

# SOUTHERN REGIONAL HIGH SCHOOL



## PROGRAM OF STUDIES

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2026-2027



# SOUTHERN REGIONAL SCHOOL DISTRICT

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Ariana's design won the Digital Technologies Cover Design Contest.



## **SOUTHERN REGIONAL SCHOOL DISTRICT OF OCEAN COUNTY**

Dear Student,

The Program of Studies is a valuable resource for you. It contains information on graduation requirements, post-secondary planning, and course descriptions for each course offered at Southern Regional High School. The graduation requirements issued by the New Jersey State Department of Education are listed on page 1. All State-mandated requirements must be met to be eligible to graduate from Southern Regional High School.

The decisions you and your parents make regarding course selections are important. Southern Regional provides a diverse academic program, so we encourage you to carefully review the courses available and be thoughtful about each course selection. Your guidance counselor is available to assist you with academic planning. If you have questions about prospective courses, please reach out to your teachers, counselor, and/or administrators. We all want to be part of the process of planning the best course schedule for your upcoming academic year.

Sincerely,

Joseph Medica, Principal

## **Mission Statement**

The Southern Regional experience, a community partnership, will assure our students challenging learning opportunities that are shaped by the New Jersey Student Learning 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 that 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

GRADUATION REQUIREMENTS .....	1
STANDARDIZED ASSESSMENT REQUIREMENTS .....	2
COURSE PLANNING WORKSHEET .....	3
CURRICULUM PATTERN GUIDELINES .....	4
COURSE SELECTION PROCEDURES .....	5 - 6
GRADING PROCEDURES & WEIGHTED COURSES .....	7
ADVANCED PLACEMENT .....	8
CO-CURRICULAR ELIGIBILITY .....	8
STOCKTON UNIVERSITY DUAL CREDIT PROGRAM .....	9
OCEAN COUNTY COLLEGE EARLY COLLEGE PROGRAM .....	9
COLLEGE ADMISSIONS TESTING & NJ STARS .....	10
TIMELINE FOR COLLEGE-BOUND STUDENTS .....	11 - 12
COLLEGE ATHLETIC ELIGIBILITY .....	13 - 14
OCEAN COUNTY VOCATIONAL TECHNICAL SCHOOL (OCVTS) .....	15 - 16
COURSE DESCRIPTIONS BY DEPARTMENT .....	17 - 54
APPLIED TECHNOLOGY .....	17 - 19
ART .....	20 - 21
BUSINESS EDUCATION.....	22
ENGLISH .....	23 - 25
ENGLISH AS A SECOND LANGUAGE.....	26
FAMILY & CONSUMER SCIENCES .....	27 - 29
MATHEMATICS .....	30 - 33
PERFORMING ARTS .....	34 - 36
PHYSICAL/HEALTH/DRIVER EDUCATION .....	37
AIR FORCE JUNIOR R.O.T.C. ....	38
SCIENCE .....	39 - 42
SOCIAL STUDIES .....	43 - 46
SPECIAL EDUCATION .....	47
TELEVISION PRODUCTION .....	48
WORLD LANGUAGES .....	49 - 53

## COURSE REQUIREMENTS FOR GRADUATION

	Graduation Requirements	Notes
<b>English</b>	4 years (20 credits)	
<b>Mathematics</b>	3 years (15 credits including Algebra, Geometry, and a third year of math that builds on the concepts and skills of Algebra and Geometry)	4 years of mathematics is preferred for many colleges and may be required
<b>Science</b>	3 years (15 credits) of lab science, including Biology and Chemistry, Environmental Science, or Physics	4 years of science is preferred for many colleges (Physics may be required for some college programs)
<b>Social Studies</b>	3 years (15 credits), including World History, US History I, and US History II	
<b>World Language</b>	1 year (5 credits) in world languages	Most colleges require a minimum of 2 years of a single world language (3 or more years of study is recommended for admission to competitive colleges)
<b>Physical Education &amp; Health</b>	4 years (20 credits)	
<b>Practical Arts</b>	1 year (5 credits) in 21 <sup>st</sup> century life & careers, or career & technical education	See page 6 for a list of courses that meet this requirement
<b>Visual &amp; Performing Arts</b>	1 year (5 credits) in visual and performing arts	See page 6 for a list of courses that meet this requirement
<b>Financial Literacy</b>	1/2 year (2.5 credits) in financial, economic, business, and entrepreneurial literacy	Students may complete the online Money Skills course OR they may complete one of the following courses: <ul style="list-style-type: none"> <li>• Small Business Management</li> <li>• Topics in Business</li> <li>• Life 101</li> <li>• Practical Math &amp; Personal Finance</li> <li>• Economics</li> <li>• AP Microeconomics</li> </ul>

## STANDARDIZED ASSESSMENT REQUIREMENTS

Students in 9<sup>th</sup> grade will be required to take the New Jersey Student Learning Assessment (NJSLA) English Language Arts (ELA) 9 assessment and the NJSLA Mathematics assessment corresponding to their current mathematics course. Students in grades 10-12 who are enrolled in Algebra I for the first time must take the NJSLA Algebra I assessment.

All students will take the NJSLA Science assessment in the spring of their junior year.

## GRADUATION REQUIREMENTS

### First Pathway

Students must take and demonstrate proficiency in grade 11 on the New Jersey Graduation Proficiency Assessment (NJGPA), which includes content aligned to the grade 10 New Jersey Student Learning Standards (NJSLS) in ELA and the NJSLS in Algebra I and Geometry. If, after completing the New Jersey Graduation Proficiency Assessment, a student does not demonstrate proficiency in the ELA or mathematics section, the student may retake the New Jersey Graduation Proficiency Assessment the following summer or fall.

### Second Pathway

Students who completed the New Jersey Graduation Proficiency Assessment in grade 11 and did not demonstrate proficiency can demonstrate proficiency in ELA and/or mathematics by meeting the designated cut score on one of the following competency tests.

The NJDOE annually approves the graduation cut scores for the second pathway. The scores listed below were approved for the Class of 2026. If the NJDOE changes the graduation cut scores for the Class of 2027, all students and parents will be notified.

English Language Arts (ELA)	Mathematics
One of the following: <ul style="list-style-type: none"><li>• ACT Reading <math>\geq 17</math></li><li>• Accuplacer WritePlacer <math>\geq 5</math></li><li>• Accuplacer WritePlacer English Second Language <math>\geq 4</math></li><li>• PSAT10 Evidence Based Reading and Writing (EBRW) <math>\geq 420</math></li><li>• PSAT10 Reading <math>\geq 21</math></li><li>• PSAT/NMSQT EBRW <math>\geq 420</math></li><li>• PSAT/NMSQT Reading <math>\geq 21</math></li><li>• SAT EBRW <math>\geq 450</math></li><li>• SAT Reading <math>\geq 23</math></li></ul>	One of the following: <ul style="list-style-type: none"><li>• ACT Math <math>\geq 17</math></li><li>• Accuplacer Elementary Algebra <math>\geq 49</math></li><li>• Accuplacer Next-Generation QAS <math>\geq 250</math></li><li>• PSAT10 Math Section or PSAT/NMSQT Math Section <math>\geq 420</math></li><li>• PSAT10 Math or PSAT/NMSQT Math <math>\geq 21</math></li><li>• SAT Math Section <math>\geq 440</math></li><li>• SAT Math Test <math>\geq 22</math></li></ul>

### Third Pathway

Students who completed the New Jersey Graduation Proficiency Assessment in grade 11 and did not demonstrate proficiency are able to demonstrate proficiency in ELA and/or mathematics through a portfolio appeal in grade 12.



## COURSE PLANNING WORKSHEET

Use the following chart to plan your academic program for 4 years. Students must schedule a minimum of 35 credits per year.

Graduation Requirements	9th grade	10th grade	11th grade	12th grade
<b>English</b> (20 credits)	_____ (Required)	_____ (Required)	_____ (Required)	_____ (Required)
<b>Mathematics</b> (15 credits)	_____ (Required)	_____ (Required)	_____ (Required)	
<b>Science</b> (15 credits)	_____ (Required)	_____ (Required)	_____ (Required)	
<b>Social Studies</b> (15 credits)	_____ (Required)	_____ (Required)	_____ (Required)	
<b>World Language</b> (5 credits)	_____ (Required)			
<b>Physical Education &amp; Health</b> (20 credits)	PE 9 Health 9	PE 10 Driver Education	PE 11 Health 11	PE 12 Health 12
<b>Practical Arts</b> (5 credits)				
<b>Performing Arts</b> (5 credits)				
<b>Financial Literacy</b> (2.5 credits)				
<b>Electives</b>				
<b>Total Credits</b> (35 credits)	____ credits	____ credits	____ credits	____ credits
<b>Cumulative Credits</b> (120 credits)	____ credits	____ credits	____ credits	____ credits



## CURRICULUM PATTERN GUIDELINES

Southern Regional High School offers students the opportunity to select courses tailored to their needs and future goals. The following patterns serve as suggested 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, including those courses that will prepare them for post-secondary plans.

Honors			
Freshman	Sophomore	Junior	Senior
Honors English I	Honors English II	Honors Eng III/AP Lang	AP English IV Lit
Honors Geometry	Honors Algebra II	Honors Pre-Calculus	AP Calculus
Honors Biology	Honors Chemistry	AP Physics	AP Science
Honors/AP World History	Honors US History	AP US History II	AP Social Studies
World Language	World Language	World Language	Hon/AP World Language
PE/Health 9	PE/Health 10	PE/Health 11	PE/Health 12
Elective/Financial Lit	Elective	Elective	Elective
Advanced			
Freshman	Sophomore	Junior	Senior
Advanced English I	Advanced English II	Advanced English III	Advanced English IV
Advanced Geometry	Advanced Algebra II	Advanced Pre-Calculus	Honors Calculus
Advanced Biology	Advanced Chemistry	Advanced Physics	Elective/AP Science
Advanced World History	Advanced US History I	Advanced US History II	Elective
World Language	World Language	World Language	Elective
PE/Health 9	PE/Health 10	PE/Health 11	PE/Health 12
Elective/Financial Lit	Elective	Elective	Elective
College Prep			
Freshman	Sophomore	Junior	Senior
English I	English II	English III	English IV
Algebra I	Geometry	Int. Algebra/Algebra II	College Alg./Pre-Calculus
Geophysical Science	Biology	Chemistry	Physics/Elective Science
World History	US History I	US History II	Elective
World Language	World Language	World Language	Elective
PE/Health 9	PE/Health 10	PE/Health 11	PE/Health 12
Elective/Financial Lit	Elective	Elective	Elective

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.

## COURSE SELECTION PROCEDURES

1. Review the graduation requirements (page 1) and the curriculum pattern guidelines (page 4) to complete the course planning worksheet (page 3).
2. Discuss your course selections with your parents/guardians and teachers. Check the **prerequisites** for each course you have selected.
3. Select a total of 7 classes (35-36 credits). Seniors participating in Early College at Ocean County College or Work Release may schedule 30 credits AFTER securing approval.
4. If you have failed a course(s) required for graduation in a previous year and have not yet repeated the course(s), you need to either attend summer school and/or schedule the course(s) for the upcoming school year.
5. Select alternate elective courses in case of scheduling conflicts. If you do not select alternates, you will be placed in an elective that fits your schedule.
6. Complete your course selections in Genesis by the due date. Your course selections will be discussed during a conference with your guidance counselor, and adjustments can be made at that time. All students will receive a pass for an appointment. **Please note that the timing of guidance appointments has no impact on class availability.**
7. Parents and students are encouraged to contact teachers and/or counselors for more information about the courses offered.

## SCHEDULE CHANGES

Once the school year begins, schedule changes are difficult. Make thoughtful decisions on your course selections and your alternate course selections. If you are scheduled for a course, changing your schedule may not be possible. Contact your guidance counselor before the start of the school year to request any course changes.

## GRADE PROMOTION

Promotion from one grade to the next depends upon the accumulation of credits. Please see the following credit guidelines:

Grade Level	Credits Needed
Sophomore	25
Junior	55
Senior	85
Graduate	120

Failure to earn the required credits listed above will result in retention. Grade-level homeroom and lunch for the upcoming school year will be based on student credit status.

## GRADUATION CEREMONY

1. No student may participate in the graduation ceremony or receive a diploma unless all graduation requirements have been met.
2. 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.

## **VISUAL/PERFORMING ARTS**

The following courses will fulfill the 5-credit visual/performing arts graduation requirement.

AP Studio Art	Photographics (both levels)
Architecture	Pottery (all levels)
Art Fundamentals	Sculpture (both levels)
Beginning Guitar	Select Symphonic Band
Choir (all levels)	String Orchestra (all levels)
Clothing Construction & Fashion Studio (all levels)	Theatre Arts
Computer Assisted Design (both levels)	Theatre Dance
Hand-Built Pottery	TV Production (all levels)
Microsoft Office	Vocational School
Music Theory (both levels)	Wind Ensemble (both levels)
Painting and Drawing (all levels)	

## **21<sup>st</sup> CENTURY LIFE & CAREER/CAREER & TECHNICAL EDUCATION (PRACTICAL ARTS)**

The following courses will fulfill the 5-credit practical arts graduation requirement.

Anatomy & Physiology	How to Fix Darn Near Anything
AP Comparative Government	Intro to Computer Programming
AP Computer Science A	JROTC
AP Computer Science Principles	Life 101
AP Microeconomics	Marine Technical Services I & II
AP Psychology	Metalwork I & II
AP U.S. Government & Politics	Music Theory (both levels)
Architecture	Microsoft Office
Auto Mechanics (all levels)	Nutrition
Child Development (all levels)	Photographics I & II
Clothing Construction & Fashion Studio (all levels)	Power Mechanics
Computer Assisted Design I & II	Small Business Management
Creative Baking	Sports Medicine
Communication Concepts: Speech & Writing	Tomorrow's Teachers
Critical Issues in Sociology	Topics in Business
Digital Technologies	TV Production (all levels)
Economics	United States Law and Society
Engineering	Vocational School
Fundamental Foods	Woodworking (all levels)
Global Foods	Yearbook

## **INDEPENDENT STUDY**

To be eligible for an independent study course, students must have exhausted the course offerings in their chosen area of study. Interested students should discuss their plans with their guidance counselor. Before scheduling an independent study course, students must submit a detailed course plan and obtain approval from the teacher, parent, guidance counselor, department supervisor, guidance supervisor, and principal.

## **WORK RELEASE**

To be eligible to apply for an early release for work, rising seniors must have proof of a minimum of 20 hours per week of employment during the school year and be in good standing with attendance and credits. Applications must be submitted to their guidance counselor by June 1. Students who have applied will be scheduled for a meeting over the summer with the principal and must submit a letter from the employer verifying employment status and a pay stub at that time. Schedule changes will be made upon approval by the principal.

## GRADING PROCEDURES

Report cards will be posted on the grading portal quarterly and will indicate grades and teacher comments. Progress reports will be posted on the grading portal midway through each quarter. Quarterly and final assessments are given for all full-year courses.

Quarterly report cards and final transcripts reflect numeric grades. The following grade equivalents apply:

A	92 - 100	IN	Incomplete
B	83 - 91	WP*	Withdrawal Passing
C	74 - 82	WF*	Withdrawal Failing
D	70 - 73	P	Passed
F	69 and below (no credit)		

\*Grades reported as a WP/WF will be permanently recorded on the student transcript.

