WARREN HILLS REGIONAL SCHOOL DISTRICT
2019 - 2020 PROGRAM OF STUDIES
WHRSD BOE Approval Date of November 27, 2018
DISTRICT LEADERSHIP

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Mrs. Amanda Brown  
Supervisor of Fine Arts, Physical Education/Health, and World Languages

Mr. Keith E. Dennison  
Supervisor of English & Social Studies

Ms. Heather Apple  
Supervisor of Mathematics & Science

Ms. Marylouise Rowlin  
Supervisor of Special Services
WARREN HILLS REGIONAL MIDDLE SCHOOL
PROFILE OF GRADUATES

Foundational Knowledge and Skills
- Learn from experiences
- Adapt to changing environments
- Demonstrate a strong foundation in core academics

Technology Knowledge and Skills
- Select appropriate tools and procedures to accomplish tasks
- Use technology as a tool for problem solving, critical thinking, collaboration and creativity
- Understand the strengths and weaknesses associated with technology

Communication Skills
- Are receptive to constructive criticism
- Know how to ask questions
- Collaborate well with peers
- Engage with others appropriately

Personal Qualities
- Assimilate to a challenging educational environment
- Know how to solve conflicts and know where to seek help
- Demonstrate perseverance
- Accept responsibility for his/her actions
- Develop organizational skills for a variety of settings
- Understand the importance of finding a balance in one's life
- Develop a sense of self-awareness and know when to advocate for oneself
- Exhibit respect for all

WARREN HILLS REGIONAL HIGH SCHOOL
PROFILE OF GRADUATES

Foundational Knowledge and Skills
- Initiate and are proactive in one's own learning
- Have a foundation in core academic areas
- Appreciate the arts and humanities
- Use effective learning techniques to acquire and apply knowledge
- Understand world issues and current events
- Define problems and use critical thinking skills to solve them
- Organize and process information effectively
- Adapt to changing environments

Technology Knowledge and Skills
- Select appropriate tools and procedures to accomplish tasks and create products
- Use technology to analyze and process information
- Consistently apply technology to academic and real world problems

Communication Skills
- Exchange ideas and information in written and verbal form
- Develop and maintain positive relationships with others
- Work collaboratively with persons of different beliefs, interests, and backgrounds
- Actively listen and communicate effectively

Personal Qualities
- Demonstrate initiative and perseverance
- Identify personal goals and set a plan of action to achieve them
- Accept responsibility for his/her own actions
- Maintain wellness and balance in life
- Demonstrate good citizenship and are productive members of the community

CORE BELIEFS
- All students are unique and deserve equal opportunity to quality education.
- Learning potential increases in a positive and safe environment.
- Students learn best when they are active participants in their own learning.
- A quality education requires a school community partnership.
- Utilizing relevant technology is crucial to student success.
- Individuals must be challenged in order to grow.
- Embracing the diversity of our school is essential.
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WARREN HILLS REGIONAL MIDDLE SCHOOL

Warren Hills Regional Middle School serves students in grades 7 and 8 who enter our school district for the first time from four separate and distinct elementary school districts in Warren County, NJ: Franklin Township, Mansfield Township, Washington Borough, and Washington Township. Our middle school fulfills a unique purpose in transitioning children from elementary school into middle school and then from middle school into high school. We continue to assist children in their development of character, acquisition of knowledge and skills, and the ability to generate sound critical thinking that bridges the experiences of their neighborhood elementary school with those of a more complex and content-oriented high school experience that awaits them.

We will work with you in supporting your middle school child during one of the most dynamic periods in his/her life. Together, we will help your child with the many intellectual, physical, emotional and social changes that adolescents experience. Over the two years they are with us, we will prepare our students to accept more individual responsibility for their academic growth, which will be most important for their high school success.

The middle school section of this Program of Studies will guide you and your child as you work with our staff to plan for the year ahead, while providing information you may find helpful for longer term planning, as well. Please direct any specific questions regarding the scheduling process to our Guidance Department secretary at 689-0750 ext. 2048, who will answer your questions, if possible, or will connect you with someone who will be able to assist you. As always, questions, concerns, or comments concerning your child’s classroom instruction should be directed to your child’s specific teacher(s). Our hope is that your child’s experience at Warren Hills Regional Middle School is both academically enriching and personally rewarding! Let us know if we can help you in any way and we welcome both you and your child to our school district!

Mr. Nicholas Remoncelli, Principal
Mr. Robert Racchicci, Assistant Principal
REGISTRATION AND SCHEDULING

Registration for each of the middle school grades is a cooperative effort by students, parents, teacher, guidance counselors, child study team, and administrators. The school administration asks each student and parent to read this booklet for a complete understanding of what is required for the middle school years, what choices are available, and how students are assigned to individual classes. It is expected that once choices are made, the student will remain in those classes for the entire term. Therefore, thoughtful choices are necessary.

REGISTRATION

Grade 7
Incoming students into Grade 7 are invited to attend a course selection night. This evening is designed to present information regarding core and elective courses that they will take, and to explain the pathway to promotion to the high school.

Grade 8
Incoming students into Grade 8 will receive information and course selection materials through Genesis. Upon completion, these will be available to the guidance office. Note: World Language and Math teachers will send their level recommendations to the middle school guidance office.

High School Courses
For scheduling of current Grade 8 students entering Grade 9, please refer to the high school program of studies page 24.

Course Selection and Errors in Schedule
Once a schedule is in place, schedule changes are not guaranteed; therefore, it is extremely important for students and parents/guardians to carefully consider the courses that are selected. If an error appears in the schedule, students must contact their guidance counselor or case manager immediately and schedule an appointment to review the situation.

Progression of Courses
Please see Appendix C for course sequence charts for each academic department in Grades 7-12. We strongly encourage you to review the sample course schedules located on page 8 and the course sequence charts to plan your pathway through middle school and high school. Upon review if you have questions please contact your guidance counselor or case manager for further information and clarification of pathways available to you.

COURSE APPEALS PROCESS FOR GRADE 9 PLACEMENTS

1. Prior to inputting recommendations into the student information system, Grade 8 teachers will conference with students.
2. The student informs his or her guidance counselor or case manager of the course(s) he or she wishes to appeal.
3. The guidance counselor or case manager provides students with the Course Appeals Process instructions and the Student Self-Assessment form. Please reference Appendix G on page 81 for a copy of these documents. The completed form is due to the guidance counselor or case manager no later than 14 days following release of schedules.
4. The student completes the Student Appeal Self-Assessment form and turns it in to his or her guidance counselor or case manager.
5. Upon receipt of the Student Appeal Self-Assessment form the guidance counselor or case manager, and the teacher, complete an appeal rubric. Please reference Appendix H on page 83 for a copy of this rubric. The completed rubric is sent to the appropriate department supervisor.
6. The department supervisor will complete an appeal rubric as well. Please reference Appendix I on page 84 for a copy of this rubric. The supervisor will then contact the parent/guardian to discuss the appeal and decision within 14 days of receipt of the Student Appeal Self-Assessment and rubrics.

ELECTIVES and CAREER OPPORTUNITIES

Warren Hills Regional School District offers a wide array of elective courses to meet the ever-changing demands of the 21st century. The district is committed to providing students with opportunities that will serve as a basis to further their education in order to prepare them to be college and/or career ready. Career clusters for electives address these main areas: (1) Business, Law, and Government; (2) Fine/Performing Arts and Communication; and (3) Science, Technology, Engineering and Math (STEM/STEAM). For more information on these electives and career opportunities, refer to (1) Appendix K, page 86; (2) NAVIANCE, a web-based program utilized to assist students with career and college planning; and (3) Your guidance counselor or case manager.
MIDDLE SCHOOL COURSES

Course length is indicated as Full Year (FY) or Half Year (HY).

CORE COURSES

Grade 7 Core Courses
Science 7 (FY)
Geography and Culture (FY)
Mathematics (FY)
English Language Arts 7 (FY)
Health & Physical Education (HY/HY)

ELECTIVE COURSES FOR GRADE 7
Grade 7 students must select a total of 4 Semesters of elective courses. (4 half year courses or 1 full year and 2 half year courses)

Elective Courses:

- World Language:
  - Spanish (HY)
  - German (HY)
  - French (HY)

- Fine Arts:
  - Art & Graphics (HY)
  - Concert Band (FY) or Chorus (FY)
  - Music in our World (HY)

- Technology:
  - Computer Applications (HY)
  - STEM 7 (HY)
  - Innovations & Design (HY)

Required selections:
- World Language (choose 2)
- Fine Arts (choose 1)
- Technology (choose 1)

Note:
- Students identified by multiple measures as being in need of skills reinforcement in mathematics will be enrolled to take Math Lab. Please see course description on page 15 for further information.
- Based on pre-determined criteria, qualified students may opt to take Interdisciplinary Enrichment for one (1) HY in place of one (1) HY elective. Please see course description on page 22 for further information.
- Concert Band & Chorus students ONLY: Must take one (1) World Language (HY) and one (1) Technology course (HY).

Grade 8 Core Courses
Science 8 (FY)
Civics (FY)
Mathematics (FY)
English Language Arts 8 (FY)
Health (Family Life or Alternative) & Physical Education (HY/HY)

ELECTIVE COURSES FOR GRADE 8
Grade 8 students must select a total of 4 Semesters of elective courses. (4 half year courses or 1 full year and 2 half year courses)

Elective Courses:

- World Language (level based on teacher recommendation):
  - Spanish 1 or Spanish 8 (FY)
  - German 1 or German 8 (FY)
  - French 1 or French 8 (FY)

- Fine Arts:
  - Art & Graphics (HY)
  - Concert Band (FY) or Chorus (FY)

- Technology:
  - Multimedia Technology (HY)
  - Business Exploration (HY)
  - STEM 8 (HY)
  - Innovations & Design (HY)

Required selections:
- Fine Arts and/or Technology (choose 2)
- World Language (choose 1)

Note:
- Students identified by multiple measures as being in need of skills reinforcement in mathematics will be enrolled to take Math Lab. Please see course description on page 15 for further information.
- Based on pre-determined criteria, qualified students may opt to take Interdisciplinary Enrichment for one (1) HY in place of one (1) HY elective. Please see course description on page 22 for further information.
The tables below represent two possible student schedules including core courses and electives. These electives are pre-defined packages of courses with a focus on one or more of the following: world languages, technology, or music. For more information, please contact your guidance counselor or case manager.

### GRADE 7

<table>
<thead>
<tr>
<th>Period</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeroom</td>
<td>Homeroom</td>
<td>Homeroom</td>
</tr>
<tr>
<td>Period 1</td>
<td>Geography &amp; Culture</td>
<td>Geography &amp; Culture</td>
</tr>
<tr>
<td>Period 2</td>
<td>Math 7</td>
<td>Math 7</td>
</tr>
<tr>
<td>Period 3</td>
<td>English Language Arts 7</td>
<td>English Language Arts 7</td>
</tr>
<tr>
<td>Period 4</td>
<td>English Language Arts 7</td>
<td>English Language Arts 7</td>
</tr>
<tr>
<td>Period 5</td>
<td>Science 7</td>
<td>Science 7</td>
</tr>
<tr>
<td>Period 6</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Period 7</td>
<td>Art &amp; Graphics</td>
<td>Art &amp; Graphics</td>
</tr>
<tr>
<td>Period 8</td>
<td>German</td>
<td>German</td>
</tr>
</tbody>
</table>

### GRADE 8

<table>
<thead>
<tr>
<th>Period</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeroom</td>
<td>Homeroom</td>
<td>Homeroom</td>
</tr>
<tr>
<td>Period 1</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Period 2</td>
<td>Math 8</td>
<td>Math 8</td>
</tr>
<tr>
<td>Period 3</td>
<td>French I</td>
<td>French I</td>
</tr>
<tr>
<td>Period 4</td>
<td>Science 8</td>
<td>Science 8</td>
</tr>
<tr>
<td>Period 5</td>
<td>English Language Arts 8</td>
<td>English Language Arts 8</td>
</tr>
<tr>
<td>Period 6</td>
<td>English Language Arts 8</td>
<td>English Language Arts 8</td>
</tr>
<tr>
<td>Period 7</td>
<td>Business Exploration</td>
<td>Business Exploration</td>
</tr>
<tr>
<td>Period 8</td>
<td>Civics 8</td>
<td>Civics 8</td>
</tr>
</tbody>
</table>
GENERAL ACADEMIC INFORMATION

MIDDLE SCHOOL PROMOTION
A student in the 7th or 8th grade will be promoted to the next succeeding grade level when he/she has completed the course requirements at the presently assigned grade; has achieved the instructional objectives set for the present grade; has demonstrated the proficiencies required for movement into the educational program of the next grade; and has demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

Please reference Board of Education Policy #5410 at www.warrenhills.org.

MATHEMATICS AND SCIENCE HIGH SCHOOL GRADUATION REQUIREMENTS
Beginning with the class of students who enter Grade 9 in the 2019-2020 school year, the Advanced Placement Computer Science course offered at the high school may satisfy part of either the mathematics or science credits required for graduation.

GRADING SCALE

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>65-66</td>
</tr>
<tr>
<td>E/F</td>
<td>Below 65</td>
</tr>
</tbody>
</table>

HONOR ROLL
Recognition for academic achievement is awarded using an honor roll system with the following criteria:

Principal’s Honor Roll: All grades must be an A- (90) or higher.

High Honor Roll: All grades must be a B (83) or higher, and a grade average of A- (90) must be attained.

Honor Roll: All grades must be a B- (80) or higher, and a grade average of B (83) must be attained.

STATE SEAL OF BILITERACY
The New Jersey Department of Education (NJDOE) has established the State Seal of Biliteracy to recognize high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more world languages in addition to English. For more information, contact your guidance counselor or case manager. Additional information can be found at NJDOE State Seal of Biliteracy website.
HONORS ENTRANCE CRITERIA

Students Entering Grade 9

Students wishing to gain entrance to Honors level courses beginning in Grade 9 should be aware of the following criteria:

English Language Arts: Grade 8 students should have a final average of 90 or higher in English Language Arts 8 or teacher recommendation to enroll in Honors English I.

Mathematics: Grade 8 students should have a final average of 90 or higher in Algebra I or teacher recommendation to enroll in Honors Geometry.

Social Studies: Grade 8 students should have a final average of 90 or higher in Civics 8 or teacher recommendation to enroll in Honors World History.

Science: Grade 8 students should have a final average of 90 or higher in Science 8 or teacher recommendation to enroll in Honors Biology.

Honors Placement Procedures

Step 1: Grade criteria or teacher recommendation.

Step 2: Mid-Year: Faculty will examine Marking Period 1 and 2 grades.

Step 3: End of Year: Student placement may be adjusted based upon final grade and/or teacher recommendation.

National Collegiate Athletic Association (NCAA)

For additional information regarding athletic eligibility at the collegiate level, please visit www.ncaa.org and www.eligibilitycenter.org. For more information, please contact the student's counselor.

Note: It is the responsibility of the student and/or parent/guardian to ensure compliance with all NCAA eligibility requirements. It is recommended that you consult with the guidance department regarding course selection beginning in Grade 9 if you hope/plan to participate in collegiate athletics.

EVERY STUDENT SUCCEEDS ACT (ESSA)
Formerly No Child Left Behind (NCLB)

This federal law embodies the ideal that all students will learn to their fullest potential and at their highest respective levels. On that premise, the Warren Hills Regional School District Board of Education holds the expectation that each learner will be supported with necessary resources to meet his/her maximum capabilities. For more information, confer with your building administrator, the Assistant Superintendent for Curriculum and Instruction, or the Supervisor of Special Education.

SECTION 504 OF THE REHABILITATION ACT OF 1973

All individuals who are disabled under ESSA or Individuals with Disabilities Education Act (IDEA) are also considered to be disabled and therefore protected under Section 504. However, all individuals who have been determined to be disabled under Section 504 may not be disabled under IDEA. These children require a response from the general education staff and curriculum. For more information, confer with your guidance administrator.

INFORMATION ON STATE AND STANDARDIZED ASSESSMENTS

In accordance with the New Jersey Department of Education (NJDOE) regulations, the district will be providing to parents/guardians of a student enrolled in the district information on any state assessment or commercially-developed standardized assessment by October 1 of each school year. For more information, confer with your guidance administrator.
DEPARTMENT OF BUSINESS

Note: Please review pertinent information in Appendices A - I beginning on page 68.

COURSE DESCRIPTIONS

Computer Applications 6280
Grade 7: Half Year

Computer Applications is a half-year course for Grade 7 students. It is a general course with the purpose of enabling students to become proficient in computer applications used in the middle school setting. Students will develop touch-typing skills, as well as skills in word processing, spreadsheets, and presentations. Students will also be able to research and retrieve information from various sources on the Internet.

Business Exploration 6282
Grade 8: Half Year

Have you ever wanted to own your own business? Do you ever wonder how products you buy like smartphones and tablets are made? In this course, students will explore the major aspects of working for a successful business and how it relates to their everyday life. Students will learn about entrepreneurship, marketing, economics and finance through the use of online shopping, advertising analysis, software simulations and more.

Multimedia Technology 6284
Grade 8: Half year

The world of technology is advancing at a rapid pace and is a daily part of a student's life. Students will be introduced to the world of design using Photoshop, iMovie, and interactive websites such as Wix and Glogster. This project-based course will focus on design techniques and strategies that can be applied to projects throughout their educational career.
REQUIRED SUMMER READING

The Warren Hills Regional School District believes the development of critical reading skills is a crucial ingredient to future success. To encourage lifelong learning and to support academic skills, the district has instituted summer reading requirements for all students in Grade 7 and Grade 8.

Summer reading selections are reviewed each spring. Assignments are distributed to students in English Language Arts classes in June. All assignments and directions are posted on the district website by mid-June.

COURSE DESCRIPTIONS

English Language Arts 7

Grade 7: Full Year

English Language Arts 7 is an integrated, balanced literacy program designed to address the New Jersey Student Learning Standards in English/Language Arts: Reading, Writing, Speaking & Listening, and Language. During the year students work with various types of text (e.g. narrative, argument, literature, informational text, etc.) and also engage in media viewing literacy instruction. Lesson activities are designed to target all of the learning standards. Test preparation skills are specifically addressed through class instruction.

English Language Arts 8

Grade 8: Full Year

English Language Arts 8 is an integrated, balanced literacy program designed to address the New Jersey Student Learning Standards in English/Language Arts: Reading, Writing, Speaking & Listening, and Language. English Language Arts 8 builds upon skills acquired in previous Language Arts classes. The level of reading and writing independence is expected to increase with each year a student is enrolled. During the year students work with various types of text (e.g. narrative, argument, literature, informational text, etc.), and also continue to build media viewing literacy instruction. Lesson activities are designed to target all of the learning standards, as well as prepare students for the high school English program. Test preparation skills are specifically addressed through class instruction.
DEPARTMENT OF FINE ARTS

Note: Please review pertinent information in Appendices A - I beginning on page 68.

COURSE DESCRIPTIONS

Art & Graphics

7040

Grade 7, 8: Half Year

This course consists of an introduction to two and three-dimensional design. Projects will be created from a variety of media. Students will gain a fundamental knowledge of tools and methods. Career awareness is also emphasized.

Chorus

7350

Grade 7, 8: Full Year

Students in this class study various representative styles of vocal music, vocal technique, and continue to learn the art of choral singing. Students will further their education of proper phonation skills, breath support, quality tone production, and articulation and diction for exceptional vocal performance. Students will perform a minimum of two concerts during the school year. Other performances may be scheduled for school assemblies and local community groups.

Concert Band

7480

Grades 7, 8: Full Year

Prerequisite: Students should be able to demonstrate a two-year level of proficiency.

Concert Band is a regularly scheduled middle school class open to all qualified players of band instruments. Students will learn various genres of music with greater advancement of present music skills. Recommendations from elementary band instructors may be used for placement in this course for incoming Grade 7 students. The band performs a minimum of two concerts during the school year. Other performances may be scheduled for school assemblies and local community groups.

Music In Our World

7340

Grade 7: Half Year

This course will engage students in music activities. It is designed to create an understanding and awareness of the elements of music, which can include pitch, rhythm, melody, harmony, form, and texture. This course will include instruction on a variety of percussion instruments, voice and tone chimes. Emphasis will be placed on hands-on and interactive activities, ensemble and solo classroom performance, as well as the practice of recognizing and translating music symbols into organized sound.
### COURSE DESCRIPTIONS

**Health 7**  
**Grade 7: Half Year**  
The Grade 7 health program is based on the total wellness approach and skills needed for living in our multicultural society. Through discussion and activities, all students will be introduced to the following content: substance abuse education, addiction and treatment, character development, safety, personal health, Lyme disease, nutrition and medicines.

**Health 8**  
**Grade 8: Half Year**  
The Grade 8 health curriculum includes instruction related to the development of communication skills, decision making, mental health conditions, growth and development, health services and careers, stress management, depression, harassment, intimidation, bullying, cyberbullying, planning and goal setting. A comprehensive family life unit is also taught. Family Life education addresses the subjects of gender roles, human growth and development, male and female reproductive systems, reproductive health, interpersonal relationships, sexual behavior and responsibility, abstinence, contraception, pregnancy, childbirth, as well as AIDS and other sexually transmitted diseases and infections. An alternative course is also offered for students whose parents/guardians do not want them to take the family life unit.

**Alternative Health 8**  
**Grade 8: Half Year**  
The alternative Grade 8 health curriculum includes instruction that is related to the development of effective communication decision-making, and stress management skills. The focus is on mental health conditions, growth and development, health services, and careers, as well as behaviors that encompass harassment, intimidation, bullying. The instruction also includes the anatomy and physiology of the circulatory system, with emphasis on cardiovascular diseases, along with the treatment and prevention of these diseases. The topic of cancer is also presented, concentrating on its origin, treatment, and prevention. The significance of our changing lifestyles, and increased leisure time and stress in relation to degenerative disease is discussed.

**Physical Education 7 & 8**  
**Grades 7, 8: Half Year**  
The Grade 7 and 8 physical education program involves a variety of activities, which include team and individual sports, physical fitness programming, new games, mass games and lifetime or recreational activities. Emphasis is placed on each student experiencing success in developing the necessary skills to participate in all physical activities. In addition, knowledge of etiquette, safety, equipment, history, and values will be included. The major areas of emphasis may include aerobics, archery, basketball, flag football, flag rugby, handball, lawn games, mass games, new games, personal fitness, physical fitness testing, soccer, softball, speedball, ultimate Frisbee, and volleyball.

