

# Program of Studies



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**Southern Regional  
High School  
2011-2012**

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**[www.srsd.net](http://www.srsd.net)**

# **SOUTHERN REGIONAL HIGH SCHOOL DISTRICT**

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**SOUTHERN REGIONAL HIGH SCHOOL**  
*Manahawkin, New Jersey*

The 2011-2012 Program of Studies is a valuable resource to the students of Southern Regional High School. The Program of Studies contains information on graduation requirements, post-secondary planning, and course descriptions for each course offered at Southern Regional High School.

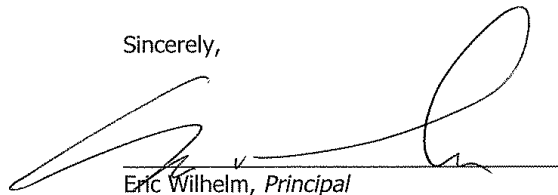
The graduation requirements as issued by the New Jersey State Department of Education are listed on page 4 of this book. **Please note that all students beginning with the "Class of 2012" will need to take a course in Biology and Algebra I and successfully complete a State mandated end of course assessment in each. All students beginning with the "Class of 2014" must complete a State mandated 2.5 credit course in Financial Literacy. Students may take this course via a ½ year semester course combined with another elective offered during the school day or through a pre-approved on-line option. Please see your Guidance Counselor for further details.** Please refer to the chart on Page 4 to check the graduation requirements. A complete list of elective courses provided on page 5. All State mandated requirements must be met in order to be eligible to graduate from Southern Regional High School.

The decisions you and your parents make regarding course selection are important. We encourage you to think thoughtfully about each selection. If you need help in making decisions, please talk to your Guidance Counselor.

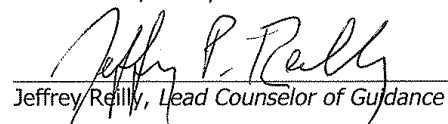
Southern Regional provides a diverse program of studies. For your benefit, please take the time to carefully review the elective courses that are available to you. If you have questions about prospective courses, please seek information from the teachers, counselors, and administrators. We all want to be part of the process of assembling the best course schedule for your upcoming academic year.

The following pages contain brief descriptions of the many course offerings of Southern Regional High School. Please read this information carefully and refer to this guide when discussing your course selections with your parents.

Sincerely,



Eric Wilhelm, Principal



Jeffrey P. Reilly, Lead Counselor of Guidance

# *Southern Regional High School*

## **Our Mission Statement**

The Southern Regional experience, a community partnership, will assure our students challenging learning opportunities that are shaped by the New Jersey Core Curriculum Content Standards in order to become contributing members of society.

## **Belief Statements**

### **We believe that:**

- All students possess unique talents and will be challenged and successful.
- All students will feel comfortable in a safe, nurturing environment that is established through mutual respect, acceptance, and a sense that everything is valued by all involved.
- Every student should have physical and emotional security in an environment that stimulates learning and recognizes each individual's self worth.
- Motivation is an essential element of learning.
- Everyone wants to be, and can be, productive.
- A good education provides a foundation for a productive, well-rounded contributing member of our community and is the shared responsibility of parents, school, and the community.
- The role of the community is to be informed and to provide facilities, materials, and personnel in a spirit of cooperation.
- The school should provide comprehensive curricula, which offer students diversity of choice in an environment, which stimulates learning and growth.
- The district has the responsibility to be a good steward of the financial resources provided by the community.

## TABLE OF CONTENTS

COURSE SELECTION PROCEDURE .....	1
SCHEDULING WORKSHEETS .....	2 - 3
REQUIREMENTS FOR GRADUATION .....	4 - 6
GRADING & WEIGHTING INFORMATION .....	7
DISTINGUISHED SCHOLAR PROGRAM .....	8
POST SECONDARY PLANNING .....	9 - 10
NJ STARS .....	10
GUIDELINES FOR COLLEGE ADMISSION TESTING .....	11
TIMELINE FOR THE COLLEGE BOUND .....	12 - 15
NCAA FRESHMAN – ELIGIBILITY STANDARDS .....	16 - 17
CURRICULUM PATTERN GUIDELINES .....	18
OCEAN COUNTY VOCATIONAL-TECHNICAL SCHOOL .....	19 - 21
OCEAN COUNTY COLLEGE (OCC) JUMP START PROGRAM .....	22
COURSE DESCRIPTIONS BY DEPARTMENT .....	23 - 64
APPLIED TECHNOLOGY .....	23 - 25
ART .....	26 - 28
FINANCIAL LITERACY, BUSINESS & COMPUTER EDUCATION .....	29 - 30
ENGLISH .....	31 - 35
ENGLISH AS A SECOND LANGUAGE .....	36
FAMILY & CONSUMER SCIENCES .....	37 - 39
MATH .....	40 - 43
MUSIC .....	44 - 46
PHYSICAL EDUCATION .....	47
HEALTH EDUCATION .....	48
AIR FORCE JUNIOR R.O.T.C. ....	49
SCIENCE .....	50 - 54
SOCIAL STUDIES .....	55 - 58
SPECIAL EDUCATION .....	59
WORLD LANGUAGES .....	60 - 64

## COURSE SELECTION PROCEDURE

1. All courses should be selected with a definite purpose. This requires that you review your abilities, interests, requirements and future plans. Use the scheduling worksheets on pages 2 and 3 to help you select your courses.
2. Discuss your selections carefully with your parents/guardians and teachers. Make certain that you check the **prerequisites** for any course in which you may be interested.
3. Be certain that your course credits total at least 35. Vocational and some Ocean County Jump Start students may schedule 30 credits.
4. If you have failed a course(s) required for graduation in a previous year and have not yet repeated the course(s), plan to attend summer school and/or schedule that course(s) for the upcoming school year.
5. **Select alternate courses for “each” elective to satisfy any possible scheduling conflicts.** If you do not have alternate selections listed, the computer will pick any courses that fit your schedule. Now is the time to list alternates!
6. A parent or guardian must sign and date the Course Selection Form.
7. Students must sign and date the Course Selection Form and return it to the Guidance Office by the due date. Each student's program will be thoroughly discussed during a conference with his/her counselor after the sheets have been reviewed by the counselor. Adjustments can be made at that time.
8. Teacher recommendations may be requested to confirm placement. Parents and students are encouraged to contact their teacher/counselor if they have any questions about the courses offered in this Program of Studies.

### **Note: Requests for Schedule Changes**

Please note, that when the school year begins it is difficult to change electives. If you are scheduled into an elective that you have selected, you may NOT be allowed to change this course. Please make thoughtful decisions on your elective courses and your alternate course selections.

## SCHEDULING WORKSHEET "A"

Before filling out your course selection sheet, use the workspace below to list the courses and alternates you are considering for next year. We recommend that you also take a few minutes to plan your academic program for the remainder of the years you will be in high school. Use scheduling worksheet "B" on the next page to help you develop that plan. When you have finalized your choices, transfer them neatly to the course selection sheet.

**SCHOOL YEAR**\_\_\_\_\_

<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>

**ALTERNATE CHOICES:** (Remember to select an alternate course for each elective listed above):

<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>

# SCHEDULING WORKSHEET "B"

The courses you select each year should not be considered in isolation. Each course should be carefully selected to prepare you to reach your academic and career goals. Keep track of your courses below

## GRADE 9

Course #	Course Name	Grade	Credits

## GRADE 10

Course #	Course Name	Grade	Credits

## GRADE 11

Course #	Course Name	Grade	Credits

## GRADE 12

Course #	Course Name	Grade	Credits



# REQUIREMENTS FOR GRADUATION

## Credits and Promotion

1. A student must carry a minimum of 35 credits per school year.
2. Promotion from one grade to the next depends upon the accumulation of credits as follows:

To be a sophomore	25 credits
To be a junior	55 credits
To be a senior	85 credits
To graduate	120 credits

If you don't have enough credits to be promoted to the next grade, you will be reassigned to the same grade level homeroom for next year.

3. All required courses must be passed in proper sequence. Example: A student must pass English I before taking English II.
4. All credits must be earned; no credits will be awarded.
5. Student attendance must satisfy district attendance policy.
6. No student may participate in the graduation ceremony or receive a diploma unless all requirements have been met.
7. It is the student's responsibility to know the graduation requirements and make sure he/she has scheduled and successfully completed all the courses required for graduation.
8. Participation in the graduation exercise is a privilege extended to those students who have successfully completed the graduation requirements and whose school citizenship is not in question.

## HSPA

- Students must pass all sections of the High School Proficiency Assessment (HSPA) in order to fulfill graduation requirements. Students not passing may be required to take additional classes necessary to improve their skills. The HSPA is administered for the first time in the spring of the student's junior year. Retests are offered during the senior year for those students who have not yet passed one or more sections of the HSPA.
- All students must successfully complete a Biology course along with a state mandated Biology end of course assessment before their senior year to graduate.
- All students must successfully complete an Algebra course along with a state mandated Algebra end of course assessment before their senior year to graduate.

## Course Requirements

Students must meet the following minimum requirements for graduation:

	<b>Class of 2012-2013</b>	<b>Class of 2014-2015</b>
English I, II, III, & IV	15 credits	20 credits
Mathematics (must include Algebra)	5 credits 5 credits (Class of 2012-2013)	15 credits 5 credits
Science (must include Biology or Bio-Com or Life Science Seminar)	15 credits 5 credits	15 credits 5 credits
World History	5 credits	5 credits
United States History	10 credits	10 credits
Physical Education	15 credits	15 credits
Health 9-12	5 credits	5 credits
World Language	5 credits	5 credits
Visual & Performing Arts	5 credits	5 credits
Career Education-Consumer, Family, Life Skills or Vocational - Technical Education	5 credits	5 credits
Financial Literacy		2.5 credits

## NOTES:

1.

The following courses will count towards the 5 credit Visual/Performing Arts requirement.

Advanced Computer Assisted Design  
Advanced Improvisation  
Advanced Painting and Drawing  
Advanced Photographic  
AP Music Theory  
Architectural Drawing  
Art Fundamentals  
Beginning Guitar  
Clothing Studio Advanced  
Clothing Studio Beginning  
Clothing Studio Intermediate  
Clothing Studio IV  
Concert Band  
Concert Choir  
Computer Assisted Design  
Design Studio  
Hand-Built Pottery  
Honors Select Choir  
Honors Wind Ensemble

Interior Design I and II  
Introduction to Chorus  
Introduction to Improvisation  
Intro/Inter/Adv Television  
Introduction to Multimedia  
Improvisation, Acting, & Writing  
Microsoft Office  
Modern Media, Advanced Mod. Media  
Music Theory  
Orchestra/Strings Ensemble  
Painting and Drawing I  
Painting and Drawing II  
Photographics  
Pottery I, II, III  
Sculpture I, II, III  
Select Symphonic Band  
Studio Art AP  
Vocational School

2. The following courses will count towards the 5 credit **Career Education, Family and Consumer Life Skills** requirement.

Advanced Automotives  
Advanced Child Development  
Advanced Computer Assisted Design  
Advanced Metalwork  
Advanced Photographic  
Advanced Power Mechanics  
Advanced Woodworking  
Advanced TV Production  
AP Psychology  
Architectural Drawing  
Auto Mechanics I, II, III  
Child Development III  
Child Development and Parenting  
Clothing Studio Beginning - Adv.  
Computer Assisted Design  
Creative Baking  
Critical Issues in Sociology  
Culinary Arts  
Design Studio  
Entrepreneurship  
Fashion Merchandising  
Food Science and Preparation

Fundamental Foods  
Global Foods  
How to Fix Darn Near Anything  
Intermediate TV Production  
Interior Design I & II  
Introduction to Multimedia  
Introduction to TV Production  
Junk Yard Wars  
Keyboarding and Desktop Design  
Lifestyles of the 21<sup>st</sup> Century  
Marketing Education  
Metalwork  
Microsoft Office  
Nutrition  
Photographic  
Power Mechanics  
ROTC  
Vocational School  
Web Design  
Woodworking I, II, III, IV

## NOTES contd.:

3. Career exploration/development, as required by the State, will be infused into already existing programs.
4. Local history and culture will be emphasized throughout the curriculum.
5. Students must meet the requirements of the district attendance policy.
6. Students are permitted to schedule one English course, one US history course, (three physical education quarter-courses, and one health education quarter-course per year). Students who fail required courses may make up credits in an approved summer school program. Students may also make up required courses during their senior or graduation year. No more than two levels of any subject may be taken at any time.
7. Course registration is restricted only by prerequisites, teacher recommendations and grade levels. All courses are open to all students regardless of gender, race, national origin, age or religion.
8. Independent study can be pursued in a number of areas. In order to be eligible, students must have completed a minimum number of courses and must have exhausted the course offerings in that area. They should have demonstrated a great interest in the subject and/or have the potential for a future career in the particular field. Students must have approval of the teacher, supervisor, principal and Assistant Superintendent. Independent study students will develop portfolios and strengthen their individual learning styles. They will have opportunities to explore their potential for advanced study and to become familiar with college and university curriculum offerings. Interested students should first discuss it with their guidance counselor.
9. Southern Regional offers Option II to fulfill some requirements for graduation in the State of New Jersey.

### **STUDENTS INTERESTED IN PARTICIPATING IN CO-CURRICULAR ACTIVITIES MUST MEET THE FOLLOWING SOUTHERN REGIONAL ELIGIBILITY REQUIREMENTS.**

	<b>GRADE 9</b>	<b>GRADE 10</b>	<b>GRADE 11</b>	<b>GRADE 12</b>
Fall	All Eligible	30 credits must have been earned from previous year	30 credits must have been earned from previous year	30 credits must have been earned from previous year
Winter	All Eligible	Same as above	Same as above	Same as above
Spring	Must be passing equivalent of 30 credits (15 from 1st semester)	Same as grade 9	Same as grade 9	Same as grade 9

## GRADING & WEIGHTING INFORMATION

1. Report cards will be issued quarterly and will indicate grades, numbers of absences and teacher comments.
2. Progress reports will be issued midway through each quarter.
3. Quarterly report cards and your final transcript will report your grade numerically. The following grade equivalents apply:

92 - 100	A (outstanding)	EX	Medical
83 - 91	B (very good)	In	Incomplete
74 - 82	C (satisfactory)	WP	Withdrawal Passing
70 - 73	D (below average)	WF	Withdrawal Failing*
69 and Below	F (unsatisfactory, no credit)	P	Passed
		NP	Not Passed
		NC	No Credit

*\* All courses that receive a "WF" will continue to be reported on the student's transcript even when a student has been rescheduled for another class.*

4. Mid-term and final assessments are given for all full-year courses.

## WEIGHTED COURSE RANKING

**All Honors and Advanced Placement courses carry additional weighting points that are utilized in calculating student grade point averages and student class rank. This weighting recognizes the increased demand of these high level courses.**

The following courses are subject to weighted course rankings:

English I Honors	Honors Geometry	Biology I Honors
English II Honors	Honors Algebra II	French IV, V, VI
English III Honors	Calculus I AP	Spanish IV
English IV AP	Calculus II AP	Spanish Language AP
U.S. Government & Politics AP	Biology II AP	Spanish Literature AP
U.S. History I Honors	Chemistry I Honors	Latin IV
U.S. History II AP	Chemistry II AP	German IV
World History Honors	Physics I Honors	Japanese IV
Statistics AP	Physics II AP	Studio Art AP
AP Psychology		Honors Select Choir
Honors Trigonometry/Precalculus		Honors Wind Ensemble

## WEIGHTING CALCULATION

Student grade point averages and student class rank will be calculated using only numerical grades. The following weighted factor index will be used for computing the numerical averages.

Passing Grades - 70 and above	Multiply grade by 1.13
Failing Grades - 69 and below	No weight given

## DISTINGUISHED SCHOLAR PROGRAM

Qualifying students will be recognized by appropriate honors at graduation. Students must maintain an overall average of 90%.

### **Requirements:**

- English Honors/AP each year of high school
- Four years of world language study (3 years of 1 world language up to and including level 3)
- Honors or AP science courses
- U.S. History I Honors and U.S. History II AP
- AP U.S. Government & Politics
- Honors math courses through the Trigonometry/Precalculus level
- Physical education courses as required
- A total of 10 weighted courses
- A total of at least 135 credits

### **ADVANCED PLACEMENT**

A large number of colleges grant college credit or advanced standing for outstanding achievement on AP exams. If a student earns the required grade on an AP examination, the student may earn credit or be awarded advanced standing in many academic areas by the college.

At the end of an AP course, a special exam is administered. This exam is prepared and scored by the College Entrance Examination Board. **Students enrolling in AP programs are expected to take the AP exam(s).** Every exam receives an overall grade on a 5 point scale: 5 (extremely well qualified), 4 (well qualified), 3 (qualified), 2 (possibly qualified) and 1 (no recommendation). An AP Grade Report is sent in early July to each student at his or her home address, school, and if the student requested it, to his or her college.

Southern offers the following AP courses:

English IV AP	Calculus I AP	Studio Art AP
Spanish Language AP	Calculus II AP	Music Theory AP
Spanish Literature AP	Biology II AP	AP Psychology
Chemistry II AP	U.S. History II AP	Physics II AP
U.S. Government & Politics AP	Statistics AP	

Should a student select an AP program, he/she should expect class work and homework to go beyond the core program and to prepare rigorously for the AP exam. Advanced Placement will be noted on his/her transcript.

## POST SECONDARY PLANNING

It is our hope that each one of you will graduate from Southern Regional with the academic requirements necessary to help you in your post-secondary plans. That opportunity is available to each and every student that attends Southern Regional.

For some of you, those requirements will include receiving training and education in vocational and technical areas. The education and training you receive while attending Southern Regional may help you receive acceptance in a post-secondary technical school, or perhaps the opportunity for immediate employment after graduation.

You may also be taking courses that will prepare you for business opportunities, as well as admission to a two or four year college of your choice. No matter what direction you choose after high school, you need to develop a plan to help you reach your post-secondary goals.

Here are some tips to help you to be prepared for post-graduation and your future.

- The best way to be sure you are prepared to meet your post-graduation goals is to start thinking about your post-graduation *as early as possible*.
- Set goals and review them often.
- Take the most academically rigorous courses you can, and do your absolute best in them.
- Write down the courses that you plan to take each year in high school. Review this list with your parents and guidance counselor at least once a year. As your goals and plans change and/or become clearer, be sure that you create a new plan that matches your needs.
- Take advantage of the opportunities that Southern Regional has to offer.

Have you heard the saying, "You can only get out of something what you put into it?" High school is a lot like that. Students, who focus on their goals and put forth the effort necessary, will leave high school with educational and career opportunities that will begin to secure their futures. These students recognize that with each course taken during high school is an opportunity to get more of the knowledge and experience that will be necessary in fulfilling their post-secondary plans.

Planning for the future is never an easy task. Let us help you. Discuss your interests with your parents, guidance counselors and teachers. Learn what you can from the people around you.

### **Career and College Resources**

The Guidance Office has a variety of resources/services available as you begin to explore/decide on future career plans. Your guidance counselor can get you started by helping you evaluate/identify your strengths and interests. They will also be there throughout the process to answer your questions, and share their knowledge and experience with you.

Although your guidance counselor is a valuable resource to you during this process, ultimately the actual decisions you will make rest with you and your family. So how do you make decisions? Our suggestion is to first gather as much information about yourself, your interests and your options, as possible. The information you will find in this packet will begin to help you with this task.

Next, become actively involved in finding the information necessary to help you make an informed decision about your future. Listed below are some additional resources found in the high school guidance department's Career Center that might be of help to you.

The Career Center has software to help students in assessing their individual career potentials and start you on your search of post secondary career and education opportunities. If you would like access to any of these resources or if you need help with this process, be sure to see your guidance counselor.

- **DISCOVER** by ACT. This software has an extensive self-assessment component as well as a college search component. Here you can identify your interests, abilities, values, and experiences. The program will then list career clusters and job families that match each of those assessments. Job descriptions will be available that can help you decide on a career to pursue.
- There is an extensive collection of books, guides, CD-ROM's and computer software available for you. They can help you find out more information about a certain career and or college. The information also highlights what training is needed for each career.
- Many colleges and technical schools have sent a video describing their campus and programs. These can be viewed in the Career Center, or borrowed to be viewed at home.
- We have many colleges and trade school catalogs in stock that you can review (and borrow) to get a feel for what they offer. As you begin to narrow your choices, be sure to send to the school directly for their most recent brochure and admissions materials.
- Additional post secondary information and web site links can be found on the Southern Regional High School Guidance web site [www.srsd.net](http://www.srsd.net).