Students who achieve the following will be recognized for Honor Roll and High Honor Roll:

Honor Roll	83 or better in every class
High Honor Roll	92 or better in every class

## WEIGHTED COURSES

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

AP Biology	AP Physics 2	Honors English III
AP Calculus I	AP Psychology	Honors French IV
AP Calculus II	AP Spanish Language	Honors Geometry
AP Chemistry	AP Statistics	Honors German IV
AP Comparative Government	AP Studio Art	Honors Japanese IV
AP Computer Science A	AP U.S. Government & Politics	Honors Latin IV
AP Computer Science Principles	AP United States History II	Honor Pre-Calculus
AP English III Lang. & Comp.	AP World History: Modern	Honors Select Choir
AP English IV Lit. & Comp.	Honors Algebra II	Honors Select String Orchestra
AP European History	Honors Biology	Honors Spanish IV
AP Microeconomics	Honors Calculus	Honors United States History I
AP Music Theory	Honors Chemistry	Honors Wind Ensemble
AP Physics 1	Honors English I	Honors World History
	Honors English II	

## GPA/RANK

Grade point averages (GPA) are calculated on a 100-point scale. Class rank will be calculated using the following weighted factor index.

<b>Honors Courses</b>	Passing Grades (70 and above)	Multiply numeric grade by 1.10*
<b>AP Courses</b>	Passing Grades (70 and above)	Multiply numeric grade by 1.15*
<i>*No weight will be given for failing grades (69 and below) in AP or Honors Courses.</i>		

## ADVANCED PLACEMENT (AP)

Many colleges award credit or advanced standing for outstanding achievement on Advanced Placement (AP) exams. Each college and degree program maintains its own standards for awarding AP credits. Go to the [College Board](#) to find colleges and universities that offer credit or placement for AP scores. AP exams are scored on a 5-point scale: 5 (extremely well qualified), 4 (well qualified), 3 (qualified), 2 (possibly qualified), and 1 (no recommendation). AP scores are released in early July.

**Students enrolled in an AP course are required to take the corresponding AP exam, which is administered in May.** In October, AP exams will be ordered for every student enrolled in AP classes, and the school district will cover the fees. If a student does not take the AP exam, he/she will be charged a return test fee of \$40.

Southern Regional offers the following AP courses:

AP Biology	AP English III Language & Composition	AP Psychology
AP Calculus I	AP English IV Literature & Composition	AP Spanish Language
AP Calculus II	AP European History	AP Statistics
AP Chemistry	AP Microeconomics	AP Studio Art
AP Comparative Government	AP Music Theory	AP U.S. Government & Politics
AP Computer Science A	AP Physics 1	AP United States History II
AP Computer Science Principles	AP Physics 2	AP World History: Modern

To properly prepare students for success on the AP exam, students will be held to higher expectations for both class work and homework. Advanced Placement courses will be noted on the student transcript.

## CO-CURRICULAR ELIGIBILITY

Students interested in participating in co-curricular activities (after school sports, clubs, and activities) **MUST** meet the following Southern Regional eligibility requirements:

Season	Grade 9	Grade 10	Grade 11	Grade 12
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	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
Spring	Must be passing equivalent of 30 credits (15 from 1 <sup>st</sup> semester)	Must be passing equivalent of 30 credits (15 from 1 <sup>st</sup> semester)	Must be passing equivalent of 30 credits (15 from 1 <sup>st</sup> semester)	Must be passing equivalent of 30 credits (15 from 1 <sup>st</sup> semester)

## STOCKTON UNIVERSITY DUAL CREDIT PROGRAM

The dual credit program allows students **the option** to sign up in advance to receive both high school and college credit for the same course.

Students must complete and submit an online application to participate. Each academic credit costs \$100, and tuition must be paid directly to Stockton University in the fall of the academic year. Credits will be recorded on an official Stockton transcript upon successful completion of the course. Transcripts must be obtained directly from Stockton University.

SOUTHERN COURSE	STOCKTON COURSE	COURSE #	CREDITS
Anatomy & Physiology	Medical Terminology	HLTH 1241	4
AP US History II	US History Since 1865	HIST 1153	4
Practical Math, Personal Finance & Statistics	Survey of Mathematics	GNM 1124	4
Advanced Pre-Calculus	Precalculus Mathematics	MATH 1100	4
Honors Pre-Calculus	Precalculus Mathematics	MATH 1100	4
Honors Calculus	Calculus I	MATH 2215	5
AP Calculus I	Calculus I	MATH 2215	5
German III	German Language and Culture	LANG 1250	4
Honors German IV	German Language and Culture II	LANG 1251	4
Spanish III	Beginning Spanish I	LANG 1240	4
Honors Spanish IV	Beginning Spanish II	LANG 1241	4
French III	Beginning French I	LANG 1230	4
Honors French IV	Beginning French II	LANG 1231	4
Latin III	Beginning Latin I	LANG 1220	4
Honors Latin IV	Beginning Latin II	LANG 1221	4
News Broadcasting	Television Production	COMM 2403	4
Small Business Management	Entrepreneurship	MGMT 3220	4
Topics in Business	Business Basics	GEN 2168	4
Theatre Arts	Topics In Theatre: Performance	THTR 2377	4
Tomorrow's Teachers	Pathways To Learning	GSS 2342	4
Concert Choir	Words & Music: University Chorus	GAH 2401	4
Honors Select Choir	Stockton Chorale	MUSC 3251	2

## OCEAN COUNTY COLLEGE EARLY COLLEGE PROGRAM

The dual credit program allows students **the option** to sign up in advance to receive both high school and college credit for the same course.

Students must complete and submit an online application to participate. Each academic credit costs \$126, and tuition must be paid directly to Ocean County College (OCC) in the fall of the academic year. Credits will be recorded on an official OCC transcript upon successful completion of the course. Transcripts must be obtained directly from OCC.

SOUTHERN COURSE	OCC COURSE	COURSE #	CREDITS
College Algebra	College Algebra	MATH 161	6
Marine Biology	General Biology (fall)	BIOL 161	4
	Marine Biology (spring)	BIOL 265	4
Communication Concepts	Fundamentals of Public Speaking	COMM 154	3

The Early College at OCC program also allows high school students (all grade levels) to take standard OCC college classes at any OCC location. Interested students must meet with their guidance counselor for details.

## **COLLEGE ADMISSIONS TESTING**

Students should meet with their counselor to develop a testing plan. Southern Regional offers the following tests to assist students in preparing for the college admission process.

### **PSAT**

Students considering college should take the Preliminary Scholastic Achievement Test (PSAT). The PSAT is offered in October to both 10<sup>th</sup> and 11<sup>th</sup> grade students. Students planning to take the SAT are strongly recommended to take the PSAT. Students should be enrolled in or have completed geometry prior to taking the PSAT. Students must take the PSAT in their junior year to qualify for the National Merit Scholarship Program.

### **SAT**

The SAT is an entrance exam used by most colleges and universities to make admissions decisions. There are two SAT sections: Math, Evidence-Based Reading and Writing. Each section of the SAT is scored on a 200-to-800-point scale, making the maximum score 1600. The SAT exam is offered every year in October, November, December, March, May, June, and August. The SAT is not administered at Southern in September, November and August. Further information on the SAT is available at [www.collegeboard.org](http://www.collegeboard.org).

### **ACT**

The ACT is a national college admissions examination comprising subject area tests in English, mathematics, reading and science. Each subject area is given a scaled score between 1 and 36. Area scores are then averaged into a composite score ranging between 1 and 36. This test is an alternative to the SAT and is accepted by colleges and universities. ACT has eliminated many test sites, including Southern Regional. The exam will be available at one school in Ocean County in December, February, April, June, and July. Further information on the ACT is available at [www.act.org](http://www.act.org).

### **NJ STARS**

NJ STARS is a scholarship program sponsored by the State of New Jersey. Students in the top 15% of their class are eligible for NJ STARS. Eligible students can receive up to five (5) semesters of tuition (15 credits per term) free of charge at 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 or university. Please note that the state is currently reviewing the current requirements for NJ STARS eligibility. Program eligibility requirements may change. For more information, see your guidance counselor or go to [www.hesaa.org](http://www.hesaa.org).



## **TIMELINE FOR COLLEGE-BOUND STUDENTS**

The following timeline will guide you through the college preparation/selection process. Select the most academically rigorous program that meets your needs and do your best in each of your courses.

### **Ninth Grade**

1. Get involved in activities, clubs, and community service. Keep a list of your activities (include a description, dates, and hours).
2. Discuss your career/college intentions and interests with your parents and counselor.
3. Map out a plan for four years of coursework in high school.

### **Tenth Grade**

1. Develop a plan to take college admissions tests (PSAT, SAT, ACT).
2. Continue to discuss your career and college interests with your parents and counselor.
3. Review college entrance requirements.
4. Attend the 'College Night at the Jersey Shore' event in the fall and/or spring. Detailed information about this event can be obtained in the guidance office.
5. Gather information about a variety of colleges.
6. Visit college campuses.
7. Start your resume and list of "Colleges I'm Thinking About" in Naviance.

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

1. Take the PSAT.
2. Attend meetings with college admissions representatives offered through the guidance office. Sign up via your Naviance account.
3. Attend the 'College Night at the Jersey Shore' event in the fall and/or spring. Detailed information about this event can be obtained in the guidance office.
4. Attend the fall SRHS College Planning Workshop with your parents.
5. Use SuperMatch in Naviance to refine your college list.
6. Check the guidelines for college admission testing for each college.
7. Visit college campuses.
8. Consider registering for the December or March SAT.

### **Eleventh Grade: Spring**

1. Schedule a meeting with your counselor to discuss college and career options.
2. Refine your list of colleges in Naviance.
3. Develop your plan to take standardized tests for college admission, if applicable.
4. Visit college website(s) to review application requirements.

### **Eleventh Grade: Summer**

1. Begin writing your college application essay.
2. Create a list of "Colleges I'm Applying To" in Naviance.
3. Visit college campuses.
4. Create a Common App account if applying to two or more colleges.

**Twelfth Grade: Fall**

1. Submit your academic records release form in the parent portal.
2. Finalize your list of colleges in Naviance.
3. Update your resume in Naviance.
4. Request letters of recommendation in person and then in Naviance.
5. Create a list of your application deadlines.
6. Contact your counselor to request their recommendation at least 3 to 4 weeks before your first application due date.
7. Once you submit your application, notify your counselor so they can submit your letters of recommendation, transcript, and school profile.
8. Send your test scores to your colleges through your College Board and/or MyACT account.
9. Attend the SRHS Financial Aid Seminar with your parents in October. This seminar will help you complete the financial aid forms.
10. File a financial aid application online at [www.studentaid.gov](http://www.studentaid.gov)
11. Attend meetings with college admissions representatives offered through the guidance office.
12. Research scholarship opportunities.

**Twelfth Grade: Winter**

1. Submit the Southern Regional local scholarship application online by January 31<sup>st</sup>.
2. Regularly review the local scholarship list on the school website. Scholarships are added throughout the school year. Some scholarship donor groups have additional application requirements, such as transcripts or essays.

**Twelfth Grade: Spring**

1. As you receive admissions decisions, notify your counselor.
2. Notify the college that you plan to attend. Send your acceptance deposit by the deadline specified.
3. Notify your counselor which college you selected so the guidance office can submit your final transcript.
4. Complete the Senior Survey in Naviance.

For additional information about the College Application process, go to the [Southern Regional High School College Application Resource Guide](#).

## COLLEGE ATHLETIC ELIGIBILITY

**Alert your guidance counselor if you are considering participating in college athletics.**

High school student athletes wishing to participate in Division I or II college athletics must meet the initial eligibility requirements of the NCAA. For complete details, see the [NCAA Guide for the College-Bound Student-Athlete](#).

### DIVISION I ACADEMIC REQUIREMENTS

Division I schools require you to meet academic standards. To be eligible to practice, compete, and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

1. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	SOCIAL SCIENCE	EXTRA ENGLISH, MATH OR SCIENCE	ADDITIONAL COURSES Any area listed to the left or world language, comparative religion or philosophy
4 years	3 years	2 years	2 years	1 year	4 years

2. Complete your 16 NCAA-approved core-course credits in eight semesters from your initial start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester. Once you begin your seventh semester, any course needed to meet the 10/7 requirement cannot be replaced or repeated.
4. Earn a minimum 2.3 core-course GPA.
5. Ask your high school counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.

### DIVISION II ACADEMIC REQUIREMENTS

Division II schools require you to meet academic standards. To be eligible to practice, compete, and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

1. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	SOCIAL SCIENCE	EXTRA ENGLISH, MATH OR SCIENCE	ADDITIONAL COURSES Any area listed to the left or world language, comparative religion or philosophy
3 years	2 years	2 years	2 years	3 years	4 years

2. Earn a minimum 2.2 core-course GPA.
3. Ask your high school counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.

### DIVISION III ACADEMIC REQUIREMENTS

Division III schools set their own academic standards on campus.

## NCAA-APPROVED CORE COURSES

The following list of courses has been approved for prospective student-athletes seeking NCAA initial eligibility.

ENGLISH	SOCIAL STUDIES	MATH	SCIENCE	WORLD LANGUAGE
English 1/RR	World History/RR	Algebra 1/RR	Geophys Science/RR	French 1
English 1	World History	Algebra 1	Geophys Science	French 2
English 1/ADV	World History/ADV	Algebra 1/ADV	Geophys Science/ADV	French 3
English 1/H	World History/H	Geometry/RR	Biology	French 4/H
English 2 RR	World History/AP	Geometry	Biology/ADV	German 1
English 2	US History 1/RR	Geometry/ADV	Biology/H	German 2
English 2/ADV	US History 1	Geometry/H	Biology/RR	German 3
English 2/H	US History 1/ADV	Algebra 2/RR	Chemistry	German 4/H
English 3/RR	US History 1/H	Algebra 2	Chemistry/ADV	Japanese 1
English 3	US History 2/RR	Algebra 2/ADV	Chemistry/H	Japanese 2
English 3/ADV	US History 2	Algebra 2/H	Physics	Japanese 3
English 3/H	US History 2/ADV	College Algebra	Physics/ADV	Japanese 4/H
English 3/AP	US History 2/AP	Pre-Calc/ADV	Physics/H	Latin 1
English 4/RR	AP US Gov & Pol	Pre-Calc/H	AP Biology	Latin 2
English 4	AP Comp Gov & Pol	Calculus 1/H	AP Chemistry	Latin 3
English 4/ADV	AP European His	AP Calculus	AP Physics	Latin 4/H
English 4/AP	AP Psychology	AP Calculus 2	AP Physics 2	Spanish 1
	Critical Issues	AP Statistics	Anatomy	Spanish 2
	US Law & Society		Marine Biology	Spanish 3
	Economics		Env Science	Spanish 4/H
	AP Microeconomics		Env Science/RR	AP Spanish Lit
			Barrens Ecology	AP Spanish Lang
				Heritage Spanish I
				Heritage Spanish II

### GRADE 9

1. Register for a free Profile Page account at [eligibilitycenter.org](http://eligibilitycenter.org) for information on NCAA initial-eligibility.
2. Use NCAA Research's interactive map to help locate NCAA schools you're interested in attending.
3. Review the list of NCAA-approved core courses above to ensure you're taking the right courses.

### GRADE 10

1. If you're being actively recruited by an NCAA school and have a Profile Page account, transition it to the required certification account.
2. Monitor the task list in your NCAA Eligibility Center account for next steps.
3. At the end of the school year, ask your counselor to upload your transcript to your Eligibility Center account.

### GRADE 11

1. Ensure your sports participation information is correct in your Eligibility Center account.
2. Check with your counselor to make sure you have the required number of NCAA-approved core courses.
3. Share your NCAA ID with schools recruiting you so each school can place you on its institutional request list.
4. At the end of the school year, ask your counselor to upload your transcript to your Eligibility Center account.

### GRADE 12

1. Request your final amateurism certification beginning April 1 in your Eligibility Center account.
2. Apply and be accepted to the NCAA school you plan to attend.
3. Ask your counselor to send your final transcript with proof of graduation to your Eligibility Center account.

# OCEAN COUNTY VOCATIONAL TECHNICAL SCHOOL

## Shared Time Programs

Juniors and seniors may attend Ocean County Vocational Technical School (OCVTS) part-time. Seats are limited, so students are encouraged to apply during the year before enrollment. Most programs require two years of attendance. OCVTS programs are designed to provide the education and training necessary for students to pursue employment and/or enroll in a college or technical school upon graduating high school.