**Adaptive Physical Education**  
**Grades 7, 8: Full Year**  
The adaptive physical education program has been designed for students who may have special needs in the areas of mobility, physical health and wellness. Assisting students to realize their full physical potential in spite of health, physical, social or emotional problems is the main goal of this course. Activities are geared to help the student experience success and to enhance their self-esteem. Students are selected for this program by teacher or doctor recommendation.
**DEPARTMENT OF MATHEMATICS**

*Note: Please review pertinent information in Appendices A - L beginning on page 68.*

### COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics 7</strong></td>
<td>3601</td>
<td>7th</td>
<td>This full year course is the study of introductory algebra, similarity, ratio, proportion and percent, positive and negative numbers, linear relationships, three-dimensional measurement, probability and expected values, variability and comparisons. Students will engage in numerous problem solving and critical thinking tasks. Students will use calculators, software, and manipulatives to explore mathematical relationships and mathematical practices.</td>
</tr>
<tr>
<td><strong>Accelerated Math 7</strong></td>
<td>3060</td>
<td>7th</td>
<td><strong>Prerequisite: Incoming Grade 7 students need to qualify based on multiple measures. (i.e. grades, teacher recommendations, standardized test scores, placement test scores).</strong> This course is designed to prepare mathematically talented students to enter Algebra I. This course will be fast-paced and challenging, encompassing both 7th and 8th grade math standards, with a focus on algebraic thinking and problem-solving strategies.</td>
</tr>
<tr>
<td><strong>Pre-Algebra 8</strong></td>
<td>3050</td>
<td>8th</td>
<td>This course will emphasize algebraic thinking, problem solving and critical thinking. A variety of math topics will be covered throughout from algebra, probability, geometry, and symmetry. This course is designed to prepare students to meet the high school requirements of Algebra I.</td>
</tr>
<tr>
<td><strong>Algebra I</strong></td>
<td>3040</td>
<td>8th</td>
<td><strong>Prerequisite: Students taking Algebra I need a mid-year and final grade of 80 or higher in Accelerated Math 7 and/or a teacher recommendation.</strong> Algebra I is a rigorous course designed for the mathematically talented student. It bridges the gap between the concrete ideas of arithmetic and the abstract ideas of higher mathematics. Algebra I includes an in-depth study of equations and inequalities, operations with real numbers, algebraic expressions, functions and their graphs, quadratic equations, and irrational expressions. Problem solving will be incorporated throughout the course. Students will take the New Jersey Student Learning Assessment - Mathematics (NJSLA-M) Algebra 1 end-of-course test. Note: This may be subject to change per the New Jersey Department of Education graduation requirements.</td>
</tr>
</tbody>
</table>

**Math Lab 7**

Grade 7: Full Year

*Prerequisite: Incoming Grade 7 students need to qualify based on multiple measures. (i.e. grades, teacher recommendations, standardized test scores, placement test scores).*

This course is for Grade 7 students who are identified as "at risk" based on Grade 6 assessment results and other measures. The following areas will be emphasized: number sense, spatial sense and geometry; data analysis, probability, statistics, and discrete mathematics; patterns, functions, and algebra. The course will support the Mathematics 7 curriculum and it is a pass/fail course. Note: A student may exit the program mid-year if he/she meets the program’s exit criteria; i.e. post-assessment; and/or marking period(s) passing grades 80% and above in Math; and/or teacher recommendation.

**Math Lab 8**

Grade 8: Full Year

*Prerequisite: Incoming Grade 8 students need to qualify based on multiple measures. (i.e. grades, teacher recommendations, standardized test scores, placement test scores).*

This course is for Grade 8 students who are identified as "at risk" based on Grade 7 assessment results and other measures. The following areas will be emphasized: number sense, spatial sense and geometry; data analysis, probability, statistics, and discrete mathematics; patterns, functions, and algebra. The course will support the Pre-Algebra 8 curriculum and it is a pass/fail course. Note: A student may exit the program mid-year if he/she meets the program’s exit criteria; i.e. post-assessment; and/or marking period(s) passing grades 80% and above in Math; and/or teacher recommendation.
DEPARTMENT OF SCIENCE

Note: Please review pertinent information in Appendices A-L beginning on page 68.

COURSE DESCRIPTIONS

Science 7 4300
Grade 7: Full Year

Students in this class will be exposed to an inquiry-based approach to learning science as an extension to the topics and concepts studied in Grade 6. Hands-on experiences are combined with a variety of teaching methods to involve students in activities, which demonstrate Physical, Life and Earth Science principles based on the Next Generation Science Standards. The curriculum incorporates a focus on a variety of topics including, but not limited to, the structures and processes from molecules to organisms, heredity, biological evolution, atmosphere, and weather.

Science 8 4310
Grade 8: Full Year

Students in this class will be exposed to an inquiry-based approach to learning science as an extension to the topics and concepts studied in Grade 7. Hands-on experiences are combined with a variety of teaching methods to involve students in activities, which demonstrate Physical, Life and Earth Science principles based on the Next Generation Science Standards. The curriculum incorporates a focus on a variety of topics including, but not limited to, ecosystems, Earth’s place in the universe, matter and atoms, the periodic table and energy transformations.
COURSING DESCRIPTIONS

Geography and Culture 2400
Grade 7: Full Year

This course introduces students to basic geographical and cultural principles, which are foundational to the study of the social sciences, especially history. Through the study of geography and culture students will understand how contact among different cultural groups affects individuals, societies, and the physical environment. Upon completion of the course students will understand how human activities and institutions are an important factor in shaping our current physical world.

Civics 2410
Grade 8: Full Year

This course focuses attention on the policies and processes of local, state, and national governmental institutions. Students will understand what government is and what it is designed to do; the basic history, values, and principles of American democracy and how the government established by the Constitution embodies them; the relationship of the United States to other nations as it pertains to world affairs, and how citizens and groups can effectively participate in the democratic process.
It is the goal of the Warren Hills Regional School District to place students, to the maximum extent possible, in the least restrictive environment. Educational schedules for students receiving special education and related services are varied and individualized. Special education course selections are made in conjunction with the teacher, parent, and child study team input. For more information, please contact the child study team office or your child’s case manager.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Students formally identified with special needs receive an Individualized Educational Program (IEP) developed by the child study team (CST), parents, and professionals related to each student’s individual case circumstances. For more information, confer with your case manager, or the Supervisor of Special Education. There are several distinct special education placement and program offerings for Grades 7 and 8:

- General Education Supplemented (GES)
- In-Class Resource Support (ICRS)
- In-Class Resource Replacement (ICRR)
- Language/Learning Disabilities (LLD); Behavioral Disabilities (BD); Multiple Disabilities I (MDI)
- Multiple Disabilities II (MDII)/Autism Program

COURSE DESCRIPTIONS

General Education Supplemental (GES)

Grades 7, 8: Full Year

This placement provides learners with supplementary aids and services in the general education setting to enable students with disabilities access to the general education curriculum in a least restrictive setting. This educational placement affords learners with disabilities to be educated to the maximum extent possible with non-disabled peers (N.J.A.C. 6A: 14-4.5).

Within the GES setting, all students are expected to master the goals of the general curriculum, participate in all activities, and complete all requirements of the class with minimal academic supports and assistance.

In-Class Resource Support (ICRS) Program

Grades 7, 8: Full Year

This placement provides a collaborative/co-teaching framework at the middle and high school. Learners are supported with a team teaching partnership that combines a general and a special educator who work as a team in a designated content area.

This arrangement affords learners with disabilities an opportunity to receive supported instruction in a regular education setting with a content specialist and a special education practitioner who is able to provide modifications and adjustments to meet the needs of learners with disabilities.

Within the ICRS setting, all students are expected to master the goals of the general curriculum, participate in all activities, and complete all requirements of the class with modifications and supports that maintain the course goals and objectives.

In-Class Resource Replacement (ICRR) Program

Grades 7, 8: Full Year

This placement provides learners with resource program instruction in either a pull out or push in format at the middle school in accordance with N.J.A.C. 14-14.6 and 6A:26-6.

Within the ICRR setting, learners with disabilities are exposed to the regular curriculum standards, which are then modified to meet their needs based on their Individualized Educational Program (IEP) goals. Students who are assigned to this placement are expected to master curriculum goals and objectives and participate in classroom educational activities.

Language/Learning Disabilities (LLD) Program 9972

Grades 7, 8: Full Year

This is a comprehensive program placement that provides learners with disabilities instruction in core academics. The emphasis is on developing areas where learners may have educational deficits in order to build and scaffold academic skills and transition learners to a lesser restrictive setting.

Behavioral Disabilities (BD) Program 9987

Grades 7, 8: Full Year

This program placement provides learners who meet the federal criteria with academic instruction in the core subjects, as well as pro-social skills so as to assist students in developing critical social and emotional areas.

The program focuses on the development of personal responsibility, academic skills, social and emotional development within the context of school, home/family, and community.
Multiple Disabilities I (MDI) Program  
Grades 7, 8: Full Year

This program placement emphasizes the development of life skills necessary for transition to adult life. Instruction is provided in a more restrictive setting where learners with diverse abilities are able to benefit from a systematic educational approach that is centered on individualized programming and skill development.

Students who are enrolled in this program benefit from an instructional setting that incorporates specific educational goals, life skills and community involvement. Core academic instruction includes social skills, life skills, functional academic skills, employment readiness and community based learning.

Multiple Disabilities II (MDII)/Autism Program  
Grades 7, 8: Full Year

This program placement focuses on a systematic educational approach for learners with diverse classifications and abilities who would benefit from an intensive learning experience. Instruction is provided in a more restrictive setting based on the Individualized Educational Program of each learner.

Students who are enrolled in this program benefit from an instructional program that incorporates specific educational, therapeutic, and life skills.

Core instruction includes: functional academic and living skills, instructional development and practices supported by a qualified Behaviorist or Board Certified Behavior Analyst (BCBA).
STEM 7 8652
Grade 7: Half Year

STEM 7 is a course that focuses on the integration of four specific disciplines (Science, Technology, Engineering, and Mathematics) by taking an interdisciplinary, applied approach. The course incorporates seventh grade math concepts (ex. Proportions and Calculations) and science concepts (ex. Study of Forces) and utilizes technology and engineering principles that require students to create solutions to challenging problems. Throughout the semester, students will be presented with design challenges that will require them to use skills taught in class such as measuring straight line distances and angles, as well as developing three-dimensional sketches. Additionally, students will learn to use a variety of tools including hand tools, power tools and Computer Aid Drawing [CAD] tools in order to create working models to meet the design challenge specifications. Finally, students will be introduced to Computer Science principles through the use of applications such as the online program Scratch. Throughout this course, students’ achievement will be assessed through a combination of tests/quizzes and by completing multi-step engineering design challenges.

STEM 8 8655
Grade 8: Half Year

STEM 8 is a course that focuses on the integration of four specific disciplines (Science, Technology, Engineering, and Mathematics) by taking an interdisciplinary, applied approach. The course incorporates eighth grade math (ex. Algebra and Volume of Geometric Shapes) and science concepts (ex. Buoyancy and Simple Machines) and utilizes technology and engineering principles that require students to create solutions to challenging problems. Throughout the semester, students will be presented with design challenges that will require them to use skills taught in class such as developing two and three-dimensional sketches. Additionally, students will learn to use a variety of tools including hand tools, power tools and Computer Aid Drawing [CAD] tools in order to create working models to meet the design challenge specifications. Finally, students will be introduced to Computer Science principles through the use of Lego Mindstorm robotics kits. Throughout this course, students’ achievement will be assessed through a combination of tests/quizzes and by completing multi-step engineering design challenges.

Innovations & Design 8660
Grade 7, 8: Half Year

This course is rooted in self-discovery and self-inquiry. Students will be given a real-world problem that they will attempt to solve from the design phase through implementation/presentation. Students will work collaboratively on teams to tackle the problem through critical thinking and creative problem-solving. Ultimately, this course will expose 7th and 8th grade students to the benefits of the Makerspace environment. Makerspaces provide hand-on, creative ways to encourage students to design, experiment, build, and invent as they deeply engage in science, engineering, and tinkering, be it with wood, art, or other creative products.
Colleges and universities demanding a foreign language for admission desire competency in speaking, listening, reading, and writing in the target language. To reach the Advanced Placement Level of a World Language in high school, Level I of a language must be successfully completed in Grade 8.

## COURSE DESCRIPTIONS

### World Language Exploration

**Grade 7**: Half Year Per Language, Select 2  
- French 5005  
- German 5105  
- Spanish 5205

These introductory courses are designed to familiarize the student to the basics of world language study. Students will have an opportunity to explore both the spoken and written language, as well as study various aspects of culture, such as greetings, geography, music, and the calendar. Emphasis will be placed upon interpersonal interaction and basic language words and phrases. Teachers will use an interactive approach.

### World Language 8

**Grade 8**: Full Year  
- French 5015  
- German 5115  
- Spanish 5215

The World Language Grade 8 courses focus on many of the topics presented in the World Language Level I courses. World Language 8 courses thoroughly prepare students for a successful transition into the Level I World Language courses when taking that same language in high school.

### World Language I

**Grade 8**: Full Year  
- French 5010  
- German 5110  
- Spanish 5210

*Prerequisite: Teacher recommendation. This is a high school level course.*

The beginning level of formal world language study introduces the student to the fundamental principles of the language and begins to develop the language skills of listening, speaking, reading, and writing. Using a variety of teacher-made, commercial and authentic materials the student will be afforded ample opportunity to become actively involved with the language and culture. Although the beginning level of world language study concentrates on the students’ understanding and recognition of basic grammatical functions, equal emphasis is placed upon the students’ ability to use the language in familiar everyday situations. Students successfully completing this course will continue the study of high school World Language at Level II.

### English as a Second Language (ESL)

**5300**  
**Grades 7, 8: Full Year**

Students enrolled in English as a Second Language (ESL) come to Warren Hills from a variety of cultural backgrounds and with varied levels of English skills. Instruction must therefore be individualized. The curriculum appropriate for any given student is modified through varying techniques, strategies, and materials. The program is designed to encourage students to maintain their identity, language and cultural heritage, while learning a new language and adapting to a new cultural environment. The principal goal is to prepare the ESL students to be as functional as possible, as soon as possible, in the English-speaking classroom.

### ESL Supplemental

**5300.1**

This course is for those students who are currently enrolled or, in transition from an ESL program. This course is designed to monitor the progress of the ESL students in their core subjects. Students will continue to work on their English skills in conjunction with their other subject areas. Projects will be assigned accordingly.
ADDITIONAL EDUCATIONAL PROGRAMS

Note: Please review pertinent information in Appendices A - L beginning on page 68.

Warren Hills Regional Middle School students are afforded additional educational programs which enable them to achieve academic success beyond the courses offered by our academic departments. Interested students and their parents/guardians should speak to the guidance counselor or case manager about any of these options. Refer to the choices below.

COURSE AND/OR PROGRAM DESCRIPTIONS
The number of student requests for a course will determine if the course will run in the 2019-2020 school year.

Alternative Learning Community Program
Grades 7, 8: Full Year

The Alternative Learning Community (ALC) is designed to assist students who have academic and/or social needs that may affect their chances for success in the regular school program. Limited class size and intense individual counseling enable concentrated efforts to address any identified need(s). When sufficient progress is made, students are placed out of the ALC and mainstreamed. Recent experience suggests that most students show remarkable growth in this secure school setting.

Interdisciplinary Enrichment
Grades 7, 8: Half Year

This course is designed to provide high-level academic experiences for middle school students. Utilizing topical themes combined with technology, students will explore integrated learning through guided research, project development, and self-directed study. Students will demonstrate knowledge of creative and critical problem-solving models and apply these models to a current or future problem, showing flexibility in problem definition, solution, and presentation. It is recommended that students have some basic proficiency in computer applications, such as Microsoft Word. Qualified students, identified by multiple measures (i.e. grades, standardized test scores, teacher recommendations) may opt to take Interdisciplinary Enrichment for a half year. Space in the course is limited. If taken in 7th grade, students may not repeat the course in 8th grade. NOTE: This course is not exclusively for identified Gifted and Talented students.

Horizons Program
Grades 7, 8: Full Year

The Horizons Program of Warren Hills may include identified Gifted and Talented Students; however, it is available to all students who have an interest in developing and challenging original ideas, especially as solutions to problems. Warren Hills is a member of the Warren County Consortium for Student Enrichment, which sponsors many opportunities for middle school students. The Horizons Program also participates in the Bridgewater-Raritan Academic Tournament of Middle Schools (ATOMS) and the high school Warren-Hunterdon Academic Meet (WHAM). In addition to participation in county and state activities, the Horizons Program sponsors extra-curricular opportunities such as writing conferences and arts symposiums for both the middle and high school students. All the activities are designed to stimulate high levels of thinking, promote creative and critical problem solving, and developing leadership skills.

Gifted and Talented Program
Grades 7, 8

The WHRMS Gifted and Talented Program is designed with three main goals in mind: (1) To connect the entire school community to the School wide Enrichment Model (Renzulli & Reis) whereby all students are provided enrichment opportunities; (2) To identify students that display the characteristics of giftedness and provide in-depth, accelerated and complex learning opportunities; and (3) To provide gifted and talented students enrichment clusters that expand their interests and knowledge outside of the typical school curriculum. NOTE: The Gifted and Talented Program mainly occurs during the instructional day. A determination of gifted and talented status will be in accordance with Board of Education Policy #2464 - Gifted and Talented Students.

Please reference Board of Education Policy #2464 at www.warrenhills.org.
GUIDANCE INFORMATION

Note: Please review pertinent information in Appendices A - L beginning on page 68.

GUIDANCE PHILOSOPHY

The Warren Hills Regional School District’s Guidance Program is aimed at assisting all students in achieving academic success. It is predicated on the belief that all students are unique and dynamic individuals capable of learning. The guidance counselor serves as an advocate to ensure that all educational, academic, career vocational, personal, and social needs are being met. Through collaborative and effective communication with teachers, support personnel, administrators, families and social agencies, the guidance counselor strives to provide appropriate counseling opportunities for each individual student.

TIMELINES

Grade 7
- Develop a relationship with your guidance counselor and/or case manager.
- Develop a relationship with your teachers.
- Meet with your counselor or case manager to discuss any concerns.
- Become familiar with promotion requirements.
- Become involved in extra-curricular activities, sports, clubs, volunteer work, etc.
- Maintain a strong academic performance.
- Maintain an excellent attendance record.
- Schedule appropriate courses for Grade 8.

Grade 8
- Visit your guidance counselor and/or case manager to discuss scheduling issues.
- Seek assistance from your teachers and guidance counselor and/or case manager when needed.
- Maintain a strong academic performance.
- Maintain an excellent attendance record.
- Become involved in extra-curricular activities, sports, clubs, volunteer work, etc.
- Schedule appropriate courses for Grade 9.
The Warren Hills Regional High School Program of Studies was created to assist you in planning your four-year educational journey. We believe the planning of this critical journey is a collaborative venture between the student, the parent, and the school. Our hope is that you will spend the time to review the document carefully, and realize the academic strength of the curriculum as well as the wide range of course offerings.

This catalog is a reference manual containing pertinent information related to graduation requirements, the scheduling process, the appeal process, NCAA eligibility and much more. Course descriptions and prerequisites are provided to assist you with your initial selection of courses. Please keep in mind that your initial course selections are important as courses with low enrollment totals may not run. Also, choose courses, and not teachers, that best meet your interests and goals. Personnel assignments are based on the needs of the district and are subject to change.

You will be pleased to find that our curricula offer many different pathways to post-secondary success for all of our students. Each department offers our students introductory and advanced courses which allow them to explore and hone their interests over their four-year program. College credits can be earned via Advanced Placement courses or the Dual Enrollment Program, and some professional certifications can be granted through coursework done at Warren Hills as well.

In the spirit of collaboration, our educational professionals are able and willing to assist with any questions you may have regarding course selection and information contained in the 2018-2019 Program of Studies. Please do not hesitate to contact your guidance counselor or child study team member for advice during the scheduling process.

Mr. Christopher Kavcak, Principal
Mrs. Susan Racer, Assistant Principal
Mr. Glenn Barker, Assistant Principal
SCHEDULING AND APPEALS

SCHEDULING PROCESS

1. Prior to inputting recommendations into the student information system, teachers will conference with students who will be changing levels, or who are not being recommended to continue to the next course in the sequence.

2. Teachers input course recommendations, including class and level, into the student information system.
   a. Factors that teachers take into consideration may include: prerequisites, current grades, study habits, participation, and assessment scores.
   b. Recommendations are always made using multiple measures of student progress.

3. Guidance counselors or case managers meet with the students to complete the course selection request form.
   a. Course selection requests are developed based upon teacher recommendations, graduation requirements, student interest, and future goals.
   b. If a student wishes to appeal a course where the prerequisite was not met, he or she must complete the appeals process.
   c. Students are required to return the Elective Course Selection Form to their counselors or case managers.

4. Parent/Guardian reviews and signs the course selection form, and the student submits the signed form to the guidance counselor or case manager.

5. Guidance counselor or case manager inputs the requests into the student information system and provides the student with a copy of the course requests for parent review and signature.

6. Based on requests and other factors such as limited enrollment, staff availability, schedule configuration, and budgetary constraints, a master schedule is developed.
   a. For courses that do not run, the guidance counselor or case manager will schedule students for the back-up alternatives listed on their course selection form.
   b. Students cannot be scheduled into courses that are full, even if the appeal was successful. In this case, the original, teacher recommended course will remain on the student’s schedule.

Students receive a copy of their course schedule in the student information system, along with information regarding a timeline for schedule change requests. If you need a hard copy, please contact the Main Office.

APPEALS PROCESS

1. The student informs his or her guidance counselor or case manager of the course(s) he or she wishes to appeal.

2. The guidance counselor or case manager provides students with the Course Appeals Process instructions and the Student Self-Assessment form. Please reference Appendix G on page 81 for a copy of these documents. The completed form is due to the guidance counselor or case manager no later than 14 days following release of schedules.

3. The student completes the Student Appeal Self-Assessment form and turns it in to his or her guidance counselor or case manager.

4. Upon receipt of the Student Appeal Self-Assessment Form, the guidance counselor or case manager, and the teacher, complete an appeal rubric. Please reference Appendix H on page 83 for a copy of this rubric. The completed rubric is sent to the appropriate department supervisor.

5. The department supervisor will complete an appeal rubric as well. Please reference Appendix I on page 84 for a copy of this rubric. The supervisor will then contact the parent/guardian to discuss the appeal and decision within 14 days of receipt of the Student Appeal Self-Assessment and rubrics.

Parents/guardians should consider the following points and thoroughly discuss them with the student when making an appeal:

- Honors and AP courses require more time and energy from the student to be successful than what is required from the General or College Preparatory (CP) level courses.
- If the appeal is approved, course levels may not be switched during the school year without administrative approval.
**GRADUATION REQUIREMENTS**

**IMPORTANT TERMS**

**Credits:** The credits are the New Jersey unit for quantitative evaluation of courses. The credits are determined by the time spent in the classroom. Full-year courses are valued at 5 credits and half-year (semester) courses are valued at 2.5 credits. Extended lab courses earn 1 additional credit. Students who successfully complete a course earn its credits.

**Required Course:** A required course is one that all students at Warren Hills Regional High School must successfully complete before satisfying the state and local requirements for graduation.

**Elective Course:** An elective course is any course other than the defined required courses; electives are chosen to complete a student’s program after the required subjects are selected. A student may elect any course if he/she has met the specified prerequisites. Electives enrich one’s background, complete the entrance requirements for specific types of schools or colleges, and offer experiences in areas of special talent. Careful selection of these courses is vital each year. Selection should be made only after careful consideration of the relation of the course or courses to one’s needs, goals, capacities, interests, extracurricular activities, and out-of-school duties.