## **College Planning Information**

On the next few pages, we have provided some information for those students considering college as part of their post-secondary plans. This information is being provided to help students evaluate the course selections and academic decisions they will be making over the next few years. The first item is a copy of the Southern Regional Guidelines for College Admissions Testing. The purpose of this is to help you set up a timeline of when to take these tests. The second document is a "Timeline for the College Bound." Review the timeline and highlight those areas you need to concentrate on. The last sheet is for the student athlete that hopes to attend a Division I or II college or university and play intercollegiate athletics. In order to qualify, certain academic standards **must** be met. Current knowledge on NCAA Eligibility is necessary for anyone hoping to play sports at that level.

## **NJ STARS**

NJ STARS is an initiative created by the State of New Jersey to provide access to higher education to some of the State's highest achieving students. Students who graduate in the top 15% of their class become eligible for NJ STARS. This program will all eligible students to receive up to five (5) semesters of tuition (15 credits per term) and approved fees free of charge at the home county college (Ocean County College). Students must file a FAFSA annually to be considered for this program. Students also must maintain a grade point average of 3.0 or higher by the start of the second year of enrollment to maintain renewal requirements for NJ STARS. Upon graduation, from community college, NJ STARS students may be eligible for NJ STARS II at a four year New Jersey college. **Please note that current requirements for NJ STARS eligibility are under review by the State. It is possible that program eligibility requirements may change.** For more information, see your guidance counselor or log on [www.njstars.net](http://www.njstars.net) or [www.hesaa.org](http://www.hesaa.org).

# **GUIDELINES FOR COLLEGE ADMISSIONS TESTING**

The following information is designed to help students and their families prepare for college admission testing. The following tests are part of the college admissions testing process, the PSAT, SAT Reasoning Test, SAT Subject Area Test, and the ACT. Listed first are the general guidelines for academic preparation. Following that are the recommendations for who should take what tests when. If you have specific questions, please ask your guidance counselor. It is very important that each student's plan is tailored to his/her goals, abilities and interests.

## **Academic Presentation**

No amount of coaching, cramming or special workshops can prepare a student for good SAT scores or collegiate success like solid, rigorous course work beginning at the middle school level. Verbal ability is strengthened by reading, reading, and more reading. Mathematically, students should be engaged in a sequence of courses that will take them (minimally) through Algebra II.

## **Testing**

All pupils considering college as an option after graduation should take the Preliminary Scholastic Achievement Test (PSAT). The PSAT is offered at SRHS in October of each academic year. Students should utilize results from this test as a benchmark of their academic preparation and progress. An analysis of a weak score will enable students to identify areas on which to concentrate. A high score might provide greater motivation and incentive for students to more aggressively pursue their post-secondary studies. The scores are designed to be indicators for individual planning.

We strongly suggest that students planning to take the SAT take the PSAT. The PSAT is offered to both 10<sup>th</sup> and 11<sup>th</sup> grade students. We suggest that students be enrolled in or have completed Geometry prior to taking the PSAT. (Only the PSAT taken in the junior year qualifies the student for the National Merit Scholarship Program).

The SAT is administered at Southern in November, December, January, May and June. The SAT is administered at other testing sites in November and March. The entire testing schedule can be found at [www.collegeboard.com](http://www.collegeboard.com). Students are tested in the following areas: critical reading, writing, and mathematics. Students may take the SAT multiple times. The Guidance Department suggests that students meet with their counselor to develop a testing plan.

The ACT is an alternative standardized college admissions test. This test is primarily used in the Midwest of the United States. This test is accepted by all colleges and universities. Some students elect to take the ACT as an alternative to the SAT. Please consult the Guidance Office for available ACT test dates. Further information on the ACT is available at [www.act.org](http://www.act.org).

The SAT Subject Area Test is a series of one (1) hour tests given in a variety of subject areas. Some colleges and universities require the SAT Subject Area tests within their application process. It is not necessary for every student to take this test. Please check the admission requirements of the individual schools and check with your Guidance Counselor to see if it is necessary to take the SAT Subject Area Test.

A few other notes:

- ◆ Calculators are a necessity when taking the SAT and ACT tests.
- ◆ The Adult School offers SAT test preparation programs.
- ◆ Consult with your Guidance Counselor to prepare a testing plan that will be appropriate for your post secondary goals.

Information about the entire college admissions process is available in the guidance office or the Guidance section of the Southern Regional website. [www.srsd.net](http://www.srsd.net)



## **TIMELINE FOR THE COLLEGE BOUND**

Please use this timeline to help guide you through the college preparation/selection process. Be sure to refer to the more detailed college selection materials that are available from the guidance office, and to tap into your counselor's knowledge/experience with this process.

### **Ninth Grade**

- Take as rigorous an academic program as you can handle.
- Your GPA (grade point average) and class rank begin with your ninth grade classes. Resolve to get the best grades possible.
- Create a list of all the activities, clubs and community services in which you are involved. Add to this "Brag List" throughout high school.
- Start exploring your career interests.
- Take the career inventory in the Career Center using the Discover Software Program.
- Attend Career presentations of interest to you.
- Discuss your career/college intentions and interests with your parents and counselor.
- Make a list of reasons why you should go to college.
- Be sure to map out a plan for four years of course work in high school. Remember to include a minimum of 16 academic units necessary for college placement.
- Begin to visit some college campuses for exploration and to get a "feel" for the college life.
- Your counselor has career and college information of value to you. These include catalogs, videos, and computer software.
- Your counselor has career and college information of value to you.

### **Tenth Grade**

- Take as rigorous an academic program as you can handle.
- Resolve to get the best grades possible.
- Develop a schedule of when you plan on taking the college admissions tests - PSAT, SAT, ACT and AP exams. (Check your handbook for a copy of the guidelines for college admissions tests). We strongly recommend the PSAT for sophomores who are planning to attend a 4-year college.
- Continue to discuss your career and college interests with your parents and counselor.
- Begin to send for information from colleges and other post-secondary programs of interest to you.
- Complete the Computer College Search with your counselor in the high school career center.
- Visit more college campuses.
- Talk with others - family, friends, counselors, teachers who have gone to college to gather ideas about the college experience.
- Ocean County College hosts a college fair in the fall. Attend this and/or other college fairs to gather information about a variety of colleges and to meet college admission representatives.
- Attend Career presentations at the high school that are of interest to you.

## College Board Standardized Tests

### Recommended Timeline for Administration

The following schedule recommends the College Board standardized testing timeline that should be followed by students enrolled in the courses listed below.

	Preliminary Scholastic Aptitude Test	SAT Reasoning Test	SAT Subject Area Test	Advanced Placement Test*
<b>Grade 9</b> English I English Advanced English Honors Honors Geometry	   X X			
<b>Grade 10</b> English II English II Advanced English II Honors Geometry/Adv Algebra 2/Adv Honors Algebra 2	 X X X X X X	   X  X		
<b>Grade 11</b> English III English III Advanced English III Honors Algebra 2/ Adv Honors Trig/Pre-Calculus Trigonometry/Pre-Calculus	 X X X X X X	 X X X X X X		
<b>Grade 12</b> English IV English IV Advanced English IV Advanced Placement Algebra 2 Trigonometry/ PreCalculus Calculus Calculus AP		 X X X X X X X	   X   X	   X   X

## **Eleventh Grade: Fall/Winter**

- Take as rigorous an academic program as you can handle.
- Resolve to earn the best grades possible.
- Prepare for, register, and take the PSAT's. The PSAT's will assist you in preparing for the SAT's. Qualifying scores of **juniors** are eligible for National Merit Scholarships and many other national scholarships.
- Start looking through the college guides for information about colleges. College guides, as well as a computer college search program are available in the guidance office and on various web sites.
- Attend college conferences with college admissions representatives that are scheduled at Southern. (Remember that you are accountable for the class time missed.)
- OCPGA holds a college fair each fall. It is strongly recommended to attend in grades 11 and 12.
- Continue to talk with family, friends, counselors and teachers about college experiences and what college might be right for you.
- Be sure to check the guidelines for college admission testing in your handbook to be sure that you take the college admission test at the right time.
- If you are applying for early decision, you must complete all college admission testing by June of your junior year. Check with the college for their specific requirements.

## **Eleventh Grade: Spring**

- The Guidance office will sponsor a field trip to a college fair.
- Take advantage of this and similar programs where you can meet college representatives and gain additional information about colleges.
- Your guidance counselor will be arranging a junior conference with you. Prepare for this meeting by having discussions with your parents and your guidance counselor beforehand about your college placement opportunities/interests.
- Prepare for and take the SAT Reasoning Test. You can take the SAT Reasoning Test here at Southern in May and June.
- Try to obtain summer employment that relates to your intended major.
- Narrow the list of colleges that you are interested in attending to five, but certainly not more than ten.
- If you have completed an advance level course, plan to take the SAT Subject Area Test in that subject area.
- If you are considering early admissions, be sure to:
  1. Check the criteria needed in that school
  2. Discuss your decisions with your counselor and parents.
  3. Send for applications and necessary materials as soon as possible.
- Write the colleges (or visit with web sites) requesting applications, catalogs and other descriptive admissions information.
- Check this college information for deadlines and to find out if any SAT Subject Area tests are required. Many colleges require these tests. Create a "to do" schedule to meet your school's deadline requirements.

## **Eleventh Grade: Summer**

- Check the on-line application check list for each school to see if they require a personal essay. If a personal essay is required begin writing and outlining that essay.
- Continue to refine your list of colleges.
- Try to take advantage of special summer school programs for high school students (i.e., Governor's School, college classes).
- Try to visit some of the colleges you are considering. Many colleges offer informational tours during the summer. Seeing a college is one of the most important factors in deciding which college to attend.
- Begin to explore scholarship opportunities.

## **Twelfth Grade: Fall**

- Schedule the most academically rigorous program that you can handle for your senior year. Your senior year is just as important as your previous years. Continued success in a rigorously academic program is necessary for colleges to make a final admissions decision about a student.
- Attend college meetings with college admissions representatives that are of interest to you.
- Try to visit some college campuses while they are in session. This will help you get a better "feel" for the school.
- Prepare for, register, and take the SAT Reasoning Test in October.
- Check to see if taking the ACT will fit your college testing requirements.
- Check to see if any of your potential schools require the SAT Subject Area test. If needed go to [www.collegeboard.com](http://www.collegeboard.com) to register for any needed tests. Check with your guidance counselor to any answer any questions about this test.
- Develop your final list of schools.
- Gather letters of recommendation, if required, and complete the essays required with your applications.
- Application deadlines vary from college to college. Check with the college you are interested in to be sure. As a guideline, the following applies:
  - Early decision candidates must submit before November 1.
  - Military academy applicants and R.O.T.C. applicants must submit before December 1st. Mid-December at the latest for all others (see your counselor for procedures on submitting applications). All applicants should observe the deadline for filing at that particular school (remember the adage "first come, first served" is often true in the admissions process).
  - All males turning 18 years old must register with the Selective Service at [www.sss.gov](http://www.sss.gov).

## **Twelfth Grade: Winter**

- File a Financial Aid Application (available in the guidance office after January 1) and also online at [www.fafsa.gov](http://www.fafsa.gov).
- You and/or your parents should attend a financial aid workshop offered by the guidance office to assist you in completing the Financial Aid forms (held in January).
- Seek out other sources of financial aid. Check the guidance list of scholarships on our website ([www.srsd.net](http://www.srsd.net)) or utilize one of the many free scholarship search web-sites.
- Fill out the Southern Regional local scholarship application online.
- Update college applications that have been submitted.
- Consider going to the college of your choice for an interview with the admissions officer.

## **Twelfth Grade: Spring**

- Continue to search for and apply for other sources of financial aid, (i.e., aid available from your parent's employer or from service clubs of which they are members).
- By April, most colleges will have sent acceptance or rejection letters.
- Take Advanced Placement tests, if applicable.
- As soon as you have decided which college's offer of admission to accept, let that college know.
- Advise the other colleges that accepted you of your decision.
- If you are wait-listed at a college you are eager to attend, call or write the director of admissions and ask how to strengthen your application. (See your counselor for advice).
- If you are denied admission, see your counselor at once about alternatives. Your counselor may suggest steps you can take to alter a college's decision.
- Be sure to send your acceptance deposit by the deadline specified.
- Notify your counselor which college you have selected so that Southern can submit final grades, class rank and proof of graduation to that institution.
- Lastly, enjoy your graduation and good luck in all your future endeavors. The Southern Regional guidance offices are always open to you!



## 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.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).
- **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 2.000.

#### **DIVISION I 16 Core-Course Rule**

##### **16 Core Courses:**

- 4 years of English
- 3 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 1 year of additional English, mathematics or Natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above, foreign language or non doctrinal religion/philosophy)

#### **Division II 14 Core-Course Rule**

##### **14 Core Courses:**

- 3 years of English
- 2 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 2 years of additional English, mathematics or natural/physical science (3years required 2013 and after)
- 2 years of social science
- 3 years of additional courses from any area above, foreign language or non doctrinal religion/philosophy (4years required 2013 and after)

## 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 68.
- 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.ncaa.org](http://www.ncaa.org). Click on "Academics and Athletes" then "Eligibility and Recruiting." Or visit the Eligibility Center Web site at [www.ncaaclearinghouse.net](http://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

NCAA DIVISION I SLIDING SCALE CORE GRADE-POINT AVERAGE/ TEST-SCORE New Core GPA/Test Score Index		
Core GPA	SAT Verbal and Math ONLY	ACT
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

## CURRICULUM PATTERN GUIDELINES

Southern Regional High School offers a curriculum that allows students to tailor their program to their specific needs and interests. The following patterns serve as **suggested** minimum guidelines for course selection. Final decisions rest with students and parents. We recommend that students take as rigorous an academic program as they can handle which includes those courses that will prepare them for post-secondary plans.

### COLLEGE PREP

Grade 9	Grade 10	Grade 11	Grade 12
Eng. I/Eng. I Advanced PE/Health 9 World History/Adv. Algebra I/Adv. World Language Geophysical Science Elective/Financial Lit.	Eng. II/ Eng. II Adv. PE/Health 10 US History I/Adv. Geometry/Adv. World Language Biology & Bio-Com Elective	Eng. III/ Eng. III Adv. PE/Health 11 US History II/Adv. Algebra II/Adv. World Language Chemistry & Chem-Com Elective	Eng. IV/Eng. IV Adv. PE/Health 12 Trigonometry/ PreCalculus Physics Elective Elective

### HONORS

Grade 9	Grade 10	Grade 11	Grade 12
English I Honors PE/Health 9 World History Honors Honors Geometry World Language Honors Biology Elective/Financial Lit.	English II Honors PE/Health 10 US History I Honors Honors Algebra II World Language Honors Chemistry Elective	English III Honors PE/Health 11 US History II AP Honors Trigonometry World Language Honors Physics Elective	English IV AP PE/Health 12 US Gov't & Politics AP Calculus AP World Lang. AP/Honors Honors or AP Science II Elective

### BUSINESS

Grade 9	Grade 10	Grade 11	Grade 12
English I/Basic PE/Health 9 World History Algebra I/Adv. Geophysical Science Elective/Financial Lit. World Language	English II/Basic PE/Health 10 US History I Geometry/Adv. Biology/Bio Com Business Electives	English III/Basic PE/Health II US History II Algebra II/Adv. Chemistry/ChemCom Elective Business Elective	English IV/Basic PE Health 12 Elective 4 Business Electives

### VOCATIONAL

Grade 9	Grade 10	Grade 11	Grade 12
English I/Basic PE/Health 9 World History Math Science Elective/Financial Lit. World Language	English II/Basic PE/Health 10 Math US History I Biology/BioCom/Life Science Seminar Electives	English III/Basic PE/Health 11 US History II & Math Vocational School	English IV/Basic PE/Health 12 Science Vocational School

**Electives:** Electives may be chosen from any subject area: Applied Technology, Art, Business, Computer, English, World Languages, Health, Family & Consumer Sciences, Math, Music, Science and Social Studies.

# OCEAN COUNTY VOCATIONAL & TECHNICAL SCHOOL (OCVTS)

## **Attention Freshman: (9<sup>th</sup> graders)**

The OCVTS has two programs in which 9<sup>th</sup> graders are eligible to participate.

- M.A.T.E.S – Marine Science Academy
- Performing Arts Academy

Both of these programs are four-year “full-time” programs where students take all their coursework at the OCVTS campus. Students in these programs graduate and receive their high school diploma from OCVTS.

You can find out more information about these programs from your guidance counselor or by contacting the OCVTS at (732) 244-1122 or **[www.ocvts.org](http://www.ocvts.org)**.

## **Attention Special Education Students:**

The OCVTS offers a variety of Employment Orientation (EO) vocational programs for students with special needs. These programs are offered in each grade of high school for many special education students. These programs are “part-time” programs since the students attend OCVTS for ½ of the school day and attend Southern Regional ½ the school day.

If you would like to know more about the Special Education vocational school programs that might fit your academic and future needs see your Child Study Team case manager or your guidance counselor.

## **Attention Juniors & Seniors:**

Southern Regional students have the option of enrolling into OCVTS programs starting in their junior year. Most of the programs offered are two-year programs, which require your attendance at OCVTS in both your junior and senior years (or senior year and one post-secondary year). The programs offered at vocational school are geared toward providing the education and training necessary for students to pursue employment within those occupations upon graduating high school. Many of these programs also provide the necessary education and training for students to be accepted in Post-Secondary programs at Colleges and Technical Schools.

These programs are “part-time” programs since the students attend OCVTS for ½ of the school day and attend Southern Regional ½ the school day. The majority of our “part-time” students must take their OCVTS program in the AM session to allow the student time to fit in the required course work here at Southern Regional.

**See Your Counselor:** Since attendance at vocational school requires a portion of the student's school day, students considering vocational school need to plan course selections carefully to be sure they will meet the eligibility requirements necessary to attend. ***Note: Vocational students must meet all the same graduation requirements that non-vocational students must meet. This includes the specific courses and credit totals outlined in this Program of Studies (see “Requirements for Graduation” on page 4).***

## **Attention Seniors:**

Although students can begin their OCVTS experience in their junior year, many students begin in their senior year as well. Most of the “part-time” OCVTS programs are two year programs. Seniors can complete the program by taking the first year in their senior year and the second year after they graduate. Southern Regional students do not have to pay to attend the OCVTS programs. If students enroll in these OCVTS programs after they graduate High School they must pay a tuition fee. The Good News ... as long as you were in the first year of the program as a senior – OCVTS will provide a scholarship that will cover your tuition costs the second year. It's a good deal! Don't wait until after graduation to start your vocational training – do it while the costs are picked up for you!



## **Ocean County Vocational & Technical School (OCVTS) continued...**

### **More on Junior/Senior OCVTS Programs:**

Students attending the OCVTS are typically students who wish to prepare for job placement or further education leading to successful employment. Applications and course description booklets may be obtained from the Southern Regional Guidance Office. The decision of acceptance is made solely by the OCVTS with the recommendation of the home school (Southern) guidance counselor, and is based on space availability, the student's grades and record of attendance.

Southern's OCVTS students typically attend OCVTS in the first half of the day, and then are transported to Southern for the courses needed for graduation. Students maintain full status at Southern where they pursue academic courses, take part in sports and other co-curricular activities. Upon graduation, students receive both a high school diploma from Southern and a certificate of completion from the Ocean County Vocational-Technical School. In addition, students can receive state and national certifications. Many vocational-technical programs also have Tech Prep agreements where students can earn between three and twenty college credits while still in high school.

### **OCVTS Advantages:**

Successful completion of a program at the OCVTS will enable a student to:

- Receive 15 elective credits from Southern Regional per year.
- Tech Prep courses offer the opportunity to earn between three and twenty college credits to jumpstart a college education.
- Receive a certificate of achievement from OCVTS, in addition to various state/national certifications.
- Receive assistance with job placement in related fields of employment.
- Receive scholarship assistance for post-secondary vocational programs.
- Receive a free evening school course in order to pursue further training while working full time.

