
Pre-Requisite: US History 1  
Credits: 2.5 Each

Civics: Students will learn about the rights and responsibilities of U.S. citizenship. They explore the structure of the federal government, as outlined in the U.S. Constitution, and the organization of state and local governments. They learn the basics of the American free enterprise system and United States foreign policy.

AND

Political and Legal Education: This course is designed around current issues on the national, international, and legal scene. Research and instruction will be centered on these themes. Students will be expected to prepare for an elementary school voting skit, along with the mock trial competition. Students will also take part in Model Congress and/ or Model United Nations programs. Students participating in this course should have an interest in personal law, national and international politics, and public speaking. Several of the activities will require attendance on weekends.
DIGITAL PUBLICATIONS I (formerly Intro to Digital Publications)

Pre-Requisite: None
Credits: 2.5

Grades: 9-12
Semester (was full year)

This course will go through the design steps required to create publications that will be presented and published within the school. Students will learn techniques in desktop publishing. Special attention is given to design principles, typography, layout and production techniques. Students will design and demonstrate the common features such as color, borders, use of shadows and shading, watermarks, importing graphics/digital and scanner images, textboxes, fonts and styles, and printing options. In-class work will be completed with Microsoft Publisher and Adobe Photoshop. A strong emphasis is placed on self-motivation, written and oral communication skills and teamwork.

DIGITAL PUBLICATIONS II (formerly Digital Publications)

Pre-Requisite: Digital Publication I
Credits: 2.5

Grades: 9-12
Semester (was full year)

Students will use the Adobe Creative Suite for this course. Students will learn to use the basic tools of Photoshop, Illustrator, and InDesign. The fundamentals of typography are explored in depth and stressed in every project. Upon completion of the course students will be able to understand the difference between a pixel-based and vector-based graphic and import and export graphics in multiple formats. Topics will include creating text and gradients, drawing and composing an illustration, transforming and distorting objects, incorporating color techniques, placing type in an image, how to work with layers and printing preparation will also be covered. Projects will include designing a logo, editing photographs for a brochure and design and layout for a company newsletter.

INTRODUCTION TO DIGITAL PHOTOGRAPHY (new, pending 2017-18 budget approval)

Pre-Requisite: none
Credits: 2.5

Grades: 9-12
Semester

This course will help the students become well rounded in the fundamentals of digital photography. Four areas of instruction will be emphasized: How cameras work, how composition works, how lighting works, how to use photo editing software. Students will, generally, receive basic instruction, demonstration, and see samples of the desired outcomes, at the beginning of each period. They will be allowed to go outside and shoot assignments, based on what they are learning. Perhaps the most useful part of classroom instruction will be daily reviews of photos students have shot the previous day(s). They will see what makes a successful photo and what does not. At the end of this course, you will: Know how to use various features of the camera to have creative control of your photographs. Be able to decide what type of lighting to use in a given situation to produce optimum results. See how photographic composition can make or break a photograph. Understand how to use photo editing software to improve the overall appearance of images. Students will build a semester-long portfolio and then present a select portfolio of their best work to the class. This course may be used to meet graduation requirements for Visual/Performing Arts.
DIGITAL PHOTOGRAPHY II (new, pending 2017-18 budget approval)
Pre-Requisite: Intro to Digital Photography (with a minimum grade of 85)
Credits: 2.5
Grades: 9-12
Semester
Furthers the study of aesthetic and technical theories and techniques of digital photography. Emphasizes the development of a related body of work demonstrating the student's personal photographic vision. Explores advanced digital camera and image editing software techniques. Students will build a semester-long portfolio and then present a select portfolio of their best work to the class. For the 17-18 school year, any student who elects to take this course but does not meet the grade requirement during semester 1 will have their schedule revised. This course may be used to meet graduation requirements for Visual/Performing Arts.

INTRODUCTION TO DESIGN TECHNOLOGY (formerly Introduction to Engineering Technology)
Pre-Requisite: Minimum of 5 credits in mathematics
Grades: 9-12
Credits: 2.5
Semester
This course will provide an opportunity to work with design tools found throughout the world of Engineering and Technology. Students will utilize a variety of software such as Arduino to program micro computers, MIT App Inventor to design Android software, Sweet Home 3D to design Architecture, and a variety of 3D Design software to operate 3D Printers. Additionally, students will be required to construct and maintain digital portfolios in order to share work experience in a professional manner. It is suggested that students who enter this course are comfortable with Windows, Google Cloud Apps, working in teams, and fundamental math. This course may be used to meet graduation requirements for Visual/Performing Arts.

ROBOTICS (new, pending 2017-18 budget approval)
Pre-Requisite: Minimum of 5 credits in mathematics
Grades: 9-12
Credits: 2.5
Semester
The VEX EDR Curriculum is designed to help students master the fundamentals of robotics and the engineering design process. This course will use industry-leading CAD software and the leading classroom robotics solutions to bring programming code to life. Math and Engineering elements will come together to form solutions to real world problems in a team based environment. A complete blend of Science, Technology, Engineering, and Math.