Students must meet both the state and locally adopted requirements necessary to obtain a state endorsed diploma, including the Warren Hills Regional School District attendance policy, credit requirements, and a demonstration of proficiency in English Language Arts and Mathematics on state-authorized standardized assessments.

**STATE REQUIREMENTS**

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>CREDITS</th>
<th>PATHWAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>20</td>
<td>1 required core course each year in Grades 9-12</td>
</tr>
<tr>
<td>Health/Physical Education</td>
<td>20</td>
<td>Required course for each student in all grades; to include 2.5 credits in Driver's Education in Grade 10</td>
</tr>
<tr>
<td>Mathematics</td>
<td>15</td>
<td>To include algebra, geometry, and a third year of mathematics that builds on the concepts and skills of algebra and geometry; beginning with the class of students who enter Grade 9 in the 2016-2017 school year, the Advanced Placement Computer Science course may satisfy a part of either the mathematics or science credits required for graduation</td>
</tr>
<tr>
<td>Social Studies</td>
<td>15</td>
<td>5 credits in world history and 10 credits in United States history</td>
</tr>
<tr>
<td>Science</td>
<td>15</td>
<td>At least 15 credits including lab biology; a choice among chemistry, physics or environmental science; and a third inquiry-based lab or technical science; beginning with the class of students who enter Grade 9 in the 2016-2017 school year, the Advanced Placement Computer Science course may satisfy a part of either the mathematics or science credits required for graduation</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>5</td>
<td>Any combination of visual and performing arts</td>
</tr>
<tr>
<td>21st Century Life and Careers/Career &amp; Technology</td>
<td>5</td>
<td>Please refer to Appendix D, page 78 for a list of courses meeting this requirement</td>
</tr>
<tr>
<td>World Language</td>
<td>5</td>
<td>However, many colleges and universities require students to demonstrate at least 2 years (10 credits) proficiency in a world language</td>
</tr>
<tr>
<td>Financial Literacy</td>
<td>2.5</td>
<td>Recommended to be taken in Grade 9.</td>
</tr>
</tbody>
</table>

NOTE: Total 135 Credits needed for graduation.
TESTING REQUIREMENTS FOR GRADUATION

The Warren Hills Regional Board of Education is required to administer the applicable statewide assessments according to the schedule prescribed by the Commissioner. The New Jersey Department of Education (NJDOE), pursuant to state law and regulations, requires all students to take state assessments as scheduled. There is no provision for a student to opt out of state assessments.

A student with a disability, whose Individualized Educational Plan (IEP) team determines the student is exempt from these requirements, would be required to achieve the alternative proficiency in his/her IEP.

If cut scores are not met, a student must meet the criteria of the NJDOE Portfolio Appeal Process.

Students must demonstrate proficiency in English Language Arts and Mathematics by meeting the criteria of one English Language Arts test and one Mathematics test. More information is available from the New Jersey Department of Education (NJDOE) at www.state.nj.us/education/. Please reference Board of Education Policy #2622 and #5460 at www.warrenhills.org.

State Assessment Name Change
The State of New Jersey has ended its membership of the interstate consortium that produced the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments. While the online platform will remain the same, the state’s mathematics and English Language Arts (ELA) assessments will no longer be called Partnership for Assessment of College and Career Readiness (PARCC).

The statewide assessments for ELA and mathematics will be called:

- **New Jersey Student Learning Assessments-ELA (NJSLA-ELA)**
- **New Jersey Student Learning Assessment-Mathematics (NJSLA-M)**

NJ DEPARTMENT OF EDUCATION (NJDOE) - High School Graduation Requirements

Each school year the NJDOE will determine the proficiency level needed on the assessments to meet the requirements. It is important to note that our students have always been able to meet graduation requirements through an alternative assessment or pathway to graduation throughout New Jersey's forty-year history with a statewide assessment program, and will continue to be able to do so.

INFORMATION ON STATE AND STANDARDIZED ASSESSMENTS
In accordance with the New Jersey Department of Education (NJDOE) regulations, the district will be providing to parents/guardians of a student enrolled in the district information on any state assessment or commercially-developed standardized assessment by October 1 of each school year. For more information, confer with your building administrator, or the Assistant Superintendent for Curriculum and Instruction.

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

NJDOE Proposed Amendments to High School Assessment Component and Graduation Assessment Requests as of October 3, 2018:
NOTE: The NJDOE has proposed amendments to assessment components and graduation assessment requirements. Please visit the NJDOE website for the latest information. www.nj.gov/education/assessment
GENERAL ACADEMIC INFORMATION

COURSE SELECTIONS
Once a schedule is in place, schedule changes are not guaranteed; therefore, it is extremely important for students and parents/guardians to carefully consider the courses that are selected. If an error appears in the schedule, students must contact their guidance counselor or case manager immediately and schedule an appointment to review the situation.

COURSE AUDIT
Students interested in gaining knowledge in a particular area may audit courses without receiving a grade or credit. To audit means to attend class with no expectation of active involvement in class activities and to be a spectator. An auditor is considered a passive learner, one who is attending class regularly for the purpose of exposure to the material of interest.

- Audited classes must have available enrollment spaces.
- No more than one person may audit any given class.
- Approval is required from both the teacher and the appropriate curriculum supervisor regarding any audit request.
- Students auditing must maintain good attendance and behavior, and adhere to all school policies.

Required Course Level Descriptions
Students will select courses from the following levels:

- General – this curriculum is designed to prepare students for life after high school.
- College Preparatory (CP) – a CP course is a rigorous curriculum with greater emphasis on independent learning. Students are expected to demonstrate responsibility for their own academic progress and are expected to keep pace with academic reading and writing expectations. Outside readings are routinely assigned in a CP course.
- Honors – courses at this level require students to meet the standards of the most academically demanding program. Work is fast paced, outside reading is extensive, and writing assignments are sophisticated and challenging. A student electing a course at this level needs to meet the prerequisites of the course, or have the recommendation of the previous teacher.
- Advanced Placement (AP) – courses at this level challenge students to meet the academically demanding standards of an undergraduate college course while they are still enrolled in high school. It is for students who are willing to devote the independent initiative and effort necessary to complete a course more rigorous and demanding than other high school courses. For more information visit AP Central at apcentral.collegeboard.org.

ADVANCED PLACEMENT
Certain Advanced Placement (AP) courses, identified in the course descriptions, will be offered if enrollments warrant. In addition, students are strongly encouraged to take the AP examination. Students are urged to seek the advice of their teachers, guidance counselors or case managers.

Students are eligible for reimbursement of test fees according to the scale below:

- Score of 5 = 100% reimbursement
- Score of 4 = 75% reimbursement
- Score of 3 = 50% reimbursement

Note: The AP Program is independent of the dual enrollment program.

ELECTIVES and CAREER OPPORTUNITIES
Warren Hills Regional School District offers a wide array of elective courses to meet the ever-changing demands of the 21st century. The district is committed to providing students with opportunities that will serve as a basis to further their education in order to prepare them to be college and/or career ready. Career clusters for electives address these main areas: (1) Business, Law, and Government; (2) Fine/Performing Arts and Communication; and (3) Science, Technology, Engineering and Math (STEM/STEAM). For more information on these electives and career opportunities, refer to (1) Appendix K, page 86; (2) NAVIANCE, a web-based program utilized to assist students with career and college planning; and (3) Your guidance counselor or case manager.
**OPTION II**

**General Statement**

Option II establishes alternate pathways for students to satisfy graduation requirements and meet the New Jersey Student Learning Standards in accordance with New Jersey Administrative Code (N.J.A.C 6A:9-5.1 (a) iii). Option II alternative experiences are voluntary. Students may fulfill the requirements for graduation by pursuing credits earned through the traditional classroom environments, through alternative learning experiences available through Option II, or through a combination of both programs. The cost is each student’s responsibility. For more information visit www.state.nj.us.

**Purpose of Option II**

Option II permits students to engage in a variety of alternative learning experiences, which are stimulating and intellectually challenging, enabling them to fulfill or exceed expectations set forth by the academic department’s Core Curriculum Content Standards. Students may take part in Option II alternatives by participating in the following: student exchange programs, interdisciplinary or theme-based programs, internships, accredited college coursework, online and distance learning opportunities for credit restoration and remediating a course.

**Application for Option II**

Students must complete an application, which includes a proposal through the high school guidance department, prior to enrolling in a course. The request must be submitted for consideration to the guidance administrator. Option II participation requires the student and/or parent/guardian to assume responsibility for attendance, transportation, personal safety and well-being, specialized equipment, and any and all costs not otherwise provided by the Warren Hills Regional School District.

**SUMMER COURSES/ONLINE SUMMER COURSES**

To make up a subject failed or a loss of credit due to excessive absences during the regular school sessions students must receive approval from the guidance counselor or case manager before selecting or enrolling in a school program. Five credits for a subject repeated and passed in summer school will be granted if the course has a minimum of 60 clock hours. The grade earned in a summer session will be recorded on the transcript, but will not be included in the Grade Point Average (GPA). The original grade remains on the transcript and is included in the GPA. It is the student’s responsibility to have appropriate grade reports forwarded to the guidance office upon completion of the summer school course. Grades must be received prior to the first day of school.

**COLLEGE CREDIT**

Any high school student desiring to experience college level courses may attend area colleges. Students selecting courses not offered at Warren Hills Regional High School may be awarded high school credit. Students may, with prior approval from their guidance counselor and the guidance administrator, receive credit for classes taken and successfully completed at an accredited college. No credit will be granted toward graduation requirements for courses that are offered at Warren Hills, unless by administrative exception.

**DUAL ENROLLMENT**

Warren County Community College:

Warren Hills Regional High School participates in the dual enrollment program offered by Warren County Community College (WCCC). This program, independent of the AP Program, provides our students with the opportunity to earn transferable college credit while completing selected high school classes at no cost to the student. Students participating in the dual enrollment program take the course(s) at Warren Hills. Students enrolled in courses designated as AP are strongly encouraged to take the AP Exam. Please refer to Appendix E on page 79 for a list of current eligible courses. Eligible courses and academic requirements are subject to change at the discretion of WCCC. Please contact the Guidance Department for more information.

Centenary University:

Warren Hills Regional High School has begun to participate in a dual enrollment program offered by Centenary University. Social Media Marketing (SMM) II Course is the first course approved for a dual enrollment at Centenary University.

For more information about college transfer, contact your local community college, the four-year institution of interest, or visit www.njtransfer.org.
GRADING SCALE

GPA Weighting: Honors courses receive an additional weighting of .5 and AP courses receive an additional weighting of 1.0.

Students who earn a 97-100 in an Honors or AP level course will receive an additional .2 weight added to the grade point value for that course.

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th>PERCENT</th>
<th>4.0 SCALE</th>
<th>HONORS SCALE</th>
<th>AP SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>4.0</td>
<td>4.7</td>
<td>5.2</td>
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<td>93-96</td>
<td>4.0</td>
<td>4.5</td>
<td>5.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.7</td>
<td>4.2</td>
<td>4.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.3</td>
<td>3.8</td>
<td>4.3</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.0</td>
<td>3.5</td>
<td>4.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.7</td>
<td>3.2</td>
<td>3.7</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.3</td>
<td>2.8</td>
<td>3.3</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.0</td>
<td>2.5</td>
<td>3.0</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.7</td>
<td>2.2</td>
<td>2.7</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>1.3</td>
<td>1.8</td>
<td>2.3</td>
</tr>
<tr>
<td>D</td>
<td>65-66</td>
<td>1.0</td>
<td>1.5</td>
<td>2.0</td>
</tr>
<tr>
<td>E/F</td>
<td>Below 65</td>
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</tr>
</tbody>
</table>

Effective September 1, 2014. This grading scale is not retroactive to prior school years.

HONORS & CP GPA EXAMPLE

<table>
<thead>
<tr>
<th>COURSE</th>
<th>GRADE</th>
<th>GPA</th>
<th>WEIGHTED GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP Algebra II</td>
<td>87</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>Honors English III</td>
<td>90</td>
<td>3.7</td>
<td>4.2</td>
</tr>
<tr>
<td>CP U.S. History II</td>
<td>92</td>
<td>3.7</td>
<td>3.7</td>
</tr>
<tr>
<td>Honors Chemistry</td>
<td>85</td>
<td>3.0</td>
<td>3.5</td>
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<tr>
<td>Health 11</td>
<td>97</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Phys. Ed. 11</td>
<td>98</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Spanish III</td>
<td>83</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Concert Band</td>
<td>95</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Woodworking III</td>
<td>82</td>
<td>2.7</td>
<td>2.7</td>
</tr>
</tbody>
</table>

OVERALL GPA: 3.550

AP & HONORS GPA EXAMPLE

<table>
<thead>
<tr>
<th>COURSE</th>
<th>GRADE</th>
<th>GPA</th>
<th>WEIGHTED GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors Algebra II</td>
<td>87</td>
<td>3.3</td>
<td>3.8</td>
</tr>
<tr>
<td>AP Lang. &amp; Comp.</td>
<td>90</td>
<td>3.7</td>
<td>4.7</td>
</tr>
<tr>
<td>Honors U.S. Hist. II</td>
<td>92</td>
<td>3.7</td>
<td>4.2</td>
</tr>
<tr>
<td>AP Biology</td>
<td>85</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Health 11</td>
<td>97</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Phys. Ed. 11</td>
<td>98</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Honors Spanish IV</td>
<td>83</td>
<td>3.0</td>
<td>3.5</td>
</tr>
<tr>
<td>Concert Band</td>
<td>95</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Woodworking III</td>
<td>82</td>
<td>2.7</td>
<td>2.7</td>
</tr>
</tbody>
</table>

OVERALL GPA: 3.863

Please reference Board of Education Policy #2624 at www.warrenhills.org.
PLAGIARISM

All departments encourage academic integrity and prohibit plagiarism.

Please reference Board of Education Policy #5701 at www.warrenhills.org.

REPORT CARDS AND PROGRESS REPORTS

Report cards and progress reports are each posted four times a year on the student information system. Final averages for the year are based on the four marking periods' grades. Paper report cards and progress reports can be requested by families with limited computer access. For more information, please contact your student's counselor.

HONOR ROLL

Recognition for academic achievement is awarded using an honor roll system with the following criteria:

- Principal's Honor Roll
  All grades must be an A- (90) or higher.

- High Honor Roll
  All grades must be a B (83) or higher, and a grade average of A- (90) must be attained.

- Honor Roll
  All grades must be a B- (80) or higher, and a grade average of B (83) must be attained.

NJSIAA ELIGIBILITY RULES

Any student who wishes to compete in interscholastic sports must meet the minimum credit requirements established by the New Jersey State Interscholastic Athletic Association. A student must have passed 30 credits in the previous year to be eligible for participation in sports offered in the fall and/or winter. To be eligible for sports offered in the spring, a student must have passed the equivalent of 15 credits in the fall semester.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

For additional information regarding athletic eligibility at the collegiate level, please visit www.ncaa.org and www.eligibilitycenter.org. For more information, please contact your guidance counselor or case manager. Please refer to Appendix J, page 88, for NCAA List of Approved Courses.

Note: It is the responsibility of the student and/or parent/guardian to ensure compliance with all NCAA eligibility requirements. It is recommended that you consult with the guidance department regarding course selection prior to entering Grade 9 if you hope/plan to participate in collegiate athletics.

EVERY STUDENT SUCCEEDS ACT (ESSA)

Formerly No Child Left Behind (NCLB)

This federal law embodies the ideal that all students will learn to their fullest potential and at their highest respective levels. On that premise, the Warren Hills Regional School District Board of Education holds the expectation that each learner will be supported with necessary resources to meet their maximum capabilities. For more information, confer with your building administrator, the Assistant Superintendent for Curriculum and Instruction, or the Supervisor of Special Education.

SECTION 504 OF THE REHABILITATION ACT OF 1973

All individuals who are disabled under ESSA or Individuals with Disabilities Education Act (IDEA) are also considered to be disabled and therefore protected under Section 504. However, all individuals who have been determined to be disabled under Section 504 may not be disabled under IDEA. These children require a response from the general education staff and curriculum. For more information, confer with your guidance administrator.

STATE SEAL OF BILITERACY

The New Jersey Department of Education (NJDOE) has established the State Seal of Biliteracy to recognize high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more world languages in addition to English. For more information, contact your guidance counselor or case manager. Additional information can be found at NJDOE State Seal of Biliteracy website.

JERSEY BOYS STATE/JERSEY GIRLS STATE

The Jersey Boys State or Jersey Girls State program provides a college-level curriculum to a select group of high school juniors, or delegates, who complete an intensive, weeklong governmental leadership program in which delegates create, elect, and administer their own government. High school students who complete the Jersey Boys State or Jersey Girls State program have the opportunity to earn up to three college credits from institutions of higher education. For more information, contact your guidance counselor or case manager.
HONORS ENTRANCE CRITERIA

Students Entering Grade 9

Students wishing to gain entrance to Honors level courses beginning in Grade 9 should be aware of the following criteria:

**English Language Arts:** Grade 8 students should have a final average of 90 or higher in English Language Arts 8, or have a teacher recommendation to enroll in Honors English I.

**Mathematics:** Grade 8 Algebra I students should have a final average of 90 or higher, or have a teacher recommendation to enroll in Honors Geometry.

**Social Studies:** Grade 8 students should have a final average of 90 or higher in Civics 8, or have a teacher recommendation to enroll in Honors World History.

**Science:** Grade 8 students should have a final average of 90 or higher in Science 8, or have a teacher recommendation to enroll in Honors Biology.

Students in Grades 10, 11 and 12

**English Language Arts:** Students in a College Preparatory course should have a final average of a 90 or higher to enroll in an Honors or AP course, or have a teacher recommendation. Students in an Honors or AP course should have a final average of 80 or higher to maintain Honors or AP eligibility, or have a teacher recommendation.

**Mathematics:** Students in a College Preparatory course should have a final average of a 90 or higher to enroll in an Honors or AP course, or have a teacher recommendation. Students in an Honors or AP course should have a final average of 80 or higher to maintain Honors or AP eligibility, or have a teacher recommendation.

**Social Studies:** Students in a College Preparatory course should have a final average of a 90 or higher to enroll in an Honors or AP course, or have a teacher recommendation. Students in an Honors or AP course should have a final average of 80 or higher to maintain Honors or AP eligibility, or have a teacher recommendation.

**Science:** Students in a College Preparatory course should have a final average of a 90 or higher to enroll in an Honors or AP course, or have a teacher recommendation. Students in an Honors or AP course should have a final average of 80 or higher to maintain Honors or AP eligibility, or have a teacher recommendation.

**World Language:** Students in a Level III language course should have a final average of a 90 or higher to enroll in an Honors course, or have a teacher recommendation. Students in an Honors Level IV course should have a final average of 80 or higher to maintain AP eligibility, or have a teacher recommendation.

**Honors Placement Procedures**

**Step 1:** Grade criteria, or teacher recommendation.

**Step 2:** Mid-Year: Faculty will examine Marking Period 1 and 2 grades.

**Step 3:** End of Year: Student placement may be adjusted based upon final grade and/or teacher recommendation.
DEPARTMENT OF BUSINESS

Note: Please review pertinent information in Appendices A - L beginning on page 68.

Students may elect courses from the department to fulfill graduation requirements in 21st century life and careers/career-technical education.

COURSE DESCRIPTIONS
The number of student requests for a course will determine if the course will run in the 2019-2020 school year.

Accounting I 601
Grades 9, 10, 11, 12: 5 Credits

Basic accounting procedures are explored for proprietorships and partnerships. Areas of study include journalizing and posting transactions, preparing financial statements, and maintaining a checking account. Development of organizational skills, attention to detail, and responsibility are a focus of instruction. Students will participate in a simulation during the fourth marking period in which they “keep the books” for a merchandising business organized as a partnership. The simulation allows students to experience the demands of a real accounting office.

This course satisfies the 5 credit 21st century life and careers/career-technical education graduation requirement.

Honors Accounting II 603
Grades 10, 11, 12: 5 Credits
Dual Enrollment Option: 3 College Credits

Prerequisite: To enter this course a student should have earned a grade of 85 or higher in Accounting I, and have a teacher recommendation.

Students continue their study of accounting at a more advanced and challenging level. This course is designed for, but not limited to, students who wish to pursue majors in accounting or business administration, or who plan to enter the workforce directly out of high school. Areas of study include journalizing for departmentalized businesses and corporations, depreciation, inventory valuation, managerial accounting, uncollectible accounts, and financial statements. Synthesis and analysis of data, meeting deadlines, and attention to detail are stressed. A simulation is the culmination activity in this course during the fourth marking period.

This course satisfies the 5 credit 21st century life and careers/career-technical education graduation requirement.

Business Law 607
Grades 9, 10, 11, 12: 5 Credits

This course deals with the basic principles of law emphasized in terms of transactions between individuals. Ethics, torts and crimes, the court system, and contracts are among the topics covered. The unusual and technical points of law are presented in language that any student can readily understand. It also encompasses various topics that form an academic background for the legal environment in business and industry. Students who wish to pursue careers in business, business administration or law are encouraged to enroll.

This course satisfies the 5 credit 21st century life and careers/career-technical education graduation requirement.

Honors Business Administration 621
Grades 9, 10, 11, 12: 5 Credits
Dual Enrollment Option: 6 College Credits

Having an awareness and understanding of how businesses operate and how corporations are managed will help students become successful employees, investors, and business leaders. Important topics and business concepts applicable to real-world situations will be emphasized. This course will provide a foundation for entry-level knowledge on the collegiate level as well as useful information for everyday life. Areas of study will include ownership and operation of a business, competition in the business world, and various management styles, which will provide students with an overview of business in the upcoming decade. This elective is strongly suggested for those students interested in business careers or studying business administration in college.

This course satisfies the 5 credit 21st century life and careers/career-technical education graduation requirement.

Document Processing 630
Grades 9, 10, 11, 12: 2.5 Credits

This course is primarily for students seeking to improve their keyboarding proficiency. The course curriculum focuses on the acquisition of touch typing skills through textbook exercises, digital resources, and instructional coaching. Students will develop skills in operating letter, number, symbol, and service keys on a QWERTY keyboard in arranging simple tabulations. Instruction extends into the creation of personal and business correspondence, professional reports, memorandums and email. These elements are incorporated into daily instruction using the Microsoft Office 2016 productivity suite.

This course satisfies the 2.5 credits of the 5 credit 21st century life and careers/career-technical education graduation requirement.
Portfolio Presentation 632
Grades 9, 10, 11, 12: 2.5 Credits

Students will have the opportunity to learn how to speak to an audience and present materials using the latest technology available. Students will use universal topics of interest and learn how to research information, utilize the Internet, organize outlines, and create professional presentations. In a hands-on workshop setting, students will incorporate proper Business English and communication through effective speaking. Students will learn techniques and etiquette for designing multimedia presentations.

This course satisfies the 2.5 credits of the 5 credit 21st century life and careers/career-technical education graduation requirement.

Financial Literacy 667
Grade 9, 10, 11, 12: 2.5 credits

This is the designated course to meet the 2.5 credit financial, economic, business, and entrepreneurial literacy graduation requirement as mandated by the State of New Jersey.