## Special Education Programs

OCVTS offers a variety of part-time pre-vocational programs for students with special needs. Contact your Child Study Team case manager or guidance counselor to learn more about the Special Education vocational school programs.

## Full-Time Vocational Programs

OCVTS offers the following full-time programs. Students take all coursework at the OCVTS campus and receive their high school diploma from OCVTS. See the OCVTS course guide for details.

- Marine Academy of Technology and Environmental Science (MATES)
- Performing Arts Academy (PAA)
- Academy of Law and Public Safety (ALPS)

Students who choose to transfer to a full-time OCVTS school will be permitted to participate in Southern Athletics; however, they will not be eligible for enrollment in or attendance at special Southern Regional events such as the Winter Formal, Proms, Senior Class Trip, Senior Service Day, and the SRHS Scholarship Program.

## Admission Procedures

1. Go to <https://www.ocvts.org/sharedtime> to explore programs.
2. Select a program of study.
3. Speak with your high school counselor.
4. Fill out an online application (opens early January) and submit it. The application deadline is March 15.
5. Acceptances will be sent out by OCVTS in April.

## Prerequisites

- Guidance counselor recommendation.
- Grades and attendance will be reviewed before acceptance. *Once enrolled at OCVTS, attendance is strictly monitored and affects a student's grade. Poor attendance can affect enrollment status.*

## Schedule

OCVTS students attend OCVTS for half the school day and then take classes at Southern for the other half. Students considering vocational school need to plan course selections carefully to ensure they meet the eligibility requirements necessary to attend. Vocational students must meet all the same graduation requirements as non-vocational students, including specific courses and credit totals.

## Benefits

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

- Earn a certificate of achievement from OCVTS and various State/National certifications.
- Obtain assistance with job placement in related fields of employment.
- Receive scholarship assistance for post-secondary vocational programs.
- Earn college credit (Tech Prep programs).

**For a listing of OCVTS courses, see the chart on the next page or go directly to the OCVTS website at [www.ocvts.org](http://www.ocvts.org).**

# OCEAN COUNTY VOCATIONAL TECHNICAL SCHOOL

## COURSE OFFERINGS

Applied Arts		
Audio Engineering (Tech Prep)	2 years	PAA
Design and Visual Communications (Tech Prep)	2 years	Brick
Fashion Design/Merchandising (Tech Prep)	2 years	Brick
Engineering/Computers & Design		
Civil Engineering, CADD, and Surveying	2 years	Jackson
Computer Science (Tech Prep)	2 years	Toms River
Computer Systems Networking & Telecommunications	2 years	Toms River
Engineering Technology	2 years	Jackson
Construction Trades		
Bricklayer, Allied Craftworker & Mason	2 years	Brick
Building Construction Technology	2 years	Brick
Custom Woodworking and Design	2 years	Jackson
Electrical Trades	2 years	Jackson/Toms River
Heating, Ventilation, Air Conditioning and Refrigeration (HVAC-R) (Tech Prep)	2 years	Brick
Heavy Equipment Operator	2 years	Jackson
Plumbing, Pipefitters, Steamfitters & Fire Suppression Systems	2 years	Jackson
Welding	2 years	Jackson/Toms River
Health Technologies		
Emergency Medical Technician (EMT) <i>*Grade 12 ONLY*</i>	1 year	Ocean County Fire Academy
Dental Assisting	2 years	Toms River
Health and Fitness Technology (Tech Prep)	2 years	Toms River
Medical Assistant	2 years	Jackson/Toms River
Pre-Nursing	2 years	Toms River
Service Occupations		
Cosmetology	2 years	Brick/Jackson/Toms River
Culinary Arts (Tech Prep)	2 years	Brick
Human Development & Child Care	2 years	Brick
Legal Studies & Paralegal Practice	2 years	Toms River
Veterinary Assistant	2 years	Waretown
Transportation Technologies		
Automotive Technology (Tech Prep)	2 years	Brick/Jackson/Waretown
Collision Repair	2 years	Jackson
Diesel Engine Technology (Tech Prep)	2 years	Jackson
Marine Service Technology	2 years	Toms River

**Tech Prep** indicates programs with an established agreement with a post-secondary institution for students to earn college credit or advanced standing. See the OCVTS course guide for details.

# APPLIED TECHNOLOGY

Mr. Gerald Tabbacchino, Lead Teacher

To fulfill the State-mandated graduation requirement, students must successfully complete five credits in practical arts. The following applied technology courses meet this requirement. Students will find these courses useful and fulfilling as they prepare for the 21st-century high-tech age.

<b>8807</b>	<b>PHOTOGRAPHICS I</b>	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
	Come experience how to take better digital/analog pictures, process film, make enlargements in the darkroom, and use the latest digital enhancement programs. We use Adobe products such as Photoshop and Illustrator. We also participate in the Ocean County Camera Club Contest to allow students to show off their talents.			
<b>8808</b>	<b>PHOTOGRAPHICS II</b>	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
	<b>Prerequisites:</b> Photographics I and teacher recommendation This is an in-depth study of photography and graphics in both the analog & digital worlds. Students will use Adobe products: Photoshop, Illustrator, and Lightroom. Many independent assignments, projects, and photo contests will be conducted to allow students to expand their creativity.			
<b>8507</b>	<b>POWER MECHANICS</b>	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
	In today's economy, everything is going up in price, and society is becoming more dependent on paying someone else to perform any type of skilled service. Here is an opportunity to gain the basic knowledge of maintaining and repairing mechanical items without replacing them or paying someone to fix them repeatedly. In Power Mechanics, students will learn basic automotive maintenance, emergency car procedures, and some good tips for buying used cars. They will learn how to use basic hand tools safely and appropriately, winterize seasonal equipment, and clean fuel systems. The heart of the course will revolve around two and four-stroke engine principles and troubleshooting and will culminate in the complete rebuilding of a four-stroke engine. During the rebuild, all the engine's systems will be thoroughly discussed, and students will have the opportunity to test their engine's performance.			
<b>8510</b>	<b>MARINE TECHNICAL SERVICES I</b>	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
	<b>Prerequisite:</b> Power Mechanics A full-year course prepares students to work in the marine industry or strengthen skills required to service and maintain their own watercraft. Students will learn the basics of boat ownership and seamanship to work safely in the marine field. Topics will include identifying different types of watercraft and the power plants that propel them. Skills taught will resemble those desired by local employers throughout an annual boating cycle in our area. Students will learn to maintain, diagnose, and repair watercraft, engines, and trailers. There will also be an emphasis on engine rigging, winterizing, and spring fire-up services.			
<b>8520</b>	<b>MARINE TECHNICAL SERVICES II</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
	<b>Prerequisite:</b> Marine Technical Services I This course will expand upon skills learned in Marine Technical Services I. With greater emphasis on electrical, powerhead, and drive systems, students will develop advanced troubleshooting and repair skills. Students will explore career paths in the marine industry and/or seasonal employment. Select students will have the opportunity to train to compete in the Skills USA competition. After the course, students should feel confident entering a technical school upon graduation.			
<b>8310</b>	<b>WOODWORKING I</b>	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</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>8320</b>	<b>WOODWORKING II</b> <b>Prerequisite:</b> Woodworking I This course extends to further the students' knowledge of the woodworking industry in areas such as efficient production, the environment (alternate materials), and more complex mathematical solutions to design and/or reproduce the highest furniture quality. The course focuses on production standards, joinery quality, and the development of social skills to work with others. 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 various problem-solving and mathematical issues pertaining to wood as a building, furniture, and general-purpose material. The student must acknowledge the environmental impact and social issues behind the scenes in the woodworking industry. Students will work from existing designs or develop their own design concepts to produce one independent and one group project. Students will also be required to spend 20 hours each (from class time) on 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 everyday 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 various problem-solving and mathematical issues pertaining to wood as a building, furniture, and general-purpose material. The student must acknowledge the environmental impact and social issues behind the scenes in the woodworking industry. Students will work from an existing design or develop their own design concepts to produce one independent and one group project. Students will also be required to spend 20 hours each (from class time) developing a school community task, making them more socially aware of how the woodworking industry plays a major role in our everyday lives.	<b>Full Year</b>	<b>Grade 12</b>	<b>5 Credits</b>
<b>8540</b>	<b>AUTO MECHANICS I</b> This course is for students considering a career in auto mechanics, who enjoy working on vehicles as a hobby or would like to service their own vehicle. In addition to oil changes, tune-ups, and brake jobs, students will learn how to repair and replace tires, test batteries and electrical systems, balance wheels, and diagnose trouble codes with a scan tool. Most instruction will be on real working vehicles in a real shop setting; however, some lessons will involve mock-ups or videos. The student who wishes to concentrate on auto mechanics should take this course in 10 <sup>th</sup> 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 This course builds upon the skills and knowledge obtained in Auto Mechanics I. Working more efficiently is a focal point at this level; more tools and equipment will be introduced to help achieve that goal. Students will also continue to work and learn on vehicles while evaluating problems and researching solutions independently.	<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 Auto Mechanics II. Students will be expected to assume increased responsibility for diagnosing problems and repairs. Theoretical problems and solutions related to automobiles and the automobile industry will be discussed.	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
<b>8350</b>	<b>HOW TO FIX DARN NEAR ANYTHING</b> Planning on ever owning a house or a car? How about being more self-reliant or 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, window replacement, drywall repair, hanging a new door, general carpentry, etc. Basic automobile maintenance and repair will also be introduced, along with various skills to assist all future homeowners.	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>

<b>8606</b>	<b>METALWORKS I</b>	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
This course is designed to give students a well-rounded introduction to various areas of metalworking. Each student will use problem-solving, design, and 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>METALWORKS II</b>	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
<b>Prerequisite:</b> Metalworks I				
This course is designed to take the knowledge learned and skills acquired in Metalwork I 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, and CNC (Computer Numerical Control) machining will be 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, emphasizing TIG, the industry's premier weld. The oxyacetylene cutting torch and plasma arc cutting are also used. The course will introduce each student to the intricacies of the manufacturing world.				
<b>8446</b>	<b>COMPUTER ASSISTED DESIGN I</b>	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
Students will be introduced to AutoCAD, the industry-standard 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. AutoCAD skills and techniques will be acquired through hands-on experiences, and those skills will be further developed through the production of 3-D models, wireframe models, and rendered drawings.				
<b>8447</b>	<b>COMPUTER ASSISTED DESIGN II</b>	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
<b>Prerequisite:</b> Computer Assisted Design I				
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 machine drawing, engineering, solid modeling, rendering, and 3-D imaging. AutoCAD skills and techniques will be further developed through hands-on experiences as students utilize decision-making and self-management skills vital for career-minded and college-bound students.				
<b>8470</b>	<b>ARCHITECTURE</b>	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
In this course, students will research, design, and develop plans for a residential home. Each student will create an individual building design and produce a complete set of functional architectural drawings. The course will explore key considerations such as material selection, cost analysis, site planning, heating and cooling systems, functionality, aesthetic design, and additional project requirements. Using AutoCAD, students will generate detailed house plans to take with them upon completion of the course.				
<b>8809</b>	<b>DIGITAL TECHNOLOGIES</b>	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 credits</b>
In this course, students will learn the basics of animation, video editing, graphics and web design. They will create, model, and manufacture designs using Illustrator, edit and manipulate images in Photoshop, learn the fundamentals of animation necessary to create various animations, capture and edit video to create various video projects and learn the fundamentals of building a basic website.				

# ART

Mrs. Kerry Rossi, Supervisor

All students will need to successfully complete five credits in visual or performing arts to fulfill the State mandated graduation requirement. All the following art courses meet this 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 proficiency in the New Jersey Student Learning Standards for Visual Arts, which include: the Formal Elements of Art and Design Principles, Art History, Creating Art, Aesthetic Responses and Critique Methodologies. Student artwork is often showcased or exhibited throughout the school and community. Benchmark assessments will be administered quarterly.

<b>7004</b>	<b>ART FUNDAMENTALS</b>	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
	The purpose of this foundational 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 includes: drawing, painting, 2-D design, printmaking, sculpture, pottery/ceramics, and collage.			
<b>7110</b>	<b>PAINTING &amp; DRAWING I</b>	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</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 principles. Students will be expected to measure and use a ruler.			
<b>7120</b>	<b>PAINTING &amp; DRAWING II</b>	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
	<b>Prerequisites:</b> Painting & Drawing I or Art Fundamentals and teacher recommendation This course is designed for serious, motivated art students who wish to strengthen their skills in drawing, painting, color theory, and art criticism. Coursework includes various drawing techniques as well as realistic acrylic painting techniques based on direct observation of still-life subjects, photographs, and color theory exercises. Figurative, landscape, and abstract subjects will also be explored. Students will complete oral and written critiques.			
<b>7130</b>	<b>PAINTING &amp; DRAWING III</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
	<b>Prerequisites:</b> Painting & Drawing II and teacher recommendation 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. Coursework includes still life, figurative, value studies in various media, and oral and written critiques. The curriculum during the second half of the year addresses the "sustained investigation" component of the AP portfolio. Students will choose a concentration topic and start creating pieces for their senior AP portfolio. Students will also compile their artwork to start creating a personal digital portfolio.			
<b>7140</b>	<b>PAINTING &amp; DRAWING IV/AP STUDIO ART</b>	<b>Full Year</b>	<b>Grade 12</b>	<b>5 Credits</b>
	<b>Prerequisites:</b> Painting & Drawing III and teacher recommendation This is the second year of a two-year AP Studio Art 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 two sections of the AP portfolio which are sustained investigation and the selected works section. Students will demonstrate skillful synthesis of materials, processes, and ideas, and they will conduct a sustained investigation based on questions, practice, experimentation, and revision. Self-critique and reflection will also be required. <b>Students enrolled in this AP course will be required to take the AP exam administered in May (exam fees will be paid by the district).</b>			
<b>7211</b>	<b>SCULPTURE I</b>	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
	This course will enable students to explore a wide variety of sculpting techniques and various media, including air dry clay, paper-mache, 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.			