ADVANCED COMPUTER-AIDED DESIGN (formerly Computer Aided Design and Problem Solving)
Pre-Requisite: Introduction to Design Technology
Grades: 10-12
Credits: 2.5
Semester
This engineering course will focus computer aided design and computer integrated manufacturing tools. Students will use professional software including Onshape and Autodesk Inventor to design elaborate 3D models and solve real world design problems. This course is recommended for students pursuing advanced careers in engineering, architecture, construction management, and so on. This course may be used to meet graduation requirements for Visual/Performing Arts.
MULTIMEDIA APPLICATIONS (new)
Pre-Requisite: None
Credits: 2.5  
Grades: 9-12  
Semester
This course will focus on cloud computing in the 21st Century. Students will develop the essential skills in cloud-based computing using the Google Apps for Education suite including Documents, Presentations, Spreadsheets, Forms and Drawing. Students will also be exposed to blogging and creating websites using Google Blogger, Google Sites and basic HTML coding. Students will also use Microsoft Publisher as well as Windows Movie Maker. Emphasis will be placed on using the computer as a tool to complete assignments in other classes.
### CONCERT BAND (I, II, III, IV) 00540

**Pre-Requisites:** None  
**Credits:** 5  
**Grades:** 9-12  
**Full Year**  
This ensemble is open to any student who plays a woodwind, brass, percussion or keyboard instrument. This course is designed to further develop and refine the skills necessary for ensemble musicianship and performance skills learned in previous grades. Since the goal of this course is to develop and refine musical skills, students must already know how to play an instrument and read music. *Participation in all of the band’s performances is required.*

### JAZZ BAND (I, II, III, IV) 00543

**Pre-Requisites:** All students must also be enrolled in, or have already taken, Concert Band  
**Credits:** 5  
**Grades:** 9-12  
**Full Year**  
This ensemble is open to any student who plays a woodwind or brass instrument, drum set, piano or guitar. This course is designed to further develop and refine the skills necessary for ensemble musicianship and performance skills learned in previous grades. The Jazz Band explores all subgenres of jazz music including: rock, swing, blues, pop, fusion, bebop, latin, and many more. Since the goal of this course is to develop and refine musical skills, students must already know how to play an instrument and read music. *Participation in all of the band’s performances is required.*

### INTRODUCTION TO ART 02011

**Pre-Requisite:** None  
**Credits:** 2.5  
**Grades:** 9-12  
**Semester**  
Introduction to Art will give the student a basic understanding of art principles, including elements and principles of art history and design. Students will be introduced to a variety of drawing and design techniques, material, and subject which will guide them to a developing sense of creativity and originality. Students will gain an understanding of the background or art history as well.

### INTRODUCTION TO FILM – ACTING & DIRECTING FOCUS 02018

**Pre-Requisites:** None  
**Credits:** 2.5  
**Grades:** 9-12  
**Semester**  
This course will provide the student with a history of film production, an understanding of elements of film critique and analysis of material, and an appreciation of film as a performing art. Students will view a wide spectrum of films and scenes from the 1930s through the present day. Acting, direction, set, cinematography, and editing techniques will be studied, analyzed, and critiqued. Students will be responsible for written criticisms, response papers, and projects dealing with the content, nature, and makeup of films viewed. The second part of this course will culminate in students writing, directing, acting, and filming their own cinematic project utilizing the techniques studied.
INTRODUCTION TO FILM – MUSIC FOCUS 02018
Pre-Requisites: None  Grades: 9-12
Credits: 2.5  Semester
This course is an introduction to the scope and complexity of film in our time. Its aim is to
develop in the student a new visual awareness: one that will allow the student to comprehend
the nature of musical film. Students view a wide spectrum of film expression from the 1930s
through the present day. Students discuss the history and making of the films and explore
music scores, dances in a musical, instrumental overtures, musical characters, and musical
production. This course requires weekly film critique, a group and/or individual project,
and/or papers dealing with the musical style or nature of the film reviewed.

INTRODUCTION TO MUSIC 02012
Pre-Requisite: None  Grades: 9-12
Credits: 2.5  Semester
Intro to music acquaints students to the fundamentals of music and music theory. Basic
music knowledge is woven into an understanding of the history of music from Gregorian
monophonic chant to the 19th century music of Chopin and others. Periods such as Ancient,
Medieval, Renaissance, Baroque, Classical, and Romantic lead into a precursory
understanding of the modern era of music. Following up on the first part of this course,
students explore early Jazz, Rock, Disco, Pop, and Alternative groups. Groups such as the
Beatles, Aerosmith, The Cars, and R&B hip-hop artists are discussed; students also examine
how earlier music has influenced the modern era.

INTRODUCTION TO THEATRE 02013
Pre-Requisites: None  Grades: 9-12
Credits: 2.5  Semester
This introductory course is considered the first step on the road to the development of
effective performance, public speaking, and theatre appreciation. Intro to theatre covers
theatre history from its origins to the study of contemporary scenes. Students learn how to
use their bodies and voices, and develop a working knowledge of improvisation, character
development, production and critique. An overview is given of skills in the technical theatre
arena, including building, painting, costuming, makeup design, and lighting.