This course will offer fundamentals in financial literacy. Students will learn about their role in the economic system; choices that affect income, income sources, purchasing power, personal financial planning, banking procedures, personal risk management, credit, saving, investing and planning for the future.

Microsoft Office Specialist Certification Course I 660
Grades 9, 10, 11, 12: 5 Credits
Dual Enrollment Option: 2 College Credits

This course incorporates the Microsoft Office 2016 suite of applications and prepares students for industry-level certification as a "Microsoft Office Specialist (MOS)." Students will utilize Microsoft applications in a variety of professional and educational scenarios while preparing for Certification testing. Official "MOS" Certification testing is embedded into the course curriculum and is free to enrolled students. Students will have an opportunity to leave high school with internationally recognized Microsoft Certifications and authentic skills useful in increasing their marketability in all college and career paths. The Microsoft Office Specialist course provides focused instruction in word processing (Word), spreadsheets (Excel), presentations (PowerPoint) and task management (Outlook). Computer aptitude or previous experience in basic keyboarding skills is required. File Management, storage, and organization are also a focus.

This course satisfies the 5 credit 21st century life and careers/career-technical education graduation requirement.

Microsoft Office Specialist Expert Certification Course II 661
Grades 10, 11, 12: 5 Credits
Dual Enrollment Option: 3 College Credits

Prerequisite: To enter this course a student should have earned a grade of 80 or higher in 660 Microsoft Office Specialist Certification Course I and have a teacher recommendation.

This course focuses on the application and integration of database management using Microsoft Access 2016. The established curriculum prepares students for industry recognized certification as a "Microsoft Office Specialist MASTER" as well as "Microsoft Office Specialist Expert" in Microsoft Word and Excel 2016. It is designed to provide students the opportunity to develop essential college and career ready skills while earning advanced industry certification. Throughout the course of instruction, students will engage in authentic hands-on learning to manage and enhance databases, spreadsheets, sources of data, reports and documents within an authentic professional environment. File management, storage and organization is also a focus requiring students to employ professional technology strategies and skills.

This course satisfies the 5 credit 21st century life and careers/career-technical education graduation requirement.

Web Page Design 650
Grades 9, 10, 11, 12: 2.5 Credits

This course is designed for students who wish to learn the steps and techniques used to develop a solid web design plan. It will give students an in-depth understanding of web design concepts and techniques that are essential to planning, creating, testing, publishing, and maintaining websites for both personal and business use. Students will utilize the World Wide Web as a repository of current information in an ever-changing discipline. An on-going case study approach will be used to create, edit and maintain a web design project.

This course satisfies 2.5 credits of the 5 credit 21st century life and careers/career-technical education graduation requirement.

Sales and Marketing 670
Grades 9, 10, 11, 12: 2.5 Credits

During the 21st century, many of our students will begin their adult lives employed in the fastest growing industry in the United States and internationally, the service industry. This course affords students the opportunity to develop the skills and knowledge required in the field of sales and marketing to pursue employment or further education.

This course satisfies 2.5 credits of the 5 credit 21st century life and careers/career-technical education graduation requirement.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Code</th>
<th>Grades</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Investing and Finance</strong></td>
<td>674</td>
<td>10, 11, 12</td>
<td>2.5</td>
</tr>
</tbody>
</table>

Prerequisite: Students who have successfully completed Financial Literacy.

Students will explore the financial markets and learn about economic indicators that influence investing decisions, such as retirement savings, 401k options and other long-term goals. By participating in The Stock Market Game, students will apply knowledge gained to make stock buying and selling decisions.

*This course satisfies the 2.5 credits of the 5 credit 21st century life and careers/career-technical education graduation requirement.*

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Code</th>
<th>Grades</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distributive Education Clubs of America Leadership (DECA)</strong></td>
<td>695</td>
<td>9, 10, 11, 12</td>
<td>5</td>
</tr>
</tbody>
</table>

Pre-requisite: Students must have taken or be currently enrolled in one other business class offered at the high school, excluding financial literacy.

This is a full-year training course and co-curricular program that serves as a career and technology organization for students interested in serving as DECA members. Students taking this course will enhance their business skills through authentic learning activities and be provided scholarship opportunities through DECA. Careers studied will be in marketing, merchandising, business management, hospitality, tourism and finance with a focus on entrepreneurship and business operations. Classroom instruction concentrates on DECA activities and other phases of career development. The DECA competitive events program is recognized nationally and directly supports skill development for being college and career ready upon graduation from high school. To be considered for this course: ● Enroll as a state and national DECA member for the year in which they are taking the course. ● Participate in DECA conferences and events.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Code</th>
<th>Grades</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fashion Merchandising</strong></td>
<td>690</td>
<td>9, 10, 11, 12</td>
<td>2.5</td>
</tr>
</tbody>
</table>

This course will introduce students to business marketing and merchandising as we explore the exciting world of fashion. The fashion industry represents billions of dollars in sales, is rapidly growing throughout the world, and is affected by local and global economies. Students will examine the wide variety of fashion businesses and careers available. We will also explore the history through decades of fashion, design and buying centers, fashion trends and fads, textiles and manufacturing, retailing and promoting fashion, and career preparation. The course is open to all students interested in business or fashion.

*This course satisfies 2.5 credits of the 5 credit 21st century life and careers/career-technical education graduation requirement.*

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Code</th>
<th>Grades</th>
<th>Credits</th>
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<tr>
<td><strong>Introduction to Entrepreneurship</strong></td>
<td>685</td>
<td>9, 10, 11, 12</td>
<td>2.5</td>
</tr>
</tbody>
</table>

This course is designed for students seeking knowledge of the necessary components required to manage a small business successfully. The course will provide many beneficial experiences for students wishing to explore the business world.

*This course satisfies the 2.5 credits of the 5 credit 21st century life and careers/career-technical education graduation requirement.*

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Code</th>
<th>Grades</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principles of Economics</strong></td>
<td>656</td>
<td>9, 10, 11, 12</td>
<td>2.5</td>
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</tbody>
</table>

An introduction to the methodology and tools used by economists, economic theory, policy and history will be examined along with current economic issues. Types of competition, market structures, and supply/demand influences are studied along with the role of government in promoting economic efficiency. The market system and various mechanisms for determining prices and allocating resources will be examined.

*This course satisfies the 2.5 credits of the 5 credit 21st century life and careers/career-technical education graduation requirement.*

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Code</th>
<th>Grades</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sports and Entertainment Marketing/Management</strong></td>
<td>671</td>
<td>9, 10, 11, 12</td>
<td>2.5</td>
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</tbody>
</table>

Sports and Entertainment Marketing is one of the most exciting and competitive businesses in the world. This course will introduce students to the sports and entertainment industries, types of consumer products, marketing research, marketing strategies, branding, licensing and exploration of careers in these popular fields. The course includes application activities featuring sports marketing simulations and business scenarios.

*This course satisfies 2.5 credits of the 5 credit 21st century life and careers/career-technical education graduation requirement.*
**Social Media Marketing (SMM) I** 691  
**Grades 10, 11, 12 - 2.5 Credits**  
**Prerequisite:** Students should have successfully completed any full or half-year business course excluding Financial Literacy.

This is a foundation course.

As traditional forms of media continue to trend downwards, and technology continues to become a more intertwined into our daily lives, businesses are challenged with getting their message in front their desired customer base. Social Media Marketing is becoming increasingly utilized by companies to get their message to potential customers. SMM can be effective because it can be extremely specific and allow business to target customers who are more likely to have an interest in their product and services. Social Media advertising allows businesses to literally get their message into potential customers’ hands.

*This course satisfies 2.5 credits of the 5 credit 21st century life and careers/career-technical education graduation requirement.*

**Social Media Marketing (SMM) II** 691.1  
**Grades 11, 12 - 5 Credits**  
**Dual Enrollment Option:** 3 College Credits  
**Prerequisite:** Students should have successfully completed Social Media Marketing I.

Social Media Marketing II will build on the skills learned in Social Media Marketing I. SMM II is a dual enrollment course that provides students the opportunity to earn credits from Centenary University that can be transferred to many colleges upon graduation. SMM II students will work with local businesses to help increase their social media presence and visit Centenary University to learn more about their nation leading Social Media Marketing degree program.

*This course satisfies the 5 credit 21st century life and careers/career-technical education graduation requirement.*
Note: Please review pertinent information in Appendices A - L beginning on page 68.

Required Summer Reading for the English Language Arts Department

The Warren Hills Regional School District believes the development of critical reading skills is a crucial ingredient to future success. To encourage lifelong learning and to support academic skills, the district has instituted summer reading requirements for students. Summer reading selections are reviewed each spring. Assignments are distributed to students in English Language Arts classes in June. All assignments and directions are posted on the district website by mid-June.

National Collegiate Athletic Association (NCAA) Eligibility: The following WHRSD English Language Arts Courses have been approved and accepted by the NCAA: CP English I, Honors English I, CP English II, Honors English II, CP English III, Honors English III, CP English IV, Honors English IV, AP English – Literature & Composition, AP English – Language & Composition, Creative Writing, Intro to Debate, Intro to Mythology, Journalism, Public Speaking. Note: It is the responsibility of the student and/or parent/guardian to ensure compliance with all NCAA eligibility requirements. It is recommended that you consult with the guidance department regarding course selection prior to entering Grade 9 if you hope/plan to participate in collegiate athletics.

COURSE DESCRIPTIONS
The number of student requests for a course will determine if the course will run in the 2019-2020 school year.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
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<tbody>
<tr>
<td>English I</td>
<td>101</td>
<td>5</td>
</tr>
<tr>
<td>CP English I</td>
<td>102</td>
<td>5</td>
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<tr>
<td>Honors English I</td>
<td>103</td>
<td>5</td>
</tr>
<tr>
<td>English II</td>
<td>111</td>
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<tr>
<td>CP English II</td>
<td>112</td>
<td>5</td>
</tr>
<tr>
<td>Honors English II</td>
<td>113</td>
<td>5</td>
</tr>
</tbody>
</table>

English I

Grade 9: 5 Credits

English I is a comprehensive full-year study of literature, writing, and related skill areas such as vocabulary, grammar, reading, and listening, with a broad genre approach in the study of literature. This course will emphasize the writing process approach to composition instruction. Revising and editing skills will be stressed, and usage, grammar, and sentence construction.

CP English I

Grade 9: 5 Credits

This course parallels English I with an advanced genre approach to literature. The aim of the course is to improve students’ communication skills: reading, writing, speaking, listening, and viewing. This course prepares students for academic achievement in college, and the curriculum is rigorous with outside readings routinely assigned. Students will be expected to engage in academic reading and writing daily.

Honors English I

Grade 9: 5 Credits

Prerequisite: To enter this course a Grade 8 student should have earned a final average of 90 or higher in English Language Arts 8, or have a teacher recommendation.

This course parallels English I, but will add readings at various points in the course. More sophisticated writing will be demanded of the student more often. Outside readings are extensively assigned. Critical thinking, analytic skills, and literary scholarship are emphasized throughout this course.

English II

Grade 10: 5 Credits

English II is a comprehensive full-year course that builds upon English I skills with a broad emphasis on American literature. This course expects and will demand that the student increases sophisticated reading and writing skills as compared to English I.

CP English II

Grade 10: 5 Credits

This course parallels English II with an advanced emphasis on American literature. This course prepares students for academic achievement in college, and the curriculum is rigorous with outside readings routinely assigned. Students will also be expected to exhibit more sophisticated reading and writing skills.

Honors English II

Grade 10: 5 Credits

Prerequisite: To enter this course a student should have earned a final average of 90 or higher in a previous CP English Language Arts course, 80 or higher in Honors English I, or have a teacher recommendation.

This course parallels English II, but will add readings at various points in the course. More sophisticated writing will be demanded of the student more often. Outside readings are extensively assigned. Critical thinking, analytic skills, and literary scholarship are emphasized throughout this course. This course prepares students for the rigor of an Advanced Placement course in English and is recommended to those students considering taking AP English courses while enrolled at Warren Hills Regional High School.

Note: It is the responsibility of the student and/or parent/guardian to ensure compliance with all NCAA eligibility requirements. It is recommended that you consult with the guidance department regarding course selection prior to entering Grade 9 if you hope/plan to participate in collegiate athletics.
English III

Grade 11: 5 Credits

English III is a year-long comprehensive study of all aspects of the English language, with a broad emphasis on British literature. Areas of study also include standardized test preparation. Reading, writing, speaking, listening, and language skills are emphasized, along with research writing.

CP English III

Grade 11: 5 Credits

This course parallels English III with an advanced emphasis on British literature. This course prepares students for academic achievement in college, and the curriculum is rigorous with outside readings routinely assigned. All areas of communication skills are studied: reading, writing, speaking, listening, and language, along with research skills and strategies.

Honors English III

Grade 11: 5 Credits

Prerequisite: To enter this course a student should have earned a final average of a 90 or higher in a previous CP English Language Arts course, 80 or higher in Honors English II, or have a teacher recommendation.

This course parallels English III, but will add readings at various points in the course. More sophisticated writing will be demanded of the student more often. Outside readings are extensively assigned. Critical thinking, analytic skills, and literary scholarship are emphasized throughout this course. This course prepares students for the rigor of an Advanced Placement course in English and is recommended to those students considering taking AP English courses while enrolled at Warren Hills Regional High School.

AP English: Language and Composition

Grade 11: Dual Enrollment Option: 5 Credits

Prerequisite: To enter this course a student should have earned a final average of a 90 or higher in a previous CP English Language Arts course, 80 or higher in a previous Honors course, or have a teacher recommendation.

To receive dual enrollment credit, as required by Warren County Community College, a student must take the following course sequence: AP English: Language and Composition in Grade 11; AP English: Literature and Composition in Grade 12.

Advanced Placement English: Language and Composition is a course that focuses on effective writing, as well as critical reading. Students entering this course should be able to read and comprehend college level texts and apply the conventions of Standard Written English to their writing. The writing skills that students come to appreciate through attentive and continued analysis of a variety of prose texts can serve them in their own writing as they become increasingly aware of these skills and their pertinent uses. An AP Language and Composition course, will, therefore, emphasize the study of a variety of texts and writing tasks. Students will also acquire some knowledge of the evolution of English prose style since the Middle Ages, and they will develop an awareness of the expressive potential of language along with an ability to use this potential. This is a most rigorous course in language, and as such, critical thinking, analytical skills, and literary scholarship are emphasized throughout this course. This course includes a demanding summer assignment. Students are strongly encouraged to take the AP examination in Language and Composition after completing this course.

English IV

Grade 12: 5 Credits

English IV is a year-long comprehensive study of all aspects of the English language, with a broad emphasis on world literature. Reading, writing, speaking, listening, and language skills are emphasized, along with standardized test preparation. Students will continue application of research strategies. In addition, students will prepare their college essays, college/job interviews, and resume development.

CP English IV

Grade 12: 5 Credits

This course parallels English IV with an advanced emphasis on world literature. Students will be engaged in becoming more skilled readers and writers who compose for a variety of purposes. This course prepares students for academic achievement in college, and the curriculum is rigorous with outside readings routinely assigned. Students will continue application of research strategies. In addition, students will prepare their college essays, college/job interviews, and resume development.

Honors English IV

Grade 12: 5 Credits

Prerequisite: To enter this course a student should have earned a final average of a 90 or higher in a previous CP English Language Arts course, 80 or higher in Honors English III, or have a teacher recommendation.

This course parallels English IV with an emphasis on world literature. Some study of humanities is included and outside readings are extensively assigned. Expertise in composition is expected and grading standards are rigorous. Critical thinking, analytic skills, and literary scholarship are emphasized throughout this course.

AP English: Literature and Composition

Grade 12: Dual Enrollment Option: 5 Credits

Prerequisite: To enter this course a student should have earned a final average of a 90 or higher in a previous CP English Language Arts course, 80 or higher in a previous Honors course, or have a teacher recommendation.

To receive dual enrollment credit, as required by Warren County Community College, a student must take the following course sequence: AP English: Language and Composition in Grade 11; AP English: Literature and Composition in Grade 12.

The Advanced Placement English Literature and Composition course emphasizes the development of skills in careful reading and critical analysis of literature. Students entering this course should be able to read and comprehend college level texts and apply the conventions of Standard Written English to their writing. Reading will focus on works of recognized literary merit. Students are engaged in the close reading and critical analysis of imaginative
literature to deepen their understandings of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style and themes as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical and argumentative essays that require students to analyze and interpret literary works. Critical thinking, analytic skills, and literary scholarship are emphasized throughout this course. This course includes a demanding summer assignment. Students are strongly encouraged to take the AP examination in Literature and Composition after completing this course.

**ELECTIVE COURSE DESCRIPTIONS**

*The number of student requests for a course will determine if the course will run in the 2019-2020 school year.*

**ELA Workshop**

Grades 10 or 12: 2.5 Credits

*Prerequisite:* Grade 10 students who did not pass the New Jersey Student Learning Assessments (NJSLA) English Language Arts (ELA) Exam 9, or for Grade 12 students who do not have ELA testing requirements completed for graduation (Grade 12).

This course is intended to give instructional and academic support to those students in need of meeting their high school graduation requirements in ELA proficiency. The fall semester course is designed to strengthen Grade 10 students’ literacy skills and focuses on reading and writing strategies related to narrative, literary analysis, and research simulation tasks. Students will work on NJSLA ELA Exam 10 readiness skills and ELA skills that will help them succeed in high school.

The spring semester course is designed to support Grade 12 students completing the NJ ELA Portfolio Appeal process, strengthen students’ literacy skills, and focus on reading and writing strategies that prepare them for their post-secondary plans.

Grade 10 students will be placed into this course based on performance on the NJSLA ELA Exam 9, and placement will occur in mid- to late-August once scores are released. Grade 12 students without ELA testing requirements completed for graduation will be placed into this course shortly before the start of the spring semester.

This course does not take the place of required ELA courses needed for graduation. Students taking this course in Grade 10 may repeat participation in this course in Grade 12 for credit. *This may be subject to change as per the New Jersey Department of Education graduation requirements.*

**Journalism I, II, III**

Grades 10, 11, 12: 5 Credits

These full year courses are intended for the student who wishes to learn all of the aspects of journalism. In addition to establishing a hands-on working knowledge of computers and desktop publishing techniques, students will also learn interviewing and concise news writing. Also, the journalism student will be able to create and write for the school newspaper, *The Streak*. Students who enroll in this course should possess a strong work ethic and above-average writing ability. This course has rigorous writing requirements in addition to duties related to newspaper production. Students may repeat participation in this course in grades 10, 11 and/or 12 for credit. This course does not take the place of the required English courses.

*This course satisfies the 5 credit 21st century life and careers/career-technical education graduation requirement.*

**Introduction to Mythology**

Grades 9, 10, 11, 12: 2.5 Credits

Introduction to Mythology is an analytical study of Greek, Roman and Norse myths and their influence on Western culture, especially literature. Students will read and react to these ancient stories and relate them to modern issues. Students will also use their creative writing skills to update some myths and will research a variety of mythological topics to further their understanding. This course does not take the place of the required English courses.

**Creative Writing**

Grades 9, 10, 11, 12: 2.5 Credits

This course is for the student who wishes to increase his/her ability in the more artistic and creative modes of writing. Especially targeted by this course is the student who has already begun to write various forms of literature on his/her own. Students will be expected to write both prose and poetry. Selected readings are assigned and are part of the course requirements. This course does not take the place of the required English courses.

**Introduction to Debate**

Grades 10, 11, 12: 2.5 Credits

This course is based on the philosophy that debate teaches skills applicable to all walks of life. It helps develop critical thinking, courage, organization, leadership, and investigative skills. A study of debate principles helps a student to think through an idea and develop arguments for or against the idea while anticipating arguments someone else might make. This course will deal with the different elements of debate and debate formats. Research skills are stressed. This course does not take the place of the required English courses.
Public Speaking
Grades 9, 10, 11, 12: 2.5 Credits
Public Speaking is intended for those students who are considering a vocation or avocation in which formal training in speech may be beneficial. The course will be based upon the organization and presentation of explanatory, informative, and persuasive material. This course does not take the place of the required English courses.

Superheroes: Modern Mythology
Grades 9, 10, 11, 12: 2.5 Credits
Like the ancient Greeks, Romans, and Norse we too have our set of pop-culture gods and heroes. In this course we will evaluate various heroic/villainous archetypes of ancient mythology by connecting them to today’s superheroes. We will also analyze their cultural connections and themes within their own time period of publication. Students will need to be able to draw connections between archetypes, characters, themes, motifs and social context. The course is discussion-driven and requires regular outside reading, along with a research paper at the conclusion of the course. This course does not take the place of the required English courses.

Creative Reading
Grades 9, 10, 11, 12: 2.5 Credits
This course is designed to attract real readers by engaging them in student-centered learning experiences. Students will be offered opportunities to self-select texts and read high-interest contemporary and classic literature and non-fiction texts. This course balances academic purpose related to the New Jersey Student Learning Standards with authentic learning experiences to encourage life-long reading, which leads to thoughtful, dynamic, informed citizenry in a global society. This course does not take the place of the required English courses.

Communication and Media
Grades 9, 10, 11, 12: 2.5 Credits
This course is designed to familiarize students with the various forms of mass media (television, social media, movies, advertising, etc.) and their impact on the individual and on society as a whole. Students will learn how to become active viewers and listeners by studying how advertising persuades us, by watching various genres of television shows through the decades, and by analyzing techniques of film making, among other units. This course does not take the place of the required English courses.
DEPARTMENT OF FINE ARTS

Note: Please review pertinent information in Appendices A - L beginning on page 68.

Students may elect courses from the fine arts department to fulfill the 5 credit visual and performing arts graduation requirement. To reach the Advanced Art or AP Studio Art level, Foundations of Art must be successfully completed by grade 10.

COURSE DESCRIPTIONS
The number of student requests for a course will determine if the course will run in the 2019-2020 school year.

Foundations of Art 701
Grades 9, 10, 11, 12: 5 Credits
This course is planned to give training in the basic principles of art. This year of basic work may enable each individual to discover what areas of expression interest him/her most. The student in this course will work in the following areas: Drawing & Composition—emphasis on basic freehand perspective, light and shade, proportions, artistic arrangement, and basic elements of portrait and figure drawing; Elementary training in various techniques and media such as pencil, pen and ink, charcoal; Color & Painting—problems involving color mixing, painting techniques, and knowledge and care of materials and equipment.

This course satisfies the 5 credit visual and performing arts graduation requirement.

Intermediate Art 723
Grades 10, 11, 12: 5 Credits
Prerequisite: 701 Foundations of Art
This course provides an in-depth study of the basic principles of art and serves as the beginning stage of college-level portfolio building. Units of learning will include drawing and painting. All projects completed in this course are most commonly required for portfolio review and application into art schools and colleges, in full detail and large scales. Art school representatives begin to visit students at this level to discuss art majors and careers, portfolio recommendations, and scholarship information.

Advanced Art 725
Grades 11, 12: 5 Credits
Prerequisite: 723 Intermediate Art
This art course is designed for serious art students who are interested in art as a vocation/avocation. The fall semester will be spent in developing a portfolio while the spring semester will emphasize the development of self-expression resulting in a group exhibit.