<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. They will experiment with various sizes, shapes, and media. They 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 sketchbook to track progress and record notes.	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
<b>7540</b>	<b>HAND-BUILT POTTERY</b> This course will concentrate on in-depth experimentation of hand-building techniques, including pinching, modeling, coiling, clay sculpture, and slab building. Any or all of these methods can be used in combination to form functional and sculptural pottery. Glazing and various decorating techniques will be explored to enhance the shape and function of the hand-built artwork. 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>7545</b>	<b>HAND-BUILT POTTERY II</b> <b>Prerequisites:</b> Hand-Built Pottery I and teacher recommendation This is a sequential learning course designed for serious hand-building students. Students build upon their knowledge of methods and techniques learned in Hand-Built I to create more complex projects. Students must possess strong hand-building techniques. In the second year of Hand-Built, students will concentrate on the aesthetic sculptural quality of the clay as a vessel while emphasizing free-standing sculpture and exploring a variety of high-fire clay bodies and glazes, including porcelain. Advanced hand-building methods, such as large-scale objects and fountains, will be explored. Emphasis will be placed on the concept that the vessel can be decorative and functional. Students will proceed to the next level of critical thinking and informed assessments.	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
<b>7510</b>	<b>POTTERY I</b> Various 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 of 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>Prerequisites:</b> Pottery I and teacher recommendation This is a sequential learning course designed for serious pottery students. Students are building their knowledge based on the methods and techniques learned in Pottery I and will apply it to more complex projects. Students 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 decorative and functional. A focus will be placed on large-scale vessels and making specific forms. Students will proceed to the next level of critical thinking and informed assessments.	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
<b>7530</b>	<b>POTTERY III</b> <b>Prerequisites:</b> Pottery II and teacher recommendation The third-year pottery course is designed for dedicated art students with a serious interest in pottery and strong wheel throwing techniques. Students are building their knowledge based on the methods and techniques learned in Pottery II. Students must have a strong knowledge of the potter's wheel and various hand-building techniques. This course includes instruction in advanced clay construction, design, and decoration methods. Both the wheel throwing and hand-building methods will be explored. In the third year of pottery, students will concentrate on the aesthetic sculptural quality of the vessel and the technical aspects of pottery as an art form. A focus will be placed on making large-scale vessels that can be decorative as well as functional. Students will also explore different bodies of clay, such as porcelain and stoneware.	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>

# BUSINESS EDUCATION

Mrs. Kerry Rossi, Supervisor

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|---|----------------------------------|------------------|---------------------|------------------|
| <b>6141</b>   | <b>SMALL BUSINESS MANAGEMENT</b> | <b>Full Year</b> | <b>Grades 11-12</b> | <b>5 Credits</b> |
| <p>An entrepreneurial approach to small business management with emphasis on the importance of management skills, industry knowledge, and strategic planning. Specific topics include small business creation, business plan development, marketing, operations, personnel, finance, business law, and community responsibility. The primary course objective is to provide students with a realistic formula for successfully operating a small business. Students will have opportunities to interact with local business owners to learn the intricate workings of small business environments. <b>Students enrolled in this course may be eligible to earn college credit through our dual credit partnership with Stockton University.</b></p> |                                  |                  |                     |                  |
| <b>6068</b>   | <b>MICROSOFT OFFICE</b>          | <b>Full Year</b> | <b>Grades 9-12</b>  | <b>5 Credits</b> |
| <p>This course provides students with the skills they need to use the Microsoft Office Suite effectively. Students will learn to use the features of Microsoft Word, Access, PowerPoint, and Excel, which are extremely beneficial for college and personal use.</p>  |                                  |                  |                     |                  |
| <b>6200</b>   | <b>TOPICS IN BUSINESS</b>        | <b>Full Year</b> | <b>Grades 9-12</b>  | <b>5 Credits</b> |
| <p>Thinking of a possible future in business? This course is designed to introduce students to the multi-faceted world of business. Units of study include Accounting, Economics, Finance, Business Law and Ethics, Marketing, and Human Resource Management. Students will foster and expand their knowledge of the business world, learn of possible areas of concentration available for college study, and explore career opportunities. This course satisfies the graduation requirement for financial literacy. <b>Students enrolled in this course may be eligible to earn college credit through our dual credit partnership with Stockton University.</b></p>  |                                  |                  |                     |                  |

- \* **INTRODUCTION TO COMPUTER PROGRAMMING** is in the mathematics section.
- \* **AP COMPUTER SCIENCE A** is in the mathematics section.
- \* **AP COMPUTER SCIENCE PRINCIPLES** is in the mathematics section.
- \* **ECONOMICS** and **AP MICROECONOMICS** are in the social studies section.
- \* **DIGITAL TECHNOLOGIES** is in the applied technology section.

# ENGLISH

Mrs. Kerry Rossi, Supervisor

- |             |  |                  |                 |                  |
|-------------|--|------------------|-----------------|------------------|
| <b>1110</b> | <b>ENGLISH I</b>   | <b>Full Year</b> | <b>Grade 9</b>  | <b>5 Credits</b> |
|             | <p>This is a college preparatory course that will challenge students academically by engaging them 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 Odyssey</i>, and <i>Romeo and Juliet</i>. Research, vocabulary, and grammar programs are components of this course. A summer reading assignment is a requirement of this course.</p>   |                  |                 |                  |
| <b>1120</b> | <b>ADVANCED ENGLISH I</b>  | <b>Full Year</b> | <b>Grade 9</b>  | <b>5 Credits</b> |
|             | <p>This course is for motivated, independent learners who desire to prepare for college. Students selecting this program should have highly honed language skills and desire to develop further 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 the classroom. Core literature includes representative poetic and short story works emphasizing 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 Odyssey</i>, and <i>Romeo and Juliet</i>. Outside supplemental readings are an additional component of this program. Research, vocabulary, and grammar programs are components of this course. A summer reading assignment is a requirement of this course.</p>  |                  |                 |                  |
| <b>1130</b> | <b>HONORS ENGLISH I</b>  | <b>Full Year</b> | <b>Grade 9</b>  | <b>5 Credits</b> |
|             | <p>This course is for highly motivated, independent learners with academic initiative 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 emphasizing 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 Odyssey</i>, and <i>Romeo and Juliet</i>, as well as various non-fiction essays. A variety of supplemental texts will be required outside reading. Research, vocabulary, and grammar programs are components of this course. Multiple summer reading assignments are required.</p> |                  |                 |                  |
| <b>1210</b> | <b>ENGLISH II</b>  | <b>Full Year</b> | <b>Grade 10</b> | <b>5 Credits</b> |
|             | <p><b>Prerequisite:</b> English I</p> <p>This is a college preparatory course. Students will develop language skills by engaging in critical reading, writing, and thinking. Core literature includes the study of the contemporary novel, Shakespearean drama, poetry, speeches, informational articles, and essays. Research, grammar, and vocabulary are also important components of this course. Students will be required to create projects, produce essays, and work collaboratively to develop 21<sup>st</sup>-century technology skills and meet college and career readiness standards. A summer reading assignment is a requirement of this course.</p>  |                  |                 |                  |
| <b>1220</b> | <b>ADVANCED ENGLISH II</b>   | <b>Full Year</b> | <b>Grade 10</b> | <b>5 Credits</b> |
|             | <p><b>Prerequisite:</b> Advanced English I</p> <p>This course is for highly motivated, independent learners with academic initiative who desire to prepare for college. Students selecting this program should have highly honed language skills and a desire to develop their critical reading, writing, and thinking abilities further. Additional supplemental readings and texts will be required. Students should be prepared to complete a significant amount of reading and work outside the classroom. Core literature includes the study of contemporary novels, Shakespearean drama, poetry, speeches, informational articles, and essays. Research, grammar, and vocabulary are also important components of this course. Students will be required to create projects, produce essays, and work collaboratively to develop 21<sup>st</sup>-century technology skills and meet college and career readiness standards. A summer reading assignment is a requirement of this course.</p>   |                  |                 |                  |

<b>1230</b>	<b>HONORS ENGLISH II</b> <b>Prerequisites:</b> Honors English I with an 83 or better or Advanced English I with a 90 or better with teacher recommendation and completion of a writing sample. This course is for highly motivated, independent learners with academic initiative 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 the study of contemporary novels, Shakespearean drama, poetry, speeches, informational articles, and essays. Research, grammar, and vocabulary are also important components of this course. Students will be required to create projects, produce essays, and work collaboratively to develop 21 <sup>st</sup> -century technology skills as well as meet college and career readiness standards. Multiple summer reading assignments are required.	<b>Full Year</b>	<b>Grade 10</b>	<b>5 Credits</b>
<b>1310</b>	<b>ENGLISH III</b> <b>Prerequisite:</b> English II 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. This course will emphasize the study of American Literature, important U.S. documents, and modern non-fiction essays. Special attention will be given to writing instruction, vocabulary development, and preparation for standardized tests like the SAT. The college application/resume process will also be reviewed. A summer reading assignment is a requirement of this course.	<b>Full Year</b>	<b>Grade 11</b>	<b>5 Credits</b>
<b>1320</b>	<b>ADVANCED ENGLISH III</b> <b>Prerequisite:</b> Advanced English II This course is for highly motivated, independent learners with academic initiative who desire to prepare for college. Students selecting this program should have highly honed language skills and desire to develop their critical reading, writing, and thinking abilities further. Students should be prepared to complete a significant amount of reading and work outside the classroom. This course will emphasize the study of American Literature, important U.S. documents, and modern non-fiction essays. Special attention will be given to writing instruction, vocabulary development, and preparation for standardized tests like the SAT. The college application/resume process will also be reviewed. A summer reading assignment is a requirement of this course.	<b>Full Year</b>	<b>Grade 11</b>	<b>5 Credits</b>
<b>1330</b>	<b>HONORS ENGLISH III</b> <b>Prerequisites:</b> Advanced English II with a 90 or better and teacher recommendation This course is for highly motivated, independent learners with academic initiative 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 will emphasize the study of American Literature, as well as important U.S. documents and modern non-fiction essays. Special attention will be given to writing instruction, vocabulary development, and preparation for standardized tests like the SAT. The college application/resume process will also be reviewed. Multiple summer reading assignments are required.	<b>Full Year</b>	<b>Grade 11</b>	<b>5 Credits</b>
<b>1340</b>	<b>AP ENGLISH III: LANGUAGE AND COMPOSITION</b> <b>Prerequisites:</b> Honors English II with an 83 or better and teacher recommendation This rigorous course will require students to read complex, non-fiction works from well-renowned writers from the 18th through 21st centuries, understand and analyze the art of rhetoric, and write complex, controlled, and incisive essays. This is essentially a college-level course given in high school, so strong reading and writing skills are essential. The course is designed for mature, highly motivated students who are willing to challenge themselves. Students enrolled in this course have the opportunity to prepare for the College Board Advanced Placement Exam and potentially earn college credit. Multiple summer reading assignments are required. <b>Students enrolled in this AP course will be required to take the AP exam administered in May (the district will pay exam fees).</b>	<b>Full Year</b>	<b>Grade 11</b>	<b>5 Credits</b>



<b>1410</b>	<b>ENGLISH IV</b> <b>Prerequisite:</b> English III This is a college preparatory course. It emphasizes the study of British Literature paired with contemporary nonfiction essays. The course challenges students academically to further develop their research, reading, writing, speaking, vocabulary, grammar, and critical thinking skills to prepare them for college and careers. A summer reading assignment is a requirement of this course.	<b>Full Year</b>	<b>Grade 12</b>	<b>5 Credits</b>
<b>1420</b>	<b>ADVANCED ENGLISH IV</b> <b>Prerequisite:</b> Advanced English III This course is for highly motivated, independent learners with academic initiative who desire to prepare for college. This course will emphasize the study of British Literature, which will be paired with contemporary non-fiction essays. Students selecting this course should expect to complete outside supplemental reading. This course will challenge students academically to further enhance already acquired research, reading, writing, speaking, vocabulary, grammar, and critical thinking skills to prepare them for college and career. A summer reading assignment is a requirement of this course.	<b>Full Year</b>	<b>Grade 12</b>	<b>5 Credits</b>
<b>1430</b>	<b>AP ENGLISH IV: LITERATURE AND COMPOSITION</b> <b>Prerequisites:</b> Honors English III or AP English III: Language and Composition with an 83 or better or Advanced English III with a 90 or better and teacher recommendation and completion of a writing sample. This is the most rigorous of the English courses offered senior year. This course will require students to read complex, sophisticated pieces of recognized literary merit. The works studied will come from various time periods and represent a variety of genres, including poetry, drama, short stories, and novels. Students must write analysis, arguments, and interpretation papers with focus, precision, and stylistic maturity. This is essentially a college-level course given in high school, so the workload is demanding. Active engagement in class discussions is mandatory. The course is designed for responsible, highly motivated students who are willing to challenge themselves and are interested in imaginative literature's artistry. Students enrolled in this course have the opportunity to prepare for the College Board Advanced Placement Exam and potentially earn college credit. Multiple summer reading assignments are required. <b>Students enrolled in this AP course will be required to take the AP exam administered in May (the district will pay exam fees).</b>	<b>Full Year</b>	<b>Grade 12</b>	<b>5 Credits</b>
<b>1605</b>	<b>COMMUNICATION CONCEPTS: SPEECH &amp; WRITING BEYOND THE CLASSROOM</b> Good speaking and writing skills are essential for future success! This college prep course will enhance students' ability to speak and write effectively for a variety of purposes. Students will learn to evaluate a speaker's or writer's point of view as they develop their own. Assignments will give students ample opportunity for expression which will enable them to become better communicators and to acquire increased poise and confidence. <b>Students enrolled in this course may be eligible to earn college credit through our dual credit partnership with Ocean County College.</b>	<b>Full Year</b>	<b>Grades 11- 12</b>	<b>5 Credits</b>
<b>1630</b>	<b>YEARBOOK PRACTICUM</b> 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. 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, computer applications, desktop publishing and photography. Students are expected to work on the yearbook after school when the need presents itself.	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>

# ENGLISH AS A SECOND LANGUAGE

Mrs. Kerry Rossi, Supervisor

The English as a Second Language (ESL) Program is designed for English Language Learners (ELL) who originate from countries outside the United States and represent a variety of languages. The overall goal of the program is English language acquisition. In the program, students strive to 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 students in meeting district, State, and federal mandates for graduation, including achieving proficiency on standardized tests.

**1702      ENGLISH AS A SECOND LANGUAGE      Full Year      Grades 9-12      5 Credits**

This ESL class is designated as a port of entry course for students with 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. Placement in the program is determined by WIDA MODEL and/or ACCESS tests of English proficiency required by the State. Each student will have at least one class period of ESL per day.

**1705      ADVANCED ENGLISH AS A SECOND LANGUAGE      Full Year      Grades 9-12      5 Credits**

This class focuses on further improving English language proficiency and developing the comprehensive literacy skills required for academic success in all content area classes. It also prepares ELL students to take the State assessment in language arts and mathematics. Placement in the program is determined by the WIDA MODEL and/or ACCESS tests of English proficiency required by the State. Each student will have at least one class period of ESL per day.

# FAMILY & CONSUMER SCIENCES

Mrs. Catherine Latshaw, Lead Teacher

Family and Consumer Sciences courses combine practical application and academic knowledge. All Family and Consumer Sciences courses will fulfill the practical arts graduation requirement. Clothing Construction courses will fulfill the visual arts graduation requirement as well. Life 101 will fulfill the financial literacy graduation requirement.

## **8140 CLOTHING CONSTRUCTION & FASHION STUDIO I**

**Full Year**

**Grades 9-12**

**5 Credits**

Are you creative? Do you like hands-on projects? Do you like fashion? If you said yes to any of these questions, Clothing Construction & Fashion Studio I is for you! In this course, students will be inspired to explore the world of fashion. They will learn about the basic tools in sewing, pattern selection, and following a pattern while creating various projects, which may include shirts, bags, pajama pants, pillows, and dresses. Students will discover how clothes are made while developing valuable life skills. Exploring careers in the fashion industry and developing a personal portfolio are also components of this course.

## **8141 CLOTHING CONSTRUCTION & FASHION STUDIO II**

**Full Year**

**Grades 10-12**

**5 Credits**

**Prerequisite:** Clothing Construction & Fashion Studio I

In this more advanced course, students will learn about textile selection and how it relates to clothing construction. Students will select a project that continues to develop their sewing knowledge and skills and enables them to continue learning new concepts such as sewing, seam finishes, and hems. Projects will be selected jointly by the student and teacher. Students will work on a personal portfolio representing their skills in clothing construction. Careers in textiles and the clothing industry will be studied, as well as influential designers and elements and principles of design.

## **8142 CLOTHING CONSTRUCTION & FASHION STUDIO III**

**Full Year**

**Grades 11-12**

**5 Credits**

**Prerequisites:** Clothing Construction & Fashion Studio II and teacher recommendation

Using more difficult materials, students will create advanced projects, including prom gowns, tailored suits, jackets, and coats. Couture sewing will also be introduced. The course is recommended for students who truly enjoy sewing and wish to continue advanced learning in this area. Students will work on a personal portfolio representing their skills in clothing construction. Creativity in fashion design and careers in the fashion industry will also be explored. As students complete the areas of study, course projects will include fashion displays, fashion advertising, and fashion modeling. Students will also be key components in the production of the school's ever-successful fashion show, gaining experience applicable in the real world.