CERAMICS I 02014
Pre-Requisite: None  Grades: 9-12
Credits: 2.5  Semester
Ceramics develops the basic skills in the creation of 3D forms and pottery from clays. With
an emphasis on studio production, this course is designed to develop higher-level thinking,
art-related technology skill, art criticism, art history, and aesthetics. The students develop
ideas and learn basic techniques through exploring clay as an art material: pinch, coil, slab,
modular construction, with focus on nonfunctional art. The introduction to glaze techniques
is examined by way of kiln loading, firing and basic concepts of three-dimensional design.
The aesthetics of form, visual thinking, and the history of ceramics are studied throughout
this semester.
### CERAMICS II

**Pre-Requisite:** Ceramics I and Teacher Recommendation  
**Credits:** 5  
**Grades:** 10-12  
**Full Year**

Building off the skills and concepts of Ceramics I, this course helps students advance and refine their techniques for working with clay. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. The aesthetics of form, visual thinking, and the history of ceramics is also studied in greater depth throughout this semester.

### PAINTING & DRAWING I - Honors

**Pre-Requisite:** Teacher portfolio review  
**Credits:** 5  
**Grades:** 9–12  
**Full Year**

Painting & Drawing I is recommended for those students with a strong interest in studying the visual arts. Students are introduced to a variety of transitional and realistic drawing and painting techniques using a wide range of drawing and painting materials. Visual concepts of drawing, composition, color theory and art history are explored. In order to be successful in the Painting & Drawing I course, students are expected to already possess an established level of artistic skill and experience.

### PAINTING & DRAWING II - Honors

**Pre-Requisite:** Painting & Drawing I and Teacher Recommendation.  
**Credits:** 5  
**Grades:** 10-12  
**Full Year**

This course is designed for the serious, motivated, art student who wishes to build a strong foundation of fundamental skills in drawing, painting, color theory, and art criticism. Course work includes extensive exercises in traditional realistic drawing techniques from direct observation of still life subjects and photographs and color theory exercises. Students will further explore the elements of art and principles of design, learning how to selectively apply various techniques for intended effect. Homework and independent practice is required for success completion of the course.

### ADVANCED PLACEMENT (AP) STUDIO ART: DRAWING PORTFOLIO

**Pre-Requisite:** Painting & Drawing I and II, and Teacher Recommendation.  
**Credits:** 5  
**Grades:** 10-12  
**Full Year**

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. The Drawing Portfolio is intended to address a very broad interpretation of drawing issues and media. Line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth and mark-making are drawing issues that can be addressed through a variety of means, which could include painting, printmaking, mixed media, etc. Abstract, observational, and invented works may demonstrate drawing competence. The range of marks used to make drawings, the arrangement of those marks, and the materials used to make the marks are endless. Any work submitted in the Drawing Portfolio that incorporates digital or photographic processes must address drawing issues such as those listed previously. There is no preferred (or unacceptable) style or content. (Course description taken from [http://apcentral.collegeboard.com/](http://apcentral.collegeboard.com/)).
ADVANCED PLACEMENT (AP) STUDIO ART: 3-D DESIGN

Pre-Requisite: Ceramics I and II, and Teacher Recommendation.

Credits: 5

Full Year

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. 3-D Design Portfolio is intended to address sculptural issues. Design involves purposeful decision making about using the elements and principles of art in an integrative way. In the 3-D Design Portfolio, students are asked to demonstrate their understanding of design principles as they relate to the integration of depth and space, volume and surface. For this portfolio, students are asked to demonstrate understanding of 3-D design through any three-dimensional approach, including, but not limited to, figurative or nonfigurative sculpture, architectural models, metal work, ceramics, glass work, installation, performance, assemblage and 3-D fabric/fiber arts. There is no preferred (or unacceptable) style or content. (Course description taken from http://apcentral.collegeboard.com/).

CHORUS (I, II, III, IV)

Pre-Requisite: None

Credits: 5

Grades: 9-12

Full Year

These are courses that incorporate the course proficiencies in Fundamentals of Singing in addition to emphasizing the following:

- Student should have basic prior knowledge of music theory.
- Choral singing, incorporating vocal techniques, music, notation, reading terminology, rhythms, sight and sound intervals, diction, sight reading, and choral repertoire.
- Concert preparation with full participation in concerts throughout the year. Out-of-class time may be required for performances.
- School citizenship through punctuality and attendance at all rehearsals and performances as set forth by the needs of the course. Emphasis will be placed on group responsibilities and positive behavioral attitudes.

SELECT CHOIR (I, II, III)- Honors

Pre-Requisite: one year of Music Theory or Chorus, and audition

Credits: 5

Grades: 10-12

Full Year

The Select Choir program offers accelerated courses designed for advanced singers. Students will further develop their vocal music skills through an emphasis on the following:

- Choral singing that integrates sophisticated vocal techniques, complex musical harmony, notation, reading terminology, rhythms, sight and sound intervals, diction, sight reading, and choral repertoire.
- Concert preparation with full participation in concerts throughout the year. As a performance-based class, students are expected to attend all concerts, including those that occur outside of the regular school day.
- School citizenship through punctuality and attendance at all rehearsals and performances as set forth by the needs of the course. Emphasis will be placed on individual student responsibilities and positive behavioral attitudes.
## 20th Century Music

**Pre-Requisites:** Intro to Music  
**Credits:** 2.5  
**Grades:** 10-12  
**Semester**

This course examines how music has changed from the late Romantic Period to the present day. An exploration of various genres may include ragtime, early jazz, blues, rock n' roll, art rock, and other popular music forms that developed from 1900 to 2000, with an emphasis on the music of the 50s, 60s, and 70s.