AP Studio Art 731
Grades 11, 12: 5 Credits
Prerequisite: 725 Advanced Art or portfolio review by Art teaching staff, or have a teacher recommendation.
AP Studio Art emphasizes the preparation and completion of a student work portfolio that includes various series of works in a variety of different media. The course focuses on projects and is computer oriented with an emphasis on problem solving, creativity, and series development. Students are strongly encouraged to submit their completed portfolio for the AP Review as requested by the Review Board to receive credits.

Graphic Art & Design 726
Grades 9, 10, 11, 12: 5 Credits
This course is an entry-level course, which explores the fundamentals of desktop publishing, graphic design, and layout. The course introduces the various applications of current computer software, basic software tools, file formats, and color settings. Basic drawing tasks will be included.

This course satisfies the 5 credit visual and performing arts graduation requirement.

Advanced Graphic Art & Design 730
Grades 10, 11, 12: 5 Credits
Prerequisite: 726 Graphic Art & Design and Portfolio Submission, or have a teacher recommendation.
This course comprises a specialized program for students who have successfully completed the basic graphic arts curriculum. Emphasis will be placed on the application of acquired skills though interdisciplinary engagement. The students in the program will create graphic products to assist and support our journalism, music, theater, business and athletic departments.
Adaptive Art and Art Appreciation 700
Grades 10, 11, 12: 5 Credits
The adaptive art and art appreciation program has been designed for students who may have special needs in the areas of mobility, physical health and wellness. Assisting students to realize their full creative potential in spite of health, physical, social or emotional problems is the main goal of this course. Activities are geared to help the students experience success and to enhance their self-esteem. Students are selected for this program by teacher or doctor recommendation.

Yearbook I, II, III 732
Grades 10, 11, 12: 5 Credits
Prerequisite: 726 Graphic Arts I, or teacher recommendation.
This is a year-long course in which students will learn many aspects of page layout, design, writing copy, photography, Adobe InDesign CS6, proofreading, publishing, sales, advertising, marketing and journalism as they create the Warren Hills Regional High School Lamathon yearbook. Students may repeat participation in this course in Grades 11 and/or 12 for credit.

Mixed Media 727
Grades 9, 10, 11, 12: 5 Credits
The principles of art are emphasized and applied to the projects completed in this course. The course will have a more "hands-on" approach to a variety of materials and will introduce basic techniques and vocabulary. All projects will be approached in both a two-dimensional and three-dimensional fashion. Seniors in need of Fine Arts graduation credits will be given first priority to this class.

Ceramics 703
Grades 11, 12: 2.5 Credits
This course provides advanced work in clay construction and design for the serious art student. This course also presents the hand building techniques with emphasis on professional results and basic decorative methods.

Advanced Ceramics 705
Grades 11, 12: 2.5 Credits
Prerequisite: 703 Ceramics
This course will emphasize the development of creativity, self-expression and professionalism with clay. It will seek a higher level of understanding for the hand building techniques and the potter's wheel. Advanced techniques and materials will be introduced.

Film Design I 715
Grades 10, 11, 12: 5 Credits
In Film Design I, students will come to understand the power of film through multiple avenues of experience. The three main elements of this course will be examining the history of film, analyzing and critiquing film through written reviews, and producing short films using industry standard software. Through discussion, group projects, and guest speakers, students will acquire a better appreciation of film, one of society's most influential mediums.

Film Design II 716
Grades 11, 12: 5 Credits
Prerequisite: 715 Film Design I and teacher recommendation.
Film Design II will aid in the student's maturation as a filmmaker and foster his/her ability as an artist. Having completed the technical foundations of the class in level one, this will allow an opportunity for the student to focus more on their individual creative expression and application of those ideas within the medium. This course is designed to prepare students with an interest in film for the film industry.

Film Design III 717
Grade 12: 5 Credits
Prerequisite: 716 Film Design II and teacher recommendation.
Students will build upon their previous knowledge as filmmakers in both practice and theory while striving to exhibit their work publicly. By the end of this course, students will have a fully functional film portfolio. This portfolio will give students the opportunity to display his/her work for college placement and/or employment.

Concert Choir 735
Grades 9, 10, 11, 12: 5 Credits
Concert Choir is a regularly scheduled high school class open to all students. Students in Concert Choir study and practice quality vocal production skills and learn the art of choral singing. Students apply vocal performance skills and techniques to various representative styles of choral music and perform in two evening concerts during the school year. The annually changing repertoire provides new diverse content to develop and practice skills, and to reach the highest levels of music skill development and performance. Students may repeat participation in this course in Grades 10, 11 and 12 for credit.

This course satisfies the 5 credit visual and performing arts graduation requirement.
**Advanced Concert Choir**
Grades 9, 10, 11, 12: 5 Credits

*Prerequisite: Students will be identified through auditions held in January or have previous select ensemble experience needed for participation in the Advanced Concert Choir class.*

Advanced Concert Choir is open to experienced vocalists in choral singing. Students in Advanced Concert Choir class study and practice advanced vocal techniques, skills, and practice complex choral music repertoire. Students apply advanced vocal skills to various representative styles of choral music and perform in two evening concerts during the school year. The annually changing repertoire provides new diverse content to develop and practice skills, and to reach the highest levels of music skill development and performance. Students may repeat participation in this course in Grades 10, 11 and 12 for credit.

*This course satisfies the 5 credit visual and performing arts graduation requirement.*

**Music Theory and Technology**
Grades 9, 10, 11, 12: 5 Credits

*Prerequisite: Student must be able to read music in standard notation.*

Instruction is provided in basic technical and theoretical aspects of music and music composition. This course is essential for those who plan careers in music and of great interest to anyone who wishes to better understand vocal and instrumental music. The ability to play the piano is not required, but may be of value. All students will learn to use the Finale software to generate printouts of their compositions. This course is offered in alternating years, with its next offering in 2019-2020.

*This course satisfies the 5 credit visual and performing arts graduation requirement.*

**Introduction to Music Technology and Sound Engineering**
Grades 9, 10, 11, 12: 2.5 Credits

*Prerequisite: Any semester or full year music course at the high school or middle school.*

Students will study various equipment and computer software that are used in the music industry. Additionally, they will develop skills with music notation software, music recording, editing and sequencing software, microphones, amps, speakers and soundboards.

*This course satisfies the 2.5 credits of the 5 credit visual and performing arts graduation requirement.*

**Theatre Arts**
Grades 9, 10, 11, 12: 5 Credits

Theatre Arts is a beginning theatre course. No previous experience is needed for this course. The course is designed to stimulate students’ creative abilities and imaginations. The course will concentrate on exploring the student’s inner resources; emphasizing believable actions, observation, strengthening sense recall, imagination, and emotional response. Character and vocal development, as well as basic stage movement are also incorporated into this program.

*This course satisfies the 5 credit visual and performing arts graduation requirement.*

**Advanced Theatre Arts**
Grades 10, 11, 12: 5 Credits

*Prerequisite: Teacher recommendation and 741 Theatre Arts.*

The Advanced Theatre Arts course is a specialized program for the serious theatre arts student. It will focus on the student’s ability to perform monologues and scenes. This course will also explore the use of imagination in character development and the communication of emotion in stage characterization. In addition, students will be responsible for and required to read approximately seven full-length scripts independently. Each student will be provided with knowledge of a variety of different playwrights’ styles. The annually changing repertoire provides new, diverse content to develop and practice skills, and to reach the highest levels of performance. Students may repeat participation in this course in Grades 11 and 12 for credit.

*This course satisfies the 5 credit visual and performing arts graduation requirement.*

**Technical Theatre**
Grades 9, 10, 11, 12: 5 Credits

The focus of this course will be aimed at the behind the scenes work necessary for the production of a play. Students will develop an understanding of how artistic collaboration is necessary for the success of any production. Students will examine the roles of the director, set designer, costume designer, props department, lighting technician, and stage manager. The students will gain a practical knowledge of set design, costume design, and stage make-up.

*This course satisfies the 5 credit visual and performing arts graduation requirement.*
Concert Band

Concert Band is open to all players of band instruments. The concert band presents three mandatory evening concerts per school year. Members of the Concert Band form the nucleus of the Blue Streak Marching Band, Jazz Ensemble, and Pit Orchestra. The annually changing repertoire provides new diverse content to develop and practice skills, and to reach the highest levels of music skill development and performance. Students may repeat participation in this course in Grades 10, 11 and 12 for credit.

This course satisfies the 5 credit visual and performing arts graduation requirement.

Wind Ensemble

Wind Ensemble is open to advanced woodwind, brass, and percussion instrumentalists. Students in Wind Ensemble study and practice advanced instrumental techniques, skills, and complex music from the traditional and contemporary band repertoire. Members of the Wind Ensemble form the nucleus of the Blue Streak Marching Band, Jazz Ensemble, and Pit Orchestra. The wind ensemble presents three mandatory evening concerts per year. The annually changing repertoire provides new diverse content to develop and practice skills, and to reach the highest levels of music skill development and performance. Students selected may repeat participation in this course in Grades 10, 11 and 12 for credit.

This course satisfies the 5 credit visual and performing arts graduation requirement.

Piano/Keyboard

This course is designed for students who have the desire to learn to read music and play the piano keyboard. Throughout the semester, the students will learn the basic elements of music notation and piano playing techniques. Students will play right and left hand melodies as well as learning basic chords for harmonic accompaniment. Piano keyboards are provided for class members.

This course satisfies 2.5 credits of the 5 credit visual and performing arts graduation requirement.

Beginning Classical Guitar

The Beginning Classical Guitar class is designed for students who have the desire to learn to play classical guitar and to learn to read music. Throughout the semester, students will learn the basic elements of music notation and basic guitar techniques. By the end of the semester, students will be able to perform duets with other class members, as well as perform as a guitar ensemble. Classical guitars will be provided for class members.

This course satisfies 2.5 credits of the 5 credit visual and performing arts graduation requirement.

Fundamentals of Music

This course offers students a survey in the fundamentals of music. The intention of the course is to serve that population of students who want to learn about music, but do not wish to perform in the band or chorus program. This class is intended for beginning musicians only. It may also accommodate students who are not ready for an in-depth music theory class. The class will incorporate music history, basic composition skills, and classroom music performance activities. Students may repeat participation in this course in Grades 10, 11 and 12 for credit.

This course satisfies the 5 credit visual and performing arts graduation requirement.
**DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION**

*Note: Please review pertinent information in Appendices A - L on beginning on page 68.*

**COURSE DESCRIPTIONS**

_The number of student requests for a course will determine if the course will run in the 2019-2020 school year._

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**Physical Education 9**  
Grade 9: 2.5 Credits

Students in Grade 9 will experience instruction in a variety of activities, which may include ultimate Frisbee, tennis, aerobics/weight training, volleyball, basketball, and floor hockey. Instruction is directed toward the refinement of skills and techniques previously learned as well as an introduction to some advanced skills, concepts and strategies. Students will be assessed on participation, attire, written tests and skill tests.

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**Health 9**  
Grade 9: 2.5 Credits

The health program is based on a total wellness approach and skills for living in our multicultural society. The leading cause of death in the United States is cardiovascular disease. A healthy lifestyle can help to prevent heart disease. The importance of total well being in the areas of physical, mental, and social health for an increased quality of life and longevity is emphasized. The course will also focus on developing responsible decision-making skills that will enhance quality of life and relationships with others. The units of study are peer relationships (with the focus on bullying and peer pressure), wellness and healthy choices, mental health, heart disease, circulatory system, and substance abuse, alcohol and tobacco, and Safe Dates.

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**Physical Education 10**  
Grade 10: 2.5 Credits

Instruction is directed toward refinement of skills and techniques previously learned in various activities coupled with an introduction of advanced skills and techniques. The curriculum also offers lifetime activities which focus on the components of fitness. Activities offered in Grade 10 may include the following: team handball, soccer, softball, game units, dance, badminton, golf and personal wellness. Students will be assessed on participation, attire, written tests and skill tests.

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**Health 10 and Driver Education**  
Grade 10: 2.5 Credits

Theoretical aspects of safe teen driving include but are not limited to safe driving practices, administrative laws & regulations, risk assessment/management, emergency first aid training, including hands-on CPR and AED protocols and responsible driving guidelines and protocols for being involved in a collision. Also included in this course are a discussion of consequences of poor decision making such as the use of alcohol/drugs while driving, an Organ Donation unit, HIV/AIDS education, current events on safe driving practices and optional skills training on a driving simulator.

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**Physical Education 11**  
Grade 11: 2.5 Credits

Students in Grade 11 will experience instruction for one marking period in ropes education. This course is designed to teach trust, communication, decision-making, problem solving and social/personal responsibility activities. Students will participate in our belay school, which will serve to teach all students about the belay system and belay technique. Our indoor activities may include: archery, basketball or lacrosse, volleyball, and weight training. Instruction is directed toward the refinement of skills and techniques previously learned as well as introduction to some advanced skills, concepts and strategies. Students will be assessed on participation, attire, written tests and skill tests.

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**Health 11**  
Grade 11: 2.5 Credits

Health instruction includes family life and substance abuse education. Major areas of study include: love, male and female reproductive systems, human development, abstinence, pregnancy, lactation, parenting skills, abortion, sexually transmitted diseases/infections, AIDS, masturbation, homosexuality, contraception, intelligent choice of sexual lifestyle, decision-making process, healthy relationships, abusive relationships, violence, cost of living (budget), wellness, death and dying, public health resources, heart disease, cancer and substance abuse. An alternative course is also offered for students whose parents/guardians do not want them to take the Family Life unit.

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**Alternative Health 11**  
Grade 11: 2.5 Credits

Students are trained in current life-saving skills and techniques used for assisting in emergency situations. Skills presented in this course include current CPR guidelines, foreign body airway obstructions (FBAO) by receiving training in the Heimlich maneuver. They will also be instructed in using the Automated External Defibrillator (AED) for cardiac arrest victims. Students will learn disaster preparedness. First responder care or first aid is discussed for the most common illnesses and injuries. Students will be certified in these techniques to meet future college and/or employer requirements. Other topics of discussion will be health insurance and the health care system, community health resources, and substance abuse. This course is offered in alternating years, with its next offering in 2019-2020.
Physical Education 12  
**Grade 12: 2.5 Credits**

Students in Grade 12 will receive instruction in a variety of activities, which may include: soccer, softball, flag football, basketball, volleyball, floor hockey, pickleball and other ball games. Instruction is directed toward the refinement of skills and techniques previously learned, as well as introduction to some advanced skills, concepts and strategies. Students will be assessed on participation, attire, written tests and skill tests.

Health 12  
**Grade 12: 2.5 Credits**

Grade 12 instruction focuses on developing a variety of skills for living in our multicultural society. The course stresses making healthy choices that will enhance our quality of life and our relationships with others. The major areas of instruction are nutrition, college nutrition, substance abuse, emergency preparedness, disease prevention, and health care.

Adaptive Health and Physical Education  
**Grades 9, 10, 11, 12: 5 Credits**

The adaptive health and physical education program is designed for students who may have special needs in the areas of mobility, physical health and wellness. Assisting students to realize their full physical potential in spite of health, mobility, physical, social or emotional problems is the main goal of this course. Activities are geared to help the students experience success and to enhance their self-esteem. Students are selected for this program by teacher or doctor recommendation.

Advanced Physical Education  
**Grades 11, 12: 2.5 Credits**

Prerequisite: Teacher recommendation, or minimum grade of 90 in previous Physical Education course.

The students will receive advanced instruction in biomechanical principles, sport techniques, skills, game strategies, and officiating. This course is geared to students who want more of a physical and mental athletic challenge. Students are required to lead exercises when it is their turn to teach one skill development lesson each marking period. Sports to be covered at the discretion of the instructor will be flag football, basketball, volleyball, soccer, floor hockey, fitness, and/or softball.

Performance Training I  
**Grades 9, 10, 11, 12: 5 Credits**

The objective of this comprehensive physical fitness program is to provide students with the fundamental knowledge and physical skills to develop and maintain good lifetime fitness habits. Students will receive advanced instruction in strength training, conditioning, nutrition and health related fitness.

Prerequisite: 935 Performance Training I

Performance Training II  
**Grades 10, 11, 12: 2.5 Credits**

Prerequisite: 936 Performance Training II

The main objective of this semester course is to provide students with advanced knowledge and physical skills necessary to develop good lifetime fitness habits. The students will receive advanced instruction in nutrition, weight training styles, and conditioning. Students will know how to apply all of these principles to lifetime fitness.

Performance Training III  
**Grades 10, 11, 12: 2.5 Credits**

Prerequisite: 937 Performance Training III

The main objective of this semester course is to continue to further the knowledge and skills necessary to develop excellent lifetime fitness habits students learned in Performance Training II. The students will continue to receive detailed instruction in nutrition, weight-training styles, conditioning, and can apply all of the principles from the two previous courses.

Basic Self-Defense  
**Grades 9, 10, 11, 12: Female Students: 2.5 Credits**

This course will integrate low-impact cardiovascular conditioning and low intensity strength with realistic self-defense techniques. Emphasis will be learning hands-on progressive defense training. This self-defense component will include educational information that begins with awareness and prevention. The weapons defense system training unit pertains to defensive strategies against edged weapons and firearms. The keychain defense options unit will be taught with realistic concepts, light impact, fluid transitions and simulation training exercises. This course does not fulfill grade level health or physical education requirements.

Note: Title IX (1989) states "In some instances, all female courses or programs may be justified when they exist to remedy the effects of past discrimination and they are appropriately tailored to justify the all-female program or course. Title IX also provides for the separation of students by sex in physical education classes, during which the major activity involves bodily contact. This elective course will provide scheduling priority to seniors."
DEPARTMENT OF MATHEMATICS

**Note: Please review pertinent information in Appendices A - L beginning on page 68.**

NOTE: Computer Science courses may be taught by teachers in a variety of departments, such as Business, Technology Education, and/or Science.

**National Collegiate Athletic Association (NCAA) Eligibility:** The following WHRSID Mathematics Courses have been approved and accepted by the NCAA: Algebra I, Algebra II, CP Algebra I, CP Algebra II, Honors Algebra II, Geometry, CP Geometry, Honors Geometry, CP Pre-Calculus, Honors Pre-Calculus, Calculus, AP Calculus, Introduction to Computer Science, AP Computer Science, Honors Advanced Topics in Computer Science, AP Computer Science Principles, CP Probability & Statistics, AP Statistics, Discrete Mathematics. *Note: It is the responsibility of the student and/or parent/guardian to ensure compliance with all NCAA eligibility requirements. It is recommended that you consult with the guidance department regarding course selection prior to entering Grade 9 if you hope/plan to participate in collegiate athletics.*

**COURSE DESCRIPTIONS**

*The number of student requests for a course will determine if the course will run in the 2019-2020 school year.*

### Algebra I 301
**Grades 9, 10, 11, 12: 5 Credits**

This is a standard course in Algebra I. Topics to be studied include number operations, properties, linear equations and inequalities, powers and exponents, exponential equations, quadratic equations, polynomials, proportions, and rational expressions. Emphasis will be placed on modeling and reasoning problem solving strategies. Students will take the New Jersey Student Learning Assessment - Mathematics (NJSLA-M) Algebra 1 end-of-course test. Passing the NJSLA-M in Algebra 1 is a graduation requirement. This is subject to change per the NJDOE graduation requirements.

### CP Algebra I 303
**Grades 9, 10, 11, 12: 5 Credits**

*Prerequisite: To enter this course a student should have earned a grade of 80 or higher in Pre-Algebra (Grade 8) and/or have a teacher recommendation.*

This course bridges the gap between the concrete ideas of arithmetic and the abstract ideas of higher mathematics. Topics to be studied include equations and inequalities, operations with real numbers, algebraic expressions, functions and relations, quadratic equations, and irrational expressions. Modeling and reasoning problem solving strategies will be incorporated throughout the course and graphing calculators will be used. Students will take the New Jersey Student Learning Assessment - Mathematics (NJSLA-M) Algebra 1 end-of-course test. Passing the NJSLA-M in Algebra 1 is a graduation requirement. This is subject to change per the NJDOE graduation requirements.

### Algebra II 304
**Grades 11, 12: 5 Credits**

*Prerequisite: Algebra I and Geometry*

This course incorporates the study of the real and complex number systems. It is an extension of Algebra I consisting of more advanced and abstract material. This course will offer the student additional time to grasp the concepts through the use of concrete examples of mathematical methods to solve various problems. Current Grade 9 and Grade 10 students will take the New Jersey Student Learning Assessment - Mathematics (NJSLA-M) Algebra 2 end-of-course test. This is subject to change per the NJDOE graduation requirements.

### CP Algebra II 305
**Grades 10, 11, 12: 5 Credits**

*Prerequisite: CP Algebra I and CP Geometry, and/or have a teacher recommendation.*

*Students may take CP Algebra II concurrently with CP Geometry with a teacher recommendation.*

This course is the rigorous study of the real and complex number systems. It is an extension of CP Algebra I consisting of more advanced and abstract material. It expands the student’s understanding of the power of mathematics by providing sophisticated mathematical models for studying and solving difficult problems. Current Grade 9 and Grade 10 students will take the New Jersey Student Learning Assessment - Mathematics (NJSLA-M) Algebra 2 end-of-course test. This is subject to change per the NJDOE graduation requirements.

### Honors Algebra II 306
**Grades: 10, 11: 5 Credits**

*Prerequisite: Honors Geometry 317*

*Students may take Honors Algebra II concurrently with CP or Honors Geometry with a teacher recommendation.*

This course is the rigorous study of the real and complex number systems. Some areas to be studied include inequalities and applications, functions and variation, complex numbers, trigonometry, second-degree curves and quadratic systems. This course will be fast paced and enrichment topics will be discussed throughout the year. Graphing calculators will be used frequently. Current Grade 9 and Grade 10 students will take the New Jersey Student Learning Assessment - Mathematics (NJSLA-M) Algebra 2 end-of-course test. This is subject to change per the NJDOE graduation requirements.
**Mathematical Investigations**  318
Grades 11, 12: 5 Credits

*Prerequisite: Algebra I and Geometry with teacher recommendation.*

Mathematical Investigations is intended for students who have taken Algebra I and Geometry and are not yet ready for Algebra II. The content provides a solid foundation of concepts and skills to serve as an appropriate bridge course to Algebra II. This course provides students with tools to represent and solve real-life problems in a variety of ways. Mathematical Investigations will build on algebra and geometry skills as well as explore/apply the concepts of problem solving, number systems, statistics, and financial management.

**CP Pre-Calculus**  320
Grades 11, 12: 5 Credits

*Prerequisite: CP Algebra II*

This course combines analytic geometry and advanced trigonometric topics. Students will study conic sections, graphing, and linear, quadratic, polynomial, rational, exponential and logarithmic functions. In addition, students will solve problems using triangles and trigonometric identities.

**Honors Pre-Calculus**  324
Grades 11, 12: 5 Credits

*Prerequisite: Honors Algebra II*

This course begins with a brief review of algebra topics and a study of functions and their properties. The functions examined include linear, quadratic, polynomial, rational, logarithmic and exponential. Additional topics include trigonometric functions and their graphs, applications, and various mathematical properties. Optional topics may include matrices, sequences, and complex numbers. This course lays a strong foundation for college level math courses.