**See chart on next page for a listing of OCVTS Courses or go directly to the OCVTS Website**

**WWW.OCVTS.ORG**

# Ocean County Vocational-Technical School (OCVTS)

## Course Offerings 2011-2012

### Brick Center

• Air Conditioning, Refrigeration & Heating	• Cosmetology
• Automotive Technology	• Cosmetology Twilight * (PS)
• Architectural/Engineering Design	• Culinary Arts
• Building Construction Technology	• Fashion Merchandising
• Child Care Professions	• Graphic Design Technology
• Computer Software Applications	

### Jackson Center

• Agricultural and Environmental Sciences	• Custom Cabinetmaking
• Automotive Technology	• Electrical Trades
• Collision Repair	• Landscaping & Greenhouse Technology
• Cosmetology	• Recreational Vehicle Maintenance & Repair

### Lakehurst Center

• Audio Recording for Electronic Media	• Culinary Arts (PS)
• Aviation/Aerospace Technology	• Performing Arts Academy (Full Time)

### Southern Ocean Center (Waretown & Pineland HS)

• Automotive Technology	• Law & Public Safety I & II (PM)
• Cosmetology	

### Toms River Center

• A+ Certification	• Electrical Trades/Intergrated Cabling
• Automotive & Diesel Engine Technology	• Health and Fitness Technology
• Computer Science	• Information Technology Academy
• Computer Service Repair	• Marine Trades
• Cosmetology	• Medical Assistant
• Cosmetology Evening (PS)	• Medical Skills
• Dental Assisting *	• Network Technology / Net +
	• Welding Technology

One Year Programs  
(PS) Post Secondary

### MATES (Manahawkin)

• Marine Academy	• Marine Science
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### Procedure for signing up for OCVTS courses:

- 1) List the Program and the **Course # 9600** on your Course Selection Sheet (15 credits)
- 2) Submit an application to OCVTS. They are available in the Guidance Office and should be return to your counselor when completed.

### Do you have questions?

- 1) See your Guidance Counselor
- 2) Call the OCVTS Admissions Office at (732) 244-1122
- 3) Or check out the OCVTS's website **[www.ocvts.org](http://www.ocvts.org)**

## Ocean County College (OCC) – “Jump Start” Program

The “Jump Start” program at Ocean County College provides an opportunity for Southern Regional students to enroll in college courses while attending Southern Regional High School. Students enrolled in “Jump Start” course will receive college credit upon the successful completion of each course. This program allows high school students to earn college credit before graduating high school. An added benefit to this program is that the tuition costs are offered at a substantial discount to qualified students. Here are the details...

Where can I take these courses?

- Courses are offered at the OCC campus in Toms River and at Southern Education Center in Manahawkin. Courses are also offered at various high schools throughout Ocean County.

What are the criteria to be eligible?

- You must have completed your sophomore year in high school
- You must be an average, to above average, academic student currently taking courses that would prepare you for college level classes.
- You must get your guidance counselor’s approval

What are the costs?

- Costs for “Jump Start” students are one half the normal cost per credit plus some OCC student fees. That is a big discount! (Students are responsible for the costs)

Where is the course credit applied?

- These are OCC college level courses that will count for college credit.
- That college credit goes on your official OCC transcript and can be used when attending OCC or **transferred to the college/university of your choice**. Go to [www.njtransfer.org](http://www.njtransfer.org) to see if the course you want to take will transfer to the college you plan to attend.

When can I take these courses?

- As soon as you complete your sophomore year of high school you can register to take Jump-Start classes that summer.
- You can continue to take Jump-Start courses until you graduate from Southern (After graduation you begin paying the regular rate per credit)

How many courses can I take?

- The Guidance Department recommends that students take one course per semester to get started with the program.
- Students may take two courses per semester for a total of 12 credits per academic year.

How will I fit these OCC classes in with all the courses I have to take at Southern?

- Seniors who are in good credit standing can take an early release from SRHS to take courses at OCC. In general, most students are released after their period 6 class. This release requires parental approval.
- Courses are also offered in the evening, inter-session and summer.
- Check with your Guidance Counselor to see what option best fits your needs.

Are you ready to find out more?

- Start with a conversation with your counselor and your parents.
- Explore the OCC website for Jump-Start information, a course catalog, and course listings for upcoming semesters. [www.ocean.edu](http://www.ocean.edu)
- Indicate “Jump-Start” on your Course Selection Sheet – **Course # OCJS** (You can identify the actual course you are taking later – but let your counselor know that you are considering this option)
- Fill out the OCC “Jump-Start” application. You can pick one up in the Guidance Office.

# APPLIED TECHNOLOGY

Mr. Gerald Tabbacchino

Applied Technology Lead Teacher

All Southern Regional applied technology courses are electives and have the potential for improving the quality of individual lives. All students will find these experiences especially useful and fulfilling as they prepare for the high-tech age of the 21st century. It is recommended that every student take at least one course from this area while in high school.

<b>8307</b>	<b>JUNK YARD WARS</b> <b>Prerequisite:</b> Wood Working I or Metals I <b>This advanced problem-solving</b> course will use extensive material processing to design, construct, test and compete on challenging projects. Strong self-discipline, self-motivation and the ability to work with others are needed. Emphasis on creativity combined with science and math concepts will be incorporated into each team challenge.	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
<b>8807</b>	<b>PHOTOGRAPHICS</b> <b>Prerequisite:</b> Any student grades 9-12 with an interest in photography or graphics. PhotoGraphics is the integrated study of Photography and Graphic Communications. The purpose of the course is to provide the opportunity for the student to explore the relationship between creating images to communicate. Utilizing the problem solving approach, the student is introduced to design, image generation, pre-production / production and finishing processes that will enable them to design and produce images that communicate effectively. Both analog and digital technologies will be experienced by the student in solving communications problems. Analog photography and digital photography and their integration with electronic publishing, as well as design, multimedia presentation, image manipulation and conventional printing are all areas of study for PhotoGraphics.	<b>Full Year</b>	<b>Grade 10-12</b>	<b>5 Credits</b>
<b>8808</b>	<b>ADVANCED PHOTOGRAPHICS</b> <b>Prerequisite:</b> Successful completion of PhotoGraphics and Teacher Recommendation. The student may elect a track with an emphasis on photography or graphics. Concentration on the practical application of what was covered in PhotoGraphics is the aim of this course. All students will acquire a core of knowledge in the first nine weeks. The second nine weeks will emphasize individual project work planned, in the area of their interest, in concert with the teacher. The culminating activity will be a school / community based demonstration project.	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
<b>8507</b>	<b>POWER MECHANICS</b> The basic subject matter of this course is theory of operation of two-cycle and four-cycle engines. Students will learn to inspect, troubleshoot and overhaul each of these types of engines using all the hand and power tools normally associated with these operations. Students are encouraged to bring in gasoline engines of their own, which are currently used in residential and commercial landscaping, the marine industry, recreation vehicles and most skilled trades of industry.	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
<b>8508</b>	<b>ADVANCED POWER MECHANICS</b> This is a technical course designed for the student who plans to continue the work of Power Mechanics. This course will concentrate on higher skilled concepts of the marine industry, small diesel and motorcycle, ATV diagnosis and repair, as well as an extension of commonly used gasoline engines. Students are encouraged to work on their own engines and machinery.	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
<b>8310</b>	<b>WOODWORKING I</b> Students will create a basic piece(s) of residential furniture using fundamental design principles, as well as the basic applications of mathematics and geometry during the planning and layout stage. Students will experience the use of a complete range of necessary hand tools as well as many of the power tools used in furniture production technology.	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>

<b>8320</b>	<b>WOODWORKING II</b> <b>Prerequisite:</b> Woodworking I. This course is an extension to further the students' knowledge, as it pertains to the woodworking industry in areas such as efficient production, the environment (alternate materials) and more complex mathematical solutions to designing and/or reproducing the highest quality of furniture. Production standards, joinery quality and the development of social skills to work with others are a focus of the course. Students will receive further instruction on the use of modern machinery used in the production of fine furniture.	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
<b>8330</b>	<b>WOODWORKING III</b> <b>Prerequisite:</b> Woodworking II. This course allows students to explore a wide variety of the problem solving and mathematical issues that pertain to wood as a building, furniture, and general-purpose material. The student will have to acknowledge the environmental impact and social issues that are behind the scenes in the woodworking industry. Students will work from existing, or develop their own design concepts in order to produce one independent and one group project. Students will also be required to give 20 hours each (from class time) toward the development of a school community task, which will make them more socially aware of how the woodworking industry plays a major role in our every day lives.	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
<b>8331</b>	<b>WOODWORKING IV</b> <b>Prerequisite:</b> Woodworking III. This course allows students to explore a wide variety of the problem solving and mathematical issues that pertain to wood as a building, furniture, and general-purpose material. The student will have to acknowledge the environmental impact and social issues that are behind the scenes in the woodworking industry. Students will work from existing, or develop their own design concepts in order to produce one independent and one group project. Students will also be required to give 20 hours each (from class time) toward the development of a school community task, which will make them more socially aware of how the woodworking industry plays a major role in our every day lives.	<b>Full Year</b>	<b>Grades 12</b>	<b>5 Credits</b>
<b>8340</b>	<b>ADVANCED WOODWORKING</b> <b>Prerequisite:</b> Woodworking II. This course is designed for students who desire to have advanced knowledge of quality furniture development, as well as its effect on the economy and current employment opportunities. Through the provision of a double class period, students will have the opportunity to further understand and practice the development, design, and problem-solving techniques currently used in the furniture and cabinet industry.	<b>Full Year</b>	<b>Grade 12</b>	<b>10 Credits</b>
<b>8540</b>	<b>AUTO MECHANICS</b> This course is for the student who is considering a career in auto sales or servicing family cars and trucks. In addition to the routine work of changing oil and tires, fixing flats, checking batteries, checking radiators, etc., students will learn to re-line brakes, turn brake drums and discs, balance and align wheels, re-pack bearings and do minor tune-ups. Most instruction will be on "live" cars, but some lessons will involve mock-ups, films and reading assignments. The student who wishes to concentrate on this area of industrial arts or go to the county vo-tech school should take this course in 10th grade.	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
<b>8550</b>	<b>AUTO MECHANICS II</b> <b>Prerequisite:</b> Auto Mechanics I. Specialized instruction and activities in the areas of auto engine diagnosis and tune-up form the core of this course. Laboratory work will be assigned in order to acquaint students with machines and instruments used in the auto repair industry. Most work will be on "live" cars and trucks.	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
<b>8560</b>	<b>AUTO MECHANICS III</b> <b>Prerequisite:</b> Auto Mechanics II. This is a continuation of production auto shop work. Students are expected to assume increased responsibility for diagnosis of engine, suspension, drive train, and body problems and to make necessary adjustments, repairs or maintenance.	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>

<b>8350</b>	<b>HOW TO FIX DARN NEAR ANYTHING</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
	<b>Prerequisite:</b> No previous course required Planning on ever owning a house or a car? How about just being more self reliant or just keeping a little extra pocket money. This is a hands-on course that will guide students through a variety of home improvement and repair projects. Students will learn to troubleshoot and tackle the most common household repairs including: basic plumbing, replacing a window, drywall repair, hanging a new door, general carpentry and many others. Basic automobile maintenance and repair will also be introduced along with a variety of skills that will assist all future homeowners.			
<b>8606</b>	<b>METALWORK</b>	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
	This course is designed to give a student a well-rounded introduction to various areas of metalworking. Each student will use problem solving, design, layout skills and their ability to use tools to create projects in metal. Areas explored are sheet metal, wrought iron work, machining and welding, giving the student the information and experience to help make intelligent career choices.			
<b>8607</b>	<b>ADVANCED METALWORK</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
	<b>Prerequisite:</b> This course is an extension to Metalwork. It is designed to take the knowledge learned and skills acquired to the next level of expertise. With more complex projects being introduced, students will be taught how to understand shop drawings and blueprints. Advanced techniques on the Lathe and Milling machines will be learned as well as CNC (Computer Numeric Control) Machining being introduced and explored. Basic mathematical skills are needed to read and write programs used by the computer. Advanced welding will be taught using Arc, MIG and TIG welds, with a major emphasis on TIG, Industries premier weld. The Oxy-Acetylene cutting torch and Plasma Arc cutting are also used. The course will develop each student into the intricacies of the manufacturing world.			
<b>8446</b>	<b>COMPUTER ASSISTED DESIGN</b>	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
	Students will be introduced to the "language of industry" while using Autocad, the state of the art computer drawing and design program. The course is designed to develop and enhance problem solving and critical thinking abilities while expressing ideas and specifications in precise detail. CAD skills and techniques will be acquired through hands-on experiences and those skills will be further developed through the production of 3-D models, wire frame models and rendered drawings.			
<b>8447</b>	<b>ADVANCED COMPUTER ASSISTED DESIGN</b>	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
	<b>Prerequisite:</b> Computer Assisted Design Students will have the opportunity to explore the full capabilities of the high powered drawing program AutoCAD. In a problem-solving format, students will develop advanced drawing and communication skills in areas such as machine drawing, engineering, solid modeling, rendering and three-dimensional imaging. CAD skills and techniques will be further developed through hands-on experiences as students utilize decision-making and self-management skills vital for both the career minded and college bound student.			
<b>8470</b>	<b>ARCHITECTURAL DRAWING</b>	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
	<b>Prerequisite:</b> Computer Assisted Design In this course students will research and develop plans for a residential dwelling. Each student will design his/her own building problem and develop a set of functional plans. Considerations will include materials, cost, site location, heating and cooling, functionality, aesthetic design and other requirements. Autocad, a state of the art drawing and design program, will be used and each student will leave with a set of drawings and a "floppy disk" of his/her house plans.			

# ART

Mrs. Patricia Ewart – Supervisor

All students will need to successfully complete five credits in visual or performing arts in order to fulfill the state-mandated graduation requirement. Students may choose to explore a variety of media by subscribing to the Art Fundamentals class or may choose any of the specialized courses offered. All courses are focused on having students achieve the NJ Core Curriculum Content Standards for Visual Arts. Student art work is often showcased or exhibited throughout the school and community. All of the courses will fulfill the practical arts graduation requirement. Benchmark assessments will be administered quarterly.

<b>7004</b>	<b>ART FUNDAMENTALS (Introduction to Art)</b> This course is <b>ONLY</b> for students who have <b>NEVER</b> had an art course at the high school level. The purpose of this “foundation” course is to allow students to sample the coursework of the various specialized art courses offered at Southern. Students will be introduced to a variety of art making techniques, media, styles and subjects. The course focuses on both 2-D and 3-D work, which may include: drawing, painting, 2-D design, printmaking, sculpture, pottery and found object collage.	<b>Full Year</b>	<b>Grade 9-12</b>	<b>5 Credits</b>
<b>7110</b>	<b>PAINTING &amp; DRAWING I</b> Painting and Drawing I is recommended for those students who are specifically interested in learning basic painting and drawing techniques. Students will explore a variety of traditional realistic and imaginative painting and drawing techniques, including: portraits, perspective, color theory and design principals.	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
<b>7120</b>	<b>PAINTING &amp; DRAWING II</b> <b>Prerequisite:</b> Painting & Drawing I and teacher recommendation. This course is designed for the serious, motivated art students who wish to strengthen their skills in drawing, painting, color theory, and art criticism. Course work includes: extensive traditional realistic drawing techniques from direct observation of still life subjects, realistic acrylic and oil painting techniques based on direct observation of still life subjects and photographs and color theory exercises.	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
<b>7130</b>	<b>ADVANCED PAINTING &amp; DRAWING</b> <b>Prerequisite:</b> Painting & Drawing II and teacher recommendation. The first year of a two year Studio Art AP curriculum, this course is designed for students who demonstrate a high degree of motivation and ability, and wish to develop a painting and drawing portfolio for college credit and/or college application. The curriculum addresses the AP portfolio components of quality, concentration, and breadth. Course work includes: still life, figurative, landscape and abstract subjects in various media, oral and written critiques, research, art school and career presentations.	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
<b>7210</b>	<b>SCULPTURE I</b> This course will enable students to explore a wide variety of sculpting techniques and various media, including plasters, wood, foam, and wire. Tools and safety equipment will be emphasized before students begin to work. Preliminary drawings and research will also be required before students begin to sculpt with materials. Discussion and project construction will enable students to enhance their understanding of both 2-D and 3-D art. Students will be required to maintain a sketch book to track progress and record notes.	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>

<b>7220</b>	<b>SCULPTURE II</b> <b>Prerequisite:</b> Sculpture I. In Sculpture II, students will build upon the knowledge and skills they developed in Sculpture I. Students will experiment with various sizes, shapes, and media such as clay, wood, stone, and plaster. Students will focus on the creative process that moves them to create original works of art, which will then become part of their personal portfolios. Students will learn about individual artists and their works, which will serve to guide their own artistic projects. Students will be required to maintain a sketch book to track progress and record notes.	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
<b>7230</b>	<b>SCULPTURE III</b> <b>Prerequisite:</b> Sculpture II. During this course students will enhance and refine skills mastered in Sculpture I and II, continuing to work with clay, wood, stone, plaster castings, etc. Students will work independently on projects after having completed preliminary drawings and a written proposal, which have been approved by the teacher. Students will continue to develop their portfolios and maintain their sketch books. An in-depth study of artists and a variety of media will be required to complete more detailed and complex projects. Students will also learn about the installation of sculpture in the environment. This course requires a high-level of self-motivation, patience, and a commitment to excellence.	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
<b>7410</b>	<b>INTERIOR DESIGN I</b> This interior design course provides students a foundation in the elements, principles and theories of interior design within the framework of residential design. Through structured residential projects students will explore and understand concepts, theories and aesthetic issues related to residential design. Students will also explore, understand and apply knowledge related to lighting, furniture, finishes, architectural graphics and marketing. Additional focus includes the organization and interrelationship of various residential interior spaces and the experiential and intuitive nature of the design process.	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
<b>7420</b>	<b>INTERIOR DESIGN II</b> <b>Prerequisite:</b> Interior Design I. Following one year of residential interior design, students will continue to explore the elements, principles and theories of interior design within the framework of small-scale commercial interiors. Environments explored will encompass hotels, stores, restaurants, corporate interiors, etc. Students will learn to work within budgetary measures to meet client needs and requirements. An understanding of building codes and furniture details will be explored. Portfolio preparation for college admission, career planning and rendering techniques will all be a part of this course.	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
<b>7540</b>	<b>HAND-BUILT POTTERY</b> This course will concentrate on in-depth experimentation and mastery of hand-building techniques including pinching, modeling, coiling, and slab building. Any or all of these methods can be used in combination to form functional pottery. Glazing and various decorating techniques will be covered to enhance the shape and function of the hand-build art works. Open to all students, including those who have taken a pottery class.	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
<b>7510</b>	<b>POTTERY I</b> A variety of methods of pottery design, including coil, wheel-thrown and others, will be studied. An emphasis will be placed on the wheel-throwing method where basic forms will be explored and a strong foundation in wheel throwing techniques will be built. An in-depth study in surface design and decoration will be explored.	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
<b>7520</b>	<b>POTTERY II</b> <b>Prerequisite:</b> Pottery I and recommendation of Pottery I Instructor. This course is designed for the serious potter. This student must possess strong throwing skills and some understanding of the hand-building method of pottery. In the second year of pottery, students will concentrate on the aesthetic sculptural quality of the vessel and the technical aspects of pottery as an art form. Both the wheel throwing and hand-building methods will be explored. An emphasis will be placed on the concept that the vessel can be both decorative as well as functional. A focus will be placed upon large scale vessels and making specific forms. Students will proceed to the next level of critical thinking, as well as informed assessments.	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>



<b>7530</b>	<b>POTTERY III</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
	<b>Prerequisite:</b> Pottery II. The third year pottery course is designed for the dedicated art student who is interested in pottery. Students must have strong working knowledge of the potter's wheel and various hand-building techniques. This course includes instruction in advanced methods of clay construction, design and decoration. Both the wheel throwing and hand-building methods will be explored.			
<b>7140</b>	<b>STUDIO ART ADVANCED PLACEMENT</b>	<b>Full Year</b>	<b>Grade 12</b>	<b>5 Credits</b>
	<b>Prerequisite:</b> Advanced Painting & Drawing Workshop and teacher recommendation. This second year of a two-year Studio Art AP curriculum, this course is designed for students who demonstrate a high degree of motivation and ability and wish to develop a painting and drawing portfolio for college credit and/or college application. The curriculum addresses the AP portfolio components of quality, concentration and breadth. Course work includes: still life, figurative, landscape and abstract subjects in various media, oral and written critiques, research, art school and career presentations.			