## Guitar Workshop

**Pre-Requisite:** None  
**Credits:** 2.5  
**Grades:** 10–12  
**Semester**

Guitar Workshop is an introductory course for the student who has an interest in learning to play the guitar, but may or may not have had prior musical experience. During the course, students learn basic music theory and different styles of guitar playing. Guitars are provided for all students. By the end of the semester, students have a basic understanding of guitar playing which enables them to continue playing on their own outside of school. This is an introductory course and may not be suitable for students who have prior experience with the guitar.

## Music Theory

**Pre-Requisite:** None  
**Credits:** 5  
**Grades:** 9–12  
**Full Year**

Music Theory explains the “how” and “why” behind music. During the course, students develop musical skills that lead to an understanding of music composition and music theory. Students also learn to analyze, synthesize, and create music. Music Theory is a work-intensive course and students will be required to complete a significant amount of work outside the classroom. Previous music experience is not required for the course.

## Music Composition

**Pre-Requisite:** Music Theory (grade of 85% or higher) and Teacher Recommendation.  
**Credits:** 5  
**Grades:** 10–12  
**Full Year**

In Music Composition, students synthesize all music concepts from Music Theory and begin creating their own compositions. During the class, select topics from Music Theory are reviewed and new ones will be added, giving the students a plethora of compositional techniques at their fingertips. During the year, students create original compositions and arrange current songs using the techniques learned in class.

## Symphonic Band (I, II, III) - Honors

**Pre-Requisite:** None  
**Credits:** 5  
**Grades:** 10-12  
**Full Year**

This ensemble is open to students in grades 10-12 who play a woodwind, brass, percussion, or keyboard instrument and wish to challenge themselves musically. The Symphonic Band program is designed to further develop and refine the skills necessary for ensemble musicianship and related performance skills through an emphasis on sight reading, music theory, and individual technique. The performance repertoire for this class is more challenging than Concert Band, thus placing more demands on the individual performer. **Note:** participation in all of the Symphonic Band’s performances is required.
DRAMA I 00557
Pre-Requisite: None
Credits: 5
Grades: 9 – 12
Pre-Requisite: None
Credits: 5
Full Year
This full-year course will introduce students to the basic elements of formal theater with a focus on the study of acting. Role-playing, spontaneous improvisation and basic beginner techniques will be studied, fostering individual creativity and self-confidence. Students also will learn about basic staging, properties, set design, and the importance of these elements in the production of a performance. Scenes and plays will be analyzed for character development, stage directions, and set design. Theatre History, as well as stage and screen performances of the past and present will be studied in congruence with students’ own work. Storydrama, Playwriting, and Children’s theatre will be a focus of Drama I, culminating in a public performance of student work.

DRAMA II 00558
Pre-Requisite: Audition/Portfolio
Credits: 5
Grades: 10 – 12
Pre-Requisite: Audition/Portfolio
Credits: 5
Full Year
This advanced acting course builds upon the skills learned in Drama. Acting skills such as dialect, stage combat, choreography, and musical theatre performance will be covered. Students will have opportunities to learn about and practice direction and production, and will create works for public performance. Contemporary performance will be analyzed and critiqued, and students will learn dramatic techniques, significance, and styles of several modern playwrights.

DRAMA III 00559
Pre-Requisite: Audition/Portfolio
Credits: 5
Grades: 11 – 12
Pre-Requisite: Audition/Portfolio
Credits: 5
Full Year
The last course in the series of dramatic arts education is designed toward career orientated actors, directors and technicians. Students will be placed according to concentration of individual talents in acting; play writing, lighting, set design, or direction. Students will be given the opportunity to further their skills in the technical arena though advanced performance, design, and student directed works. Drama III will run concurrent with Drama II.
Stagecraft and Theatrics I is a hands-on class concentrated in set design and construction. Students assist in building sets for all plays produced at BHS and Bengal Theatre outreach programs. Skills developed in this course include construction safety, building, painting, lighting, costuming, and makeup designing. This course also covers historical and cultural advances in scenic theatre, and contributions of notable actors, artists, technicians, and designers. Students learn about career fields in technical theatre and performance. Students also cover acting and improvisation techniques in the study of notable plays.

Stagecraft and Theatrics II is a continuation of the skills addressed in Stagecraft and Theatrics I. This course focuses on historical and cultural advances in the theatre. Students will investigate career fields in technical theatre and performance. Stagecraft II may run concurrently with Stagecraft I.
Emphasis is placed on the development and integration of universal world language skills (listening, speaking, reading, and writing). Structural analysis is reinforced via oral and written pattern practice. The development of reading and writing skills is based on material first taught through audio-lingual methods. Illustrations and dialogues that facilitate conversation assist students. Culture is integrated via supplementary textbooks, audio and visual resources, cultural textbook reading, and reports.