## **8143 CLOTHING CONSTRUCTION & FASHION STUDIO IV**

**Full Year**

**Grade 12**

**5 Credits**

**Prerequisites:** Clothing Construction & Fashion Studio III and teacher recommendation

This course is designed for students with career interests in Fashion Merchandising or those who desire general knowledge of this topic. As students complete the areas of study, in-depth course projects will include fashion displays, fashion advertising, fashion modeling, and another production of the fashion show. Students will utilize advanced technology such as the serger and embroidery machine. Students will learn tailoring techniques in clothing construction and alter existing garments. Pattern construction techniques like flat pattern design and draping will also be explored. Students will continue to work on a personal portfolio that represents their skill in clothing construction and demonstrates their ability to set goals and think creatively. After following the Clothing Construction & Fashion Studio course sequence for four years, students will be adequately prepared to take on the fashion scene!

<b>8206</b>	<b>CHILD DEVELOPMENT I</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, emphasizing the preschool child. The curriculum will also include appropriate and effective parenting skills for each age level. An integral part of the course will be the Child Development Learning Lab. Through participation in this program, students can apply their knowledge of child development and gain practical experience when working with preschoolers. Workplace readiness skills are an important aspect of this course.			
<b>8207</b>	<b>CHILD DEVELOPMENT II</b>	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
	<b>Prerequisites:</b> Child Development I and teacher recommendation This course is designed to increase students' exposure to the joys and responsibilities of working with young children in various roles and capacities. Integral parts of the course are teaching in the child development learning lab and mentoring students in the Child Development I course. Students will plan developmentally appropriate projects for all areas of the curriculum. These projects will then be incorporated into a portfolio that will reflect the student's own career interests and understanding of early childhood and elementary-level learning.			
<b>8208</b>	<b>CHILD DEVELOPMENT III</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
	<b>Prerequisites:</b> Child Development II 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 careers that have a primary focus on working with children. They will continue to mentor other students and expand their portfolios started in Child Development II.			
<b>8225</b>	<b>LIFE 101</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
	Do you know how to apply to colleges, trade schools, or the military? Find a place to live, find a job, or manage a bank account? Buy a car or understand all types of insurance? Do you understand the stock market and investing? Can you manage a food budget and cook healthy meals? Can you do all this while attending school and/or working? Sounds overwhelming? This course will explore the knowledge and skills necessary for living independently in today's fast-paced world. This course will fulfill the financial literacy graduation requirement.			
<b>8006</b>	<b>FUNDAMENTAL FOODS</b>	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
	This basic food course will enable the student to plan and prepare various nutritious breakfast, lunch, and dinner menus. Basic food preparation techniques are highlighted, and students will learn to prepare pasta dishes, meats, vegetables, quick bread, eggs, yeast bread, dairy, and fruits. Nutrition, safety, and sanitation are paramount and incorporated throughout the course. An overview of careers in food service is included.			
<b>8026</b>	<b>CREATIVE BAKING</b>	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
	This introductory course will introduce students to the art of baking. Students will learn various techniques to prepare an assortment of baked goods successfully. Measuring skills, the science of baking, and culinary careers will also be explored.			
<b>8046</b>	<b>GLOBAL FOODS</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
	Students will be introduced to the history, culture, traditions, and cuisine of many different countries and 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.			
<b>8076</b>	<b>NUTRITION</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
	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 planning and preparing menus supplying 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 and various specialized diets such as vegetarian, heart-healthy, low-calorie, and sports nutrition will also be evaluated. This course is especially recommended for students interested in nutrition and diets and those pursuing culinary arts, medicine, athletics, and health careers.			

**8220      TOMORROW'S TEACHERS      Full Year      Grades 11-12      5 credits**

**Prerequisite:** Students must complete an application process for the course

Tomorrow's Teachers is designed to introduce high school students to the teaching profession. Through classroom discussions, projects, field observations, and experiences, students will learn about the diverse field of education. Students will develop and demonstrate interpersonal and leadership skills, learn about professionalism, understand school structure, policies, and procedures, and discuss current issues in education today. A portfolio of work will be compiled, and a four-to-six-week field experience will allow students to work with children in an area school. This is a rigorous, purposeful, practical course with high expectations; a significant amount of work must be accomplished outside the confines of the class period. **Students enrolled in this course may be eligible to earn college credit through our dual credit partnership with Stockton University.**

# MATHEMATICS

Mr. Michael Concilio, Supervisor

- |  |                           |                  |                    |                  |
|--|---------------------------|------------------|--------------------|------------------|
| <b>2210</b>  | <b>ALGEBRA I</b>          | <b>Full Year</b> | <b>Grades 9-10</b> | <b>5 Credits</b> |
| <p>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 using 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.</p>   |                           |                  |                    |                  |
|  |                           |                  |                    |                  |
| <b>2211</b>  | <b>ADVANCED ALGEBRA I</b> | <b>Full Year</b> | <b>Grades 9-10</b> | <b>5 Credits</b> |
| <p><b>Prerequisite:</b> Teacher recommendation</p> <p>Advanced Algebra I is a rigorous course that covers all the topics of standard Algebra I. Additional emphasis is placed on the concepts of variables, real numbers, exponents, equations, inequalities, matrices, data analysis, factoring, graphing, functions, Pythagorean Theorem, quadratic equations, rational expressions, radicals, and trigonometric ratios. Concepts are extended to include graphing and solving absolute value inequalities, systems of inequalities, and quadratic inequalities, and solving exponential functions, including growth and decay. Students develop critical thinking skills and problem-solving techniques needed to conceptually understand and apply algebraic systems for solving problems applied to real-world situations. This course will provide a solid foundation for the advanced study of mathematics.</p>   |                           |                  |                    |                  |
|  |                           |                  |                    |                  |
| <b>2220</b>  | <b>GEOMETRY</b>           | <b>Full Year</b> | <b>Grades 9-12</b> | <b>5 Credits</b> |
| <p><b>Prerequisite:</b> Algebra I</p> <p>Geometry is designed to allow the college-bound student 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.</p>  |                           |                  |                    |                  |
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| <b>2221</b>  | <b>ADVANCED GEOMETRY</b>  | <b>Full Year</b> | <b>Grades 9-12</b> | <b>5 Credits</b> |
| <p><b>Prerequisites:</b> Algebra I and teacher recommendation</p> <p>This is an accelerated math course. Advanced Geometry is a rigorous course that covers all of the topics of standard Geometry. Additional emphasis is placed on the concepts of solid and analytic geometry, postulates and theorems, transformational geometry, right triangle trigonometry, and applications of geometry to other fields. A student who chooses this course should be aware that the range of topics is greater and, in more depth, than a non-advanced course, and the pace is faster. Concepts are extended to include coordinate geometry and proofs and real-world application applications. Students develop the ability to originate the synthetic proof of geometric theorems and critical and logical thinking methods needed to investigate and solve problems.</p>  |                           |                  |                    |                  |
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| <b>2222</b>  | <b>HONORS GEOMETRY</b>    | <b>Full Year</b> | <b>Grades 9-10</b> | <b>5 Credits</b> |
| <p><b>Prerequisites:</b> Honors Algebra I with an 83 or better and teacher recommendation</p> <p>Honors Geometry is a rigorous course that covers all the topics of a standard geometry class, with an emphasis placed upon the use of postulates and theorems, congruent polygons and triangles, right triangle geometry with an emphasis on Pythagorean Theorem and right triangle trigonometry, Properties of Polygons and Circles, Measurement in One, Two, and Three Dimensions, Transformations, and Similarity. In addition, there is a strong emphasis on reinforcing topics learned in Algebra I as they apply to the above-listed topics and the coordinate plane. Students develop the ability to originate the synthetic proof of geometric theorems and critical and logical thinking methods needed to investigate and solve problems. In addition, students will be required to use all these techniques to solve real-world problems. This course is for highly motivated math students. 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.</p> |                           |                  |                    |                  |

<b>2307</b>	<b>INTERMEDIATE ALGEBRA</b> <b>Prerequisite:</b> Geometry This course builds upon the concepts presented in Algebra I. Topics include linear and quadratic equations, functions and graphs, analytic geometry, and real and complex number systems. Inductive and deductive reasoning skills will be strengthened in the exploration of algebraic topics. Technology will be integrated to allow students to explore real-world applications of mathematics and mathematical modeling.	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
<b>2308</b>	<b>ALGEBRA II</b> <b>Prerequisites:</b> Algebra I and Geometry This course assumes competency in fundamental algebra skills. Students will explore algebraic and statistical concepts by analyzing various relationships. Specifically, students will study inverses and new function families: polynomial, rational, radical, exponential, logarithmic, trigonometric, and real and complex number systems. Students will also spend a portion of the year deepening their knowledge of probability and statistics. The course provides experience problem solving with the use of technology.	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
<b>2309</b>	<b>ADVANCED ALGEBRA II</b> <b>Prerequisites:</b> Advanced Geometry and teacher recommendation This is an accelerated math course. Advanced Algebra II is a rigorous course that covers all of the topics of standard Algebra II. Additional emphasis is placed on functions, analysis, conics, logarithmic and exponential functions, and matrices. A student who chooses this course should be aware that the range of topics is greater and, in more depth, than a non-advanced course, and the pace is faster. Additional topics covered include conic sections, counting methods, probability, data analysis, statistics, sequences, and series. Students develop critical thinking skills and problem-solving techniques to understand and apply algebraic systems to solve problems conceptually.	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
<b>2310</b>	<b>HONORS ALGEBRA II</b> <b>Prerequisites:</b> Honors Geometry with an 83 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.	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
<b>2315</b>	<b>COLLEGE ALGEBRA</b> <b>Prerequisite:</b> Algebra II This course is designed for students to extend their understanding of algebra and introduce the study of trigonometry and basic statistics. Functions, including their graphs, will be covered in detail. Students who plan to attend college but are not likely to need calculus for their major can elect to take this course as an alternative to Pre-Calculus. <b>Students enrolled in this course may be eligible to earn college credit through our dual credit partnership with Ocean County College.</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
<b>2240</b>	<b>ADVANCED PRE-CALCULUS</b> <b>Prerequisites:</b> Geometry, Algebra II, and teacher recommendation This course expands upon the skills learned in both algebra and geometry and is designed to build a foundation for calculus. Polynomials, rational, exponential, logarithmic, trigonometric (or circular) functions, and some of their properties and graphs are discussed in detail. The concept of conic sections is also covered. 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. <b>Students enrolled in this course may be eligible to earn college credit through our dual credit partnership with Stockton University.</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
<b>2320</b>	<b>HONORS PRE-CALCULUS</b> <b>Prerequisites:</b> Honors Algebra II with an 83 or better and teacher recommendation This course expands upon the skills learned in both algebra and geometry and is designed to build a foundation for calculus. Polynomials, rational, exponential, logarithmic, and trigonometric functions, and their properties and graphs are discussed in detail. The concepts of limits and derivatives are introduced. Other topics addressed include sequences/series and counting/probability. 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. <b>Students enrolled in this course may be eligible to earn college credit through our dual credit partnership with Stockton University.</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>



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| <b>2340</b> | <b>HONORS CALCULUS I</b>   | <b>Full Year</b> | <b>Grades 11-12</b> | <b>5 Credits</b> |
|             | <b>Prerequisite:</b> Advanced Pre-Calculus   |                  |                     |                  |
|             | This is an introductory college-level course in differential and integral calculus. It will introduce the students to topics normally covered in a college-level calculus course. However, it will not prepare the students for the AP Calculus Exam. The advanced nature of the course requires the students to conscientiously complete their daily assignments, which will require a significant amount of work to be accomplished outside the confines of the class period. <b>Students enrolled in this course may be eligible to earn college credit through our dual credit partnership with Stockton University.</b> |                  |                     |                  |
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| <b>2351</b> | <b>AP CALCULUS I</b>   | <b>Full Year</b> | <b>Grades 11-12</b> | <b>5 Credits</b> |
|             | <b>Prerequisites:</b> Honors Pre-Calculus with an 83 or better and teacher recommendation  |                  |                     |                  |
|             | This course is for highly motivated math students. Expectations and workload in all AP courses are significant. Students successfully completing the first semester of the course with at least an 83 and receiving the recommendation of their teacher may take the AP Calculus AB Exam 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. <b>Students enrolled in this course may be eligible to earn college credit through our dual credit partnership with Stockton University. Students enrolled in this AP course will be required to take the AP exam administered in May (the district will pay exam fees).</b> |                  |                     |                  |
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| <b>2360</b> | <b>AP CALCULUS II</b>   | <b>Full Year</b> | <b>Grade 12</b> | <b>5 Credits</b> |
|             | <b>Prerequisites:</b> AP Calculus I and teacher recommendation  |                  |                 |                  |
|             | This course will review the topics covered in AP Calculus I and follow the scope and sequence of the topics outlined by the College Board 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 AP Calculus BC Exam 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 for and an enthusiasm for abstract mathematics, including a willingness to explore topics independently with minimal 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. <b>Students enrolled in this course may be eligible to earn college credit through our dual credit partnership with Stockton University. Students enrolled in this AP course will be required to take the AP exam administered in May (the district will pay exam fees).</b> |                  |                 |                  |
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| <b>2370</b> | <b>AP STATISTICS</b>   | <b>Full Year</b> | <b>Grades 10-12</b> | <b>5 Credits</b> |
|             | <b>Prerequisites:</b> Honors Geometry and/or Honors Algebra II and teacher recommendation  |                  |                     |                  |
|             | This is a college-level course in statistics. Topics covered in the course include exploring data, planning a study, anticipating patterns, and statistical inference. Due to the nature of the course, it is highly recommended that students have their own graphing calculator. 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>Students enrolled in this AP course will be required to take the AP exam administered in May (the district will pay exam fees).</b> |                  |                     |                  |
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| <b>2420</b> | <b>INTRO TO COMPUTER PROGRAMMING</b>   | <b>Full Year</b> | <b>Grades 10-12</b> | <b>5 credits</b> |
|             | <b>Prerequisite:</b> Concurrently taking or completed Algebra II   |                  |                     |                  |
|             | Introduction to Computer Programming provides students with the knowledge and skills to construct computer programs in one or more languages. Students will first learn the basic components of a computer and how it executes code to display what we use every day. The course introduces students to computer science with fundamental topics that include problem-solving, design strategies, and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. Students will write code using logical operators and other more detailed functions. These techniques represent proven approaches for developing solutions that can scale up small, simple problems to large, complex problems. |                  |                     |                  |

**2425 AP COMPUTER SCIENCE PRINCIPLES Full Year Grades 9-12 5 Credits**

**Prerequisites:** Concurrently taking or completed Geometry

This course is for students to learn the content of PSI AP Computer Science Principles and be prepared to take the AP Exam. It focuses on the fundamental understanding of computers, networking, data conversion and use, and life in a digital world. Programming skills will be deepened throughout this course. Topics that students will be introduced to include an introduction to programming, operators and logic, algorithms and control structures, lists, functions and procedures, the global impact of computing, bits and bytes, data and privacy, graphics and images, and the Internet and networking.