# FINANCIAL LITERACY, BUSINESS & COMPUTER EDUCATION

Mrs. Patricia Ewart - Supervisor

## FINANCIAL LITERACY/ELECTIVE COURSES

- 6002 FINANCIAL LITERACY 2.5 Credits**  
**This course is only open to Freshman and Sophomores. An online option is also available – see your guidance counselor for details.**  
This semester course will satisfy the New Jersey 2.5 credit Financial Literacy graduation requirement for all students beginning with the 2010/2011 freshman class. This course will provide students with instruction in personal finance, money management, saving and investing, credit and debit management, consumer rights, insurance, and foundations in economics.
- The half year courses listed below will be combined with a semester of Financial Literacy for a total of 5 credits.**
- 7002 FINANCIAL LITERACY – FOUNDATIONS OF ART 2.5 Credits**  
The purpose of this “exploratory” course is for students to understand the basic principles of art and to develop the skills related to various art-making techniques, media, styles and subjects. There will be an emphasis on basic drawing, but students will also have opportunities to explore painting, 2-D design, printmaking, sculpture, and/or found object collage. (Combined with half year Financial Literacy Course) Not open to students who have already completed a high school level art course.
- 8002 FINANCIAL LITERACY – INTRODUCTORY BAKING 2.5 Credits**  
This introductory course will introduce students to the art of baking. Various types of baked goods will be prepared. Students will learn various techniques to successfully prepare an assortment of baked goods. Measuring skills and the science of baking will also be explored. Culinary careers will be explored. (Combined with half year Financial Literacy Course) Not open to students who have successfully completed Creative Baking.
- 8102 FINANCIAL LITERACY – INTRODUCTION TO CLOTHING DESIGN 2.5 Credits**  
This introductory course will introduce students to the basics of clothing design and basic sewing skills and techniques. Students will select **a pattern** and **complete a basic sewing project**. Careers in the fashion industry will be explored. (Combined with half year Financial Literacy Course) Not open to students who have completed Clothing Studio Beginning.
- 8302 FINANCIAL LITERACY – INTRODUCTION TO WOODWORKING 2.5 Credits**  
This introductory course will introduce students to woodworking. Students will learn to use a variety of hand and power tools to craft several woodworking projects. Careers in woodworking will be explored. (Combined with half year Financial Literacy Course) Not open to students who have completed Woodworking 1.
- 8502 FINANCIAL LITERACY – INTRODUCTION TO POWER MECHANICS 2.5 Credits**  
This introductory course will introduce students to the two and four cycle engines. Students will learn to inspect, troubleshoot and repair various small engines in the shop. Students will learn introductory skills and how to properly use tools of the trade. Careers in small engine design and repair will be explored. (Combined with half year Financial Literacy Course) Not open to students who have completed Power Mechanics.

## **BUSINESS COURSES**

- 6141 ENTREPRENEURSHIP** **Full Year** **Grades 9 - 12** **5 Credits**  
**(Owning a Small Business)**  
Are you interested in starting your own business? Well, you can have the chance to create the business of your choice, on paper. After entrepreneurial course content is learned, you will apply your knowledge and make decisions related to starting your own business. Topics taught include: selection of business, type of ownership, location considerations, promotion, financing of business, layout of store, calculation of profit, and much more. Participation in **DECA**, a competitive association of marketing students, is strongly recommended. This course satisfies the graduation requirement for entrepreneurial literacy.
- 6150 MARKETING EDUCATION** **Full Year** **Grades 10-12** **5 Credits**  
Marketing is about getting products/services from the manufacturer to the consumer and everything in between. The marketing concepts covered are: **basics of our economic system**; **product planning**: including developing product ideas, product mix and branding; **promotion**: including developing a promotional mix, personal selling, advertising, sales promotion, public relations and publicity; **pricing**: including price planning and factors involved in setting prices; and **distribution**, which is getting the product/service to market. Participation in **DECA**, a competitive association of marketing students, is strongly recommended. This course satisfies the graduation requirement for business literacy.

## **COMPUTER COURSES**

- 6018 KEYBOARDING AND DESKTOP DESIGN** **Full Year** **Grades 9 - 12** **5 Credits**  
Computers have become a part of our everyday lives making the skill of keyboarding a necessary life skill for all students. This course will begin by teaching students to type using the touch method. Teacher instruction as well as a keyboarding software program will be used. This course will then progress to formatting basic documents such as letters, reports, resumes and complex tables. Later in the course, with the use of a desktop publishing program, students will learn to create flyers, birthday cards, newsletters, business cards and brochures.
- 6046 INTRODUCTION TO MULTIMEDIA** **Full Year** **Grade 9-12** **5 Credits**  
Students will develop research, planning and organizing skills while having fun with Multimedia. Multimedia combines graphics, sound, animation and video into computer generated projects. Students will learn the basics of the following software: multimedia authoring, digital imaging, sound and video editing. Students will also be exposed to multimedia hardware including scanners, digital cameras and digital video cameras. The resulting projects will have well developed ideas presented in an interactive multimedia presentation format.
- 6068 MICROSOFT OFFICE** **Full Year** **Grades 9-12** **5 Credits**  
This course provides students with the skills they need to effectively use the Microsoft Office Suite. Students will learn to use the features of Microsoft Word (Word Processing), Access (Database), PowerPoint (Presentations), and Excel (Spreadsheets), which are extremely beneficial for college and personal use.
- 6610 WEB DESIGN** **Full Year** **Grades 9-12** **5 Credits**  
This course will instruct students in the creation of web sites and in the use of web page development tools such as HTML and Microsoft Expression Web. Students apply their skills in the creation of web pages using text, graphics, tables, frames and forms. This course will enable students to create web sites for possible publication of information on the internet. Emphasis on effective design and layout of web pages and sites is also provided.

# ENGLISH

Ms. Barbara McHale, Supervisor

## Student Criteria for Honors/Advanced Placement English Courses:

In order to ensure that students are programmed for academic success, four criteria will be used for admission into the district's Honors/Advanced Placement English program. All factors will be considered equally; no single factor will eliminate students from consideration.

1. Students entering grade 9 will score in the top 10% in either the reading or writing portion of the GEPA. Students entering either grade 10 - 12 will score in the top 10% of the class in either the reading or writing portion of the Mock High School Proficiency Assessment.
2. Students will receive a score that will place them in the top ten percent of all students in a given grade level on a holistically scored writing sample.
3. Students will receive the recommendation of their current English teacher.
4. In order to move from the Advanced English program to the Honors/Advanced Placement English program, scholastic achievement in current English course work will be rated no lower than a 92. In order to be retained in the Honors/Advanced Placement English program, course work will be rated no lower than an 82. Students who are recommended for the Advanced Placement English program will be required to participate in the department's Summer Reading Program. Should students fail to complete assignments related to this required program, they will be withdrawn from the Advanced Placement English program.

## Student Criteria for Advanced, Average, and Basic English Courses:

Students' performance in their current English classes, the mock HSPA, and the HSPA are taken into consideration when students are recommended for the following Advanced, Average, and Basic level English courses:

1130	ENGLISH I HONORS	Full Year	Grade 9	5	Credits
	Offers a course for those highly motivated, independent learners who desire to prepare for college. Students selecting this program should have a strong preference for intensive academic rigor, wish to apply knowledge, creativity and energy to their academic endeavors and strive to acquire a finer appreciation of the subtleties of language. This course places students on the advanced placement track. Students should be prepared to engage in extensive learning outside the boundaries of the classroom. Core literature includes representative poetic and short story works with an emphasis on the short story, the contemporary novel and representative seminal U.S. documents and speeches. Also studied are: <i>Romeo and Juliet</i> , <i>The Pearl</i> , <i>The Odyssey</i> , <i>Great Expectations</i> , <i>Pygmalion/My Fair Lady</i> , <i>Fahrenheit 41</i> , <i>Brave New World</i> , <i>Flowers for Algernon</i> , <i>Abarat</i> , and <i>the Hobbit</i> . A variety of supplemental texts will be required outside reading. A literary analysis research paper, SAT vocabulary program and grammar program are components of this course. A summer reading assignment is a requirement of this course.				
1120	ENGLISH I ADVANCED	Full Year	Grade 9	5	Credits
	Offers a course for motivated, independent learners with academic initiative who desire to prepare for college. Students selecting this program should have highly honed language skills and who desire to further develop their critical reading, writing and thinking abilities. Additional supplemental readings and texts will be required. Students should be prepared to complete a significant amount of reading and work outside of the classroom. Core literature includes representative poetic and short story works with an emphasis on the short story, the contemporary novel and representative seminal U.S. documents and speeches. Also studied are: <i>Of Mice and Men</i> , <i>The Pearl</i> , <i>The Odyssey</i> , <i>Romeo and Juliet</i> , <i>Look me in the Eye</i> , <i>Flowers for Algernon</i> and <i>Great Expectations</i> . Outside supplemental readings are an additional component of this program. A literary analysis research paper, SAT vocabulary program and grammar program are components of this course. A summer reading assignment is a requirement of this course.				

<b>1110</b>	<b>ENGLISH I</b>	<b>Full Year</b>	<b>Grade 9</b>	<b>5 Credits</b>	This is a college preparatory course. This course will challenge students academically by engaging students in critical reading, writing and thinking tasks. Core literature includes representative poetic and short story works with an emphasis on the short story, the contemporary novel and representative seminal U.S. documents and speeches. Also studied are: <i>Of Mice and Men</i> , <i>The Pearl</i> , <i>The Odyssey</i> , and <i>Romeo and Juliet</i> . A literary analysis research paper, SAT vocabulary program and grammar program are components of this course. A summer reading assignment is a requirement of this course.
<b>1105</b>	<b>ENGLISH I BASIC</b>	<b>Full Year</b>	<b>Grade 9</b>	<b>5 credits</b>	Offers students with emergent language skills the opportunity to develop proficiency in those skills. This course is for students who desire to prepare for college and other post-secondary opportunities. Students should be prepared to engage in written and verbal communication skills for the college and the workplace. Core literature includes representative poetic and short story works with an emphasis on the short story, the contemporary novel and representative seminal U.S. documents and speeches. Also studied are: <i>Of Mice and Men</i> , <i>The Pearl</i> , <i>The Odyssey</i> , and <i>Romeo and Juliet</i> . A literary analysis research paper, SAT vocabulary program and grammar program are components of this course. This course will pursue a humanities approach to the study of literature which incorporates history, art, and music whenever possible. A summer reading assignment is a requirement of this course.
<b>1230</b>	<b>ENGLISH II HONORS</b>	<b>Full Year</b>	<b>Grade 10</b>	<b>5 Credits</b>	Offers a course for those highly motivated, independent learners who desire to prepare for college. Students selecting this program should have a strong preference for intensive academic rigor, wish to apply knowledge, creativity and energy to their academic endeavors and strive to acquire a finer appreciation of the subtleties of language. This course places students on the advanced placement track. Students should be prepared to engage in extensive learning outside the boundaries of the classroom. Core literature includes representative works from the contemporary novel, short story, poetry and seminal U.S. documents and speeches with an emphasis on poetic forms. Additionally studied are: <i>To Kill a Mockingbird</i> , <i>Brave New World</i> , <i>The Book Thief</i> , <i>Siddhartha</i> , <i>Julius Caesar</i> , <i>Dante's Inferno</i> , <i>The Lord of the Flies</i> , <i>Arsenic and Old Lace</i> , and <i>Animal Farm</i> . A variety of supplemental texts will be required reading. A literary analysis research paper, SAT vocabulary program and grammar program are components of this course. A summer reading assignment is a requirement of this course.
<b>1220</b>	<b>ENGLISH II ADVANCED</b>	<b>Full Year</b>	<b>Grade 10</b>	<b>5 Credits</b>	Offers a course for motivated, independent learners with academic initiative who desire to prepare for college. Students selecting this program should have highly honed language skills and who desire to further develop their critical reading, writing and thinking abilities. Additional supplemental readings and texts will be required. Students should be prepared to complete a significant amount of reading and work outside of the classroom. Core literature includes representative works from the contemporary novel, short story, poetry and seminal U.S. documents and speeches with emphasis on poetic forms. Additionally studied are: <i>To Kill a Mockingbird</i> , <i>Brave New World</i> , <i>The Book Thief</i> , <i>Siddhartha</i> , <i>Julius Caesar</i> , <i>Dante's Inferno</i> , <i>The Lord of the Flies</i> , <i>Arsenic and Old Lace</i> , and <i>Animal Farm</i> . Outside supplemental reading is a component of this course. A literary analysis research paper, SAT vocabulary program and grammar program are components of this course. A summer reading assignment is a requirement of this course.
<b>1210</b>	<b>ENGLISH II</b>	<b>Full Year</b>	<b>Grade 10</b>	<b>5 Credits</b>	This is a college preparatory course. Students will further develop language skills by engaging in critical reading, writing and thinking. Core literature includes representative works from the contemporary novel, short story, poetry and seminal U.S. documents and speeches with emphasis on poetic forms. Additionally studied are: <i>To Kill a Mockingbird</i> , <i>The Book Thief</i> , <i>Julius Caesar</i> , <i>The Lord of the Flies</i> , <i>Arsenic and Old Lace</i> , and <i>Animal Farm</i> . A literary analysis research paper, SAT vocabulary program and grammar program are components of this course. A summer reading assignment is a requirement of this course.

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|--|-----------------------------|------------------|-----------------|------------------|
| <b>1205</b>  | <b>ENGLISH II BASIC</b>     | <b>Full Year</b> | <b>Grade 10</b> | <b>5 Credits</b> |
| <p>Offers students with emergent language skills the opportunity to develop proficiency in those skills. This course is for students who desire to prepare for college and other post-secondary opportunities. Students should be prepared to engage in written and verbal communication skills for the college and the workplace. Core literature includes representative works from the contemporary novel, short story, poetry and seminal U.S. documents and speeches with emphasis on poetic forms. Additionally studied are: <i>To Kill a Mockingbird</i>, <i>The Book Thief</i>, <i>Julius Caesar</i>, <i>The Lord of the Flies</i>, <i>Arsenic and Old Lace</i>, and <i>Animal Farm</i>. A literary analysis research paper, SAT vocabulary program and grammar program are components of this course. This course will pursue a humanities approach to the study of literature which incorporates history, art, and music whenever possible. A summer reading assignment is a requirement of this course.</p>   |                             |                  |                 |                  |
|  |                             |                  |                 |                  |
| <b>1330</b>  | <b>ENGLISH III HONORS</b>   | <b>Full Year</b> | <b>Grade 11</b> | <b>5 Credits</b> |
| <p>Offers a course for those highly motivated, independent learners who desire to prepare for college. Students selecting this program should have a strong preference for intensive academic rigor, wish to apply knowledge, creativity and energy to their academic endeavors and strive to acquire a finer appreciation of the subtleties of language. This course places students on the advanced placement track. Students should be prepared to engage in extensive learning outside the boundaries of the classroom. Core literature includes representative works from seminal U.S. documents and speeches, the contemporary novel, the short story and poetry which includes the works of Frost, Emerson, Longfellow, Whitman, Twain, Bradbury, Vonnegut, Paine, Hawthorne, Faulkner and Lincoln. <i>Macbeth</i>, <i>The Crucible</i>, <i>The Great Gatsby</i>, <i>The Adventures of Huckleberry Finn</i>, <i>The Outliers</i>, <i>Touching Spirit Bear</i>, <i>In Our time</i>, <i>A Street Car Named Desire</i>, and <i>Zalata's Diary</i> are also studied. A variety of supplemental texts will be required reading. A literary analysis research paper, SAT vocabulary program and grammar program are components of this course. A summer reading assignment is a requirement of this course.</p> |                             |                  |                 |                  |
|  |                             |                  |                 |                  |
| <b>1320</b>  | <b>ENGLISH III ADVANCED</b> | <b>Full Year</b> | <b>Grade 11</b> | <b>5 Credits</b> |
| <p>Offers a course for motivated, independent learners with academic initiative who desire to prepare for college. Students selecting this program should have highly honed language skills and who desire to further develop their critical reading, writing and thinking abilities. Students should be prepared to complete a significant amount of reading and work outside of the classroom. Core literature includes representative works from seminal U.S. documents and speeches, the contemporary novel, the short story and poetry which includes the works of Frost, Emerson, Longfellow, Whitman, Twain, Bradbury, Vonnegut, Paine, Hawthorne, Faulkner and Lincoln. <i>Macbeth</i>, <i>The Crucible</i>, <i>The Great Gatsby</i>, <i>The Adventures of Huckleberry Finn</i>, <i>The Outliers</i>, <i>Touching Spirit Bear</i>, <i>In Our Time</i>, <i>A Street Car Named Desire</i>, and <i>Zalata's Diary</i> are also studied. A variety of supplemental texts will be required reading. A literary analysis research paper, SAT vocabulary program and grammar program and the college application/resume process are components of this course. A summer reading assignment is a requirement of this course.</p>   |                             |                  |                 |                  |
|  |                             |                  |                 |                  |
| <b>1310</b>  | <b>ENGLISH III</b>          | <b>Full Year</b> | <b>Grade 11</b> | <b>5 Credits</b> |
| <p>This is a college preparatory course. Students will further develop language skills by engaging in critical reading, writing and thinking. This course will challenge students academically to further develop language skills by engaging students in critical reading, writing and thinking tasks. Core literature includes representative works from seminal U.S. documents and speeches, the contemporary novel, the short story and poetry. <i>Macbeth</i>, <i>The Crucible</i>, <i>The Great Gatsby</i>, <i>The Adventures of Huckleberry Finn</i>, and <i>The Outliers</i> are studied. Additional supplemental texts may be required reading. A literary analysis research paper, SAT vocabulary program and grammar program and the college application/resume process are components of this course. A summer reading assignment is a requirement of this course.</p>   |                             |                  |                 |                  |

- 1305 ENGLISH III BASIC Full Year Grade 11 5 Credits**  
Offers students with emergent language skills the opportunity to develop proficiency in those skills. This course is for students who desire to prepare for college and other post-secondary opportunities. Students should be prepared to engage in written and verbal communication skills for the college and the workplace. Core literature includes representative works from Seminal U.S. documents and speeches, the contemporary novel, the short story and poetry. Additionally studied are: *Macbeth, The Crucible, The Great Gatsby, the Adventures of Huckleberry Finn, and The Outliers* are studied. Additional supplemental texts may be required reading. A literary analysis research paper, SAT vocabulary program and grammar program and the resume/job application process are components of this course. This course will pursue a humanities approach to the study of literature which incorporates history, art, and music whenever possible. A summer reading assignment is a requirement of this course.
- 1420 ENGLISH IV ADVANCED Full Year Grade 12 5 Credits**  
Offers a course for motivated, independent learners with academic initiative who desire to prepare for college. Students selecting this program should have highly honed language skills and who desire to further develop their critical reading, writing and thinking abilities. Additional supplemental readings and texts will be required. Students should be prepared to complete a significant amount of reading and work outside of the classroom. Core literature includes representative works from Seminal U.S. documents and speeches, the contemporary novel, the short story and poetry. Additionally studied are: *Beowulf, Canterbury Tales, Hamlet, The Tipping Point, The Stranger, Cry, Beloved Country, A Long Way Gone, Ordinary People, and Grendel*. A variety of supplemental texts will be required reading. A literary analysis research paper, SAT vocabulary program and grammar program are components of this course. A summer reading assignment is a requirement of this course.
- 1410 ENGLISH IV Full Year Grade 12 5 Credits**  
This is a college preparatory course. This course will challenge students academically to further develop language skills by engaging students in critical reading, writing and thinking tasks. Core literature includes representative works from Seminal U.S. documents and speeches, the contemporary novel, the short story and poetry. Additionally studied are: *Beowulf, Canterbury Tales, Hamlet, The Tipping Point, A Long Way Gone, and Ordinary People*. A variety of supplemental texts may be required reading. A literary analysis research paper, SAT vocabulary program and grammar program are components of this course. A summer reading assignment is a requirement of this course.
- 1405 ENGLISH IV BASIC Full Year Grade 12 5 Credits**  
Offers students with emergent language skills the opportunity to develop proficiency in those skills. This course is for students who desire to prepare for college and other post-secondary opportunities. Students should be prepared to engage in written and verbal communication skills for the college and the workplace. Core literature includes representative works from Seminal U.S. documents and speeches, the contemporary novel, the short story and poetry. Additionally studied are: *Beowulf, Canterbury Tales, Hamlet, The Tipping Point, A Long Way Gone, and Ordinary People*. A variety of supplemental texts may be required reading. A literary analysis research paper, SAT vocabulary program and grammar program are components of this course. This course will pursue a humanities approach to the study of literature which incorporates history, art, and music whenever possible. A summer reading assignment is a requirement of this course.