Students continue to explore practical communicative topics to promote vocabulary, structure, speaking and listening development. Familiarity with the culture of French speaking areas is increased through activities and more detailed discussions of historical landmarks, major sites, and contributions to the humanities.

This honors course focuses on the use of language for active communication through class conversation, question and answer sessions, and role-playing of improvisational situations. Emphasis is placed on developing comprehension, refining writing skills, increasing speaking facility, and introducing more complex structures. Authentic reading materials, as well as connected text, give students an overall picture of francophone culture. Students begin the development of a portfolio of written themes and will be expected to use French to communicate verbally and in writing.

This honors course continues to foster more advanced communication through frequent informal conversation circles discussing personal experiences and cultural topics. The study of more advanced language patterns and intensified integration of vocabulary and idiomatic expressions enhances ability in listening, speaking, reading, and writing. Students produce reflective portfolios. Selected interdisciplinary topics are highlighted through the integration of literature and cultural discussions. The expectations and workload in an honors course are high. This accelerated course will require that a significant amount of work be accomplished outside the confines of the class period.
### ITALIAN

#### ITALIAN 1 - College Preparatory 09211
- **Pre-Requisite:** None
- **Credits:** 5
- **Grade:** 9
- **Full Year**

Get to know the customs and culture of Italy. Learn about the three major Italian cities Rome, Florence and Venice. You will be introduced to Italian through multiple approaches emphasizing speaking and understanding. Practice in meaningful conversational Italian. There will be an emphasis on listening comprehension on topics of daily interest. Practice writing basic sentences and simple paragraphs on relevant topics. Illustrations and dialogues that facilitate conversation assist students. Culture is integrated through audio visual resources.

#### ITALIAN 2 – College Preparatory 09212
- **Pre-Requisite:** Italian 1
- **Credits:** 5
- **Grades:** 9-10
- **Full Year**

Upon completion of this level students should be able to discuss topics including, health, daily routines, and holidays that are specific to certain regions of Italy. Students will feel comfortable using the present and past tense in Italian. Students will be able to use the comparative and compare Northern Italy and Southern Italy. This level continues to emphasize the improvement of oral comprehension and creative expressions through the use of authentic readings, audio and visual resources. Topics include irregular verbs in the present and past tense and reflexive verbs. Students will discuss Italian fashion and its impact on the world.

#### ITALIAN 3 – Honors 09216
- **Pre-Requisite:** Italian 2 CP (grade of 93% or higher) and Teacher Recommendation
- **Credits:** 5
- **Grades:** 10-12
- **Full Year**

After completion of this course students will be able to express themselves in the past, imperfect and future tense. Emphasis is placed on developing comprehension, refining writing skills, increasing speaking facility, and introducing more complex structures. More complex reading selections will provide authentic opportunities for vocabulary development and creative use of the language. Students will use direct, indirect and double object pronouns. Students will also create projects about cinema and leisure activities. The expectations and workload in the honors course are high. The accelerated course will require a significant amount of work to be accomplished outside class.

#### ITALIAN 3 – College Preparatory 09213
- **Pre-Requisite:** Italian 2
- **Credits:** 5
- **Grades:** 10-12
- **Full Year**

After completion of this course students will be able to express themselves in the past, imperfect and future tense. Reading selections will provide authentic opportunities for vocabulary development and creative use of the language. Students will use direct, indirect and double object pronouns. Students will also create projects about cinema and leisure activities. Students will learn the fundamental ingredients used in Italian cuisine and as well as Italian – American cuisine.
ITALIAN 4 – Honors 09214
Pre-Requisite: Italian 3 CP (Grade of 93% or higher) or Italian 3 Honors (Grade of 85% or higher) and Teacher Recommendation

Credits: 5
Grades: 11-12

Students will refine their use of all verb tenses and continue to expand their vocabulary. Upon completion of this course students will be able to understand and participate comfortably in conversations, in the target language, on a wide variety of topics integrating professions, health and the environment as well. Students will be introduced to the 3 crowns of Italian literature: Dante, Bocaccio and Petrarca. Reading and writing skills are also improved as students gain proficiency with conditional and the subjunctive moods. The expectations and workload of the honors class are high. This course will require a lot of work to be done outside class.

SPANISH

SPANISH 1 - College Preparatory 09012
Pre-Requisite: None
Credits: 5
Grade: 9

Basic grammar, composition, conversation, and culture will be incorporated into the course of study. Emphasis is placed on the development and integration of universal world language skills (listening, speaking, reading, and writing). The development of reading and writing skills is based on material taught through audio and visual resources. Illustrations and dialogues that facilitate conversation assist students. Culture is integrated through multi-media resources.