**Students enrolled in this AP course will be required to take the AP exam administered in May (the district will pay exam fees).**

**2430 AP COMPUTER SCIENCE A Full Year Grades 10-12 5 credits**

**Prerequisite:** Concurrently taking or completed Algebra II and AP Computer Science Principles

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem-solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes object-oriented and imperative problem-solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities. **Students enrolled in this AP course will be required to take the AP exam administered in May (the district will pay exam fees).**

**2520 PRACTICAL MATH & PERSONAL FINANCE Full Year Grade 12 5 Credits**

**Prerequisite:** Concurrently taking or completed Intermediate Algebra or Algebra II

This course emphasizes real-world applications of mathematics in personal finance. Through hands-on projects, students will develop essential money management skills and apply prior math knowledge to practical financial topics. Areas of study include personal income, taxes, banking, credit, loans, vehicle and home financing, insurance, investments, and retirement planning. Students will also explore business finance concepts and reinforce algebraic reasoning with linear and exponential functions. Introductory lessons in probability and statistics are integrated to support informed decision-making. This course will fulfill the financial literacy graduation requirement. **Students enrolled in this course may be eligible to earn college credit through our dual credit partnership with Stockton University.**

# PERFORMING ARTS

Dr. Richard Falletta, Supervisor

<b>0610</b>	<b>SELECT SYMPHONIC BAND</b>	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
	<b>Prerequisites:</b> Director's recommendation and audition Symphonic Band is the first level of a two-tiered band program. Continued emphasis will be on the development of individual musical skills. Students are expected to complete small or individual lessons/sectionals with faculty throughout the school year. Advanced literature will be demonstrated through public performance, and students will be required to perform at two to three evening concerts and high school graduation (band members in grades 9–12).			
<b>0620</b>	<b>WIND ENSEMBLE</b>	<b>Full Year</b>	<b>Grades 9-10</b>	<b>5 Credits</b>
	<b>Prerequisites:</b> Director's recommendation and audition This ensemble is composed of the most outstanding instrumental students in the band program. Students will engage in an in-depth study of highly developed concert literature and advanced technical musical studies that will challenge each student to reach his/her full musical potential. Students are expected to complete small or individual lessons with faculty throughout the school year. All students are required to perform at two to three evening concerts as well as various community events, including ceremonies for Veterans Day and Memorial Day. Students are also required to perform at graduation. This course will be scheduled along with the Honors Wind Ensemble. Students are required to audition every year.			
<b>0621</b>	<b>HONORS WIND ENSEMBLE</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
	<b>Prerequisites:</b> Director's recommendation and audition This ensemble is composed of the most outstanding instrumental students in the band program. Students will engage in an in-depth study of highly developed concert literature and advanced technical musical studies that will challenge each student to reach his/her full musical potential. Students are expected to complete small or individual lessons with faculty throughout the school year. All students are required to perform at two to three evening concerts as well as various community events, including ceremonies for Veterans Day and Memorial Day. Students in grade 11 are required to perform at graduation. Successful completion of this class entitles students to receive honors credit with the completion of additional assignments and/or assessments as determined by the director. Students are required to audition every year.			
<b>0640</b>	<b>STRING ORCHESTRA</b>	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
	<b>Prerequisites:</b> Director's recommendation and audition This course will provide a well-rounded experience in ensemble performance in the string orchestra setting. Students must have experience in playing a stringed instrument (Violin, Viola, Cello, or Upright Bass) or make prior arrangements for individual lessons before joining the course. Music reading and public performance will be emphasized. Students will be required to perform in two evening concerts during the school year.			
<b>0645</b>	<b>SELECT STRING ORCHESTRA</b>	<b>Full Year</b>	<b>Grades 9-10</b>	<b>5 Credits</b>
	<b>Prerequisites:</b> Director's recommendation and audition This ensemble is composed of the most outstanding students in the strings program. Students will play music at a significantly more challenging level than in String Orchestra and take part in community performances throughout the year. Auditions will be held in the spring for the following fall and will include a performance of a solo, scales, and sight-reading material. Students will be required to perform two evening concerts during the school year. This course will be scheduled along with the Honors Select String Orchestra.			

<b>0655</b>	<b>HONORS SELECT STRING ORCHESTRA</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
	<b>Prerequisites:</b> Director's recommendation and audition			
	This ensemble is composed of the most outstanding students in the strings program. Students will play music at a significantly more challenging level than in String Orchestra and take part in community performances throughout the year. Auditions will be held in the spring for the following fall and will include a performance of a solo, scales, and sight-reading material. Students will be required to perform two evening concerts during the school year. Successful completion of this class entitles students to receive honors credit with the completion of additional assignments and/or assessments as determined by the director.			
<b>0680</b>	<b>CONCERT CHOIR</b>	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
	<b>Prerequisites:</b> Director's recommendation and audition			
	Concert Choir is an auditioned choir. Auditions are held from January to June of the previous school year. Students participating in Concert Choir understand the singing voice and the ability to read music and perform a variety of musical pieces. The fall repertoire includes more traditional selections to be performed during the month of December. The spring repertoire includes more "show choir" selections to be performed at various festivals, competitions, and school concerts. <b>Students enrolled in this course may be eligible to earn college credit through our dual credit partnership with Stockton University.</b>			
<b>0682</b>	<b>SELECT CHOIR</b>	<b>Full Year</b>	<b>Grade 10</b>	<b>5 Credits</b>
	<b>Prerequisites:</b> Director's recommendation and audition			
	Select Choir is an auditioned choir. Auditions are held from January to June of the previous school year. Auditioned material is similar to the material required by the All-Shore Chorus. Advanced vocal students participating have an opportunity to learn and perform a variety of music that will further their musical, vocal and performance skills. Emphasis is placed on a variety of musical components, such as sight-reading, rhythmic and melodic articulation, expressive interpretation, and performance practices. Students will be encouraged to improve their listening and vocal skills through a variety of individual and group performances. This course will require student participation beyond regular school hours due to the performance schedule. These performances may include in-school shows, community programs, recitals, and vocal festivals. This course will be scheduled along with the Honors Select Choir. <b>Students enrolled in this course may be eligible to earn college credit through our dual credit partnership with Stockton University.</b>			
<b>0683</b>	<b>HONORS SELECT CHOIR</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
	<b>Prerequisites:</b> Director's recommendation and audition			
	Honors Select Choir is an auditioned choir. Auditions are held from January to June of the previous school year. Auditioned material is similar to the material required by the All-Shore Chorus. Advanced vocal students participating have an opportunity to learn and perform a variety of music that will further their musical, vocal and performance skills. Emphasis is placed on a variety of musical components, such as sight-reading, rhythmic and melodic articulation, expressive interpretation, and performance practices. Students will be encouraged to improve their listening and vocal skills through a variety of individual and group performances. This course will require student participation beyond regular school hours due to the performance schedule. These performances may include in-school shows, community programs, recitals, and vocal festivals. Successful completion of this class entitles the students to receive honors credit with the completion of additional assignments and/or assessments as determined by the director. <b>Students enrolled in this course may be eligible to earn college credit through our dual credit partnership with Stockton University.</b>			
<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 high school students who have an interest in music but have little or no experience playing an instrument. Instruments will be provided. 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.			

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| <b>0692</b> | <b>MUSIC THEORY</b> | <b>Full Year</b> | <b>Grades 10-12</b> | <b>5 Credits</b> |
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- Prerequisites:** A minimum of one year of formal study of instrument/voice and teacher recommendation
- Music Theory is designed for students 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.
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| <b>0693</b> | <b>AP MUSIC THEORY</b> | <b>Full Year</b> | <b>Grades 10-12</b> | <b>5 Credits</b> |
|-------------|------------------------|------------------|---------------------|------------------|
- Prerequisite:** **Music** Theory OR students 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 help students 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 AP Music Theory Exam 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. **Students enrolled in this AP course will be required to take the AP exam administered in May (the district will pay exam fees).**
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| <b>0660</b> | <b>THEATRE ARTS</b> | <b>Full Year</b> | <b>Grades 9-12</b> | <b>5 Credits</b> |
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- This comprehensive course focuses on the refinement of an actor's skill. Units in musical theatre, theatre history, technical theatre, costume design, script analysis, direction, speech, and vocal production will ensure versatility for the aspiring performer. Students will be expected to perform after school in two showcases per year. **Students enrolled in this course may be eligible to earn college credit through our dual credit partnership with Stockton University.**
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| <b>0665</b> | <b>THEATRE DANCE</b> | <b>Full Year</b> | <b>Grades 9-12</b> | <b>5 Credits</b> |
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- This course is designed for students looking to strengthen their knowledge and technique in all areas of dance. No prerequisites or prior dance study is required. In this course, students will acquire an understanding of ballet techniques, concepts, and principles. Using this foundation, students will continue their studies to learn about jazz, modern, and tap dance. This course will also include study in dance history, performance, and choreography. Students will be expected to perform after school in two showcases per year. Proper shoes and clothing will be necessary to participate in this class each day.

# PHYSICAL EDUCATION, HEALTH EDUCATION AND DRIVER EDUCATION

Mr. Joseph DiPietro, Supervisor

Per New Jersey State law, all students are required to take a course in Physical Education each year they are enrolled in high school. 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 sports, and dance are 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	Field Hockey	Orienteering	Team Handball
Archery	Fitness	Project Adventure II	Tennis
Badminton	Flag Football	Power Walking	Track & Field
Basketball	Games	Racquet Sports	Tumbling
Bicycling	Golf	Soccer	Ultimate Frisbee
Dance	Gymnastics	Softball	Volleyball
Fencing	Lacrosse	Table Tennis	Weight Training

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

<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 / DRIVER EDUCATION</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>

All Health Education courses are one marking period and are offered alternately with Physical Education in students' schedules in grades 9 through 12. These courses are designed to provide specific and general knowledge so those students may develop desirable health practices.

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| <b>0150</b> | <b>HEALTH 9</b><br>This course focuses on the impact of decision-making on health. Students will learn about interpersonal skills in developing and maintaining relationships, male and female reproductive systems, sexually transmitted diseases, family planning, birth control methods and their effectiveness with an emphasis on abstinence, and alcohol and drug education. This course focuses on the individual striving to understand themselves and others.   | <b>Grade 9</b>  |
| <b>0250</b> | <b>DRIVER EDUCATION</b><br>Driver Education, a classroom-based course, culminates in the administration of the New Jersey Motor Vehicle Commission's knowledge examination. Passage of this examination meets the eligibility requirement for the driver's permit. This course focuses on the development of an attitude of responsibility concerning the driving of vehicles. A driver simulator imitates driving conditions and assists in the decision-making process necessary to become a defensive driver. | <b>Grade 10</b> |
| <b>0350</b> | <b>HEALTH 11</b><br>In this course, students will study wellness and fitness, nutrition, drugs and alcohol, and communicable and non-communicable diseases. An emphasis will be placed on the development of personal responsibility and decision-making. Students will explore emotions, stress, conflicts, and community resources that support a healthy lifestyle.   | <b>Grade 11</b> |
| <b>0450</b> | <b>HEALTH 12</b><br>The complex society we live in presents many challenges for young adults. This course allows students to explore chronic and life-threatening diseases, analyze family health history, learn emergency first aid skills, analyze factors that can influence decisions about pregnancy and parenting, and explore the characteristics of a healthy relationship.  | <b>Grade 12</b> |

# AIR FORCE JUNIOR ROTC

Mr. Joseph DiPietro, Supervisor

Air Force Junior ROTC (AFJROTC) is a program for students in grades 9-12 looking for something different and challenging. The mission of the AFJROTC program is to develop citizens of character dedicated to serving their nation and community. Students will learn to listen and think critically, prepare for leadership, build personal awareness and self-discipline, build and lead effective teams, learn key behaviors for becoming a competent leader, and learn the importance of charting a career path. Enrollment in AFJROTC incurs **NO MILITARY OBLIGATION**; however, scholarship opportunities and promotion benefits are available to experienced AFJROTC cadets should the student decide to pursue a military career after graduating from high school.

The AFJROTC curriculum includes Aerospace Science (AS), Leadership Education (LE), and Wellness. Aerospace Science introduces students to the principles of flight and navigation, the history of aviation, the development of air power, contemporary aviation, human requirements of flight, cultural and global awareness, geography, the space environment, space programs, space technology, rocketry, propulsion, the aerospace industry, and survival skills. The Leadership Education component emphasizes discipline, responsibility, leadership, followership, citizenship, military customs and courtesies, cadet corps activities, study habits, time management, communication skills, career opportunities, life skills, financial literacy, management skills, and drill. Drill is taught throughout the school year as part of the leadership component in conjunction with formal AS and LE academic lessons. Wellness is an official and integral part of the AFJROTC program (inclusive of all athletic abilities). The wellness program aims to motivate cadets to lead healthy, active lifestyles beyond program requirements and into their adult lives. Cadets will be given the opportunity to put into practice the wellness concepts that are taught in class. Wellness includes exercise and physical activity.

Co-curricular and extra-curricular activities reinforce classroom leadership instruction and encourage community service. Cadets organize and participate in Color Guard, Drill Team, ceremonies, parades and athletic events in the school and community. Students can attend field trips to aerospace museums and military bases and participate in hands-on learning experiences to include RC model aircraft, model rockets, quadcopters, and flight simulators.

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

## JROTC - OPTIONAL SUMMER COURSE

<b>0845</b>	<b>Cadet Leadership Course (CLC)</b> <b>Prerequisite:</b> JROTC I An eight-day summer course for students entering their second through fourth year in AFJROTC. Conducted every June at Joint Base McGuire-Dix-Lakehurst, NJ, it is a compilation of academics, physical fitness, drill, and ceremonies, and hands-on problem-solving. Cadets reside in Ft. Dix dormitories and eat in the dining hall. During the course, cadets fine-tune their leadership and teamwork skills. Cadets are supervised and chaperoned by qualified AFJROTC instructors and volunteers. CLC is a selective and voluntary program.	<b>120 Hours</b>	<b>Grades 10-12</b>	<b>2.5 Credits</b>
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See the instructor for registration details. Students will only be permitted to take this course once for credit.

# SCIENCE

Mrs. Melissa Karas, Supervisor

<b>3019</b>	<b>GEOPHYSICAL SCIENCE</b>	<b>Full Year</b>	<b>Grade 9</b>	<b>5 Credits</b>
This laboratory/inquiry-based course will introduce students to high school science. This is the first in a series of college prep courses that will satisfy the requirements for entry into post-secondary education. This course provides a solid foundation of scientific principles that will apply to all future science courses. Topics of study include physical science, earth science, geology, and ecology. The development of laboratory techniques and problem-solving skills are stressed.				
<b>3018</b>	<b>ADVANCED GEOPHYSICAL SCIENCE</b>	<b>Full Year</b>	<b>Grade 9</b>	<b>5 Credits</b>
<b>Prerequisite:</b> Must be taken concurrently with Advanced Algebra I				
This accelerated laboratory/inquiry-based science course provides a solid foundation of scientific principles that will apply to all future science courses. Topics of study include physical science, earth science, geology, and ecology. The development of laboratory techniques and problem-solving skills are stressed.				
<b>3100</b>	<b>BIOLOGY</b>	<b>Full Year</b>	<b>Grade 10</b>	<b>6 Credits</b>
<b>Prerequisites:</b> Geophysical Science and Algebra I				
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, biodiversity and human impact on the biosphere, inheritance, human biology, and evolutionary principles. Hands-on activities and lab investigations are an integral part of this course.				
<b>3110</b>	<b>ADVANCED BIOLOGY</b>	<b>Full Year</b>	<b>Grade 9-10</b>	<b>6 Credits</b>
<b>Prerequisite:</b> Must be taken concurrently with Advanced Geometry				
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, laboratory skills, and technology integration. The areas of biochemistry, cells, genetics, environment, and human body systems will be emphasized.				
<b>3120</b>	<b>HONORS BIOLOGY</b>	<b>Full Year</b>	<b>Grade 9</b>	<b>6 Credits</b>
<b>Prerequisite:</b> Must be taken concurrently with Honors Geometry				
This course is designed for students with a genuine interest in the biological sciences. In biology, students investigate living organisms' origin, structure, function, and distribution. A variety of inquiry-based classroom activities will provide students with 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.				
<b>3200</b>	<b>CHEMISTRY</b>	<b>Full Year</b>	<b>Grades 11</b>	<b>6 Credits</b>
<b>Prerequisites:</b> Biology and Algebra I				
This laboratory/inquiry-based college prep course 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>3210</b>	<b>ADVANCED CHEMISTRY</b>	<b>Full Year</b>	<b>Grade 11</b>	<b>6 Credits</b>
<b>Prerequisites:</b> Advanced Biology and Advanced Algebra I				
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 stressed. A major part of the course is laboratory work designed to strengthen theoretical concepts.				