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| <b>1430</b> | <b>ENGLISH IV AP</b>   | <b>Full Year</b> | <b>Grade 12</b>     | <b>5 Credits</b>   |
|             | <p>This course prepares juniors and seniors for the Advanced Placement test in Language and Composition. This course is for students who are highly motivated, eager readers whose writing is controlled and incisive. Students write frequent essays and read a wide variety of non-fiction books and essays from well-renowned writers from the 18<sup>th</sup> through 21<sup>st</sup> centuries. Students must have the desire to apply higher level thinking skills and a great deal of effort toward academic work in class and independently. This is essentially a college course offered in high school so the workload is demanding.</p>   |                  |                     |                    |
|             |  |                  |                     |                    |
| <b>1610</b> | <b>JOURNALISM I</b>  | <b>Full Year</b> | <b>Grades 10-12</b> | <b>5 Credits</b>   |
|             | <p><b>Prerequisite:</b> Writing sample, teacher recommendation and interview with Rampage Advisor.</p> <p>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 journalistic skills such as news gathering and interviewing, writing styles required for news, features and editorials, copy editing and layout. The course will also address broader issues in the field such as news judgment, ethics and fairness.</p>  |                  |                     |                    |
|             |  |                  |                     |                    |
| <b>1620</b> | <b>JOURNALISM II</b>   | <b>Full Year</b> | <b>Grades 11-12</b> | <b>5 Credits</b>   |
|             | <p><b>Prerequisite:</b> Journalism I and teacher recommendation.</p> <p>Journalism II builds upon skills developed in Journalism I. Students will focus primarily on producing the school newspaper: generating stories, reporting and writing stories, copy editing, designing layout, writing headlines and proofreading. Students are expected to be available to take on critical tasks that arise as deadlines approach during the production cycle. The course also focuses on developing the paper. Students are expected to generate ideas and proposals that will broaden readership and improve the newspaper's overall quality.</p>   |                  |                     |                    |
|             |  |                  |                     |                    |
| <b>1630</b> | <b>YEARBOOK PRACTICUM</b>  | <b>Full Year</b> | <b>Grades 11-12</b> | <b>5 Credits</b>   |
|             | <p><b>Prerequisite:</b> Teacher recommendation.</p> <p>This course offers students a journalistic experience that cultivates a sensitive, responsible, and accurate ability to report the news and to compile it into a meaningful chronicle of the school year. Students learn principles and basic techniques for effective page layouts. They also learn to write news, sports and feature copy in an acceptable manner according to established standards of journalism. Layout is done on computers. Students interested in computer design will work with programs like UltraVision. Yearbook Practicum is also a photo-journalistic curriculum. Photographers take pictures, crop, and work with computer designed spreads. This course is for students interested in writing, art, design and photography. Students are expected to work on the yearbook after school when the need presents itself.</p> |                  |                     |                    |
|             |  |                  |                     |                    |
| <b>1652</b> | <b>INTRODUCTION TO TV PRODUCTION: ELECTRONIC MEDIA</b>   |                  | <b>Full Year</b>    | <b>Grades 9-12</b> |
|             |  |                  | <b>5 Credits</b>    |                    |
|             | <p>Students are given hands-on professional experience through pre-production, production, and post production. The course will incorporate an introduction to camera operations, role-playing, script writing, directing, critical analysis, storyboarding, and non-linear editing via Final Cut Express. Career opportunities and historical perspectives within the broadcasting field are explored. <b>(Tech Prep)</b></p>   |                  |                     |                    |



- 1662 INTERMEDIATE TV PRODUCTION: BROADCAST JOURNALISM**  
**Full Year** **Grade 10-12** **5 Credits**  
**Prerequisite:** Completion of Introduction to TV and teacher recommendation.  
 Television Production techniques will be expanded upon through usage of production crews. Students will be expected to execute production meetings, maintain schedules, capture footage in a professional manner, keep editing logs, utilize Final Cut Express, and meet deadlines. Students will be responsible for producing the Southern News magazine as well as other programming for the Southern Regional Television Network. Through this hands-on classroom experience, students will be given preparation for the professional work environment.
- 1670 ADVANCED TV PRODUCTION: FIELD EXPERIENCE**  
**Full Year** **Grade 11-12** **5 Credits**  
**Prerequisite:** Completion of Intermediate Modern Media and teacher recommendation  
 This course is designed to incorporate previous classes' knowledge and allow for the student to become a professional television producer. Students shall be responsible for the conception and execution of individual productions. They are responsible for all production personnel, the coordination of production elements, operation of Final Cut Pro, and transforming scripts into effective programs. Students are also responsible for complex individual editing productions in preparation for a higher education reel. The class is designed to enhance multi-tasking, group dynamics, critical thinking, time management, trouble-shooting, and personal ownership.
- 1812 S.R.A. ENGLISH 12** **Full Year** **Grade 12** **5 Credits**  
 This course is designed for those students who have not yet passed the Language Arts Literacy portion of the H.S.P.A. The students will complete a State-mandated Student Review Assessment portfolio; additionally, the students will read novels and short stories designed to improve their reading comprehension and prepare them for the transition from school to life outside the confines of the high school.

## ENGLISH AS A SECOND LANGUAGE

Mrs. Patricia Ewart, Supervisor

The English as a Second Language (ESL) Program is designed for Limited English Proficient (LEP) students who originate from many different countries and represent a multitude of languages. In the program, students acquire proficiency in listening, speaking, reading and writing English. As they develop interpersonal communication skills, students also focus on learning English and achieving academic success in other content areas. The ESL program also supports LEP students in meeting district, state and federal mandates for graduation, including achieving English language proficiency on the ACCESS test, as well as successfully passing the HSPA in language arts and mathematics.

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|-------------|---|------------------|--------------------|------------------|
| <b>1700</b> | <b>ENGLISH AS A SECOND LANGUAGE</b>   | <b>Full Year</b> | <b>Grades 9-12</b> | <b>5 Credits</b> |
|             | This ESL class is designated as a port of entry course for students who have little or no functional ability in English. Students begin to acquire the essential skills needed for basic communication. Developmental reading and writing skills are emphasized. Language proficiency portfolios are used as part of the assessment process. Placement in the program is determined by ESL staff using the W-APT and/or ACCESS tests of English proficiency required by the State. Each student will have at least one class period of ESL per day, perhaps two, as determined by level of proficiency.   |                  |                    |                  |
| <b>1704</b> | <b>INTERMEDIATE ENGLISH<br/>AS A SECOND LANGUAGE</b>  | <b>Full Year</b> | <b>Grades 9-12</b> | <b>5 Credits</b> |
|             | This ESL class is designated for those students who are able to demonstrate some proficiency in listening, speaking, reading and writing English. Students are expected to use English to communicate and function on a daily basis. There is a strong emphasis on developing the literacy skills required for academic success. Students focus on developing proficiency in English while also learning in the other content areas. Language proficiency portfolios are used as part of the assessment process. Placement in the program is determined by ESL staff using the W-APT and/or ACCESS tests of English proficiency required by the State. Each student will have at least one class period of ESL per day. |                  |                    |                  |
| <b>1705</b> | <b>ADVANCED ENGLISH<br/>AS A SECOND LANGUAGE</b>  | <b>Full Year</b> | <b>Grades 9-12</b> | <b>5 Credits</b> |
|             | This class focuses on further improving English language proficiency as well as developing the comprehensive literacy skills required for academic success in all content area classes. It also prepares LEP students to take the HSPA in language arts and mathematics. Language proficiency portfolios are used as part of the assessment process. Placement in the program is determined by ESL staff using the W-APT and/or ACCESS, tests of English language proficiency required by the state. Each student will have at least one class period of ESL per day.   |                  |                    |                  |
| <b>1710</b> | <b>HIGH INTENSITY ENGLISH<br/>AS A SECOND LANGUAGE</b>  | <b>Full Year</b> | <b>Grades 9-12</b> | <b>5 Credits</b> |
|             | In this program, students receive an additional class period of English language instruction daily. It provides beginning level students with the much needed time required to acquire a second language. During this time students also receive assistance in fulfilling the requirements of their other courses of study. Placement in the program is determined by ESL staff using the W-APT and/or ACCESS, tests of English proficiency required by the state. <u>This class will enable LEP students to fulfill the world languages requirement for graduation.</u>  |                  |                    |                  |

## FAMILY & CONSUMER SCIENCES

Mrs. Catherine Latshaw  
Family & Consumer Sciences – Lead Teacher

All Family and Consumer Sciences courses combine practical application and academic knowledge. By taking the courses, one gains knowledge in the various areas while also learning critical thinking and analytical skills. The courses help to create better lifestyles while improving workplace readiness skills and create pathways to future employment and education. All courses will have a standardized benchmark assessment at the end of each quarter. ALL Family and Consumer Sciences courses will fulfill the practical arts graduation requirement. Fashion Merchandising and Clothing Studio courses will fulfill the visual arts graduation requirement as well. Life 101 will fulfill the Financial Literacy graduation requirement for the class of 2014.

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| <b>8140</b> | <b>CLOTHING STUDIO BEGINNING</b>  | <b>Full Year</b> | <b>Grades 9-12</b>  | <b>5 Credits</b> |
|             | If you'd like to learn to use the sewing machine and sew for yourself, then Clothing Studio Beginning is for you. Students will learn about the basic tools in sewing, pattern selection and how to follow a pattern. Selecting the actual sewing project will be jointly determined by the student and teacher using decision-making skills. Workplace readiness skills will be taught as students construct their projects, which may include shirts, pants and dresses. A study of clothing, through wardrobe planning and careers in the fashion industry are included.                     |                  |                     |                  |
| <b>8141</b> | <b>CLOTHING STUDIO INTERMEDIATE</b>   | <b>Full Year</b> | <b>Grades 10-12</b> | <b>5 Credits</b> |
|             | <b>Prerequisite:</b> Clothing Studio Beginning<br>Textile selection and how it relates to clothing construction are included in this course. Students will select a project that continues to develop their sewing knowledge and skills and enable them to continue learning new concepts such as serging, seam finishes and hems. Projects will be selected jointly by the student and teacher. Workplace readiness skills will be utilized as students refine previous learned concepts and learn additional ones. Careers in the area of textiles and the clothing industry will be studied. |                  |                     |                  |
| <b>8142</b> | <b>CLOTHING STUDIO ADVANCED</b>   | <b>Full Year</b> | <b>Grades 11-12</b> | <b>5 Credits</b> |
|             | <b>Prerequisite:</b> Clothing Studio Intermediate and teacher recommendation.<br>Advanced projects such as prom gowns, tailored suits, jackets and coats, extremely difficult fabrics and couture sewing will be included in the course. The course is recommended for the person who truly enjoys sewing and wishes to continue advanced learning in this area. Career in the fashion industry will be studied.  |                  |                     |                  |
| <b>8143</b> | <b>CLOTHING STUDIO IV</b>   | <b>Full Year</b> | <b>Grade 12</b>     | <b>5 Credits</b> |
|             | <b>Prerequisite:</b> Clothing Studio Advanced and teacher recommendation<br>This course is for the advanced clothing student and is designed to utilize advanced technology such as the serger and embroidery machine. Students will learn tailoring techniques in clothing construction, and how to alter existing garments. Pattern construction techniques such as flat pattern design and draping will be included. Students will work on a personal portfolio representing their skill in clothing construction as well as demonstrate the ability to set goals and think outside the box. |                  |                     |                  |
| <b>8190</b> | <b>FASHION MERCHANDISING</b>  | <b>Full Year</b> | <b>Grades 10-12</b> | <b>5 Credits</b> |
|             | This course is designed for students whose career interests are in the area of Fashion Industry and Merchandising or those who desire general knowledge of these topics. Many aspects of fashion are covered including buying, designing, producing, textiles, and others. The approach of the course is academic in nature. As students complete the areas of study, course projects will include fashion displays, fashion advertising, fashion modeling and producing a fashion show.  |                  |                     |                  |

**Child Development and Parenting Advanced Childhood Development Child Development III**

<b>8206</b>	<b>CHILD DEVELOPMENT &amp; PARENTING</b>	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
Students taking the course will learn about the growth and development of children from conception to age six, with emphasis on the preschool child. Appropriate and effective parenting skills for each age level will also be included in the curriculum. An integral part of the course will be the Child Development Learning Lab. Through participation in this program, students will be able to apply their knowledge of child development as well as gain practical experience when working with the preschoolers. Workplace readiness skills are an important aspect of this course.				
<b>8207</b>	<b>ADVANCED CHILDHOOD DEVELOPMENT</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
<b>Prerequisite:</b> Child Development and Parenting and Teacher Recommendation. This course is designed to increase the exposure of students to the joys and responsibilities of working with young children. Students will learn about types of early childhood programs, curriculum development, and classroom management. Integral parts of the course are teaching in the Child Development Learning Lab and mentoring students in the Child Development and Parenting course. Students will plan developmentally appropriate projects for all areas of the curriculum. These projects will then be incorporated into a portfolio which will reflect the students' understanding of early childhood and elementary level learning.				
<b>8208</b>	<b>CHILD DEVELOPMENT III</b>	<b>Full Year</b>	<b>Grade 12</b>	<b>5 Credits</b>
<b>Prerequisite:</b> Advanced Child Development and Teacher Recommendation This course will continue to expose students to the joys of working with children. Students will further explore the responsibilities of working with preschoolers in our Child Development Learning Lab and explore teaching careers at the elementary level. They will continue to mentor other child development students as well as expand their portfolio started in Advanced Child Development.				
<b>8225</b>	<b>LIFE 101</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
This course will help the student find a place to live, find a job, manage a bank account, buy a car, insurance, choose a career, relationships with others, manage a food budget and cook healthy meals all while going to school and/or working. Sound overwhelming? This course will explore the knowledge and skills necessary for living independently in today's fast paced world.				
<b>8006</b>	<b>FUNDAMENTAL FOODS</b>	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
This basic food course, Fundamental Foods will enable the student to plan and prepare a variety of nutritious breakfast, lunch and dinner menus. A variety of basic food preparation techniques are highlighted including microwave cooking, pasta dishes, meats, vegetables, quick breads, eggs, yeast breads, dairy and fruits. Nutrition, safety and sanitation are of utmost importance and are incorporated throughout the course. An overview of careers in the area of food service is included.				
<b>8036</b>	<b>CULINARY ARTS</b>	<b>Full Year</b>	<b>Grade 12</b>	<b>5 Credits</b>
<b>Prerequisite:</b> Successful completion of one year of food courses and teacher recommendation. This course focus is on food preparation and presentation of the food. Students will learn how to prepare, plate and garnish appetizers, salads, entrees and desserts. While food preparation techniques are reinforced, individual creativity with food is stressed through the many diverse experiences. Quantity food preparation is studied as it relates to meal preparation for large groups. HACCP, a food safety and sanitation unit will be included, as well as an overview of careers in the culinary arts field. ACCC – Academy of Culinary Arts Tech Prep course.				

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|-------------|---|------------------|---------------------|------------------|
| <b>8046</b> | <b>GLOBAL FOODS</b>   | <b>Full Year</b> | <b>Grades 11-12</b> | <b>5 Credits</b> |
|             | <p>Students will be introduced to the history, culture, traditions and cuisine of many different countries as well as regions of the United States. They will gain a broader appreciation of cultural diversity in our society. This course will enhance the student's knowledge of American and world history. Nutrition, safety and sanitation procedures are incorporated throughout this course.</p>  |                  |                     |                  |
|             |   |                  |                     |                  |
| <b>8076</b> | <b>NUTRITION &amp; PRACTICAL EXPERIENCES</b>  | <b>Full Year</b> | <b>Grade 11-12</b>  | <b>5 Credits</b> |
|             | <p>The nutrition course examines how the body uses the food we eat. Vitamins, minerals, carbohydrates, proteins and fats are studied in detail. Students will apply their knowledge in the planning and preparing of menus that will supply essential nutrients. Current issues in nutrition, such as modifying recipes to incorporate more fiber and less fat, leading to a healthier lifestyle will be explored. Alternate protein choices will also be evaluated as well as a variety of specialized diets such as vegetarian, heart healthy, low calorie and sports nutrition. This course is especially recommended for students who have an interest in nutrition and diets, as well as those pursuing careers in the culinary arts field and in the area of medicine, athletics and health. ACCC –Academy of Culinary Arts Tech Prep course.</p> |                  |                     |                  |
|             |   |                  |                     |                  |
| <b>8080</b> | <b>FOOD SCIENCE &amp; PREPARATION</b>   | <b>Full Year</b> | <b>Grades 11-12</b> | <b>5 Credits</b> |
|             | <p>Did you ever wonder how sugar becomes rock candy, how meat is dehydrated to make beef jerky, why chocolate cakes range in color from red-brown to dark brown, or how ice cream can be baked in an oven without melting it? These are a few of the topics investigated in Food Science. The course includes the production, processing, preparation, evaluation and utilization of food. Students will learn scientific principles through exploration of food preparation and processing. These activities will include analyzing a variety of foods as well as experiments based on the scientific method. This course is a must for any student who is planning further education, training or employment in the foods area of employment.</p>   |                  |                     |                  |

# MATH

Mrs. Janice Dennis, Supervisor

**15 credits of Math are required for graduation.**

**Suggested course sequences for the math program for incoming freshmen:**

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Honors Geometry	Honors Algebra II	Honors Trig./PreCalc	AP Calculus or Calculus
Algebra I Advanced or Algebra I	Honors Geometry or Geometry Advanced or Geometry	Honors Algebra II or Algebra II Advanced or Algebra II	Trig/Precalc or Discrete Math, Probability & Statistics
Fundamentals of Algebra	Algebra I	Geometry	Algebra II
Fundamentals of Algebra	Essentials of Algebra	Essentials of Geometry	HSPA Math or Electives

**2200 FUNDAMENTALS OF ALGEBRA Full Year Grades 9-10 5 Credits**

This course is designed to convey a basic understanding of fundamental algebraic ideas and their applications. Students will develop a working understanding of the basic concepts of algebra (integers, polynomials, sets, linear equations). Through the use of the graphing calculator, CBLs (calculator based labs) and manipulatives, students will gain an understanding of algebraic concepts. This course will prepare students for the HSPA as well as assist students to solve verbal problems and to apply algebraic techniques to problems with real life applications.

**2205 ESSENTIALS OF ALGEBRA Full Year Grades 10-12 5 Credits**

This course is designed to provide additional reinforcement in algebraic skills. Emphasis is on the further development of algebraic symbolism, the mastery of fundamental algebraic operations and skills, and the applications of these skills to simple problem solving. Application of concepts is reinforced through lab experiments and math modeling. This course will also serve to prepare students for the HSPA in content area. Students will be required to complete a State mandated end of course assessment in May.

**2215 ESSENTIALS OF GEOMETRY Full Year Grades 11-12 5 Credits**

This course is designed to convey an understanding of the deductive reasoning process through the study of lines, segments, angles, polygons, and circles. The students will work with key concepts in geometry and utilize their understanding of basic algebraic concepts to geometric relationships. Additionally, the Geometer's Sketchpad is utilized to reinforce concepts. This course will also serve to prepare students for the HSPA in content area.