SPANISH 2 – Honors 09022
Pre-Requisite: Spanish 1 (Grade of 93% or higher) and Teacher Recommendation
Credits: 5
Grades: 9-10

During the second year of the program, students continue to develop and enhance their communication skills through the study of themes in Spanish and Hispanic cultures. Students acquire additional vocabulary and language structures so that they can orally communicate and participate in classroom activities. Emphasis is placed on oral communication as well as reading and writing. Students will be using Spanish to communicate and actively participate in the class. The expectations and workload in an honors course are high. A majority of the instruction will be in the target language. This accelerated course will require that a significant amount of work be accomplished both inside and outside the confines of the class period.
During the second year of the program, students continue to develop and enhance their communication skills through the study of themes in Spanish and Hispanic cultures. Students acquire additional vocabulary and language structures so that they can orally communicate and participate in classroom activities. Emphasis is placed on oral communication as well as reading and writing. Students will be using Spanish to communicate and actively participate in the class.

**SPANISH 3 – Honors**

Pre-requisite: Spanish 2 Honors (Grade of 85% or higher) or Spanish 2 CP (grade of 93% or higher) and Teacher Recommendation

Grades: 10-12

Credits: 5

Spanish 3 Honors builds on the program begun in Spanish 1 and 2, adding new vocabulary and more complex grammatical structures while reinforcing what has previously been learned. The primary language of instruction and class activities is Spanish. The expectations and workload in an honors course are high. This accelerated course will require that a significant amount of work be accomplished outside the confines of the class period.

**SPANISH 3 – College Preparatory**

Pre-requisite: Spanish 2

Grades: 10-12

Credits: 5

Level 3 students continue to develop and refine their communication skills. Finer grammatical points and idiomatic expressions of the language are infused into the course of study. Through compositions and readings, students further their understanding of contemporary Hispanic life and culture. An increased emphasis on compositional writing is included. Students will be using Spanish to communicate and actively participate in the class.

**SPANISH 4 – Honors**

Pre-requisite: Spanish 3 CP (grade of 93% or higher) or Spanish 3 Honors (grade of 85% or higher) and Teacher Recommendation

Grades: 11-12

Credits: 5

A continuation of Spanish 3, this course focuses on building vocabulary and increasing fluency. The refinement of communication skills: reading, writing, listening, and speaking are a main focus in this level. Spanish 4 (H) is conducted almost completely in Spanish. At this level students are expected to actively participate in the target language to learn and discuss current economic, cultural, political, geographical, and environmental issues in Spanish speaking countries and the United States. The student's comfort level with speaking is challenged as they frequently engage in debates/conversation circles in the target language. Students will be enhancing their reading comprehension and writing skills through literary works. In Spanish 4 (H), many authentic literature, art, and music selections are used to learn about the contemporary and historical figures from the Hispanic community. To adequately prepare students for college level Spanish courses, this course will require a significant amount of work to be completed outside of the class period. Upon completion of this course, the student should be able to function in the target culture with reasonable success.
ADVANCED PLACEMENT (AP) SPANISH LANGUAGE & CULTURE 09016
Pre-Requisite: Spanish 4 Honors (grade of 85% or higher) and Teacher Recommendation
Credits: 5 Full Year
The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to the AP Spanish Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Pre-Advanced range as described in the ACTFL Performance Guidelines for K–12 Learners. As such, the AP Spanish Language and Culture course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture of the Spanish-speaking world that is approximately equivalent to an upper-intermediate college or university Spanish course.
The AP Spanish Language and Culture course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, the course is taught in the target language. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of products, both tangible (e.g., tools, books) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products).
(Taken from www.apcentral.collegeboard.com)

NJ State Seal of Biliteracy

On January 19, 2016 NJ signed into law the State Seal of Biliteracy. This is a designation from the New Jersey Department of Education (NJDOE) identifying graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. This designation aims to encourage students to study a second language to a high level of proficiency, and to provide employers and universities with a method of identifying people with language and biliteracy skills. Universities may also recognize and award academic credit to applicants seeking admission.
Students in their senior year may demonstrate proficiency in English by meeting English language arts graduation requirements (or attaining the appropriate cut score on the ACCESS for ELLs assessment in the case of ELLs), and demonstrate a linguistic proficiency level of at least INTERMEDIATE-MID (IM) according to the ACTFL Proficiency Guidelines (or demonstrate a level deemed equivalent to IM for languages such as American Sign Language or Native American languages).
For more information, please contact your World Language teacher.
NAVAL JUNIOR ROTC

The program is conducted at accredited secondary schools throughout the nation, and taught by instructors who are retired Navy, Marine Corps, and Coast Guard officers and enlisted personnel. The NJROTC accredited curriculum emphasizes citizenship and leadership development, as well as our maritime heritage, the significance of sea power, and naval topics such as the fundamentals of naval operations, seamanship, navigation and meteorology. Classroom instruction is augmented throughout the year by extra-curricular activities of community service, academic, athletic, drill and orienteering competitions, field meets, flights, visits to naval or other activities, marksmanship sports training, and physical fitness training.