**Calculus**  322
Grade 12: 5 Credits

*Prerequisite: CP Pre-Calculus or Honors Pre-Calculus*

This course is offered to those students with a special interest in math. It is designed to be equivalent to the first semester of college calculus, covering the theory of limits, continuity, differentiation, and basic integration.

**AP Calculus**  326
Grade 12: Dual Enrollment Option: 5 Credits

*Prerequisite: Honors Pre-Calculus*

This course covers the rate of change of function, differentiation of algebraic and transcendental functions, plane analytical geometry, and integrals. Use of a graphing calculator is integrated throughout the course. This course is designed to prepare the students to take the Advanced Placement Calculus AB Exam. Students are strongly encouraged to take this exam. This course also includes a demanding summer assignment.

**CP Probability & Statistics**  334
Grades 11, 12: 5 Credits

*Prerequisite: CP Algebra II*

Students may take CP Probability & Statistics concurrently with CP Pre-Calculus with a teacher recommendation. **NOTE:** This course is not to be taken directly before CP Pre-Calculus.

Statistics is the science of collection, analysis, interpretation and presentation of data. In this course, various mathematical methods will be utilized which play an important role in the study of statistics. Probability, which involves the study of purely chance phenomena is another key concept to be explored in this course. Together, students will utilize both probability and statistics to solve problems in real life settings. Computers and graphing calculators will be used throughout the course.
AP Statistics
Grades 11, 12: Dual Enrollment: 5 Credits

Prerequisite: Honors Algebra II or CP Algebra II (with teacher recommendation)

Advanced Placement Statistics is a challenging course for the serious student who has strong math and analytic reasoning skills. Students will investigate various topics in the areas of exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students will research and develop statistical problems as they relate to numerous disciplines including, but not limited to, mathematics, psychology, sociology, science, and health and physical education. Students in this course are strongly encouraged to take the Advanced Placement Statistics Exam.

CP Discrete Mathematics
Grades 11, 12: 5 Credits

Prerequisite: Algebra II or CP Algebra II

This course is designed for the liberal arts student who desires a college preparatory math course. Logic and problem solving applications using discrete structures such as matrices, sequences, recurrence relations, probability, linear programming, and data analysis will be emphasized.

Mathematics Workshop
Grades 9, 10, 12: 2.5 Credits

Prerequisite: Grade 9 or Grade 10 students who did not meet the cut-off score for the NJSLA-Math Algebra 1, or for Grade 12 students who have not yet met the math testing requirements for graduation.

This course is intended to give instructional and academic support for those students in need of meeting their high school graduation requirements in math proficiency. Grade 9 or Grade 10 students will take Mathematics Workshop during the first semester concurrently with a Geometry-level course to strengthen the mastery of algebraic content needed for future high school math courses. These students will take the New Jersey Student Learning Assessment - Mathematics (NJSLA-M) Algebra 1 end-of-course test at the end of the first semester. Currently, passing the NJSLA-M in Algebra 1 is a graduation requirement. NOTE: This is subject to change per the NJDOE graduation requirements.

Seniors will take the Mathematics Workshop during the second semester to better prepare themselves for any additional graduation assessment opportunities or to complete the portfolio appeal process.

Grade 9 and Grade 10 students will be placed into this course mid- to late-August once the NJSLA-M Algebra 1 scores are released. Grade 12 students who have not met math proficiency as defined by the NJDOE graduation requirements will be placed into this course shortly before the spring semester.

This course does not take the place of the required math courses needed for graduation. Students taking this course in Grades 9 or Grade 10 may repeat participation in Grade 10 for credit.

Computer Science Course Offerings

Computer Animation Programming
Grades 9, 10, 11, 12: 2.5 Credits

This course does not satisfy the graduation requirement in mathematics.

This course is designed to introduce students to the basics of computer animation programming using Alice. Alice is a 3D programming environment that makes it easy to create games or animations. This class is for students who are not sure they are ready for the rigors of Introduction to Computer Science.

This course satisfies 2.5 credits of 21st Century Life and Careers/Career Technical Education graduation requirement.

Introduction to Computer Science
Grades 9, 10, 11, 12: 5 Credits

Dual Enrollment Option: 3 College Credits

Prerequisite: To enter this course a student should have successfully completed an Algebra I course. This course does not satisfy the graduation requirement in mathematics.

In this course, the students will learn about computer science and its applications in the world around us. The course will emphasize developing problem solving skills through student-produced programs in Java or Python. The course will also focus on career opportunities, computer ethics, computer history, and computer architecture. This course does not satisfy the graduation requirement in mathematics.

This course satisfies the 5 credit 21st century life and careers/career-technical education graduation requirement.

AP Computer Science Principles
Grades 10, 11, 12: 5 Credits

Prerequisite: To enter this course a student should have earned a grade of 90 or higher in CP Algebra I, a 90 or higher in CP Geometry, 80 or higher in Honors Geometry, and/or a teacher recommendation. This course does not satisfy the graduation requirement in mathematics.

AP Computer Science Principles is the equivalent to a college-level computer science class for non-majors. This class is not language based and has a large focus on computers in society which requires a lot of reading, writing, and discussion.

Students will develop an understanding of the fundamental concepts of computing, its breadth of application and its potential for transforming our world. Students will also be introduced to programming as a means by which to develop valuable problem-solving skills. The AP Computer Science Principles course may satisfy a part of either the mathematics or science credits required for graduation. A student may take Advanced Placement Computer Science and Advanced Placement Computer Science Principles concurrently if the student has successfully completed Introduction to Computer Science prior.

This course satisfies the 5 credit 21st century life and careers/career-technical education graduation requirement.
AP Computer Science 355
Grades 10, 11, 12: Dual Enrollment Option: 5 Credits

Prerequisite: To enter this course a student should have earned a grade of 80 or higher in AP Computer Science Principles, 80 or higher in Intro to Computer Science, and/or teacher recommendation.

This course is designed as a preparatory course for the Advanced Placement Computer Science Exam. AP Computer Science is the equivalent to a first year college computer science class for engineers and computer science majors (CS1). This class focuses on the Java programming language and emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development. It also includes the introductory study of data structures and abstraction as well as career opportunities and computer ethics. Students are strongly encouraged to take the AP Computer Science Exam. The AP Computer Science course may satisfy a part of either the mathematics or science credits required for graduation. A student may take Advanced Placement Computer Science and Advanced Placement Computer Science Principles concurrently if the student has successfully completed Introduction to Computer Science prior.

This course satisfies the 5 credit 21st century life and careers/career-technical education graduation requirement.

Honors Advanced Topics in Computer Science 332
Grades 11, 12: 5 Credits

Prerequisite: Teacher recommendation, a grade of 80 or higher in AP Computer Science or AP Computer Science Principles. This course does not satisfy the graduation requirement in mathematics.

This course will explore advanced computer science topics such as game development, app development, robotics, and data structures. The course will provide opportunities for students to investigate additional programming languages and development environment. Much of the class will be portfolio based with the students setting independent goals for each marking period.
DEPARTMENT OF SCIENCE

Note: Please review pertinent information in Appendices A - L beginning on page 68.

Note: Colleges require two years of extended lab courses. Extended lab courses include all 6 credit courses.

National Collegiate Athletic Association (NCAA) Eligibility: The following WHRSD Science Courses have been approved and accepted by the NCAA: CP Environmental Science, AP Environmental Science, CP Biology, Honors Biology, AP Biology, Conceptual Chemistry, CP Chemistry I, AP Chemistry, Honors Chemistry, CP Physics, AP Physics I, AP Physics II, Honors Anatomy & Physiology. Note: It is the responsibility of the student and/or parent/guardian to ensure compliance with all NCAA eligibility requirements. It is recommended that you consult with the guidance department regarding course selection prior to entering Grade 9 if you hope/plan to participate in collegiate athletics.

COURSE DESCRIPTIONS

The number of student requests for a course will determine if the course will run in the 2019-2020 school year.

AP Environmental Science 403
Grades 11, 12: 6 Credits

Prerequisite: Honors Biology or CP Biology
To enter this course, a student should have earned a grade of 80 or higher in Honors Biology or a grade of 90 or higher CP Biology, or have a teacher recommendation.

AP Environmental Science is a lab/inquiry-based course that is designed to immerse students in the physical, biological, and earth systems sciences that shape our environment. Scientific concepts, principles, and modern science practices allow students to analyze environmental issues and engage in evidence-based decision making in real world contexts. AP Environmental Science is an extended time course to accommodate the laboratory requirements. Students are strongly encouraged to take the AP examination in Environmental Science after completing this course.

Biology 410
Grades 9, 10, 11, 12: 5 Credits

Biology is a lab/inquiry-based course where students will cultivate their understanding of biology as they explore the following topics: cytology, biochemistry, cellular processes, homeostasis and transport, cellular energy, reproduction, genetics, evolution, information transfer, ecology, and interactions.

CP Biology 412
Grades 9, 10, 11, 12: 6 Credits

CP Biology is a lab/inquiry-based course where students will cultivate their understanding of biology through complex investigations as they explore the following topics: cytology, biochemistry, cellular processes, homeostasis and transport, cellular energy, reproduction, genetics, evolution, information transfer, ecology and interactions. CP Biology is an extended time course to accommodate the lab requirements.

Honors Biology 400
Grades 9, 10: 6 Credits

Prerequisite: To enter this course a student should have earned a grade of 90 or higher in Science 8.

Honors Biology is a lab/inquiry-based accelerated course where students will cultivate their understanding of biology through rigorous investigations as they explore the following topics: cytology, biochemistry, cellular processes, homeostasis and transport, cellular energy, reproduction, genetics, evolution, information transfer, ecology, and interactions. Honors Biology is an extended time course to accommodate the laboratory requirements.

AP Biology 413
Grades 11, 12: Dual Enrollment Option: 6 Credits

Prerequisite: To enter this course a student should have earned a grade of 80 or higher in both Honors Biology and Honors Chemistry courses or have a grade of 90 or higher in both CP Biology and Technical Chemistry courses, or have a teacher recommendation

It is highly recommended that students taking this course have a strong foundation in Algebra II and statistical concepts. It is also recommended that a student takes Honors Anatomy and Physiology prior to or concurrently with this course.

Advanced Placement Biology is a lab/inquiry-based course where students cultivate their understanding of biology through rigorous investigations as they explore the following topics: evolution, cellular process, energy and communication, genetics, information transfer, ecology, and interactions. AP Biology is an extended time course to accommodate the lab requirements. Students are strongly encouraged to take the AP examination in Biology after completing this course.
Conceptual Chemistry 414
Grades 10, 11, 12: 5 Credits.

Conceptual Chemistry is a lab/inquiry-based chemistry course where through discussions and activities, students will explore the following topics: matter and change, measurements, atoms and subatomic particles, the periodic table, chemical bonding, formulas and compounds, chemical equations and reactions, stoichiometry, and acids and bases. This course covers similar concepts as the CP Chemistry T [Technical] course described below, but requires less emphasis on mathematical skills and it is not an extended time course.

CP Chemistry T [Technical] 415
Grades 10, 11, 12: 6 Credits

CP Chemistry T [Technical] is a lab/inquiry-based college prep chemistry course. Through discussion and activities, students will explore the following topics: matter and change, measurements, atoms and subatomic particles, the periodic table, chemical bonding, formulas and compounds, chemical equations and reactions, stoichiometry, and acids and bases. CP Chemistry T [Technical] is an extended time course to accommodate the lab requirements.

Honors Chemistry 417
Grades 10, 11, 12: 6 Credits

Prerequisite: To enter this course a student should have earned a grade of 80 or higher in Honors Biology, or 90 or higher in CP Biology, and an 80 or higher in previous Honors math course, or 90 or higher in previous CP math course, or have a teacher recommendation.

Honors Chemistry is a lab/inquiry-based, accelerated, comprehensive course. Students will cultivate their understanding of chemistry through rigorous investigations and will explore the following topics: matter and change, measurements, atoms and subatomic particles, the periodic table, chemical bonding, formulas and compounds, chemical equations and reactions, stoichiometry, and acids and bases. Honors Chemistry is an extended time course to accommodate the lab requirements.

AP Chemistry 419
Grades 11, 12: Dual Enrollment Option: 6 Credits

Prerequisite: To enter this course a student should have earned a grade of 80 or higher in Honors Chemistry or 90 or higher in CP Chemistry T [Technical] and an 80 or higher in a previous Honors math course, or 90 or higher in previous CP math course, or have a teacher recommendation.

Advanced Placement Chemistry is a lab/inquiry-based course where students will explore the following topics: structure of matter, states of matter, types of chemical reactions, stoichiometry, equilibrium, kinetics, thermodynamics, and descriptive chemistry. Students will be expected to acquire skills performing laboratory manipulations, making observations, recording data, and calculating and interpreting results. An emphasis will be placed on the design of experiments and adherence to proper experimental procedures. AP Chemistry is an extended time course to accommodate the lab requirements. Students are strongly encouraged to take the AP examination in Chemistry after completing this course.

CP Physics 421
Grades 11, 12: 6 Credits

CP Physics is a lab/inquiry-based course where students will study motion, energy, sound, light, heat, and electromagnetic and nuclear radiation. Practical applications to daily life will be explored. CP Physics is an extended time course to accommodate the lab requirements.

AP Physics 1: Algebra-Based 451
Grades 11, 12: Dual Enrollment Option: 6 Credits

Prerequisite: To enter this course a student should have earned a grade of 80 or higher in previous Honors math and science courses, or 90 or higher in previous CP math and science courses, or have a teacher recommendation.

This course enables the students to develop a deep understanding of the content and focuses on applying knowledge through inquiry labs. Topics include Newtonian mechanics, including rotational dynamics and angular momentum; work, energy, and power; and mechanical waves and sound, along with introducing electric circuits. AP Physics 1 is an extended time course to accommodate the lab requirements. Students are strongly encouraged to take the AP examination in Physics 1 after completing this course.

AP Physics 2: Algebra-Based 452
Grade 12: Dual Enrollment Option: 6 Credits

Prerequisite: To enter this course a student should have earned a grade of 80 or higher in AP Physics 1 or have a teacher recommendation.

This course is a continuation of AP Physics 1 and it enables students to develop a deep understanding of the content and to focus on applying their knowledge through inquiry labs. Topics include fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. AP Physics 2 is an extended time course to accommodate the lab requirements. Students are strongly encouraged to take the AP examination in Physics 2 after completing this course.

Honors Anatomy and Physiology 425
Grades 11, 12: 5 Credits

Prerequisite: To enter this course a student should have earned a grade of 80 or higher in both Honors Biology and Honors Chemistry; courses or a grade of 90 or higher in both CP Chemistry T [Technical] and CP Biology courses, or have a teacher recommendation.

Honors Anatomy & Physiology is an inquiry/lab-based study of the human body that highlights the integration of structure and function through clinical applications, critical thinking approaches, laboratory experiments, etc. This course is for students interested in pursuing a career in medical fields, biological fields, or who are interested in understanding the human body. Working with live and preserved specimens is an integral part of this course.

WHRSD PROGRAM OF STUDIES 52
Floral Design 436
Grades 10, 11, 12: 2.5 Credits

Floral Design introduces students to career possibilities in the floral industry and provides basic instruction in the techniques of floral design and merchandising. Students will learn to identify and use cut flowers, cut foliage, and dried materials to investigate the importance to the floral industry. National Food for America (FFA) Organization membership is an option for this course. For more information regarding the FFA, please contact your guidance counselor or case manager.

This course satisfies 2.5 credits of the 5 credit 21st century life and careers/career-technical education graduation requirement.

Introduction to Agriculture, Food, and Natural Resources (AFNR) 460
Grades 9, 10, 11, 12; 5 credits

AFNR introduces students to agricultural opportunities and the pathways of studies in agriculture. Science, mathematics, reading, and writing components are woven in the context of agriculture. Students will experience hands on activities in communication, the science of agriculture, plants, animals, and natural resources. In addition, students will understand specific connections between their lessons, the National FFA Organization, and the Supervised Agricultural Experience Program.

As per state requirements, this course may be used as science credit. This course satisfies 5 credits of the 21st century life and career/career technical education graduation requirement.

Principles of Agricultural Sciences - Animal 468
Grades 10, 11, 12: 5 Credits

Prerequisite: Introduction to Agriculture, Food, and Natural Resources

Students will experience various animal science concepts through exciting hands on activities, projects, and problems in our school greenhouse. In this lab/inquiry-based course, experiences will include the study of plant anatomy and physiology, classification, and the fundamentals of production and harvesting. Students will learn how to apply scientific knowledge and skills to use plants effectively for agronomic, forestry, and horticultural industries. Students will work on major projects and problems similar to those that plant science specialists such as horticulturalists, agronomists, greenhouse and nursery managers, and plant research specialists face in their respective careers. The National FFA Association and the Supervised Agricultural Experience are an integral part of this course.

As per state requirements, this course may be used as science credits towards graduation. If a student has already fulfilled his or her science requirements toward graduation, this class may be used to satisfy the 5 credit 21st century life and career/career technical education graduation requirement.

Agri-Science 429
Grades 10, 11, 12: 5 Credits

Agri-Science is a lab/inquiry-based course where the scientific method provides a framework to learn about the broad career opportunities that are open to students in this field of study. Classroom instruction is supported by a variety of laboratory applications and inquiry-based activities. The course incorporates studies of interacting systems and how they affect the environment, the society, and the world population. The National Food for America (FFA) Organization and Supervised Agricultural Experiences (SAE) are a part of this course. Students not wishing to participate in FFA and SAE will be given other career-oriented assignments, including a research paper. For more information regarding the FFA and SAE, please contact your guidance counselor or case manager.

As per state requirements, this course may be used as science credits towards graduation. If a student has already fulfilled his or her science requirements toward graduation, this class may be used to satisfy the 5 credit 21st century life and career/career technical education graduation requirement.

Principles of Agricultural Sciences - Plant 464
Grades 10, 11, 12: 5 Credits

Prerequisite: Introduction to Agriculture, Food, and Natural Resources

Students will experience various plant science concepts through exciting hands on activities, projects, and problems in our school greenhouse. In this lab/inquiry-based course, experiences will include the study of plant anatomy and physiology, classification, and the fundamentals of production and harvesting. Students will learn how to apply scientific knowledge and skills to use plants effectively for agronomic, forestry, and horticultural industries. Students will work on major projects and problems similar to those that plant science specialists such as horticulturalists, agronomists, greenhouse and nursery managers, and plant research specialists face in their respective careers. The National FFA Association and the Supervised Agricultural Experience are an integral part of this course.

As per state requirements, this course may be used as science credits towards graduation. If a student has already fulfilled his or her science requirements toward graduation, this class may be used to satisfy the 5 credit 21st century life and career/career technical education graduation requirement.
**DEPARTMENT OF SOCIAL STUDIES**

*Note: Please review pertinent information in Appendices A - L beginning on page 68.*

**Required Summer Reading for the Social Studies Department**

Summer reading and writing assignments for AP (Advanced Placement) courses may be assigned. All other social studies courses do NOT require summer reading and writing assignments.

**Jersey Boys State/Jersey Girls State**

The *Jersey Boys State* or *Jersey Girls State* program provides a college-level curriculum to a select group of high school juniors, or delegates, who complete an intensive, weeklong governmental leadership program in which delegates create, elect, and administer their own government. High school students who complete the *Jersey Boys State* or *Jersey Girls State* program have the opportunity to earn up to three college credits from institutions of higher education. For more information, contact your guidance counselor or case manager.

**National Collegiate Athletic Association (NCAA) Eligibility:** The following WHRSD Social Studies (Social Science) Courses have been approved and accepted by the NCAA: World History, CP World History, Honors World History, US History I, CP US History I, Honors US History I, US History II, Honors US History II, AP US History II, Intro Social Science, Sociology, Genocide-Betrayal of Humanity, Criminal Justice, AP World History, AP European History, AP US Government & Politics. *Note: It is the responsibility of the student and/or parent/guardian to ensure compliance with all NCAA eligibility requirements. It is recommended that you consult with the guidance department regarding course selection prior to entering Grade 9 if you hope/plan to participate in collegiate athletics.*

**COURSE DESCRIPTIONS**

*The number of student requests for a course will determine if the course will run in the 2019-2020 school year.*

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<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
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<tbody>
<tr>
<td>World History</td>
<td>231</td>
<td>5</td>
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<tr>
<td>Grade 9: 5 Credits</td>
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<td>World History aims to develop an understanding and appreciation of the complexities that have created and continue to affect human society. The curriculum focuses upon the social, political, economic, and cultural phenomena that have influenced human settlement and interaction since the end of the Middle Ages. Topics studied include the ages of global encounters, revolutions, Imperialism, global conflicts, and contemporary times. A balance of materials from many diverse world cultures and civilizations will be employed in the course. Students will develop an appreciation of how and why societies change; why political and social conflict exists; how religion influences the development of societies; how individuals affect change; how social institutions and groups failed to function in beneficial ways when people have behaved in cruel or inhumane ways; and how people have worked to combat instances of prejudice, cruelty, and discrimination.</td>
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</tbody>
</table>

| Honors World History          | 233   | 5       |
| Grade 9: 5 Credits            |       |         |
| Prerequisite: To enter this course a Grade 8 student should have earned a final average of 90 or higher in Civics 8, or have a teacher recommendation. |
| This course parallels the curriculum of World History, but will require extensive additional reading and writing. A greater emphasis will be placed on primary source material and document based questions. It is designed to prepare students who wish to take AP courses in social studies. Critical thinking, analytical skills, and historical scholarship are emphasized throughout this course. |

| CP World History              | 232   | 5       |
| Grade 9: 5 Credits            |       |         |
| This course parallels the curriculum of World History. Because this course prepares students for academic achievement in college, the curriculum is rigorous and outside readings are routinely assigned. A greater emphasis will be placed on independent practice and primary source analysis. In order to be successful in this course, students must demonstrate an ability to understand varied texts and perspectives. Other elements emphasized in this course are effective writing skills, and critical thinking. |

| United States History I      | 210   | 5       |
| Grade 10: 5 Credits          |       |         |
| United States History I focuses on political, diplomatic, societal, cultural, and economic forces that have shaped the history of the United States and New Jersey. This course covers the era of colonization of the Americas through the Progressive era of the early twentieth century. Students will be asked to make connections between events being studied to similar occurrences at different times in history and to present events. The course is intended to develop a broad appreciation for our American heritage, as well as for the rights and responsibilities of American citizens. |
This course parallels the curriculum of United States History I. Because this course prepares students for academic achievement in college, the curriculum is rigorous and outside readings are routinely assigned. A greater emphasis is placed on research and primary source analysis. In order to be successful in this course, students must demonstrate an ability to understand varied texts and perspectives. Other elements emphasized in this course are effective writing skills, and critical thinking.

**Honors United States History I**  
Grade 10: 5 Credits

Prerequisite: To enter this course a student should have earned a final average of a 90 or higher in a previous CP social studies course, or have a teacher recommendation.