<b>3220</b>	<b>HONORS CHEMISTRY</b> <b>Prerequisites:</b> Honors Biology and Honors Algebra II are strongly recommended Honors Chemistry is a demanding college preparatory course geared toward students with an aptitude for scientific study and mathematics. Problem-solving skills and critical thinking are being emphasized. A very 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. 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 10-11</b>	<b>6 Credits</b>
<b>3300</b>	<b>PHYSICS</b> <b>Prerequisites:</b> Chemistry and concurrently enrolled in or completed Algebra II Have you ever wondered 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 the development of laboratory skills and is geared toward college-bound students.	<b>Full Year</b>	<b>Grades 11-12</b>	<b>6 Credits</b>
<b>3310</b>	<b>ADVANCED PHYSICS</b> <b>Prerequisites:</b> Advanced Chemistry and Advanced Algebra II are strongly recommended This laboratory/inquiry-based science course emphasizes problem-solving techniques, logical thinking, and the development of laboratory skills and is geared toward college-bound students. 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.	<b>Full Year</b>	<b>Grades 11-12</b>	<b>6 Credits</b>
<b>3140</b>	<b>AP BIOLOGY</b> <b>Prerequisites:</b> Honors Chemistry or Advanced Chemistry with a grade of 92 or better The Advanced Placement Biology course is designed to be the equivalent of a college introductory biology course taken by biology majors during their first year. It provides students with the opportunity to prepare for the AP Exam and earn advanced or college credit. The course follows the curriculum recommended by the College Board and is 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. The course has a substantial laboratory component, allowing students to become familiar with various advanced laboratory skills and practices. 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>Students enrolled in this AP course will be required to take the AP exam administered in May (the district will pay exam fees).</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>6 Credits</b>
<b>3230</b>	<b>AP CHEMISTRY</b> <b>Prerequisites:</b> Honors Chemistry or Advanced Chemistry with a grade of 92 or better and Algebra II with a grade of 92 or better This course will go into more detail about topics covered in Honors Chemistry. Topics will include thermochemistry, chemical kinetics, and organic chemistry. Laboratory work will include learning to use a spectrophotometer and other college-level labs. This course is recommended for any student interested in pursuing a career in biology, chemistry, medicine, or engineering. A lab portfolio is one of the course requirements. 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>Students enrolled in this AP course will be required to take the AP exam administered in May (the district will pay exam fees).</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>6 Credits</b>

<b>3320</b>	<b>AP PHYSICS 1: ALGEBRA-BASED</b> <b>Prerequisites:</b> Honors Chemistry and Honors Algebra II AP Physics 1 is equivalent to a first-semester college algebra-based physics course. The course covers Newtonian mechanics (including rotational dynamics and angular momentum), work, energy, power, mechanical waves, sound and an introduction to electric circuits. Students will apply trigonometric functions and engage in inquiry-based laboratory activities. The course emphasizes mastery of core physics concepts and foundational science practices required for college credit. Each learning objective combines physics content with one or more of seven foundational science practices. High expectations and a significant independent workload are integral to this accelerated program. <b>Students enrolled in this AP course will be required to take the AP exam administered in May (the district will pay exam fees).</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>6 Credits</b>
<b>3325</b>	<b>AP PHYSICS 2: ALGEBRA-BASED</b> <b>Prerequisite:</b> AP Physics 1 AP Physics 2 is the equivalent of a second-semester college course in algebra-based physics. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. This course includes the basic use of trigonometric functions and focuses on the knowledge and skills students should demonstrate to qualify for college credit. Each learning objective combines physics content with one or more of seven foundational science practices. High expectations and a significant independent workload are integral to this accelerated program. <b>Students enrolled in this AP course will be required to take the AP exam administered in May (the district will pay exam fees).</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
<b>3016</b>	<b>ENVIRONMENTAL SCIENCE</b> <b>Prerequisites:</b> Biology This laboratory/inquiry-based course is designed for students who do not necessarily plan to pursue further studies in science but 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.	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
<b>3424</b>	<b>MARINE BIOLOGY</b> <b>Prerequisites:</b> Advanced Chemistry or Chemistry with a grade of 92 or higher This laboratory/inquiry-based college prep course is designed for students interested in the marine sciences. This academic elective course focuses on local ecosystems and marine environments, emphasizing the fauna and abiotic factors of the marine environment. Through inquiry-based problem-solving, students will investigate issues such as overfishing, over-nitrification of estuaries, and changes in primary productivity. Students will gather information through remote sensing, data collection, dissections, and simulations. The course also dives into ocean navigation and GPS technology. <b>Students enrolled in this course may be eligible to earn college credit through our dual credit partnership with Ocean County College.</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
<b>3426</b>	<b>ANATOMY/PHYSIOLOGY</b> <b>Prerequisites:</b> Advanced Chemistry or Chemistry with a grade of 92 or higher This rigorous, laboratory/inquiry-based course is recommended for any student planning to enter medical, health, or sports medicine occupations or who has a general interest in personal fitness. It will investigate the human body from a cellular level up through the various organ systems. <b>Students enrolled in this course may be eligible to earn college credit through our dual credit partnership with Stockton University.</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>

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| <b>3425</b> | <b>SPORTS MEDICINE</b><br><b>Prerequisites:</b> Advanced Chemistry or Chemistry with a grade of 92 or higher<br><b>Due to curricular overlap, this course cannot be taken with Anatomy/Physiology.</b><br>Sports Medicine offers students an introduction to the broad field of sports medicine. In this course, students learn about various medical careers emphasizing athletic training. Basic anatomy and physiology will be covered, primarily focusing on areas most commonly affected by athletic injuries. Students learn techniques for preventing sport-related injuries, recognition of specific injuries and conditions, and care and rehabilitation of these injuries. Lessons combine observations and research, hands-on experiences, and scenario-based skill practice to maximize student learning.  | <b>Full Year</b><br><br><b>Grades 11-12</b> | <b>5 Credits</b> |
| <b>3427</b> | <b>ENGINEERING</b><br>Through hands-on activities and research projects, this course explores five main engineering fields and numerous sub-fields. Students will work with Arduino microprocessors, combining software and circuits that light up and make sounds. This course will investigate bridge strength, history, symmetry, and trusses. Students will create tessellations and evaluate material strength and performance for packaging. Students will learn how to measure wind speed, calculate rpm, and determine optimum pitch angles to create a wind farm producing a specified voltage. Students are required to keep a lab book and participate in the design and development of group projects.   | <b>Full Year</b><br><br><b>Grades 9-12</b>  | <b>5 Credits</b> |
| <b>3150</b> | <b>BARRENS TO BEACHES: LOCAL NEW JERSEY ECOLOGY &amp; SUSTAINABILITY</b><br><b>Prerequisites:</b> Biology<br><b>Corequisite:</b> Juniors must be concurrently enrolled in Chemistry, Physics, or Environmental Science. This field study/inquiry-based course is designed for students interested in the Pine Barrens and coastal estuary ecosystems. This course will explore the area's natural history, its flora and fauna, the important link between soil and water, and human impact and sustainability. Basic ecological principles and the opportunity to gain hands-on fieldwork experience exploring local community habitats and environments from the Pine Barrens to the beach. Classroom and laboratory activities will provide an opportunity to acquire an understanding of our environment, problem-solving techniques, and laboratory skills. | <b>Full Year</b><br><br><b>Grades 11-12</b> | <b>6 Credits</b> |

# SOCIAL STUDIES

Dr. Richard Falletta, Supervisor

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| <b>4110</b> | <b>WORLD HISTORY</b>  | <b>Full Year</b> | <b>Grade 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. Students will explore the many 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.   |                  |                 |                  |
| <b>4120</b> | <b>ADVANCED WORLD HISTORY</b>   | <b>Full Year</b> | <b>Grade 9</b>  | <b>5 Credits</b> |
|             | This course is designed for students who can handle a more rigorous program. Students apply communication and research skills to investigate the cultural, social, spiritual, economic, and political contributions of past civilizations and societies. They explore similarities and differences between our way of life and that of past generations.  |                  |                 |                  |
| <b>4130</b> | <b>HONORS WORLD HISTORY</b>   | <b>Full Year</b> | <b>Grade 9</b>  | <b>5 Credits</b> |
|             | Honors World History is designed for students who can excel academically, both in the classroom and on standardized 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. A summer reading assignment is a requirement of this course.   |                  |                 |                  |
| <b>4140</b> | <b>AP WORLD HISTORY: MODERN</b>   | <b>Full Year</b> | <b>Grades 9</b> | <b>5 Credits</b> |
|             | In this course, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop the same skills, practices, and methods historians employ: analyzing primary and secondary sources, developing historical arguments, making historical connections, and utilizing reasoning about comparison, causation, continuity, and change over time. The course provides six themes that students explore to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. <b>Students enrolled in this AP course will be required to take the AP exam administered in May (the district will pay exam fees).</b> |                  |                 |                  |
| <b>4210</b> | <b>U.S. HISTORY I</b>   | <b>Full Year</b> | <b>Grade 10</b> | <b>5 Credits</b> |
|             | 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. The course emphasizes the political, economic, and social aspects of the history of our country. Students are exposed to various skills and techniques, from note-taking to critical thinking and creative thought processes. Students write a series of essays and position papers to develop research and expository writing skills.  |                  |                 |                  |
| <b>4220</b> | <b>ADVANCED U.S. HISTORY I</b>  | <b>Full Year</b> | <b>Grade 10</b> | <b>5 Credits</b> |
|             | Advanced 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. The course emphasizes the political, economic, and social aspects of the history of our country. Students are exposed to various 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.  |                  |                 |                  |

<b>4230</b>	<b>HONORS U.S. HISTORY I</b>	<b>Full Year</b>	<b>Grade 10</b>	<b>5 Credits</b>
Honors United States History I is 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. The course emphasizes the political, economic, social, cultural, and intellectual aspects of the history of our country. Students are exposed to various 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. A summer reading assignment is a requirement of this course.				
<b>4310</b>	<b>U.S. HISTORY II</b>	<b>Full Year</b>	<b>Grade 11</b>	<b>5 Credits</b>
United States History II is a survey of American history that begins with 1942, the start of the Cold War, and chronologically develops our nation's political, economic, and social growth 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 research, essay writing, critical thinking skills, and creative problem-solving.				
<b>4320</b>	<b>ADVANCED U.S. HISTORY II</b>	<b>Full Year</b>	<b>Grade 11</b>	<b>5 Credits</b>
<b>Prerequisites:</b> Advanced U.S. History I and/or teacher recommendation				
Advanced United States History II is a survey of American history that begins with the prelude to the World War II era and chronologically develops our nation's political, economic, and social growth 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 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.				
<b>4330</b>	<b>AP U.S. HISTORY II</b>	<b>Full Year</b>	<b>Grade 11</b>	<b>5 Credits</b>
<b>Prerequisites:</b> Honors U.S. History I and teacher/supervisor recommendation				
AP United States History II represents the second half of a college-level survey course in American history that intensely recaps the material presented in Honors U.S. History I, begins with post-reconstruction, and progresses to the present day. Students are exposed to various skills and techniques, from notetaking to critical thinking and creative thought processes. The course is designed for highly motivated students willing to challenge themselves. Students enrolled in this course have the opportunity to prepare for the Advanced Placement Exam and potentially earn college credit. Multiple summer reading assignments are required. <b>Students enrolled in this course may be eligible to earn college credit through our dual credit partnership with Stockton University. Students enrolled in this AP course will be required to take the AP exam administered in May (the district will pay exam fees).</b>				
<b>4400</b>	<b>AP U.S. GOVERNMENT &amp; POLITICS</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
This course is designed to give students an analytical perspective on government and politics in the United States. The course involves the study of general concepts used to interpret United States politics and analyzing 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. Students enrolled in this course have the opportunity to prepare for the Advanced Placement Exam and potentially earn college credit. Multiple summer reading assignments are required. <b>Students enrolled in this AP course will be required to take the AP exam administered in May (the district will pay exam fees).</b>				

**4410 AP COMPARATIVE GOVERNMENT & POLITICS****Full Year****Grade 12****5 Credits**

Drug Cartels. Covid-19. Nuclear Weapons. Brexit. Vladimir Putin. This college-level course will explore these topics and many others through a comparative examination of the nations of China, the United Kingdom, Iran, Russia, Mexico, and Nigeria. Designed for students interested in global politics and affairs, AP Comparative Government & Politics prepares students for advanced comparative political science coursework and to be active and informed about politics abroad. Students enrich their understanding of comparative government and politics through debate, discussion, and analysis as they explore important topics like power and authority, legitimacy and stability, and democratization. Students enrolled in this course have the opportunity to prepare for the Advanced Placement Exam and potentially earn college credit. **Students enrolled in this AP course will be required to take the AP exam administered in May (the district will pay exam fees).**

**4420 AP EUROPEAN HISTORY****Full Year****Grades 11-12****5 credits**

This course is equivalent to an introductory European history college course. The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. The course is designed for highly motivated students willing to challenge themselves. Students enrolled in this course have the opportunity to prepare for the Advanced Placement Exam and potentially earn college credit. Multiple summer reading assignments are required. **Students enrolled in this AP course will be required to take the AP exam administered in May (the district will pay exam fees).**

**4505 UNITED STATES LAW AND SOCIETY****Full Year****Grades 11-12****5 Credits**

United States Law and Society is an elective course that engages students in exploring United States law and its role in their lives. Students will analyze legal issues and problems, think critically, develop their own solutions, and understand the legal process. Legal institutions, United States legal history, law and public policy, law and social structure, and the law and ethics will be explored. Students will also actively participate in the process of law through a variety of exercises.

**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, they will receive a broad view of the field of psychology. Students will explore the individual with respect to their personality and collective behavior. Topics such as human development and social systems, as well as topics dealing with group and individual social problems, will be discussed.

**4517 AP PSYCHOLOGY****Full Year****Grade 11-12****5 Credits**

This course is offered 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 significant work be completed outside the class period. Students enrolled in this course have the opportunity to prepare for the Advanced Placement Exam and potentially earn college credit. **Students enrolled in this AP course will be required to take the AP exam administered in May (the district will pay exam fees).**

<b>4518</b>	<b>ECONOMICS</b>	<b>Full Year</b>	<b>Grade 12</b>	<b>5 Credits</b>
	Economics is an elective course that will provide students with an understanding of the principles and applications of microeconomics and macroeconomics. Microeconomics focuses on the behavior of individual households and firms within the larger economic system. Topics will include market competition, resource allocation, game theory, and life skills related to loans and investments. Macroeconomics focuses on the ideas that apply to the whole economic system. Students will explore concepts such as national income, inflation, and labor markets and gain a comprehensive understanding of monetary and fiscal policy in the context of a global economy. The methods and tools of economic analysis will be introduced and applied to current economic policies. This course meets the State graduation requirement for financial literacy.			
<b>4520</b>	<b>AP MICROECONOMICS</b>	<b>Full Year</b>	<b>Grade 12</b>	<b>5 Credits</b>
	AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. AP Microeconomics is equivalent to a one-semester introductory college course in economics. Students enrolled in this course have the opportunity to prepare for the Advanced Placement Exam and potentially earn college credit. This course meets the State graduation requirement for financial literacy. <b>Students enrolled in this AP course will be required to take the AP exam administered in May (the district will pay exam fees).</b>			

# SPECIAL EDUCATION

Mr. Jonathan White, Supervisor

Individual education programs for students eligible for special education services take many forms, including both in and out-of-district programs. Several special education programs are available at Southern Regional High School: **In-Class Resource**, **Pull-out Resource Center**, and **Self-Contained Classes**. These programs are designed to meet the needs of those students who, due to an educational disability, have difficulty in a traditional class setting. Alternative methods and materials are used 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 content area teacher in a mainstream class setting. The special education teacher assists with developing and delivering the curriculum to all students within the class.

## Resource Center

When the Individualized Education Plan (IEP) team identifies a need, a student may take an academic subject in a resource center, where instruction is individualized, and class size is limited. Instruction follows the curriculum and New Jersey Student Learning Standards required in the corresponding mainstream course.