<table>
<thead>
<tr>
<th>Course</th>
<th>Type</th>
<th>Grade(s)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naval Science I</td>
<td>Full Year</td>
<td>Grades 9-12</td>
<td>5</td>
</tr>
<tr>
<td>Naval Science II</td>
<td>Full Year</td>
<td>Grades 10-12</td>
<td>5</td>
</tr>
<tr>
<td>Naval Science III</td>
<td>Full Year</td>
<td>Grades 11-12</td>
<td>5</td>
</tr>
<tr>
<td>Naval Science IV</td>
<td>Full Year</td>
<td>Grade 12</td>
<td>5</td>
</tr>
<tr>
<td>Global Studies</td>
<td>Full Year</td>
<td>Grades 11-12</td>
<td>5</td>
</tr>
</tbody>
</table>

Air Force ROTC will continue for those students enrolled in the program for the 2016-2017 school year.

<table>
<thead>
<tr>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ROTC II</td>
<td>Full Year</td>
<td>Grades 10-12</td>
<td>5</td>
</tr>
<tr>
<td>ROTC III</td>
<td>Full Year</td>
<td>Grades 11-12</td>
<td>5</td>
</tr>
<tr>
<td>ROTC IV</td>
<td>Full Year</td>
<td>Grade 12</td>
<td>5</td>
</tr>
</tbody>
</table>
The Ocean County
Vocational Technical School

CONTACT INFORMATION:
Email Address: highschooledu@mail.ocvts.org
PHONE: 732-473-3100, Ext. 3122 or Ext. 3197

www.ocvts.org

Signed into law on October 31, 1998, The Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) sets out a new vision of vocational and technical education for the 21st century. The central goals of this new vision are improving student achievement and preparing students for post secondary education, further learning, and career. OCVTS continues to keep pace with today’s ever-changing technology and can effectively prepare students for the demanding high-tech job market of this new century.

Ocean County Vocational Technical School’s commitment to technology totals $11,307,000 in equipment and computers, and an additional $14,212,000 in technology infrastructure. The investments support one of the best technology educational systems in Ocean County.

Tech Prep Agreements
The Ocean County Vocational Technical School has embraced the Tech Prep philosophy, expanding it to include both full and part-time programs. Agreements are in place with many institutions allowing students the opportunity to earn college credits. This gives students a jumpstart on a college education and may prevent the duplication of course work at the college level.

<table>
<thead>
<tr>
<th>Programs That Offer Tech Prep Opportunities</th>
<th>OCVTS Tech Prep Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architectural/Engineering Design</td>
<td>Antonelli Institute of Art and Photography</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>Art Institute of Philadelphia</td>
</tr>
<tr>
<td>Audio for Electronic Media</td>
<td>Atlantic Cape Community College Culinary Arts Institute</td>
</tr>
<tr>
<td>Child Care Professions</td>
<td>Brookdale Community College</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Burlington County College</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>Center for Digital Imaging Arts – Boston University</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>Johnson and Wales University</td>
</tr>
<tr>
<td>Fashion Merchandising/Design</td>
<td>Mercer County College</td>
</tr>
<tr>
<td>Graphic Design Technology</td>
<td>Ocean County College</td>
</tr>
<tr>
<td>Health and Fitness Technology</td>
<td>University of Medicine and Dentistry of NJ</td>
</tr>
<tr>
<td>Law &amp; Public Safety</td>
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<tr>
<td>Marine Science (MATES)</td>
<td></td>
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<tr>
<td>Medical Assistant</td>
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</table>

The Ocean County Vocational Technical School
Barnegat High School Requirements for Students to be Enrolled in OCVTS:

Prior to enrollment in a share-time program, students must have taken and received credit for:
- English 1 & 2;
- Algebra 1 & Geometry;
- PE & Health 9 & 10;
- 10 credits of core science (courses that count as part of the 3 year graduation requirement, one of which must be Biology);
- 10 credits of Social Studies;
- 5 credits of Visual & Performing Arts (taken in grade 9 or 10).

Once a student is enrolled in a share-time program:
- Students must fulfill all 20 credits of ELA requirements at BHS;
- Students must fulfill all 20 credits of PE/Health at BHS;
- Students must fulfill all 15 credits of Social Studies at BHS;
- If a student is applying credit from OCVTS to fulfill the 3rd year of math requirement, they must take their 2.5 credits of financial literacy at BHS.

No other credits from OCVTS will be applied towards NJ graduation requirements.
Sports that students can join at BHS:

- Baseball
- Basketball
- Bowling
- Cheerleading
- Cross Country
- Dance Team
- Field Hockey
- Football
- Golf
- Gymnastics
- Lacrosse
- Soccer
- Softball
- Swimming
- Tennis
- Track & Field
- Volleyball
- Wrestling

Some sports require a try-out. Please contact the athletic department for more information on a particular sport’s requirements for entry.

**Athletic Eligibility**

In order to participate in athletic activities, all students must be eligible according to the guidelines established by the NJSIAA (New Jersey Interscholastic Athletic Association). The Barnegat Board of Education considers athletics and other competitive extra-curricular activities an integral part of the total educational program. These activities are under the same administration and control as the rest of the school program and closely articulated with it.