**2009 CONSUMER MATH: PERSONAL FINANCE, BANKING & INVESTMENTS Full Year Grade 12 Only 5 Credits**  
**Prerequisite:** 10 credits of Math and **successful completion of HSPA.**

This course is designed for students who have mastered basic math skills, have an understanding of basic algebraic skills and are ready to meet personal financial responsibilities. The course content includes job hunting, earning a salary, general expenses, income tax, buying clothing, cost of traveling and keeping a checkbook. The second half of the course includes information regarding the use of credit cards, applying for loans, buying a home or a car, personal budgets and money management, investments, and some basic topics in economics. Problem solving, using calculators, Internet searches and group work are integral parts of this course. **This course is not suggested for students who have completed Algebra 2.**

2211	<b>ALGEBRA I ADVANCED</b> <b>Prerequisite:</b> Teacher Recommendation <b>This is an accelerated math course.</b>	<b>Full Year</b>	<b>Grades 9-10</b>	<b>5 Credits</b>
2210	<b>ALGEBRA I</b> Algebra I is designed to challenge students in mathematics and to provide a solid mathematical background for post secondary applications. In this course, the principles of algebraic reasoning are presented. Topics include properties of real numbers, functions, transformations, exponents, polynomials, linear equations, quadratic equations, systems of equations and inequalities. An appreciation of logical reasoning and analysis is developed by presenting students with methods for solving problems by algebraic techniques and by applying these techniques to the real world. The sequence of topics, content emphasis, and use of technology combine a program that gives students a lasting solid foundation in algebra. Students will be required to complete a State mandated end of course assessment in May.	<b>Full Year</b>	<b>Grades 9-10</b>	<b>5 Credits</b>
2222	<b>GEOMETRY HONORS</b> <b>Prerequisite:</b> For incoming 9 <sup>th</sup> graders, a grade of 90 or better in Advanced Math 8 and teacher recommendation. All other students, a grade of 90 or better in Advanced Algebra I and teacher recommendation. <b>This course is for the highly motivated math student. Expectations and workload in all honors courses are significant. This accelerated course will require that a significant amount of work be accomplished outside the confines of the class period.</b>	<b>Full Year</b>	<b>Grades 9-10</b>	<b>5 Credits</b>
2221	<b>GEOMETRY ADVANCED</b> <b>Prerequisite:</b> Algebra I and teacher recommendation. <b>This is an accelerated math course.</b>	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
2220	<b>GEOMETRY</b> <b>Prerequisite:</b> Algebra I. Geometry is designed to provide the college-bound student with the opportunity to work with the tools of geometry, informal and inductive reasoning, and their creative powers to discover the essential geometric concepts necessary to prepare them for further study in mathematics in high school and college. Students will explore the geometric relationships of patterns, congruence, similarity, parallelism, area, volume, transformations, polygons, polyhedra, circles, and spheres. As students understand the informal and inductive development of geometric concepts, deductive reasoning will be introduced	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
2310	<b>ALGEBRA II HONORS</b> <b>Prerequisite:</b> Honors Geometry with a B or better and teacher recommendation. <b>This course is for the highly motivated math student. Expectations and workload in all honors courses are significant. This accelerated course will require that a significant amount of work be accomplished outside the confines of the class period.</b>	<b>Full Year</b>	<b>Grades 10-11</b>	<b>5 Credits</b>
2309	<b>ALGEBRA II ADVANCED</b> <b>Prerequisite:</b> Geometry Advanced and teacher recommendation. <b>This is an accelerated math course.</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
2308	<b>ALGEBRA II</b> <b>Prerequisite:</b> Successful completion of Algebra I and Geometry. These courses build on the principles of Algebra I. Topics include linear and quadratic equations, functions and graphs, analytic geometry, matrices, the real and complex number systems. In this course, inductive and deductive reasoning skills are strengthened in the exploration of algebraic topics through data-analysis and pure-algebra techniques. The use of technology enhances the real-world applications of mathematics and mathematical modeling. These courses will prepare students for Trigonometry/Pre-calculus and other advanced courses in mathematics.	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>

- 2370 STATISTICS AP** **Full Year** **Grades 10-12** **5 Credits**  
**Prerequisite:** Honors Geometry and/or Honors Algebra II, and teacher recommendation.  
This is a college-level course in statistics, following the course outline suggested by the College Entrance Examination Board for the Advanced Placement Statistics course. It is recommended for students in their sophomore, junior or senior year who are simultaneously taking Honors Algebra II or Honors Trigonometry/Pre-Calculus. Topics covered in the course include exploring data, planning a study, anticipating patterns, and statistical inference. The rigor of this course requires highly motivated students who want to think abstractly, attend class daily and complete assignments and projects regularly. Due to the nature of the course, it is highly recommended that students have their own graphing calculator. Students maintaining a grade of 83 or better in the course will be recommended to take the AP Statistics test for advanced college credit. **The expectations and workload in an AP course are high. This accelerated course will require that a significant amount of work be accomplished outside the confines of the class period.**
- 2516 DISCRETE MATHEMATICS/PROBABILITY & STATISTICS** **Full Year** **Grades 11-12** **5 Credits**  
**Prerequisite:** Successful completion of Algebra II  
Discrete Mathematics is the mathematics of computation regardless of whether it is used to solve scientific, business, or even abstract mathematics problems. Topics include review of number systems, sets, functions and relations. Matrices, election theory, population growth, shortest path algorithm, fractal geometry and tree diagrams are some of the topics that will be covered. The second half of the course will introduce students to concepts in probability and statistics, including the topics of organizing and presenting data, permutations and combinations, elementary probabilities, normal and other distributions, elements of estimation, testing hypotheses, regression and correlation, and statistical influence. This course frequently uses the graphing calculator and other technology to collect and analyze real world data. The course makes math concepts come alive for students and improves reasoning and problem-solving skills.
- 2320 HONORS TRIGONOMETRY AND PRE-CALCULUS** **Full Year** **Grades 11-12** **5 Credits**  
**Prerequisite:** Honors Algebra II with a B or better and teacher recommendation. **This course is** for the highly motivated math student. Expectations and workload in all honors courses are significant. This accelerated course will require that a significant amount of work be accomplished outside the confines of the class period. This accelerated course will require that a significant amount of work be accomplished outside the confines of the class period.
- 2240 TRIGONOMETRY AND PRE-CALCULUS** **Full Year** **Grades 11-12** **5 Credits**  
**Prerequisite:** Geometry, Algebra II and teacher recommendation.  
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. **This accelerated course will require that a significant amount of work be accomplished outside the confines of the class period.** Extensive use of graphing calculators is incorporated throughout each course.
- 2340 CALCULUS I** **Full Year** **Grades 11-12** **5 Credits**  
**Prerequisite:** Successful completion of the college preparatory mathematics program, including Precalculus and Trigonometry, and teacher recommendation.  
This is an introductory college-level course in differential and integral calculus. This course will introduce the students to many of the topics normally covered in a one-semester class of college level calculus. This course will not prepare the student for the advanced placement test in calculus. The advanced nature of the course requires the students to conscientiously complete their daily assignments.



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| <b>2350</b> | <b>CALCULUS I AP</b> | <b>Full Year</b> | <b>Grades 11-12</b> | <b>5 Credits</b> |
|-------------|----------------------|------------------|---------------------|------------------|
- Prerequisite:** Honors Pre-Calculus/Trigonometry with a grade of 83 or better and teacher recommendation. **This course is for the highly motivated math student. Expectations and workload in all AP courses are significant.**
- This is a college-level course in differential and integral calculus, following the scope and sequence of topics as outlined by the College Entrance Examination Board (CEEB) for the Advanced Placement Calculus course. Students successfully completing the first semester of the course with at least an 83 and receiving the recommendation of their teacher may take the Calculus AB test for advanced credit. The advanced nature of the course presupposes a high aptitude in, and enthusiasm for, abstract mathematics including a willingness to complete daily assignments. **This accelerated course will require that a significant amount of work be accomplished outside the confines of the class period.**
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- |             |                       |                  |                 |                  |
|-------------|-----------------------|------------------|-----------------|------------------|
| <b>2360</b> | <b>CALCULUS II AP</b> | <b>Full Year</b> | <b>Grade 12</b> | <b>5 Credits</b> |
|-------------|-----------------------|------------------|-----------------|------------------|
- Prerequisite:** Successful completion of Calculus I AP/Lab and teacher recommendation.
- This course will review the topics covered in Calculus I and then follow the scope and sequence of the topics as outlined by the College Entrance Examination Board (CEEB) for the Advanced Placement Calculus BC course. Students successfully completing the first semester of the course with at least an 83 will be recommended to take the Calculus BC test for advanced credit (with the expectation that the scores will be reported to the college they plan to attend). The advanced nature of the course presupposes a high aptitude in and an enthusiasm for abstract mathematics, including a willingness to explore topics independently with a minimum of teacher assistance. **The expectations and workload in an AP course are high. This accelerated course will require that a significant amount of work be accomplished outside the confines of the class period.**

**Students who do not pass the HSPA Math portion in their junior year will be required to take the following course during their senior year.**

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|-------------|-------------------------|------------------|-----------------|------------------|
| <b>2612</b> | <b>H.S.P.A. MATH 12</b> | <b>Full Year</b> | <b>Grade 12</b> | <b>5 Credits</b> |
|-------------|-------------------------|------------------|-----------------|------------------|
- Students below the State and/or district minimum standards in mathematics will be required to take this course. Computational skills, basic algebra, measurement, basic geometry, patterns and functions, and number concepts specific to the High School Proficiency Assessment are the basis for this course. Students will be assigned to this course for a full year.

# MUSIC & DRAMA

Mr. Phil Senseney, Lead Teacher

## MUSIC COURSES

The music department offers instrumental and vocal electives for musicians of all ability levels. Students may elect Band to improve on their wind or percussion instrument, Orchestra to improve on their string instrument, or Chorus to improve their singing. There are three levels offered for Band to enable the directors to group the students by ability and proper instrumentation.

<b>0600</b>	<b>CONCERT BAND</b> <b>Prerequisite:</b> Director's recommendation. Concert Band is for students with average playing proficiency and experience on their band instruments. Development of reading, rhythmic, and tone production skills will be emphasized and demonstrated through public performance.	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
<b>0610</b>	<b>SELECT SYMPHONIC BAND</b> <b>Prerequisite:</b> Director's recommendation and audition. Symphonic Band is for students with above average proficiency on their band instrument. Continued emphasis will be on the development of individual musical skills and advanced literature will be studied and performed. Application of these skills will be demonstrated through public performance.	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
<b>0621</b>	<b>HONORS WIND ENSEMBLE</b> <b>Prerequisite:</b> Audition and Director's recommendation. This course is composed of the most outstanding instrumental students in the band program. The focus is in-depth study of highly developed concert literature and advanced technical musical studies that challenges each student to reach his/her full musical potential. Students' acceptance into this class is determined by the successful performance of a music assessment exam and director recommendation. Successful completion of this class entitles the students to receive honors credit.	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
<b>0640</b>	<b>STRING ORCHESTRA</b> This course will provide an enjoyable and well-rounded experience in a string orchestra setting. Students must already play a string instrument or make prior arrangements for lessons with the instructor. Music reading and public performance will be emphasized. There will be two mandatory night concerts each year: Winter & Spring.	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
<b>0645</b>	<b>SELECT STRING ENSEMBLE</b> <b>Prerequisite:</b> Audition and Director's recommendation This course is for those students who have experience in playing a string instrument and interested in furthering their studies and performance opportunities. Auditions will be held in the spring for the following fall and will include the performance of a solo, scales & sight-reading material. Students in this course should expect to play music at a more challenging level than in String Orchestra and be willing to take part in community performance activities. There will be two mandatory night concerts each year: Winter & Spring.	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
<b>0679</b>	<b>INTRODUCTION TO CHORUS</b> This course will provide an enjoyable and well-rounded introduction to the basics of singing and reading vocal music. Through various vocal activities and music exercises, students will build vocal and musical skills. Students will experience in-class performances as a small ensemble.	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>

<b>0680</b>	<b>CONCERT CHOIR</b>	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
	<b>Prerequisite:</b> Director's recommendation and audition. Southern Regional High School Concert Choir is an auditioned choir. Auditions are held from January to June of the previous year. Auditioned material is similar to those required by the All-Shore Chorus. Students participating in Concert Choir have an understanding of the singing voice and the ability to read music and perform a variety of musical pieces. Fall repertoire includes more traditional selections to be performed during the month of December. Spring repertoire includes more "show choir" selections to be performed at various festivals, competitions and school concerts.			
<b>0683</b>	<b>HONORS SELECT CHOIR</b>	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
	<b>Prerequisite: Audition and Director's recommendation</b> Southern Regional High School Concert Choir is an auditioned choir. Auditions are held from January to June of the previous year. Auditioned material is similar to those required by the All-Shore Chorus. Students participating in Concert Choir have an understanding of the singing voice and the ability to read music and perform a variety of musical pieces. Fall repertoire includes more traditional selections to be performed during the month of December. Spring repertoire includes more "show choir" selections to be performed at various festivals, competitions and school concerts. Successful completion of this class entitles the students to receive honors credit.			
<b>0629</b>	<b>BEGINNING GUITAR</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
	Beginning Guitar is an introductory course for the high school student who has an interest in music, but little or no experience playing an instrument. Instruments will be provided if needed. In addition to learning different styles and techniques of guitar playing, students will learn basic music theory and note reading, which are essential to the mastery of any instrument. Since this is a performance class, public concerts and recitals are part of the curriculum. The goal of the course is to provide each student with a skill that can be enjoyed for life.			
<b>0693</b>	<b>ADVANCED PLACEMENT MUSIC THEORY</b>	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
	<b>Prerequisite:</b> Students new to music theory may qualify for this course by passing a skills-based competency test. This course is designed for students who have successfully completed Music Theory and plan to major or minor in music education and/or performance at college. Music Theory is a course structured to gain a deeper understanding of how and why music is constructed. This course will emphasize the development of aural, analytical and compositional skills. It will follow a course of study designed to prepare students for the Advanced Placement Music Theory examination offered by the College Board. The expectations and workload in this honors course are above average and will require extensive student participation beyond regular school hours.			
<b>0692</b>	<b>MUSIC THEORY</b>	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
	<b>Prerequisite:</b> A minimum of one year of formal study or instrument/voice and teacher recommendation. This course is designed for students who have successfully studied an instrument for a minimum of three years and will possibly major or minor in music education and/or performance at college. Music Theory is designed to gain a deeper understanding of how and why music is constructed. This course will emphasize all building blocks of written music as well as the development of tonal memory. Students will gain practical knowledge of an array of music and will demonstrate skills through dictation. This course will include, but not be limited to: pitch, rhythm, intervals, consonance and dissonance, scales, modes, melody, harmony, counterpoint, rhythm, meter, form, analysis, ear training, solfege singing, musical history, various composers, musical repertoire and basic piano skills.			

## DRAMA COURSES

- |             |  |                  |                     |                  |
|-------------|--|------------------|---------------------|------------------|
| <b>1600</b> | <b>INTRODUCTION TO IMPROVISATION</b><br>In this course, students will use improvisational activities to learn how to create character, setting and mood. Students will create original scenes as well as perform short, scripted scenes and monologues. Students will experience stage techniques such as staging, projecting and taking direction by performing. Students will be expected to participate in at least one public performance.   | <b>Full Year</b> | <b>Grades 9-12</b>  | <b>5 Credits</b> |
| <b>1601</b> | <b>IMPROVISATION, ACTING &amp; WRITING</b><br><b>Prerequisite:</b> Completion of Introduction to Improvisation, student audition; teacher recommendation.<br>Students use improvisational activities (unrehearsed role-playing situations) in developing skills needed in acting. Students create characters, settings and conflicts in their writing and on stage. The techniques also help students develop situations suitable for student-written, directed and produced drama. Student work is performed for small audiences. | <b>Full Year</b> | <b>Grades 10-12</b> | <b>5 Credits</b> |
| <b>1602</b> | <b>ADVANCED IMPROVISATION, ACTING &amp; WRITING</b><br><b>Prerequisite:</b> Completion of Improvisation, Acting & Writing, student audition & teacher recommendation.<br>Advanced Improvisation, Acting & Writing builds upon the skills learned in year one of the course. Students concentrate on individual talents in acting; play writing, directing and set design to produce quarterly drama projects. English class assemblies and evening performances both within the district and for community services are planned.   | <b>Full Year</b> | <b>Grades 11-12</b> | <b>5 Credits</b> |

# PHYSICAL EDUCATION, HEALTH EDUCATION AND DRIVER EDUCATION

Mr. Malcolm Smith, Supervisor

## PHYSICAL EDUCATION

Per New Jersey State law, a course in Physical Education is required of all students for each year they are enrolled in high school. Physical Education offers each student a variety of co-educational activities during the school year. Progression in skill level and knowledge of physical activities will be emphasized beginning with the freshman year and continuing through the senior year. A selection of team sports, individual and dual sports, and dance is offered. A major focus of all classes will be physical fitness for a healthy life. Safety is of prime concern in all units.

The following activities may be offered:

Aerobics	Flag Football	Self Defense
Archery	Frisbee	Soccer
Badminton	Games	Softball
Basketball	Golf	Table Tennis
Bicycling	Gymnastics	Team Handball
Circuit Training	Lacrosse	Tennis
Dance	Orienteering	Track and Field
Fencing	Project Adventure II	Tumbling
Field Hockey	Power Walking	Volleyball
Fitness	Racquet Sports	Weight Training

One quarter of Physical Education in Grade 9 will consist of the Project Adventure Experience.

Each term in Physical Education is a separate course worth 1.25 credits. Students will be required to earn a total 3.75 credits per year in grades 9 through 12 (total 15 credits).

<b>0101</b>	<b>PHYSICAL EDUCATION 9 / HEALTH 9</b>	<b>Grade 9</b>	<b>5 Credits</b>
<b>0201</b>	<b>PHYSICAL EDUCATION 10 / DR. EDUCATION THEORY</b>	<b>Grade 10</b>	<b>5 Credits</b>
<b>0301</b>	<b>PHYSICAL EDUCATION 11 / HEALTH 11</b>	<b>Grade 11</b>	<b>5 Credits</b>
<b>0401</b>	<b>PHYSICAL EDUCATION 12 / HEALTH 12</b>	<b>Grade 12</b>	<b>5 Credits</b>

## **HEALTH EDUCATION**

All Health Education courses are one marking period in length and are offered alternately with Physical Education in the schedules of students in grades 9 through 12. These courses are designed to provide both specific and general knowledge so those students may develop desirable health practices. Each marking period is a separate course worth 1.25 credits.

### **HEALTH 9**

#### **Grade 9**

How decisions impact one's health and relationships are stressed in this course. Major areas covered include: the importance of interpersonal skills in developing and maintaining friendships and relationships with maturing members of the opposite gender; male and female reproductive systems, namely identification and function; sexually transmitted diseases including principle kinds, causes and prevention; family planning, birth control methods and their effectiveness with an emphasis on abstinence; and alcohol - drug education. Focus is on the individual as they strive to understand themselves and others in interpersonal relationships.

### **DRIVER EDUCATION THEORY**

#### **Grade 10**

Driver Education Theory is required of all tenth grade students. Course objectives are for students to learn the motor vehicle laws of the state of New Jersey and to develop an attitude of responsibility concerning the driving of vehicles. A driver simulator is used to imitate driving conditions and assist in the decision-making process necessary to become a defensive driver.

### **HEALTH 11**

#### **Grade 11**

The Health 11 course of study consists of wellness, nutrition, communicable and non-communicable diseases, first aid and drug education. Teaching emphasis is placed on the development of personal responsibility of one's own health. The course includes understanding emotions, stress, facing problems and conflicts, and deciding when to seek professional help, as well as the concepts of a healthy lifestyle.

### **HEALTH 12**

#### **Grade 12**

The complex society we live in provides many challenges and dilemmas for today's family. This course provides students with the opportunity to analyze the interpersonal relationships among children, siblings, parents and friends. Additionally, the course examines and evaluates our changing family patterns, marriage, parenthood, genetic health influences, healthcare and services, family budgets, nutritional factors and personal health care assessment.