This course parallels the curriculum of United States History I, and covers the first portion of material assessed on the AP U.S. History exam. It should be considered the first half of the AP U.S. History course. Students will engage in frequent and rigorous reading and writing exercises, including primary source analysis and document based questions. Critical thinking, analytical skills, and historical scholarship are emphasized throughout this course. Outside readings are extensively assigned. This course prepares students for the rigor of Advanced Placement courses in social studies, and is recommended to those students considering taking AP social studies courses while enrolled at Warren Hills Regional High School.

**United States History II**  
Grade 11: 5 Credits

United States History II focuses on political, diplomatic, societal, cultural, and economic forces that have shaped the history of the United States and New Jersey. This course covers the era of World War I through contemporary times. Students will be asked to make connections between events being studied to similar occurrences at different times in history and to present events. The course is intended to continue the development of a broad appreciation for our American heritage, as well as to understand the evolution of our rights and responsibilities as American citizens.

**CP United States History II**  
Grade 11: 5 Credits

This course parallels the curriculum of U.S History II. Because this course prepares students for academic achievement in college, the curriculum is rigorous and outside readings are routinely assigned. A greater emphasis is placed on research and primary source analysis. In order to be successful in this course, students must demonstrate an ability to understand varied texts and perspectives. Other elements emphasized in this course are effective writing skills, and critical thinking.

**Honors United States History II**  
Grade 11: 5 Credits

Prerequisite: To enter this course a student should have earned an a final average of a 90 or higher in a previous CP social studies course, 80 or higher in a previous Honors course, or have a teacher recommendation.

This course parallels the curriculum of United States History II and is open to students who commit to additional reading and writing throughout the course. A greater emphasis will be placed on primary source material and document based questions. Critical thinking, analytical skills, and historical scholarship are emphasized throughout this course. This course prepares students for the rigor of an Advanced Placement course in social studies, and is recommended to those students considering taking AP social studies courses while enrolled at Warren Hills Regional School District.

**AP United States History II**  
Grades 11, 12: Dual Enrollment Option: 5 Credits

Prerequisite: To enter this course a student should have earned an a final average of a 90 or higher in a previous CP social studies course, 80 or higher in a previous Honors course, or have a teacher recommendation.

This course parallels the curriculum of United States History II, and covers the second portion of material assessed on the AP United States History examination and should be considered the second half of the AP United States History course. Students will engage in frequent and rigorous reading and writing exercises, including primary source analysis and document based questions. Critical thinking, analytic skills, and historical scholarship are emphasized throughout this course. Outside readings are extensively assigned. This course includes a demanding summer assignment. Students are strongly encouraged to take the AP examination in United States History after completing this course.

**ELECTIVE COURSE DESCRIPTIONS**

The number of student requests for a course will determine if the course will run in the 2019-2020 school year.

**Sociology**  
Grades 10, 11, 12: 5 Credits

Sociology is the study of human relationships. It enables us to view human society as various social interactions and provides us with a better understanding of ourselves, of groups, and of our cultural and social worlds. Students will analyze how behaviors of individuals are largely shaped by groups they belong to, and by their culture and society. This course does not take the place of the required social studies courses.
WHRSD PROGRAM OF STUDIES 56

Introduction to the Social Sciences 205
Grades 10, 11, 12: 2.5 Credits

This course is designed to familiarize students with social science subjects such as anthropology, psychology, geography and political science. Students will have the opportunity to evaluate the social science disciplines for potential careers and will be systematically introduced to processes that promote effective thinking and study habits. This course does not take the place of the required social studies courses.

Genocide: Betrayal of Humanity 207
Grades 11, 12: 2.5 Credits

This course is designed to encourage tolerance in our culturally diverse state society. Students will analyze the occurrence of genocide as the consequences of prejudice and discrimination. Students will learn that each citizen bears personal responsibility to fight racism and hatred wherever and whenever it happens. This course will delve into the study of genocides through various primary sources from the Holocaust, Darfur, Native Americans, Bosnia, Rwanda, and other human rights atrocities. This course does not take the place of the required social studies courses.

Criminal Justice 208
Grades 10, 11, 12: 2.5 Credits

This course is designed to acquaint students with knowledge of our legal and penal system in regard to its political, social and economic impact on the lives of each of us. The American judicial system will be examined through the lenses of varying types of statutes, of court decisions, and of the penal system. Students will examine the delicate balance between the rights of the accused against the needs of the state to enforce its laws and punish those who violate them. Critical thinking, researching, reading, writing, listening, and oral presentations will be stressed. This course does not take the place of the required social studies courses.

AP World History: Modern 237
Grades 10, 11, 12: 5 Credits

Prerequisite: To enter this course a student should have earned a final average of a 90 or higher in a previous CP social studies course, 80 or higher in a previous Honors course or have a teacher recommendation.

This course is open to those who have successfully completed the required core course in World History. The study of civilizations from approximately 1200 C.E. up through the current era occurs through a structured approach developed by the College Board. Students are expected to attain much of the content through out of class readings, in class investigations, and in class discussions and evaluations of pertinent, often controversial issues. Critical thinking, analytical skills, sophisticated writing for different types of tasks, and historical scholarship are emphasized throughout this course. This course includes a demanding summer assignment. Students are strongly encouraged to take the AP examination in World History: Modern after completing this course. This course does not take the place of the required social studies courses.

AP European History 235
Grades 10, 11, 12: Dual Enrollment: 5 Credits

Prerequisite: To enter this course a student should have earned a final average of a 90 or higher in a previous CP social studies course, 80 or higher in a previous Honors course or have a teacher recommendation.

This course concentrates upon the principle themes of modern European history by exposing participants to a factual, chronological development of events which marked the course of the Western world and its global influences from the end of the Medieval era to the present. Critical thinking, analytical skills, and historical scholarship are emphasized throughout this course. This course includes a demanding summer assignment. Students are strongly encouraged to take the AP examination in European History after completing this course. This course does not take the place of the required social studies courses.

AP United States Government and Politics 244
Grades 10, 11, 12: 5 Credits

Prerequisite: To enter this course a student should have earned a final average of a 90 or higher in a previous CP social studies course, 80 or higher in a previous Honors course or have a teacher recommendation.

By examining the structure, process, and function of their government and politics students will come to understand the formal and informal ways in which the American government functions to serve the needs of its citizens. Students will critically explore historical materials and current political events through research and discussions in order to critique and evaluate the current state of the American democracy. Students will understand how individuals interact with their government through political parties and the media, and how those in government use political parties and the media to interact with individuals. Further, students will come to understand why individuals engage in political behavior and what they hope to gain from it. Critical thinking, analytical skills, and historical scholarship are emphasized throughout this course. This course includes a demanding summer assignment. Students are strongly encouraged to take the AP examination in United States Government and Politics after completing this course. This course does not take the place of the required social studies courses.
It is the goal of the Warren Hills Regional School District to place students, to the maximum extent possible, in the least restrictive environment. Educational schedules for students receiving special education and related services are varied and individualized. Special education course selections are made in conjunction with the teacher, parent, and child study team input. For more information, please contact the child study team office or your child’s case manager.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Students formally identified with special needs receive an Individualized Educational Program (IEP) developed by the child study team (CST), parents, and professionals related to each student’s individual case circumstances. For more information, confer with your case manager, or the Supervisor of Special Education.

There are several distinct special education placement and program offerings for Grades 9-12:

- General Education Supplemented (GES)
- In-Class Resource Support (ICRS)
- In-Class Resource Replacement (ICRR)
- Language/Learning Disabilities (LLD); Behavioral Disabilities (BD); Multiple Disabilities I (MDI)
- Multiple Disabilities II (MDII)/Autism Program

COURSE AND/OR PROGRAM DESCRIPTIONS

General Education Supplemental (GES)
Grades 9, 10, 11, 12

This placement provides learners with supplementary aids and services in the general education setting to enable students with disabilities access to the general education curriculum in a least restrictive setting. This educational placement affords learners with disabilities to be educated to the maximum extent possible with non-disabled peers (N.J.A.C 6A: 14-4.5).

Within the GES setting, all students are expected to master the goals of the general curriculum, participate in all activities, and complete all requirements of the class with minimal academic supports and assistance.

Structured Learning Experience (SLE)
Grades 11, 12: 15 Credits

This placement introduces learners to the requirements of employment. Learners who participate in this program are placed in several employment/job settings throughout the academic year where learners are exposed to different skill sets necessary for independent living through internships or job shadowing.

These placements are within Warren Hills Regional High School or in the Warren Hills community. The SLE program offers an extension to the learning experience for learners with disabilities as they are able to further develop independence, social skills, self reliance, time management, self-esteem, positive work attitudes, motivation, decision-making, interviewing skills, safety skills, completing job applications, career exploration and career preparation.

According to the State of New Jersey Structured Learning Experience (SLE) Guidelines, students are not permitted to attend school and work more than 40 hours a week/8 hours a day. Students who are enrolled in this program and have already met all of their high school credits are exempt from this rule.

In-Class Resource Support (ICRS) Program
Grades 9, 10, 11, 12

This placement provides a collaborative/co-teaching pedagogical framework at the high school. Learners are supported with a team teaching partnership that combines a general and a special educator who work as a team in a designated content area.

This arrangement affords learners with disabilities an opportunity to receive supported instruction in a regular education setting with a content specialist and a special education practitioner who is able to provide modifications and adjustments to meet the needs of learners with disabilities.

Within the ICRS setting, all students are expected to master the goals of the general curriculum, participate in all activities, and complete all requirements of the class with modifications and supports that maintains the course goals and objectives.
In-Class Resource Replacement (ICRR) Program
Grades 9, 10, 11, 12
This placement provides learners with resource program instruction in an integrated format with grade level peers at the high school in accordance with N.J.A.C. 14-14.6 and 6A:26-6.

Within the ICRR setting, learners with disabilities are exposed to the regular curriculum standards which are modified to meet their academic needs based on their Individualized Educational Program (IEP) goals. Students who are assigned to this placement are expected to master curriculum goals and objectives and to participate in classroom educational activities.

**English Language Arts Literacy Lab**
Grades 9, 10, 11, 12: 5 Credits
This course provides direct instruction in a sequential and systematic manner through the employment of curriculum that uses a multi-sensory approach in developing reading skills.

The course focuses on practical reading and writing skills; decoding, encoding, and comprehension strategies in an effort to more effectively and independently respond to fiction and non-fiction works. Enrollment in this course is based on teacher, case manager, parent, and student input.

**Language/Learning Disabilities (LLD) Program**
Grades 9, 10, 11, 12: 5 Credits Per Class
This is a comprehensive program placement that provides learners with disabilities instruction in core academics. The emphasis is on developing areas where learners may have educational deficits in order to build and scaffold academic skills and transition learners to a less restrictive setting.

Multiple Disabilities I (MDI) Program
Grades 9, 10, 11, 12: 5 Credits Per Class
This program placement emphasizes the development of life skills necessary for transition to adult life. Instruction is provided in a more restrictive setting where learners with diverse abilities are able to benefit from a systematic educational approach that is centered on individualized programming and skill development.

Students who are enrolled in this program benefit from an instructional setting that incorporates specific educational goals, life skills and community involvement.

Core instruction includes social skills, life skills, functional academic skills, employment readiness, and community based learning.

**Multiple Disabilities II (MDII)/Autism Program**
Grades 9, 10, 11, 12: 5 credits per class
This program placement focuses on a systematic educational approach for learners with diverse classifications and abilities who would benefit from an intensive learning experience. Instruction is provided in a more restrictive setting based on the individualized educational program of each learner.

Students who are enrolled in this program benefit from an instructional program that incorporates specific educational, therapeutic, and life skills.

Core instruction includes: functional academic and living skills, instructional development and practices will be supported by a qualified Behaviorist or Board Certified Behavior Analyst (BCBA).

**Behavioral Disabilities (BD) Program**
Grades 9, 10, 11, 12: 5 Credits Per Class
This program placement provides learners who meet the federal criteria with academic instruction in the core subjects as well as pro-social skills so as to assist students in developing critical social and emotional abilities.

This program focuses on the development of personal responsibility, academic skills, social and emotional development within the context of school, home/family, and community.
Students may elect courses from the department to fulfill graduation requirements in 21st century life and careers/career-technical education. Student safety in machine-based and tool-based environments is of paramount importance. Any student failing to adhere to the department’s zero tolerance safety contract will be immediately and permanently removed from participation in that course.

**COURSE DESCRIPTIONS**

*The number of student requests for a course will determine if the course will run in the 2019-2020 school year.*

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td><strong>Foundations of Civil Engineering</strong></td>
<td>2.5</td>
</tr>
<tr>
<td>Grades 9, 10, 11, 12: 2.5 Credits</td>
<td>804</td>
</tr>
<tr>
<td>This course is a half-year introductory course that will be based on the engineering design process and problem solving approach. It is designed for students to gain a better understanding of how forces, loads and material components impact our daily lives. Students will design, construct, and test structures that represent our modern society, such as our roads, bridges, structures and other infrastructures. Students will explore the given career paths that civil engineering has to offer.</td>
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<tr>
<td>This course satisfies the 2.5 credit 21st century life and careers/career-technical education graduation requirement.</td>
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| **Foundations of Mechanical Engineering**                        | 2.5    |
| Grades 9, 10, 11, 12: 2.5 Credits                                | 805    |
| This course is a half-year introductory course that will be based on the engineering design process and problem solving approach. It will introduce students to the integration of simple machines and other mechanisms. In addition, students will develop an understanding of the basic dynamics of mechanical devices and their operation. Students will have the opportunity to fabricate and test their own mechanical devices as well as explore the given career path that mechanical engineering has to offer. |        |
| This course satisfies the 2.5 credit 21st century life and careers/career-technical education graduation requirement. |        |

| **Foundations of Electronics**                                   | 2.5    |
| Grades 9, 10, 11, 12: 2.5 Credits                                | 802    |
| This course is a half-year introductory course that will be based on the engineering design process and problem solving approach. It is designed for students who wish to further understand how their world is shaped by electricity and the electronic devices that surround them. The course blends electronic concepts and theory with practical hands on activities. Students will learn about safe practices concerning electronics, basic circuits and components, reading and interpretation of schematic diagrams, testing of electronic circuits and devices, construction of analog and digital electronic circuits as well as possible career direction. |        |
| This course satisfies the 2.5 credit 21st century life and careers/career-technical education graduation requirement. |        |

| **Foundations of Green Energy**                                  | 2.5    |
| Grades 9, 10, 11, 12: 2.5 Credits                                | 803    |
| This course is a half-year introductory course that will be based on the engineering design process and problem solving approach. It will cover the technical, economic and social difficulties of alternative energy. Experimenting with methods for extracting energy from the sun, wind, tides and currents will be discussed and evaluated. Other topics may include the impact of energy production on the environment, moral and ethical application and sustainable practices. Students will explore given career paths in green energy and alternative resources. |        |
| This course satisfies the 2.5 credit 21st century life and careers/career-technical education graduation requirement. |        |

| **Foundations of Robotics**                                      | 2.5    |
| Grades 9, 10, 11, 12: 2.5 Credits                                | 801    |
| This course is a half-year introductory course based on the engineering design process and problem solving approach. It is designed for students to experience and explore the opportunity of how robotics technology is applied to our modern industrial world. Through the use of various instructional materials, including hands-on model assemblies, students will gain a clear understanding of basic robotics technology systems, applications, and modern implementation of Robotics in manufacturing and related careers. |        |
| This course satisfies the 2.5 credit 21st century life and careers/career-technical education graduation requirement. |        |

| **Essentials in Construction & Carpentry**                       | 5      |
| Grades 10, 11, 12: 5 Credits                                     | 855    |
| This course introduces students to the fundamental concepts of construction & carpentry. It provides students with an operational knowledge of home construction, principles of carpentry, electricity, plumbing, and roofing; and an introduction to the tools associated with diverse home maintenance and blue print interpretation/design. Basic construction math will be incorporated into real-life applications. This course also serves as the first level of the Pathway to Architecture/Construction Pathway. This course will retain the flexibility of introducing architectural concepts that will be further developed at the Principles of Architectural Construction & Design level. |        |
| This course satisfies the 5 credit 21st century life and careers/career-technical education graduation requirement. |        |
Foundations of Architecture 870
Grades 9, 10, 11, 12: 5 Credits
This course will provide students with an introduction to the world of mechanical drawing and architectural design. Areas of study will include house types, styles, influencing factors, residential design, basic components of house construction, and plan reading and drawing. Students will ultimately design a house, develop the plans, details and working drawings necessary to build it. Throughout the course students will utilize AutoDesk to meet the required challenges. Students will begin portfolios reflecting the body of their work. Basic construction math will be incorporated into real-life applications. This course will retain the flexibility of introducing concepts that will be further developed at the Principles of Architectural Construction & Design level.

This course satisfies the 5 credit 21st century life and careers/career-technical education graduation requirement.

Principles of Architectural Construction & Design 872
Grades 10, 11, 12: 5 Credits
Prerequisite: Architectural Design & Technology I; formerly Architecture & Design I or Essentials in Construction & Carpentry; formerly Basic Home Maintenance.
This course allows students who successfully completed either of the two prerequisites to advance their interest in Architecture in greater detail. Students will complete both residential and commercial design study utilizing AutoDesk architectural and 3-D modeling software, as well as using the drawing board. This course will place an emphasis on the following: Three dimensional conceptualizations; design process; advanced knowledge in construction and architectural plans, such as electrical, plumbing and HVAC; site development; model building; time management skills; and the purpose of documents required for construction. The class will further the portfolios started in level one portfolios with college admissions in mind. Basic construction math will be incorporated into real-life applications. This course retains flexibility of instruction as deemed necessary in order to preserve the pathway model.

This course satisfies the 5 credit 21st century life and careers/career-technical education graduation requirement.

Advanced Topics in Architecture Design 876
Grades 11, 12: 5 Credits
Prerequisite: Principles of Architectural Construction & Design; formerly Architectural Design & Technology II
This course is focused on advanced skills and concepts related to the use, assessment, design, and production of technological systems. It provides opportunities for students to work independently and in teams at an accelerated pace; to engage in a more rigorous and complex content and processes, and to develop authentic products that reflect students’ understanding of key concepts.

This course satisfies the 5 credit 21st century life and careers/career-technical education graduation requirement.

Woods Manufacturing I 890
Grades 9, 10, 11, 12: 5 Credits
This course introduces students to the world of Woodworking. It addresses shop safety and standard operating procedure. The utility of hand tools and stationary power tools is also addressed. In addition, instruction is provided in the areas of wood selection, joint construction, sanding, gluing, fastening, and finishing. Students are required to create working drawings, material lists, material cost analyses and fine finished products. As approved by the instructor, independent projects may utilize materials provided by the student. Basic construction math will be incorporated into real-life applications.

This course satisfies the 5 credit 21st century life and careers/career-technical education graduation requirement.

Woods Manufacturing II 893
Grades 10, 11, 12: 5 Credits
Prerequisite: Woods Manufacturing I formerly Woodworking I
The student will explore more fully the areas covered in Woodworking I. Students will learn the safe basic operation of such machinery as the table saw, jointer, surfacer, and router. The opportunity for lathe work is also available. In addition, students are required to create working drawings, materials lists, and material cost analyses. Each student is required to produce finished projects based upon his or her plans. As approved by the instructor, independent projects may utilize materials provided by the student. Basic construction math will be incorporated into real-life applications. Additionally, flexibility is provided for the introduction of manufacturing theory and skills, for the purpose of preparing students for Advanced Topics in Woods Manufacturing & Design.

This course satisfies the 5 credit 21st century life and careers/career-technical education graduation requirement.

Advanced Topics in Woods Manufacturing & Design 894
Grades 11, 12: 5 Credits
Prerequisite: Woods Manufacturing II; formerly Woodworking II, or have a teacher recommendation.
This course is for the student who wishes to develop, enhance and solidify skills and techniques used in woodworking fabrication and design. This would include, but not be limited to, advanced joinery techniques, manufacturing theory and skills, carpentry skills and more. In addition, students are required to create working drawings, materials lists, and material cost analyses. Each student is required to produce finished projects based upon his or her plans. As approved by the instructor, independent projects may utilize materials provided by the student, and work towards integrating manufacturing principles.

This course satisfies the 5 credit 21st century life and careers/career-technical education graduation requirement.
Woodcarving 886
Grades 10, 11, 12: 2.5 Credits

Prerequisite: Woods Manufacturing I or have a teacher recommendation.

This course is open to students who have successfully completed Woodworking I. Advanced detail and painting is a core component of this course. Specific areas of instruction include: history of woodcarving; tool safety and maintenance; types of carving and finishing techniques. Independent projects may utilize materials provided by the student.

This course satisfies 2.5 credits of the 5 credit 21st century life and careers/career-technical education graduation requirement.

Principles of Engineering 865
Grades 10, 11, 12: 5 Credits

Prerequisite: Successful completion of Introduction to Engineering, Foundations of Civil Engineering, Foundations of Mechanical Engineering, Foundations of Robotics, Foundation of Green Energy and/or Foundations of Electronics.

This course is a full year intermediate course that will be based on the engineering design process and problem solving approach. Students will be instructed in the various areas of engineering and then be asked to solve problems based on the skills and knowledge they have acquired. For example, students will participate in the in class robotics competition, where they will design and construct a robot based on electronic, mechanical and material processing skills. This will give them the opportunity to experience practical problem solving under the pressure of competition. Also, students will further their knowledge of Computer Aided Design (CAD) by using Inventor and other programs from the AutoDesk Suite, as well as advancing on the 3D printer.

This course satisfies the 5 credit 21st century life and careers/career-technical education graduation requirement.

Computer Animation 841
Grades 9, 10, 11, 12: 2.5 Credits

Computer Animation Design includes a brief history of animation, sketching and storyboards, and three-dimensional animation design utilizing a software program used by major television and movie companies. While using the computer software, students will create 3D objects, add materials and lighting, and finally give their objects life by animating them in a 30 second animation.

This course satisfies the 2.5 credit 21st century life and careers/career-technical education graduation requirement.

Honors Advanced Topics in Engineering 894
Grades 11, 12: 5 Credits

Prerequisite: A grade of 85 or higher in Principles of Engineering, or have a teacher recommendation.

This course is the capstone of the Warren Hills engineering program. Students will conduct real-life case studies and refine their skills for solving problems by using the design process. Students will be required to conduct in-depth research, develop solutions, and construct working prototypes that solve complex problems. Students will use computer-drafting software to demonstrate and explain gear ratio, material stability, and stress analysis. Students will design and develop a comprehensive electronic and print design portfolio to present the results of their research and solution.

This course satisfies the 5 credit 21st century life and careers/career-technical education graduation requirement.
**DEPARTMENT OF WORLD LANGUAGES/ESL**

*Note: Please review pertinent information in Appendices A - L beginning on page 68.*

While the state and school requirement is one year of a world language, students are reminded that most four-year colleges and universities require a minimum of two to three years of the same world language. Students are encouraged to speak with their guidance counselors and/or their case managers to ensure they make sound scheduling decisions. Students should contemplate the increased rigor involved when choosing a course that builds on previous courses, recognizing that prior performance impacts the ability to achieve at the same level in subsequent courses.

The New Jersey Department of Education (NJDOE) has established the *State Seal of Biliteracy* to recognize high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more world languages in addition to English. For more information, contact your guidance counselor or case manager. Additional information can be found at NJDOE State Seal of Biliteracy website.