Subject	Course #	Course Description	Length	Grade	Credits
ENGLISH	9011	English I	Full Year	9	5
	9012	English II	Full Year	10	5
	9013	English III	Full Year	11	5
	9014	English IV	Full Year	12	5
SOCIAL STUDIES	9040	World History	Full Year	9	5
	9042	US History I	Full Year	10	5
	9043	US History II	Full Year	11	5
MATH	9022	Algebra I	Full Year	9	5
	9025	Geometry	Full Year	10	5
	9026	Algebra II	Full Year	11	5
	9029	Practical Math	Full Year	12	5
SCIENCE	9030	Geophysical Science	Full Year	9	5
	9033	Biology	Full Year	10	5
	9034	Environmental Science	Full Year	11	5



# TELEVISION PRODUCTION

Mr. Joseph Medica, Supervisor

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|-------------|---|------------------|---------------------|------------------|
| <b>1652</b> | <b>INTRODUCTION TO TV PRODUCTION</b>  | <b>Full Year</b> | <b>Grades 9-12</b>  | <b>5 Credits</b> |
|             | This entry-level course teaches students the basic techniques of television production. Technical and communication skills are emphasized for successful broadcast performance in the television industry. Students learn production equipment, the art of visual storytelling, multi-camera setups, and the scriptwriting process to foster an individual shooting style.  |                  |                     |                  |
| <b>1662</b> | <b>INTERMEDIATE TV PRODUCTION</b>   | <b>Full Year</b> | <b>Grades 10-12</b> | <b>5 Credits</b> |
|             | <b>Prerequisite:</b> Introduction to TV Production<br>This second-level course focuses on news and studio production. Students will concentrate on creating a news broadcast style, interviewing techniques, studio crew positions, three-point lighting systems, studio lighting, and writing for news. They will work in a studio setting and on live and recorded field productions.   |                  |                     |                  |
| <b>1675</b> | <b>SPORTS BROADCASTING</b>  | <b>Full Year</b> | <b>Grades 10-12</b> | <b>5 Credits</b> |
|             | <b>Prerequisite:</b> Introduction to TV Production<br>This course examines sports media as it pertains to broadcasting, the internet, and their impact on sports. Students learn the fundamental components of sports media, such as writing game reports and feature stories for broadcast, active voice, internet streaming, shooting on location, anchoring and play-by-play, and producing various sports programs. This course allows students to apply knowledge and skills to sports media activities utilizing the high school athletic program as the main media source.   |                  |                     |                  |
| <b>1671</b> | <b>NEWS BROADCASTING</b>  | <b>Full Year</b> | <b>Grades 11-12</b> | <b>5 Credits</b> |
|             | <b>Prerequisite:</b> Intermediate TV Production<br>This course builds on the broadcast skills learned in the introduction and intermediate classes. News broadcasting will be practiced as the students work together under tight time constraints and production deadlines, creating content for the daily announcements and Channel 21. Students will focus on covering all aspects of news productions, including writing for news, live studio reports, field reports, guest interviews, and special features. <b>Students enrolled in this course may be eligible to earn college credit through our dual credit partnership with Stockton University.</b> |                  |                     |                  |
| <b>1672</b> | <b>ADVANCED FILM MAKING</b>   | <b>Full Year</b> | <b>Grades 11-12</b> | <b>5 Credits</b> |
|             | <b>Prerequisite:</b> Intermediate TV Production<br>This course builds on the filmmaking skills learned in the introduction and intermediate classes. Advanced Film Making introduces new advanced techniques in directing, producing, casting, screenwriting, lighting techniques, sound recording, methods of color grading, Adobe After Effects, and new emerging technology. Students focus on mastering these film concepts through the creative storytelling process.  |                  |                     |                  |

# WORLD LANGUAGES

Mrs. Susan Craig, Supervisor

All students must earn five credits in world language to fulfill the State-mandated graduation requirement. All of the following world language courses meet this requirement. It is highly recommended that students complete a world language course in ninth grade. Students may choose French, German, Japanese, Latin, or Spanish. The fourth and fifth levels of the language program are honors courses. All courses will focus on developing communicative proficiency and enhancing cultural knowledge and understanding.

<b>5110</b>	<b>FRENCH I</b> In this course, students will be able to explore France, the French language, and the French culture through various student-centered activities. They will improve their listening, speaking, reading, and writing skills. Interpersonal, interpretive, and presentational skills will be developed. Students will communicate frequently with partners or groups in French and utilize technology and music to assist in their linguistic acquisition. Students will learn how to ask and answer questions about likes and dislikes, hobbies, and sports. Additionally, students will learn about school life in France and how it compares to American school life. Students can order food in French restaurants, shop for clothing in French stores, and describe their families and friends. The students will participate in a performance assessment at the end of each thematic unit. Throughout the year, students will participate in French celebrations.	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
<b>5120</b>	<b>FRENCH II</b> <b>Prerequisite:</b> French I Students continue to develop communication skills in French. Through partner and group activities, songs, dances, and games, students will learn to speak French. Students will study Paris and learn about the famous monuments and Parisian attractions. They will learn house and hotel vocabulary needed for any international travel. Each student will create a children's book about their daily routines. They will also have the opportunity to use digital media to record conversations and create PowerPoint presentations and movies to bring the French language to life.	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
<b>5130</b>	<b>FRENCH III</b> <b>Prerequisites:</b> French II with an 83 or better and teacher recommendation This course focuses on using language for active communication during in-class conversations, question-and-answer sessions, and paired activities. Students will learn about foods and create a home cooking video. They will also learn about health and fitness and participate in a French workout. Students will learn about traveling by plane, train, and subway and will be able to navigate easily through a city. While doing this, they will compare New York City to Paris to learn about their similarities and differences. <b>Students enrolled in this course may be eligible to earn college credit through our dual credit partnership with Stockton University.</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
<b>5140</b>	<b>HONORS FRENCH IV</b> <b>Prerequisites:</b> French III with an 85 or better and teacher recommendation This course continues to foster more advanced communication as students experience the French language and culture in greater depth. PowerPoint presentations and YouTube videos enable students to experience the language and culture first-hand. Students will narrate stories using picture prompts and keep a journal of everyday activities. The African culture will be explored while reading a book about an African exchange student. Each student will make an African dish for our traditional and culturally authentic African meal. Students will also study Martinique and explore this country's tourist attractions. The use of digital media will enhance students' knowledge and understanding in addition to enhancing their skills. They will record conversations and create PowerPoints and movies to bring the French language to life. <b>Students enrolled in this course may be eligible to earn college credit through our dual credit partnership with Stockton University.</b>	<b>Full Year</b>	<b>Grade 12</b>	<b>5 Credits</b>

<b>5210</b>	<b>GERMAN I</b> Do you want to prepare to live and work in a global society? Then this class is for you. Classroom instruction is designed to encourage communication and comprehension in German through authentic role-play and fun, interactive, computer-based projects. Students will learn German in a contemporary cultural context, celebrating Oktoberfest, Nikolaustag, and German food tasting.	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
<b>5220</b>	<b>GERMAN II</b> <b>Prerequisite:</b> German I In German II, students will build on the German language skills acquired in German I. Using many instructional and technological skills, they will prepare and present an authentic German cooking show to their classmates. This video gives directions to SRHS to a German exchange student. It develops their critical thinking skills, appreciation, and understanding of current trends and culture through watching and listening to popular German movies and music.	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
<b>5230</b>	<b>GERMAN III</b> <b>Prerequisites:</b> German II with an 83 or better and teacher recommendation In German III, students will use the language, writing, teaching, and technology skills acquired in levels I and II in new and exciting ways. For instance, they will prepare and present a German fairy tale to their classmates, record and edit a mock video of a routine doctor visit and fill out an application to a German university. Plus, students will continue to develop critical thinking skills by studying and analyzing the German culture and political system. <b>Students enrolled in this course may be eligible to earn college credit through our dual credit partnership with Stockton University.</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
<b>5240</b>	<b>HONORS GERMAN IV</b> <b>Prerequisites:</b> German III with an 85 or better and teacher recommendation Success in a global economy and community goes hand-in-hand with communicating in a foreign language. Germany is an economic powerhouse that is recognized and respected in the international business world. It is also a world leader in architecture, engineering, finance, and the medical and biological sciences. This academic elective course is designed to continue to prepare students for living and working in a global society while building on the skills acquired in previous German levels. Classroom instruction is designed to encourage communication and comprehension in German and to gain an understanding and appreciation of Germany's economic success. Classroom instruction includes working with thematic, organized units in collaboration with educational and interactive, computer-based projects. Students will immerse themselves in German in a contemporary cultural context and discover Germany's famous cities, universities, famous people, etc. <b>Students enrolled in this course may be eligible to earn college credit through our dual credit partnership with Stockton University.</b>	<b>Full Year</b>	<b>Grade 12</b>	<b>5 Credits</b>
<b>5310</b>	<b>JAPANESE I</b> This course introduces both the Japanese language and culture. Students will learn to read and write the hiragana and katakana scripts and 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 experiences and virtual field trips. The course will also examine mutual Japanese and American stereotypes and how they may impact effective communication.	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
<b>5320</b>	<b>JAPANESE II</b> <b>Prerequisite:</b> Japanese I In the second year of the sequence, students will practice grammatical structures and vocabulary in both 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> <b>Prerequisites:</b> Japanese II with an 83 or better and teacher recommendation At this level, students will be able to access various selected original documents, such as haiku, manga, advertisements, and manuals, to translate artistic and practical materials. A further 60 kanji will be studied, as will more advanced sentence structures. Students will continue to study various aspects of East Asian cultures, and they will gain a better understanding of East Asian thought and values. 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>HONORS JAPANESE IV</b> <b>Prerequisites:</b> Japanese III with an 85 or better and teacher recommendation Students will 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>
<b>5410</b>	<b>LATIN I</b> Who says Latin is a dead language? Only a barbarian, that's who! Over 60% of English 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>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
<b>5420</b>	<b>LATIN II</b> <b>Prerequisite:</b> Latin I In this course, students will expand their skills as readers and appreciators of Latin. Primary texts from Roman authors are increasingly interwoven into the <i>Ecce Rōmānī</i> stories about the Cornelli family, which help open the door into the world of the Romans. Students will learn how to read increasingly complex Latin sentences. Students will also learn about the expansion of the Roman Empire throughout the Mediterranean world.	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
<b>5430</b>	<b>LATIN III</b> <b>Prerequisites:</b> Latin II with an 83 or better and teacher recommendation Moving onward and upward, we increase the frequency of our primary texts until, by the 4 <sup>th</sup> marking period, we are reading exclusively authentic Latin. Special attention is given to the work of the 4 <sup>th</sup> century A.D. historian Eutropius Principate. Here, students begin to be introduced to the literary devices and techniques that abound in classic literature. As many of these devices and techniques are still used in modern languages, additional skill is acquired in reading and comprehension in literary criticism. <b>Students enrolled in this course may be eligible to earn college credit through our dual credit partnership with Stockton University.</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
<b>5440</b>	<b>HONORS LATIN IV</b> <b>Prerequisites:</b> Latin III with an 85 or better and teacher recommendation The capstone course of the Latin curriculum is split into two sections. The first semester focuses squarely on various authors of Latin prose and poetry, including, but not limited to, Cicero, Caesar, Catullus, Ovid, Horace, and Augustus. The second semester is an in-depth study of the crowning masterpiece of Latin literature: Vergil's <i>Aeneid</i> . In addition to reading passages from the <i>Aeneid</i> in Latin, students will also read the entirety of the poem in English verse translation. Special attention will be given to the historical and cultural circumstances of the author and his era, as well as the impact of this literature on later authors and, indeed, civilizations. <b>Students enrolled in this course may be eligible to earn college credit through our dual credit partnership with Stockton University.</b>	<b>Full Year</b>	<b>Grade 12</b>	<b>5 Credits</b>

<b>5500</b>	<b>SPANISH FOR COMMUNICATION</b>	<b>Full Year</b>	<b>Grades 9-10</b>	<b>5 Credits</b>
	The focus of this course is for students to acquire novice language skills for active interpersonal communication. Students will learn about various cultural topics and compare their world to other world language cultures, thus gaining insight into the global community. Thematic units, stories, and projects integrating technology will present students with the vocabulary and language needed to begin basic communication with non-English speakers. Spanish for Communication is for those students who do not wish to pursue further language study. This course satisfies the 5-credit New Jersey World Language high school graduation requirement.			
<b>5510</b>	<b>SPANISH I</b>	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
	Spanish I is an introductory course designed to give the student a broad understanding of the Spanish language and Hispanic culture. Vocabulary and language structures will be emphasized using the three modes of communication (interpretive, interpersonal, and presentational). The class will be conducted mainly in Spanish to develop proficiency in both comprehending and communicating in the language. All students must maintain a language notebook and be active speakers of Spanish as they participate individually, in pairs, and while working in cooperative learning groups. Upon completion of this course, a student should have acquired enough language to function at a novice mid-level of proficiency.			
<b>5520</b>	<b>SPANISH II</b>	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
	<b>Prerequisite:</b> Spanish I During the program's second year, students continue to develop and enhance their communication skills by studying themes in Spanish and Hispanic cultures. Students acquire additional vocabulary and language structures to communicate orally and participate in classroom activities. A greater emphasis is placed on reading and writing. Both teachers and students will use Spanish to communicate and actively participate in the class. Upon completing this course, a student should have acquired enough language to function at a novice high level of proficiency.			
<b>5530</b>	<b>SPANISH III</b>	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>
	<b>Prerequisites:</b> Spanish II with an 83 or better and teacher recommendation Level III 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. Students' compositions and readings further their understanding of contemporary Hispanic life and culture. An increased emphasis on compositional writing is included. Both teachers and students will use Spanish to communicate and actively participate in the class. Upon completing this course, a student should have acquired enough language to function at a novice high level of proficiency. <b>Students enrolled in this course may be eligible to earn college credit through our dual credit partnership with Stockton University.</b>			
<b>5540</b>	<b>HONORS SPANISH IV</b>	<b>Full Year</b>	<b>Grades 11-12</b>	<b>5 Credits</b>
	<b>Prerequisites:</b> Spanish III with an 85 or better and teacher recommendation The refinement of communication skills remains the emphasis in level IV. Students learn of the contributions of contemporary and 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 must assemble a portfolio with their work from throughout the year, showing their Spanish proficiency and understanding of Spanish culture 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. <b>Students enrolled in this course may be eligible to earn college credit through our dual credit partnership with Stockton University.</b>			

<b>5550</b>	<b>AP SPANISH LANGUAGE</b> <b>Prerequisites:</b> Honors Spanish IV with an 85 average and teacher recommendation This rigorous course is designed for students who wish to refine all communicative skills further. 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 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>Students enrolled in this AP course will be required to take the AP exam administered in May (the district will pay exam fees).</b>	<b>Full Year</b>	<b>Grade 12</b>	<b>5 Credits</b>
<b>5570</b>	<b>HERITAGE SPANISH I</b> This course is designed for students already fluent in Spanish. The goal is to improve communication through the development of academic language skills. Identity and cultural heritage topics will be explored by studying authentic literary selections. Improving oral and literacy skills in Spanish will also enhance literacy development in English.	<b>Full Year</b>	<b>Grades 9-12</b>	<b>5 Credits</b>
<b>5580</b>	<b>HERITAGE SPANISH II</b> <b>Prerequisite:</b> Heritage Spanish I This course is designed to improve communication by developing academic language skills. Speaking, reading, listening, and writing skills are taught in greater depth and breadth with connections to the English curriculum goals. Identity and cultural heritage topics will be explored by studying authentic literary selections. Students will connect their learning to the community and heritage and explore the relationship between language, community, and future careers. Students will interact and communicate with others while gaining an understanding of and respect for the cultural perspectives, practices, and products of different cultures. Upon completing this two-year course sequence, students may continue their studies in Spanish IV or AP Spanish, with teacher recommendation. In some cases, the teacher may recommend Spanish III.	<b>Full Year</b>	<b>Grades 10-12</b>	<b>5 Credits</b>