# AIR FORCE JUNIOR ROTC

Mr. Joseph DiPietro, Supervisor

Air Force Junior ROTC is a four-year program available to grades 9 through 12. The mission of the Air Force Junior ROTC program at Southern Regional High School is to provide students with a vehicle for the application of leadership. It is also designed to strengthen character, teach responsibility, improve self-discipline, develop an understanding of the role of the military in society, acquire knowledge of the major elements of aerospace, and build informed, responsible, and productive citizens. This is accomplished through a comprehensive program of study consisting of four levels of Aerospace Science and Leadership education. **A student can only attain a total of 20 credits toward graduation requirements in the ROTC program.**

<b>0810</b>	<b>ROTC I</b> For students electing their first Junior ROTC course.	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
<b>0820</b>	<b>ROTC II</b> <b>Prerequisite:</b> Teacher recommendation. For students electing their second year Junior ROTC course.	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
<b>0830</b>	<b>ROTC III</b> <b>Prerequisite:</b> Teacher recommendation. For students electing their third year Junior ROTC course.	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
<b>0840</b>	<b>ROTC IV</b> <b>Prerequisite:</b> Teacher recommendation. For students electing their fourth year Junior ROTC course.	<b>Full Year</b>	<b>Grade 12</b>	<b>5 Credits</b>

## **Optional Course Offered During the Summer:**

<b>SUMMER LEADERSHIP INSTITUTE</b>	<b>120 Hours</b>	<b>Grades 10-12</b>	<b>2.5 Credits</b>
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**Prerequisite:** ROTC1

An eight-day summer course for students entering their second through fourth year in Junior ROTC. (Can only be taken once for credit) See instructor for registration details.

## **2011 – 2012 JUNIOR ROTC CURRICULUM**

**Aerospace Science:** This includes the history of aviation, cultural studies of major world regions, science of flight, space exploration to include astronomy, survival and management. Through the study of history of aviation, cadets will learn about the development of flight throughout the centuries. From the science of flight, students will become acquainted with the aerospace environment, the human requirements of flight and the principles of navigation. Space exploration will equip students with the latest information available in space exploration and space science. Through cultural studies, students will learn to see their world through many different perspectives. They will learn to explore and discover the processes that shape the Earth, the relationships between people and environments, and the links between people and places.

**Leadership:** Leadership Education offers students many opportunities to shape their character. Students will learn about character development while many character-building topics are discussed. Elements of good citizenship are instilled in students. They are introduced to the Air Force organizational structure, uniform wear, military customs and courtesies, flag etiquette, citizenship in the United States, first aid, health and wellness, fitness, individual self-control, basic drill and ceremonies, effective communications, they will learn to listen and think critically, how to prepare for leadership, how to build personal awareness, key elements of building and encouraging effective teams, key behaviors for becoming a credible and competent leader, the importance of charting a career path, specific career options, how to create a personal budget and financial plan, how to write a resume, how to interview for a job, how to apply for college, the importance of management, making decisions, and problem solving, human relations and life skills. They will learn about the defense structure of the United States and current Air Force issues.

# SCIENCE

Mr. Joseph Medica, Supervisor

**Suggested course sequences for the science program:  
15 credits of science are required for graduation**

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Honors Biology*	Honors Chemistry*	Honors Physics* AP courses*	AP courses* (Biology, Chemistry, Physics)
Geophysical Science Advanced Geophysical Science	Honors Biology* or Biology* or Bio-Com*	Honors Chemistry* or Chemistry* or Chem-Com*	Honors Physics* or Physics* or Electives or 2 <sup>nd</sup> year sciences*
Science Seminar I	Life Science Seminar	Bio-Com or Ecology or Basic Environmental Science/Marine Biology	Ecology or Basic Environmental Science/Marine Biology

**\* All courses marked with \* will be offered as 6-period classes.**

<b>3000</b>	<b>SCIENCE SEMINAR I</b>	<b>Full Year</b>	<b>Grade 9</b>	<b>5 Credits</b>
<b>3005</b>	<b>LIFE SCIENCE SEMINAR</b>	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>

**Prerequisite: Science Seminar I or Geophysical Science**

This laboratory/inquiry based science course is a two-year program is designed to introduce students to the major principles of the physical and environmental sciences. Through a hands-on, activities-based approach, students will learn about key concepts in the physical, chemical and environmental realms, as well as their relationship to societal concerns.

- ⇒ The first year will emphasize a development of process skills such as observation, data collection and analysis, formula manipulation, and problem-solving skills. These skills will be developed through investigations into the areas of physical and environmental sciences.
- ⇒ The second year of the sequence will continue to reinforce the skill development with a focus on the life sciences. Cell structure, origin and function, genetics, DNA, ecological principles and problem solving will be stressed. The course is closely aligned with the progress indicators proposed in the Core Curriculum Content Standards. **Life Science Seminar students will be required to take the New Jersey Biology End of Course Assessment in May.**

The series will afford students an opportunity to evaluate and experience their physical world, and prepare them for additional science courses needed to complete the third year requirement.

<b>3015</b>	<b>ECOLOGY</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
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**Prerequisite: Science Seminar I and Science Seminar II, or Geophysical Science & Biology.**

Ecology is the scientific study of the interactions between organisms and their environments. This course is a laboratory/inquiry based class which will focus on their interactions in both physical and biological cycles. Development of data analysis skills, laboratory skills, measurement and technology integration will be emphasized. The goal of the ecology course is to explain the distribution and abundance of organisms in nature through an understanding of how organisms interact. This includes quantitative studies conducted at the level of the organism, population, community and/or the ecosystem.



- 3016 BASIC ENVIRONMENTAL SCIENCE/  
MARINE BIOLOGY** **Full Year** **Grades 11-12** **5 Credits**  
**Prerequisite:** Minimum of two years of science courses, including but not limited to Geophysical Science, Life Science Seminar and/or Bio-Com.  
This laboratory/inquiry based course is designed for students who do not necessarily plan to pursue further studies in the field of science and show a strong interest in the environmental and marine sciences. Local and global ecosystems and issues surrounding soil, water, air, and energy conservation will be explored. The course will investigate basic ecological principles and introduce problem-solving techniques through fieldwork and environmental data collection. The course also 'dives' into the history of ocean studies, the physics and chemistry environment, the flora and fauna, and the impact of human interactions with the world of the oceans.
- 3018 GEOPHYSICAL SCIENCE ADVANCED** **Full Year** **Grades 9-10** **5 Credits**  
**Prerequisite:** Must be taken concurrently with Algebra I Advanced and teacher recommendation.  
This is an accelerated laboratory/inquiry based science course that provides a solid foundation of scientific principles that will be applicable to all future science courses. Topics covered include physical science, earth science, geology and ecology. The development of laboratory techniques and problem solving skills are stressed
- 3019 GEOPHYSICAL SCIENCE** **Full Year** **Grades 9-10** **5 Credits**  
**Prerequisite:** Must be taken concurrently with Fundamentals of Math or Algebra I.  
This laboratory/inquiry based course will provide students with an introduction to high school science. This is the first in a series of college prep courses that will satisfy requirements for entry into post-secondary education.  
This course provides a solid foundation of scientific principles that will be applicable to all future science courses. Topics covered include physical science, earth science, geology and ecology. The development of laboratory techniques and problem solving skills are stressed.
- 3100 BIO-COM** **Full Year** **Grades 10-12** **6 Credits**  
**Prerequisite:** Geophysical Science or Science Seminar I and II.  
This college prep life science course uses an inquiry-based learning approach that connects biology and the student with their community. The course will encompass the following topics: matter and energy, ecosystems, inheritance, human biology, biodiversity and human impact on the biosphere. Each unit aims to move students from a level of awareness and concern about scientific issues within their community to act on a specific topic. Hands-on activities and lab investigations are an integral part of this course.  
**Note:** Upon successful completion of this course, students may take Chem-Com or another science elective. This course does satisfy the "science with lab" requirement for college entrance.  
**Students will be required to take the New Jersey Biology End of Course Assessment in May.**
- 3120 HONORS BIOLOGY** **Full Year** **Grades 9-10** **6 Credits**  
**Prerequisite:** Teacher recommendation, an average of 92 or higher in Advanced Science 8 or Geophysical Science. Concurrent enrollment in Honors Geometry is required for 9<sup>th</sup> graders.  
This course is designed for students who have a genuine interest in the biological sciences. In Biology, students investigate the origin, structure, function and distribution of living organisms. A variety of inquiry-based classroom activities provide opportunities to acquire an understanding of biological concepts, problem solving techniques, and laboratory skills. **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. Students will be required to take the New Jersey Biology End of Course Assessment in May.**

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| <b>3110</b> | <b>BIOLOGY</b><br><b>Prerequisite:</b> Geophysical Science and must have completed, or be concurrently taking, Algebra I<br>This college prep course will cover the origin, structure, functions and distribution of organisms. Classroom and laboratory activities will provide an opportunity to acquire an understanding of our environment, problem-solving techniques, and laboratory skills and technology integration. The areas of biochemistry, cells, genetics, environment, and human body systems will be emphasized. <b>Students will be required to take the New Jersey Biology End of Course Assessment in May.</b>   | <b>Full Year</b> | <b>Grades 10-12</b> | <b>6 Credits</b> |
| <b>3140</b> | <b>BIOLOGY II AP</b><br><b>Prerequisite:</b> Honors Chemistry and Honors Biology <u>or</u> Chemistry and Biology with a grade of 85 or better and teacher recommendation.<br>The Advanced Placement Biology course is designed to be the equivalent of a college introductory biology course taken by biology majors in during their first year. It provides students the opportunity to prepare for the Advanced Placement exam and earn advanced or college credit. The course follows the curriculum recommended by the College Board, and covered in most college introductory courses. Students will cover topics including molecules and cells, cell energetics, heredity, molecular genetics, evolution, diversity of organisms, plant and animal physiology, and morphology and ecology. In addition to the twelve required labs, there is a substantial laboratory component to the course offering students the opportunity to become familiar with a variety of advanced laboratory skills and practices. <b>The expectations and workload in an AP course are high. This accelerated course will require that a significant amount of work be accomplished outside the confines of the class period.</b> | <b>Full Year</b> | <b>Grades 11–12</b> | <b>6 Credits</b> |
| <b>3200</b> | <b>CHEM-COM</b><br><b>(Chemistry in the Community)</b><br><b>Prerequisite:</b> Biology or Bio-Com and Algebra I.<br>This is a laboratory/inquiry based college prep course that combines an emphasis on the role chemistry plays in everyone's life with basic chemical knowledge to create a perfect solution. This popular alternative to the traditional chemistry class uses intriguing activities to make students aware of their potential contributions to chemistry-related issues in their community. Students learn and use chemical facts and concepts only when they need them to understand the societal issues being addressed. As a result, their interest in chemistry grows as they discover its real-world applications.   | <b>Full Year</b> | <b>Grades 11-12</b> | <b>6 Credits</b> |
| <b>3210</b> | <b>CHEMISTRY</b><br><b>Prerequisite:</b> Algebra I and Biology.<br>This inquiry based college prep course will cover atomic structure, periodic law, chemical bonding, chemical composition, gas laws, the solution process, and acids and bases. The scientific method and problem solving skills are being stressed. A major part of the course is laboratory work designed to strengthen theoretical concepts.  | <b>Full Year</b> | <b>Grades 10-12</b> | <b>6 Credits</b> |
| <b>3220</b> | <b>HONORS CHEMISTRY</b><br><b>Prerequisite:</b> Honors Biology, concurrently taking Algebra II Honors or Advanced.<br>Honors Chemistry is a college preparatory course geared for students who have demonstrated an aptitude for scientific study. Problem solving skills and critical thinking are being emphasized. A strong foundation in Algebra is required for this course. A major part of the course involves laboratory work. Advanced topics such as oxidation and reduction, equilibrium, and reaction kinetics are studied. <b>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.</b>  | <b>Full Year</b> | <b>Grade 10</b>     | <b>6 Credits</b> |

- 3230 CHEMISTRY II AP Full Year Grades 11-12 6 Credits**  
**Prerequisite:** Algebra II with a grade of 83 or better, Honors Chemistry or Chemistry with teacher recommendation.  
 This course will go into more detail about topics covered in Honors Chemistry. Topics will include thermo chemistry, chemical kinetics and organic chemistry. Laboratory work will include learning to use a spectrophotometer and the completion of other college level labs. This course is recommended for any student who has an interest in pursuing a career in biology, chemistry, the medical professions, or engineering. A lab portfolio is one of the course requirements.  
**Note:** Students are recommended to take Biology, Chemistry and Physics prior to taking Chemistry II AP. Students may take Chemistry II AP and Physics concurrently. **The expectations and workload in an AP course are high. This accelerated course will require that a significant amount of work be accomplished outside the confines of the class period.**
- 3300 PHYSICS Full Year Grades 11-12 6 Credits**  
**Prerequisite:** Chemistry & Algebra I and concurrently enrolled in or completed Algebra II.  
 Did you ever wonder how amusement park rides are designed and how they work? Ever wonder what makes them so thrilling? Through numerous demonstrations, experiments, and class discussions, students will develop an understanding of the forces that affect their lives. The physics of sound, light, motion, electricity, magnetism, and energy will be explored. This laboratory/inquiry based science course emphasizes problem solving techniques, logical thinking, and development of laboratory skills, and is geared toward the college-bound student.
- 3310 HONORS PHYSICS Full Year Grades 11-12 6 Credits**  
**Prerequisite:** Honors Chemistry and concurrently taking Trigonometry/Pre-Calculus or Chemistry with a grade of 83 or better and teacher recommendation.  
 Honors Physics matches the content of the regular physics course, but deals with it in much greater depth. This class is for highly motivated students who possess good math skills, and have a genuine interest in science. In addition to regular assignments, students will be required to do several independent research projects or experiments. This is a laboratory/inquiry based science course. **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.**
- 3320 PHYSICS II AP Full Year Grades 11-12 6 Credits**  
**Prerequisite:** Trigonometry/Pre-Calculus with a grade of 83 or better, and Honors Physics.  
 Physics II AP is equivalent to a first-year college physics course. The class will cover many of the same topics as the first year honors course but in greater depth. Advanced topics such as nuclear physics, special relativity, and thermodynamics will be studied as well. This course is intended for any student who has an interest in pursuing a career in physics, astronomy, or engineering or for students who want to earn AP credit for college physics while still in high school. **The expectations and workload in an AP course are high. This accelerated laboratory/inquiry based course will require that a significant amount of work be accomplished outside the confines of the class period.**

<b>3424</b>	<b>ENVIRONMENTAL SCIENCE/ MARINE BIOLOGY</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
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**Prerequisite: Minimum of two years of science, preferably Biology and Chemistry.**

This laboratory/inquiry based college prep course is designed for students who show a strong interest in the environmental and marine sciences. This academic elective course focuses on local and global ecosystems and marine environments, with an emphasis on the flora and fauna of the marine environment. Through inquiry based problem solving we will investigate such problems as overfishing, and over nitrification of estuaries. Problem-solving techniques are used through fieldwork, data collection and simulations. The course also “dives” into aquaculture and ocean navigation as time permits.

<b>3426</b>	<b>ANATOMY/PHYSIOLOGY</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
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**Prerequisite: Biology and Chemistry**

This rigorous, laboratory/inquiry based course is recommended for any student planning to enter the medical, health, or sports medicine occupations or who has a general interest in their own personal fitness. This course will investigate the human body from a cellular level up through the various organ systems. Our partnership with Southern Ocean County Hospital will allow students to further explore a variety of health related occupations. Selected students will have the opportunity to work directly with SOCH physicians and other healthcare providers to enhance their knowledge of the subject material and to further explore occupational opportunities in a variety of health related careers.

# SOCIAL STUDIES

Mrs. Janice Dennis, Supervisor

## HONORS/ADVANCED PLACEMENT SOCIAL STUDIES EDUCATION

Student Placement Criteria: - In order to ensure that students are programmed for academic success, four criteria will be used for admission into the High School Honors AP social studies program beginning with Honors US History I. All factors will be considered equally; no single factor will eliminate students from consideration.

1. In order to ensure that students are programmed for academic success, the following criteria will be used for admission into all High School Honors/AP Social Studies courses.
2. Students will receive a score that will place them in the top ten percent of all students in a given grade level on a holistically scored writing sample.
3. Their Social Studies teachers must recommend students for the Honors/AP social studies program.
4. Students must maintain at least an 88 average in their Honors US History I course and AP US History II course in order to be recommended by their teacher to take the Advanced Placement Examination in United States History.

<b>4100</b>	<b>WORLD HISTORY BASIC</b>	<b>Full Year</b>	<b>Grades 9</b>	<b>5 Credits</b>
	<b>Prerequisite:</b> Teacher/supervisor recommendation. This course is compatible with the State Compensatory Education (SCE) program. It is recommended for students who read below grade level according to district standardized reading tests. This course emphasizes practical social studies knowledge and skills and is designed for students with special needs in reading comprehension, study skills, writing and language usage.			
<b>4110</b>	<b>WORLD HISTORY</b>	<b>Full Year</b>	<b>Grades 9</b>	<b>5 Credits</b>
	World history is the story of human strivings and aspirations in five spheres of activity: social, scientific/technological, economic, religious/philosophical, and political. These five spheres of human activity are interwoven in the real lives of individuals and societies. Basic to an understanding of world history, students will explore the many and diverse societies that constitute humankind, the long road they have traveled from their earliest beginnings, and the continuing significance of their interactions throughout history and into the modern era. Students are also introduced to career and vocational education.			
<b>4120</b>	<b>WORLD HISTORY ADVANCED</b>	<b>Full Year</b>	<b>Grade 9</b>	<b>5 Credits</b>
	This course is designed for students who are capable of handling a more rigorous program. Students apply communication and research skills in investigating the cultural, social, spiritual, economic, and political contributions of past civilizations and societies. Similarities and differences between our way of life and that of past generations are explored.			
<b>4130</b>	<b>WORLD HISTORY HONORS</b>	<b>Full Year</b>	<b>Grade 9</b>	<b>5 Credits</b>
	World History Honors is designed for students who are capable of excelling, academically, both in the classroom and on standardized tests such as Advanced Placement tests. While studying the story of human history, the students will display an unusually strong ability to express themselves verbally and in written form. Students in this course will possess a love for the study of historical events and cultures.			