Athletics and extra-curricular activities provide the means by which students may gain valuable experiences which contribute to better physical growth and development, healthful habits of living, and proper high standards of conduct, citizenship, and social behavior. They afford many opportunities for exercising such desirable traits as cleanliness, alertness, happiness, courage, reliability, perseverance, leadership, and good sportsmanship. In accordance with the functional concept of education, actual participation in athletics or extra-curricular activities provides the opportunity for students to gain those experiences.
**Academic Standards for Eligibility**

**Rule 1 – Fall and Winter Athletic Teams**

1. **9th Grade:** Students coming into BHS as ninth graders from a middle school (8th grade) are exempt from credit requirements. They become academically eligible upon successful completion of 8th grade requirements.

2. To be academically eligible to play sports, students must meet the following criteria:

   - **10th Grade:** Must have passed 30 credits the previous year.
   - **11th Grade:** Must have passed at least 55 total credits, with 30 credits passed from the previous year.
   - **12th Grade:** Must have passed at least 85 total credits, with 27.5 credits passed from the previous year.

All courses count toward academic eligibility for fall/winter sports. Courses taken during the summer will count toward academic eligibility for fall sports.

**Rule 2 – Spring Athletic Teams**

To be eligible for athletic competition during the second semester of any year, a pupil must have passed 15 credits required by the state for graduation at the close of the preceding semester (Jan 31). However, we expect that our students will perform at a much higher level than the state minimum. All courses count toward academic eligibility for spring sports.

**Other Requirements for Eligibility**

1. Students must be District Residents – new enrollees are subject to NJSIAA transfer regulation policies.
2. Students must comply with the NJSIAA Steroid Testing Policy by signing a Consent to Random Testing form before any sport tryouts, available from the Athletic Office at BHS.
3. Students must pass a sports physical examination each year.
4. Parent/guardian permission to participate must be granted.
5. All transcripts on record must be sent to the Clearinghouse when student athletes are applying for Division I or II eligibility.

**In addition, students must carry at least 30 credits on their schedule in order to participate in any sport. Students who opt for early dismissal will be ineligible to participate in sports if they have fewer than 27.5 credits of coursework.**
NCAA FRESHMAN-ELIGIBILITY STANDARDS
QUICK REFERENCE SHEET

KNOW THE RULES:

Core Courses

- NCAA Division I requires 16 core courses as of August 1, 2008. This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement.
- NCAA Division II requires 14 core courses. See the breakdown of core-course requirements below. Please note, Division II will require 16 core courses beginning August 1, 2013.

Test Scores

- Division I has a sliding scale for test score and grade-point average. The sliding scale for those requirements is shown on page two of this sheet.
- Division II has a minimum SAT score requirement of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, mathematics, reading and science.
- All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.

Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- Be sure to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The Web site is www.ncaaeligibilitycenter.org.
- Division I grade-point-average requirements are listed on page two of this sheet.
- The Division II grade-point-average requirement is a minimum of 2.00.

<table>
<thead>
<tr>
<th>DIVISION I</th>
<th>16 Core-Course Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years of English.</td>
<td></td>
</tr>
<tr>
<td>3 years of mathematics (Algebra I or higher).</td>
<td></td>
</tr>
<tr>
<td>2 years of natural/physical science (1 year of lab if offered by high school).</td>
<td></td>
</tr>
<tr>
<td>1 year of additional English, mathematics or natural/physical science.</td>
<td></td>
</tr>
<tr>
<td>2 years of social science.</td>
<td></td>
</tr>
<tr>
<td>4 years of additional courses (from any area above, foreign language or nondisciplinary religion/philosophy).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DIVISION II</th>
<th>14 Core-Course Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 years of English.</td>
<td></td>
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<tr>
<td>2 years of mathematics (Algebra I or higher).</td>
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</tr>
<tr>
<td>2 years of natural/physical science (1 year of lab if offered by high school).</td>
<td></td>
</tr>
<tr>
<td>2 years of social science.</td>
<td></td>
</tr>
<tr>
<td>3 years of additional courses (from any area above, foreign language or nondisciplinary religion/philosophy).</td>
<td></td>
</tr>
</tbody>
</table>

PLEASE NOTE: Beginning August 1, 2013, students planning to attend an NCAA Division II institution will be required to complete 16 core courses.
OTHER IMPORTANT INFORMATION

- Division II has no sliding scale. The minimum core grade-point average is 2.000. The minimum SAT score is 820 (verbal and math sections only) and the minimum ACT sum score is 88.
- 14 core courses are currently required for Division II. However, beginning 2013, students will be required to complete 16 core courses.
- 16 core courses are required for Division I.
- The SAT combined score is based on the verbal and math sections only. The writing section will not be used.
- SAT and ACT scores must be reported directly to the Eligibility Center from the testing agency. Scores on transcripts will not be used.
- Students enrolling at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through the Eligibility Center Web site. Students need to request final amateurism certification prior to enrollment.

For more information regarding the rules, please go to www.ncaac.org. Click on "Academics and Athletics" then "Eligibility and Recruiting." Or visit the Eligibility Center Web site at www.ncaaclearinghouse.net.

Please call the NCAA Eligibility Center if you have questions:

Toll-free number: 877/262-1492.

NCAA Eligibility Center
05/07/08  LK:cr
Barnegat High School

Home of the Bengals