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| <b>4210</b> | <b>UNITED STATES HISTORY I</b>   | <b>Full Year</b> | <b>Grades 10</b> | <b>5 Credits</b> |
|             | <p>United States History I is a survey course in American History that begins with the Federalist Era and chronologically develops the growth of our nation through the year 1941. Emphasis in the course is on the political, economic and social aspects of our country's history. Students are exposed to a variety of skills and techniques from note taking to critical thinking skills and creative thought processes. Students write a series of essays and position papers in order to develop research and expository writing skills.</p>   |                  |                  |                  |
|             |  |                  |                  |                  |
| <b>4200</b> | <b>UNITED STATES HISTORY I BASIC</b>   | <b>Full Year</b> | <b>Grades 10</b> | <b>5 Credits</b> |
|             | <p><b>Prerequisite:</b> Teacher/supervisor recommendation.</p> <p>This course is compatible with the State Compensatory Education (SCE) program and is designed for students who read below grade level. Emphasis is placed on practical knowledge of America's past, but, at the same time, it provides a broad overview of American history to 1941. Teachers provide concentrated practice in study skills, reading comprehension and writing.</p>  |                  |                  |                  |
|             |  |                  |                  |                  |
| <b>4220</b> | <b>UNITED STATES HISTORY I ADVANCED</b>  | <b>Full Year</b> | <b>Grades 10</b> | <b>5 Credits</b> |
|             | <p><b>Note:</b> It is recommended that students selecting this course be concurrently enrolled in English III Advanced.</p> <p>United States History I Advanced is a survey course in American History that begins with the Federalist Era and chronologically develops the growth of our nation through the year, 1941. Emphasis in the course is on the political, economic and social aspects of our country's history. Students are exposed to a variety of skills and techniques including note taking, critical thinking, analysis of source documents, and the writing of position and reaction papers. The requirements for reading comprehension, oral expression and writing skills in this course are designed to prepare students for the academic rigor of a college program.</p> |                  |                  |                  |
|             |  |                  |                  |                  |
| <b>4230</b> | <b>UNITED STATES HISTORY I HONORS</b>  | <b>Full Year</b> | <b>Grade 10</b>  | <b>5 Credits</b> |
|             | <p>United States History I Honors represents the first half of a two year college-level course in American History that begins with the exploration of settlement and chronologically develops the growth of our nation through 1877. Emphasis in the course is on the political, economic, and social, cultural and intellectual aspects of our country's history. Students are exposed to a variety of skills and techniques from note taking to critical thinking and creative thought processes. Students will write and research extensively. 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.</p>  |                  |                  |                  |
|             |  |                  |                  |                  |
| <b>4300</b> | <b>UNITED STATES HISTORY II BASIC</b>  | <b>Full Year</b> | <b>Grades 11</b> | <b>5 Credits</b> |
|             | <p><b>Prerequisite:</b> Teacher/supervisor recommendation.</p> <p>This course is compatible with the State Compensatory Education (SCE) program. Emphasis is placed on practical knowledge of American history from the prelude to World War II era to the present, and on America's government and economic systems. It is designed for students who need more concentrated instruction and practice to improve their reading, writing and oral communication skills.</p>   |                  |                  |                  |
|             |  |                  |                  |                  |
| <b>4310</b> | <b>UNITED STATES HISTORY II</b>  | <b>Full Year</b> | <b>Grades 11</b> | <b>5 Credits</b> |
|             | <p>United States History II is first a survey in American History that begins with 1942, the start of the Cold War, and chronologically develops the political, economic and social growth of our nation to the end of the Cold War and the present day. In addition, emphasis is placed on a thorough understanding of the Constitution of the United States and the makeup and functions of our government. The role of the government in our daily lives is given careful attention and students address contemporary issues through the processes of research, essay writing, critical thinking skills and creative problem solving.</p>   |                  |                  |                  |

- 4320 UNITED STATES HISTORY II ADVANCED Full Year Grades 11 5 Credits**  
**Prerequisite:** US History I Advanced and/or teacher recommendation.  
**Note:** It is recommended that students selecting this course are concurrently enrolled in English III Advanced.  
 United States History II Advanced is a survey in American History that begins with the prelude to World War II and chronologically develops the political, economic and social growth of our nation through the end of the Cold War and the present day. In addition, emphasis is placed on a thorough understanding of the Constitution of the United States and the makeup and functions of our government. The role of the government in our daily lives is given careful attention and students address contemporary issues through the processes of research, essay writing, critical thinking skills and creative problem solving. Extensive use is made of source documents and other materials that will be intellectually challenging. The requirements for reading, oral expression and writing are designed to prepare students for the academic rigor of a college program.
- 4330 UNITED STATES HISTORY II AP Full Year Grade 11 5 Credits**  
**Prerequisite:** U.S. History I Honors and teacher/supervisor recommendation.  
 Students with a strong interest in social studies and students considering US Government & Politics AP in their senior year should register for this advanced program. United States History II AP represents the second half of a college-level survey in American History that intensely recaps the material presented in U.S. History I Honors. The new content presented begins with Post-Reconstruction and progresses through to the present day. Students are exposed to a variety of skills and techniques from note taking to critical thinking and creative thought processes. Students are encouraged to take the American History AP test at the conclusion of this course. The expectations and workload in this course are high. This accelerated course will require that a significant amount of work be accomplished outside the confines of the class period.
- 4400 U.S. GOVERNMENT & POLITICS AP Full Year Grade 12 5 Credits**  
 This course is designed to give students an analytical perspective on government and politics in the U.S. The course involves the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Students will be exposed to a variety of skills and creative thought processes. The course is designed around simulation activities and extensive writing. This course is intended for students who have completed US History I and US History II AP and have an interest in national politics. Students are encouraged to take the government and politics AP test at the conclusion of the course. 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. The completion of assigned summer reading is mandatory.

## **SOCIAL STUDIES ELECTIVES**

**4516 CRITICAL ISSUES IN SOCIOLOGY  
AND HUMAN BEHAVIOR**

**Full Year**

**Grades 11-12**

**5 Credits**

Students taking this course will study the culture and values of various groups in society. Additionally, the students will receive a broad view of the field of psychology. Students will explore the individual with respect to his personality and his collective behavior. Such topics as human development and social systems as well as topics dealing with group and individual social problems will be discussed.

**4517 PSYCHOLOGY – ADVANCED PLACEMENT**

**Grade 11 -12**

**5 Credits**

Offered to qualified high school students as an equivalent to an introductory psychology college course. The course will introduce students to the scientific study of human behavior and mental processes. Areas of study include: history, research methods and ethics, biological bases of behavior, sensation and perception, memory, altered states of consciousness, behavior analysis, cognitive processes and intelligence assessment, motivation, stress, personality, abnormal disorders and treatment, and social relationships. The expectations and workload in this course are demanding. This accelerated course will require that a significant amount of work be completed outside the school period. Students who do well in this course are expected to take the AP test at the conclusion of the course. Successful completion of the AP exam MAY earn the student 3 college credits, depending on whether or not the college or university accepts the AP scores.



## SPECIAL EDUCATION

Mr. Kevin Romanowski, Supervisor

Individual education programs for students with special needs take many forms and include both in-district and out-of-district programs. At Southern Regional High School, several special education programs are available: **Resource Center, Self-Contained** and **In-Class Resource** as well as the **Compass, Mainsail** and **Twilight alternative programs**. These programs are designed to meet the needs of those students who, due to an educational disability, have difficulty in a regular class setting. Alternative methods and materials are used in order to encourage success, both academically and socially.

### **In-Class Resource Program**

The In-class Resource Program provides students with the opportunity for a special education teacher to work cooperatively with a mainstreamed teacher in a regular class setting. The special education teacher assists with the development and delivery of the mainstreamed curriculum to all students within the class. In-class support is offered in select subject areas only.

### **The Resource Center**

When the need is identified by the Child Study Team, a student may take an academic subject in a resource center where instruction is individualized and class size is limited. Instruction provided closely mirrors the curriculum and Core Content Standards required in the mainstream.

In addition to major academic subjects, a student may be recommended for a resource center in Learning Strategies. Learning Strategies is designed to provide the student with the study skills necessary for success within the mainstream. Mainstreamed class texts and assignments, as well as supplemental materials will be utilized. Students are awarded five (5) credits for each full year course completed.

	<b>Course #</b>	<b>Course</b>	<b>Length</b>	<b>Grade</b>	<b>Credits</b>
<b>ENGLISH</b>	9011	English 9	Full Year	9	5
	9012	English 10	Full Year	10	5
	9013	English 11	Full Year	11	5
	9014	English 12	Full Year	12	5
<b>SOCIAL STUDIES</b>	9040	World History	Full Year	9	5
	9042	U.S. History I	Full Year	10	5
	9043	U.S. History II	Full Year	11	5
<b>MATH</b>	9021	Math 9	Full Year	9	5
	9022	Math 10	Full Year	10	5
	9025	Math 11	Full Year	11	5
<b>LEARNING STRATEGIES</b>	9091	Learning Strategies 9-10	Full Year	9-10	5
	9093	Learning Strategies 11-12	Full Year	11-12	5
<b>SCIENCE</b>	9030	Science 9	Full Year	9	5
	9033	Science 10	Full Year	10	5
	9034	Science 11	Full Year	11	5
<b>HEALTH</b>	9055	Health 9	1 Quarter	9	1.25
	9056	Drivers Ed	1 Quarter	10	1.25
	9057	Health 11	1 Quarter	11	1.25
	9058	Health 12	1 Quarter	12	1.25

# WORLD LANGUAGES

Mrs. Patricia Ewart, Supervisor

The study of a world language is in keeping with the finest traditions of a liberal arts education. Recognizing this fact, many colleges require a minimum of three years of world language study in grades 9-12. In addition, research has shown that by studying a world language student performance in language, math, science, and social studies is also improved. Thus, the state has mandated that students successfully complete five credits of world language studies in high school. It is highly recommended that students do so in the ninth grade. Students may choose from French, German, Japanese, Latin, or Spanish. A four-year sequence is available grades 9-12; those students who start in eighth grade would have a five year sequence available. The fourth, fifth, and sixth levels of the course are honors courses. All students will focus on achieving communicative proficiency, as well as enhancing their cultural understandings. Benchmark assessments will be administered quarterly.

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| <b>5110</b> | <b>FRENCH I</b>  | <b>Full Year</b> | <b>Grades 9-12</b>  | <b>5 Credits</b> |
|             | This French I course enables the student to develop basic speaking, reading, writing and listening skills. The students will actively participate in paired and group work to reinforce basic grammar, pronunciation and vocabulary development. Emphasis is placed on comparing and contrasting the French culture with the American culture. A proficiency portfolio will be kept to develop sentence structure and organizational skills.   |                  |                     |                  |
| <b>5120</b> | <b>FRENCH II</b>   | <b>Full Year</b> | <b>Grades 9-12</b>  | <b>5 Credits</b> |
|             | <b>Prerequisite:</b> Completion of French I, teacher recommendation, and demonstrated proficiency on departmental assessments.<br>Students continue to develop communicative proficiency in all skill areas through paired practice, presentations, listening comprehension activities, and by completing writing prompts in French. Familiarity with the culture of French speaking regions is enhanced through activities and more detailed discussions about the people, their history, accomplishments, and contributions to the humanities.   |                  |                     |                  |
| <b>5130</b> | <b>FRENCH III</b>  | <b>Full Year</b> | <b>Grades 10-12</b> | <b>5 Credits</b> |
|             | <b>Prerequisite:</b> Completion of French II with an 83 or better, teacher recommendation and demonstrated proficiency on departmental assessments.<br>This 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.  |                  |                     |                  |
| <b>5140</b> | <b>FRENCH IV HONORS</b>  | <b>Full Year</b> | <b>Grades 11-12</b> | <b>5 Credits</b> |
|             | <b>Prerequisite:</b> Completion of French III with an 85 or better, and teacher recommendation.<br>This course continues to foster more advanced communication in French as students discuss and work collaboratively on curricular topics related to the language and the culture. Thematic units and interdisciplinary projects will be an integral part of the curriculum. Students will study, learn, and be able to use more complex vocabulary expressions and linguistic structures in French. Proficiency will continue to be enhanced in listening, speaking, reading, and writing. Students will be required to maintain language journals in which they will continuously write about topics related to the curriculum. This course may be combined with other levels because of enrollment. 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. |                  |                     |                  |

<b>5150</b>	<b>FRENCH V HONORS</b>	<b>Full Year</b>	<b>Grade 11-12</b>	<b>5 Credits</b>
<b>Prerequisite:</b> Completion of French IV Honors with an 85 or better, and teacher recommendation. The communicative proficiency in French of the students will be enhanced by the exploration of contemporary themes with an interdisciplinary focus. Students will complete independent research on those topics and complete culminating performance assessments, including comprehensive writings, related activities, and presentations in French. Thematically related French literature is also explored. This course may be combined with other levels because of enrollment. 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.				
<b>5410</b>	<b>LATIN I</b>	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
Who says Latin is a dead language? Only a barbarian, that's who! Over 60% of the English language comes from Latin, and many Latin words and phrases are still used in the legal and medical professions. Learning Latin increases your English vocabulary, helping you to perform better on the SAT. Spoken by the Romans for over a thousand years, Latin opens the door to learning about their fascinating culture which continues to impact our lives today. In Latin I, you will develop a basic literacy level in Latin while learning about the Romans and increasing your knowledge of English.				
<b>5420</b>	<b>LATIN II</b>	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
<b>Prerequisite:</b> Completion of Latin I, teacher recommendation and demonstrated proficiency on departmental assessments. Here students will expand their skills as linguists and detectives. They will acquire knowledge through direct and indirect instruction. Stories will be read and retold. Clues will be used to generate additional information. Traditional language elements will be learned largely through non-traditional modes. Students will see original Latin texts (particularly the writing of Julius Caesar) and read them with understanding using the skills they have been acquiring.				
<b>5430</b>	<b>LATIN III</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
<b>Prerequisite:</b> Completion of Latin II with an 83 or better, teacher recommendation and demonstrated proficiency on departmental assessments. The adventure continues. We now focus our energies on the application of our reading and detecting skills. We will target additional Latin authors: Cicero and Sallust. Here students begin to learn about literary devices and techniques that abound in the literature of the classics. These same devices are still used in modern languages and, thus, an additional skill is acquired in reading and comprehension literary criticism. This course may be combined with other levels because of enrollment.				
<b>5440</b>	<b>LATIN IV HONORS</b>	<b>Full Year</b>	<b>Grade 12</b>	<b>5 Credits</b>
<b>Prerequisite:</b> Completion of Latin III with an 85 or better and teacher recommendation. This year our detectives will be reading, interpreting, imitating, rearranging and trying to create publishable renditions of classic Latin texts, focusing on Virgil and the <i>Aeneid</i> . Recognizing the various literary devices and the realization of how they help the author to convey his message is more easily accomplished. All the regular skills we have been acquiring combine to empower us to be better consumers of and users of words. This course may be combined with other levels because of enrollment.				
<b>5210</b>	<b>GERMAN I</b>	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
Through the study of vocabulary, structures and basic pronunciation, introductory students begin to develop their communicative skills. Activities emphasize the development of listening and speaking skills so that students may begin to describe daily living situations. Students also explore the customs and the culture of German speaking countries. Special celebrations, holidays and historical events as well as an understanding of the geography of Europe form an integral part of the curriculum.				

- 5220 GERMAN II** **Full Year** **Grades 9-12** **5 Credits**  
**Prerequisite:** Completion of German I, teacher recommendation and demonstrated proficiency on departmental assessments.  
 Building upon the work of German I, second year students continue to develop their listening and speaking skills through the acquisition of additional vocabulary and idiomatic expressions. There is an increased emphasis on reading and writing activities. Classroom activities centering on active communication and cultural readings allow students to explore the heritage of the German speaking world.
- 5230 GERMAN III** **Full Year** **Grades 10-12** **5 Credits**  
**Prerequisite:** Completion of German II with an 83 or better, teacher recommendation and demonstrated proficiency on departmental assessments.  
 This course fosters communication through continued skill development. Major emphasis is placed on increasing the student's writing and reading ability and furthering the student's knowledge of German culture, history and literature. This course may be combined with other levels because of enrollment.
- 5240 GERMAN IV HONORS** **Full Year** **Grades 11-12** **5 Credits**  
**Prerequisite:** Completion of German III with an 85 or better and teacher recommendation.  
 This course continues to develop and refine student communication skills through the study of more complex grammar, language patterns and idiomatic expressions. Emphasis is placed on developing reading, advanced composition and conversational skills. Students will explore literature, history and culture and examine current issues in German speaking countries. This course may be combined with other levels because of enrollment. 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.
- 5500 SPANISH FOR COMMUNICATION I** **Full Year** **Grade 9-10** **5 Credits**  
 This course is for students who may not be attending a four year college right after high school. Designed to enable students to meet the New Jersey State world language graduation requirement, the focus of this course is for students to acquire language for active communication. Students will learn about various cultural topics and begin to compare their world to that of other world language cultures thus gaining insights into the global community. Thematic units, stories, and projects integrating technology will present students with vocabulary and language needed to communicate appropriately with non-English speakers. Upon successful completion of this course, students will be able to enter Spanish I.
- 5510 SPANISH I** **Full Year** **Grades 9-12** **5 Credits**  
 Spanish I is an introductory course designed to give the student a broad understanding of Spanish and Hispanic culture. Vocabulary and language structures will be emphasized using the three modes of communication (interpretive, interpersonal, and presentational). To develop fluency to communicate in the language, the class will be conducted mostly in Spanish. All students are required to maintain a language notebook and to be active Spanish speaking participants in all individual, pair, and group activities. Upon completion of this course a student should have acquired enough language to function at a novice low level of proficiency.
- 5520 SPANISH II** **Full Year** **Grades 9-12** **5 Credits**  
**Prerequisite:** Completion of Spanish I, teacher recommendation and demonstrated proficiency on departmental assessments.  
 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. A greater emphasis is placed on reading and writing. Both teachers and students will be using Spanish to communicate and actively participate in the class. Upon completion of this course a student should have acquired enough language to function at a novice mid-level of proficiency.

- 5530 SPANISH III** **Full Year** **Grades 10-12** **5 Credits**  
**Prerequisite:** Completion of Spanish II with an 83 or better, teacher recommendation and demonstrated proficiency in departmental assessments.  
 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. Both teachers and students will be using Spanish to communicate and actively participate in the class. Upon completion of this course a student should have acquired enough language to function at a novice high level of proficiency.
- 5540 SPANISH IV – HONORS** **Full Year** **Grades 11-12** **5 Credits**  
**Prerequisite:** Completion of Spanish III with an 85 or better and teacher recommendation.  
 The refinement of communication skills remains the emphasis in level 4. Students learn of the contributions of contemporary, as well as historical figures, from the Spanish-speaking world in the fields of art, literature, music, science, math, economics, trade and politics. They are expected to relate current economic, cultural, political, geographical and environmental aspects of Spanish-speaking countries to their current studies in social studies, English and other areas of the curriculum. Students are required to assemble a portfolio with their work from throughout the year, which shows their proficiency in Spanish and their understanding of the Spanish culture both at home and abroad. 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.
- 5550 SPANISH LANGUAGE**  
**ADVANCED PLACEMENT** **Full Year** **Grades 11-12** **5 Credits**  
**Prerequisite:** Completion of Spanish IV Honors with an 85 average and teacher recommendation.  
 This rigorous course is designed for students who wish to further refine all communicative skills. Students will learn more difficult vocabulary and grammatical constructions, which enable them to understand Spanish in various contexts, read and interpret literary texts, and express themselves in a more sophisticated spoken and written form. 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.
- 5560 SPANISH LITERATURE**  
**ADVANCED PLACEMENT** **Full Year** **Grade 12** **5 Credits**  
**Prerequisite:** Completion of Spanish Language Advanced Placement and teacher recommendation.  
 While further refining communicative skills, this course will expose the students to representative works of Spanish literature. Students will read prose and verse of moderate difficulty and interpret, analyze and critically discuss selected literature. Formulation and expression of critical opinions and judgments in correct oral and written Spanish are emphasized. Students will communicate effectively and with mastery in writing and speaking. 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.
- 5310 JAPANESE I** **Full Year** **Grades 9-12** **5 Credits**  
 This course provides an introduction to both the Japanese language and culture. Students will learn to read and write the hiragana and katakana scripts, as well as 50 kanji (Chinese characters). Useful expressions and basic sentence structures will be practiced, with stress placed on proper pronunciation and practical interaction. Traditional and current Japanese culture will be examined through various means, such as reading (in English) and other video and field trips. The course will also look at mutual Japanese and American stereotypes, and how they may impact effective communication.

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| <b>5320</b> | <b>JAPANESE I</b><br><b>Prerequisite:</b> Completion of Japanese I with a 74 or better, teacher recommendation and demonstrated proficiency on departmental assessments.<br>In the second year of the sequence, students will practice grammatical structures and vocabulary in both the written and spoken language. An additional 60 kanji will be learned, with further practice in reading and writing hiragana and katakana. Further insights into Japanese culture will be gained through similar means as in Japanese I.   | <b>Full Year</b> | <b>Grades 10-12</b> | <b>5 Credits</b> |
| <b>5330</b> | <b>JAPANESE III</b><br><b>Prerequisite:</b> Completion of Japanese II with an 83 or better, teacher recommendation and demonstrated proficiency on departmental assessments.<br>At this level, students will be able to access a variety of selected original documents, such as haiku, manga, advertisements and manuals, for translation of both artistic and practical materials. A further 60 kanji will be studied, as will more advanced sentence structures. The study of various aspects of the historic and contemporary cultures will also continue. This course may be combined with other levels because of enrollment.   | <b>Full Year</b> | <b>Grades 11-12</b> | <b>5 Credits</b> |
| <b>5340</b> | <b>JAPANESE IV HONORS</b><br><b>Prerequisite:</b> Completion of Japanese III with an 85 or better and teacher recommendation.<br>Students will be able to write short letters and postcards to students at our sister school in Japan. Readings of greater length and sophistication will also be possible. Socially appreciated use of the spoken language will continue to be stressed, using both plain and honorific forms. This course may be combined with other levels because of enrollment. 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. | <b>Full Year</b> | <b>Grade 12</b>     | <b>5 Credits</b> |

## NOTES