**National Collegiate Athletic Association (NCAA) Eligibility:** The following WHRSD World Language Courses have been approved and accepted by the NCAA: French I, French II, French III, Honors French IV, AP French V, German I, German II, German III, Honors German IV, AP German V, Spanish I, Spanish II, Spanish III, Honors Spanish IV, AP Spanish V. *Note: It is the responsibility of the student and/or parent/guardian to ensure compliance with all NCAA eligibility requirements. It is recommended that you consult with the guidance department regarding course selection prior to entering Grade 9 if you hope/plan to participate in collegiate athletics.*

**COURSE DESCRIPTIONS**

*The number of student requests for a course will determine if the course will run in the 2019-2020 school year.*

<table>
<thead>
<tr>
<th>Level</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I</td>
<td>501 French</td>
<td>The novice level of formal world language study introduces the student to the fundamental principles of the language and begins to develop the language skills of listening, speaking, reading, and writing. Using a variety of teacher-made, commercial, and authentic materials, the student will be afforded ample opportunity to become actively involved with the language and culture. Although the novice level of world language study concentrates on the student’s understanding and recognition of basic grammatical functions, equal emphasis is placed upon the student’s ability to use the language in familiar everyday situations. <strong>Prerequisite: Successful completion of Level I of the language. Any student who has successfully completed Level I of the language in Grade 8 is eligible to take Level II in Grade 9.</strong></td>
</tr>
<tr>
<td></td>
<td>511 German</td>
<td></td>
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<tr>
<td></td>
<td>521 Spanish</td>
<td></td>
</tr>
<tr>
<td>Level II</td>
<td>503 French</td>
<td>The second level of world language study further develops the fundamental language skills. As in the first level, the second level of world language study utilizes various materials that encourage the student to become an active participant in the classroom activities. The novice level continues to concentrate on the student’s understanding and recognition of the grammatical principles of the language, and the student’s ability to develop and utilize these concepts in a variety of topics while increasing exposure to the cultural aspects of the languages. <strong>Prerequisite: Level II of the language.</strong></td>
</tr>
<tr>
<td></td>
<td>513 German</td>
<td></td>
</tr>
<tr>
<td></td>
<td>523 Spanish</td>
<td></td>
</tr>
<tr>
<td>Level III</td>
<td>505 French</td>
<td>The third level of foreign language study provides more in-depth consideration of the complex grammatical structures of the language and is designed to improve the student’s efficiency in the four language skills. The third year can be thought of as the intermediate level, which begins to prepare the student for foreign language study at the advanced level and for study on the college, or university level. Major emphasis is placed upon the conversational proficiency of the student. Contemporary literature is introduced and used as the basis for discussion about the intricacies of the respective cultures. <strong>Prerequisite: Level II of the language.</strong></td>
</tr>
<tr>
<td></td>
<td>515 German</td>
<td></td>
</tr>
<tr>
<td></td>
<td>525 Spanish</td>
<td></td>
</tr>
<tr>
<td>Honors Level IV</td>
<td>507 French</td>
<td>The fourth level of world language study refines all four of the language skills – listening, speaking, reading, and writing, with special emphasis on creative conversation and exposition. The fourth year begins world language study at the college and university level. Increased exposure to the cultural aspects of the languages and their respective countries is presented through a variety of materials and discussions. <strong>Prerequisite: To enter this course a student should have earned a final average of a 90 or higher in the Level III World Language course, or have a teacher recommendation.</strong></td>
</tr>
<tr>
<td></td>
<td>517 German</td>
<td></td>
</tr>
<tr>
<td></td>
<td>527 Spanish</td>
<td></td>
</tr>
</tbody>
</table>
AP Level V  
5 Credits  
510 French  
519 German  
529 Spanish

Prerequisite: To enter this course a student should have earned a final average of an 80 or higher in the Level IV World Language course, or have a teacher recommendation.

AP World Language study further refines language abilities through the use of advanced materials. The AP World Language level is intended for those who have chosen to develop their proficiency in world language without special emphasis on literature. The courses stress oral skills, composition, and culture. The courses emphasize the use of world language for active communication. Students are strongly encouraged to take the AP examination in World Language after completing this course.

Fundamentals of Spanish  
Grades 9, 10, 11, 12: 5 Credits

Prerequisite: Teacher recommendation. May be recommended by guidance counselor or case manager.

This course is a basic level Spanish with a focus on verbal and aural skills and project based assessments that will cover traditional topics such as culture, self, home, and school at an accommodating pace. Vocabulary and grammatical structure will be introduced in the context as they support communicative processes. This course will enable students to develop proficiency in Spanish and make it possible for students to experience success in the study of a world language to enhance their opportunities for future study in the target language. This course will satisfy graduation requirements; however, it may not be recognized for college acceptance. Subsequent World Language study would continue with Spanish I, if desired.

English as a Second Language (ESL)  
Grades 9, 10, 11, 12

Students enrolled in English as a Second Language (ESL) come to Warren Hills from a variety of cultural backgrounds and with varied levels of English skills. Instruction must therefore be individualized. The curriculum appropriate for any given student is modified through varying techniques, strategies, and materials. The program is designed to encourage students to maintain their identity, language and cultural heritage, while learning a new language and adapting to a new cultural environment. The principal goal is to prepare the ESL students to be as functional as possible, as soon as possible, in the English-speaking classroom. Students may repeat participation in this course in Grades 10, 11 and 12 for credit.

ESL Supplemental  
Grades 9, 10, 11, 12

This course is for those students that are currently enrolled or, in transition from, an ESL program. This course is designed to monitor the progress of the ESL student in their core subjects. Students will continue to work on their English skills in conjunction with their other subject areas. Projects will be assigned accordingly. Students may repeat participation in this course in Grades 10, 11 and 12 for credit.

ESL English  
Grades 9, 10, 11, 12

ESL English is a full year course for Grades 9 - 12. This course is geared toward those students in ESL. Students will study literature, writing and related skills such as vocabulary, grammar, reading and listening. This course meets the English requirements towards graduation. Students may repeat participation in this course in Grades 10, 11, and 12 for credit.
ADDITIONAL EDUCATIONAL PROGRAMS AND COURSES

Note: Please review pertinent information in Appendices A - L beginning on page 68.

Interested students and their parents/guardians should speak to the guidance counselor or case manager about any of these options.

COURSE AND/OR PROGRAM DESCRIPTIONS
The number of student requests for a course will determine if the course will run in the 2019-2020 school year.

Alternative Learning Community
Grades 9, 10, 11, 12
The Alternative Learning Community (ALC) is designed to assist students who have academic and/or social needs that may affect their chances for successful transitioning into the high school setting. Class sizes are limited. When sufficient progress is made, students are placed out of the ALC and mainstreamed.

Peer Leadership
Grade 12: 5 Credits
Peer leadership is a full year training course and co-curricular program for students interested in serving as peer leaders during their senior year. Participants will study models designed to promote positive influence on the behavior, ideas, attitudes, and decisions of students in our school community. The course will be taught by trained faculty, with significant portions of the class dedicated to actual group work experience. Acceptance into the course is dependent upon the selection process by a faculty committee. The criteria are: academics; leadership qualities or potential for leadership; dynamism; respect of teachers and peers; disciplinary record; demonstrated willingness to work with all members of the school community regardless of gender, sexual orientation, race, ethnicity, socio-economic class, clique, or cultural sub-group; evidence of high moral character. To be considered for acceptance to the program, students must register for the class with their guidance counselor or case manager. Under normal circumstances, students will be notified about their acceptance into the program no later than the last day of school. All students selected for this program will be required to attend mandatory 2-day summer training at the high school from 9:00 a.m. until 3:00 p.m. Students accepted to the program will receive more information in their acceptance letters at the end of June. Dates will be determined.

Independent Study
Grades 11, 12
The wide variety of students’ interests, motivation, and responses to school make clear that no single approach to learning will work for all students. Learning takes place in a variety of ways under a variety of circumstances—it is a highly individual process. The manner and techniques by which something has been learned can vary considerably. Independent study provides students with an opportunity to design individual projects and enter into a contract for completion of the project activities. Students should realize that Independent Study requires a great deal of personal initiative and responsibility. A student cannot complete as

Independent Study a course that is already offered in the Program of Studies. However, an exception may be made if a course required for graduation is not available. Additionally, credit earned through an Independent Study cannot count towards the 135 credits required for graduation unless it is an exception and required for graduation.

Independent Study projects can be designed for either a semester or a full year and are limited to 5 credits per year. Students interested in developing an Independent Study project should first discuss their ideas with an appropriate Warren Hills teacher who is willing to serve as the student’s facilitator. Specific guidelines, as well as application forms, are available in the Guidance Office. Final approval will be determined by the Assistant Superintendent of Curriculum & Instruction. NOTE: Independent Study may only be done before school, during lunch, or after school.

Horizons Program
Grades 9, 10, 11, 12
The Horizons Program of Warren Hills may include identified Gifted and Talented Students; however, it is available to all students who have an interest in developing and challenging original ideas, especially as solutions to problems. Warren Hills is a member of the Warren County Consortium for Student Enrichment, which sponsors many opportunities for students. The Horizons Program also participates in the high school Warren-Hunterdon Academic Meet (WHAM). In addition to participation in county and state activities, the Horizons Program sponsors extra-curricular opportunities such as writing conferences and arts symposiums for both the middle and high school students. All the activities are designed to stimulate high levels of thinking, promote creative and critical problem solving, and developing leadership skills.

Study Skills
Grades 9, 10, 11, 12: 5 Credits
This course is designed to help students understand themselves and their ability to study, learn, and retain information in a manner that most aptly fits their learning style. Students will discover their learning style, learn how to use time effectively, learn tips for taking better notes and studying for assessments.
Character Development & Leadership Program

Grade 11: 5 Credits

This course is open to all students.

As a prelude to the Peer Leadership Program for seniors, this course is designed to challenge students intellectually, emotionally, and behaviorally as it focuses on several role models that describe character and leadership. Examples of topics include effective ways to handle peer pressure—courage; showing respect to others—respect; building positive communication skills—empathy; and addressing bullying in your school—compassion.
GUIDANCE INFORMATION

GUIDANCE PHILOSOPHY
The Warren Hills Regional High School Guidance Program is aimed at assisting all students in achieving academic success. It is predicated on the belief that all students are unique and dynamic individuals capable of learning. The guidance counselor serves as an advocate to insure that all educational, academic, career vocational, personal, and social needs are being met. Through collaborative and effective communication with teachers, support personnel, administrators, families and social agencies, the guidance counselor strives to provide appropriate counseling opportunities for each individual student.

NAVIANCE
Naviance is a web-based program created to assist students with college and career planning. This resource optimizes the students’ ability to successfully aid them in exploring, learning, and planning for their future. Each year, the student will be introduced to a new feature of Naviance. Additionally, Warren Hills Regional High School has the ability to submit college application materials electronically via Naviance. More information on requirements, deadlines, and other important details may be found in the Guidance Office.

FRESHMAN YEAR TIMELINE
- 9th Grade Academy Transition Program
- Develop a relationship with your guidance counselor.
- Develop a relationship with your teachers.
- Meet with your guidance counselor to begin discussions of your future plans.
- Become familiar with graduation requirements.
- Seek assistance or support when needed from your counselor and teachers.
- Become involved in activities, sports, clubs, volunteer work, etc.
- Maintain a strong academic performance
- Maintain an excellent attendance record.
- Schedule appropriate courses for your sophomore year.
- Utilize Naviance for interest inventories, specifically Strengths Explorer.
- Complete game plan through Naviance to start and develop post secondary plan.
- Complete strength career awareness through Naviance.
- NCAA awareness

SOPHOMORE YEAR TIMELINE
- Visit your guidance counselor to explore post high school plans and interests.
- Seek assistance from your teachers and counselor when needed.
- Maintain a strong academic performance.
- Maintain an excellent attendance record.
- Be aware of graduation requirements.
- Get involved in extra-curricular activities.
- Schedule appropriate courses for your junior year.
- Utilize Naviance for college/career research.
- Update game plan on Naviance.
- Complete Career Interest Profiler through Naviance

JUNIOR YEAR TIMELINE
Fall
- Get involved in extra-curricular activities.
- Review your transcripts.
- Sign up and take the PSATs.
- Attend college fairs.
- Search for colleges that offer majors in which you are interested.
- Plan college visits/technical school visits.
- Talk with your parents/guardians about their considerations regarding your career and college choices (financial, geographical, etc.)

Winter
- Review your PSAT scores with your counselor, if necessary.
- Use your PSAT test, the corrected answers, and your responses to prepare for the SATs.
- Strive to earn your best grades. The better your grades, the more colleges that will be available to you.
- Continue college searches on Naviance.
- Plan a challenging schedule for your senior year.
- Begin researching sources for financial aid.
- Continue studying for the SAT.

Spring
- Take the SATs.
- If taking AP courses, be aware of the May testing dates and required fees and applications
- If applicable, prepare for and take AP exams
- Complete the Student Biography Questionnaire and create your Student Activity Resume. Provide a copy to your counselor before summer break.
- Create a list of the top 20 colleges that interest you.
- Utilize Naviance for further research in both career and college/trade school planning.
- Visit some colleges. Get a feel of what works for you.
- Let your guidance counselor know if you are considering military academies or Reserve Officers’ Training Corps (ROTC).
- Complete online NCAA Clearinghouse form if you plan on playing Division I or II college sports.
SENIOR YEAR TIMELINE

September
- Revise and update your college list based on information during your visits and/or research.
- Make a detailed list of test names, dates, and fees; registration deadlines; college and trade school application deadlines; and financial aid applications and deadlines.
- Ask your teachers, guidance counselor, coaches, and employers for letters of recommendation. Note: In order for recommendation letters to be written, students should submit a completed student biography and activity resume to their counselor as soon as possible.
- With your guidance counselor or case manager, check your transcripts for all required courses and credits needed for graduation.
- Update your list of extra curricular activities.
- Meet with military recruiter to discuss job opportunities and ASVAB.
- Meet with guidance counselor to schedule ASVAB (if being taken at Warren Hills).
- Create resume for job applications.
- Research job availability through various resources including newspapers, internet and the guidance bulletin board.
- Research internship opportunities.

October
- Take the SAT and ACT exams again if necessary.
- Begin drafting college application essays.
- Complete early decision applications.
- Attend college fairs/job fairs.
- Submit transcript request forms to your guidance counselor at least two weeks prior to the application deadline.
- Be aware of scholarship opportunities and apply for those that pertain to you.
- Check if colleges require College Scholarship Service (CSS) Profile and financial aid form.
- Begin preparing your college applications. Follow all directions and be aware of specific deadlines.

November
- Continue preparing your college applications. Follow all directions and be aware of specific deadlines.
- Submit completed transcript requests to your guidance counselor at least two weeks prior to the application deadline.
- Keep your grades up and stay motivated. Educational institutions and employers look at how well students are able to balance their schoolwork with their activities and still maintain a good GPA.

December
- Continue to apply for outside funding and scholarships.
- Contact colleges to obtain any financial aid applications they require in addition to the Free Application for Federal Student Aid (FAFSA) and find out their deadlines. Private campus aid is often on a first-come, first-served basis.
- ASVAB testing for military entrance.

January
- Complete and submit your FAFSA and the CSS Profile (if necessary) as soon as possible after January 1. Applications are not accepted before this date and federal grant funding is limited. Be sure to keep a copy of your application.
- If you are a male and have not yet registered for the Selective Service, complete the check-off box on your FAFSA or visit the website http://www.ssa.gov. Males who are 18 years of age or older must be registered to be eligible to receive federal financial aid.
- Apply for local scholarships, which will be available at the end of January in the Guidance Office.

February
- Keep your grades up. Accepting colleges, trade school and employees do look at second semester grades.
- Inform the guidance counselor of any colleges that require mid-year grades.
- If taking AP courses, be aware of the May testing dates and required fees and applications.

March
- After you submit the FAFSA, you will receive the results in the form of a Student Aid Report (SAR).
- If the colleges you have chosen have not received a copy of the SAR please send one.
- The SAR will tell you the amount of money you and your family are expected to contribute (Expected Family Contribution, or EFC), the dollar amount of any government grants, and your eligibility for a Federal Subsidized and/or Unsubsidized Stafford Loans.

April
- Review financial aid reward letters from the educational institutions and decide which college to attend. The letters describe the amount of assistance you will receive (usually a combination of grants, scholarships, work study, and student loans).
- Continue to meet with Military Recruiter.
- Research interview tips and practice interview skills.
- Apply for employment.

May
- Meet with your guidance counselor or on how to best select your college offers and to turn down the ones you are not accepting.
- Prepare for and take the AP Exams.
- Apply for employment.

June
- Continue to keep your grades up and finish the year strong. Colleges will request your final grades and they may make changes to their offers of admission based upon your performance.
- Enjoy graduation.
APPENDIX A

GRADUATION REQUIREMENTS

Students must meet both the state and locally adopted requirements necessary to obtain a state endorsed diploma, including the Warren Hills Regional School District attendance policy, credit requirements, and a demonstration of proficiency in English Language Arts and Mathematics on state-authorized standardized assessments.

**Students must earn 135 credits**, including the New Jersey state requirements, for earning a high school diploma. The amount of credit awarded for a course is outlined by the New Jersey State Board of Education.

**STATE REQUIREMENTS**

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>CREDITS</th>
<th>PATHWAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>20</td>
<td>1 required core course each year in Grades 9-12</td>
</tr>
<tr>
<td>Health/Physical Education</td>
<td>20</td>
<td>Required course for each student in all grades; to include 2.5 credits in Driver’s Education in Grade 10</td>
</tr>
<tr>
<td>Mathematics</td>
<td>15</td>
<td>To include algebra, geometry, and a third year of mathematics that builds on the concepts and skills of algebra and geometry; beginning with the class of students who enter Grade 9 in the 2016-2017 school year, the Advanced Placement Computer Science course may satisfy a part of either the mathematics or science credits required for graduation</td>
</tr>
<tr>
<td>Social Studies</td>
<td>15</td>
<td>5 credits in world history and 10 credits in United States history</td>
</tr>
<tr>
<td>Science</td>
<td>15</td>
<td>At least 15 credits including lab biology; a choice among chemistry, physics or environmental science; and a third inquiry-based lab or technical science; beginning with the class of students who enter Grade 9 in the 2016-2017 school year, the Advanced Placement Computer Science course may satisfy a part of either the mathematics or science credits required for graduation</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>5</td>
<td>Any combination of visual and performing arts</td>
</tr>
<tr>
<td>21st Century Life and Careers/Career &amp; Technology</td>
<td>5</td>
<td>Please refer to Appendix D, page 82 for a list of courses meeting this requirement</td>
</tr>
<tr>
<td>World Language</td>
<td>5</td>
<td>However, many colleges and universities require students to demonstrate at least 2 years (10 credits) proficiency in a world language</td>
</tr>
<tr>
<td>Financial Literacy</td>
<td>2.5</td>
<td>Recommended to be taken in Grade 9.</td>
</tr>
</tbody>
</table>

Note: Total 135 Credits needed for graduation.
### HONORS ENTRANCE CRITERIA

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADES 10, 11 AND 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH LANGUAGE ARTS</strong></td>
<td>Students in a College Preparatory course should have a final average of a 90 or higher to enroll in an Honors or AP course, or have a teacher recommendation. Students in an Honors or AP course should have a final average of 80 or higher to maintain Honors or AP eligibility.</td>
</tr>
<tr>
<td>Grade 8 students should have a final average of 90 or higher in English Language Arts 8, or have a teacher recommendation to enroll in Honors English 1.</td>
<td></td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>Students in a College Preparatory course should have a final average of a 90 or higher to enroll in an Honors or AP course, or have a teacher recommendation. Students in an Honors or AP course should have a final average of 80 or higher to maintain Honors or AP eligibility.</td>
</tr>
<tr>
<td>Grade 8 Algebra I students should have a final average of 90 or higher, or have a teacher recommendation to enroll in Honors Geometry.</td>
<td></td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES</strong></td>
<td>Students in a College Preparatory course should have a final average of a 90 or higher to enroll in an Honors or AP course, or have a teacher recommendation. Students in an Honors or AP course should have a final average of 80 or higher to maintain Honors or AP eligibility.</td>
</tr>
<tr>
<td>Grade 8 students should have a final average of 90 or higher in Civics 8, or have a teacher recommendation to enroll in Honors World History.</td>
<td></td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>Students in a College Preparatory course should have a final average of a 90 or higher to enroll in an Honors or AP course, or have a teacher recommendation. Students in an Honors or AP course should have a final average of 80 or higher to maintain Honors or AP eligibility.</td>
</tr>
<tr>
<td>Grade 8 students should have a final average of 90 or higher in Science 8, or have a teacher recommendation to enroll in Honors Biology.</td>
<td></td>
</tr>
<tr>
<td><strong>WORLD LANGUAGE</strong></td>
<td>Students in a Level III language course should have a final average of a 90 or higher to enroll in an Honors Level IV course, or have a teacher recommendation. Students in an Honors Level IV course should have a final average of 80 or higher to maintain AP eligibility.</td>
</tr>
<tr>
<td>Students in a Level III language course should have a final average of a 90 or higher to enroll in an Honors Level IV course, or have a teacher recommendation. Students in an Honors Level IV course should have a final average of 80 or higher to maintain AP eligibility.</td>
<td></td>
</tr>
</tbody>
</table>

### LEVEL PLACEMENT PROCEDURES

- Teacher recommendation will be the first step in the process.
- Mid-Year: Faculty will examine Marking Period 1 and 2 grades.
- End of Year: Student placement may be adjusted based upon final grade and/or teacher recommendation.
## APPENDIX C - BUSINESS COURSE SEQUENCES

<table>
<thead>
<tr>
<th>GRADE 7</th>
<th>GRADE 8</th>
<th>FINAL GRADE</th>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Applications</td>
<td>Business Exploration</td>
<td>No Requirement</td>
<td>Accounting I</td>
<td>Honors Accounting II</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multimedia</td>
<td></td>
<td>Microsoft Certification I</td>
<td>Microsoft Certification II</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Full or ½ Year Business Course</td>
<td>Social Media Marketing 1 &amp; 2</td>
<td>Social Media Marketing 1 &amp; 2</td>
<td>Social Media Marketing 1 &amp; 2</td>
</tr>
</tbody>
</table>

### ELECTIVE COURSES

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting I</td>
<td>Accounting I</td>
<td>Accounting I</td>
<td>Accounting I</td>
</tr>
<tr>
<td>Business Law</td>
<td>Business Law</td>
<td>Business Law</td>
<td>Business Law</td>
</tr>
<tr>
<td>Honors Business Administration</td>
<td>Honors Business Administration</td>
<td>Honors Business Administration</td>
<td>Honors Business Administration</td>
</tr>
<tr>
<td>Portfolio Presentation</td>
<td>Portfolio Presentation</td>
<td>Portfolio Presentation</td>
<td>Portfolio Presentation</td>
</tr>
<tr>
<td>MOS Certification Course I</td>
<td>MOS Certification Course I, II</td>
<td>MOS Certification Course I, II</td>
<td>MOS Certification Course I, II</td>
</tr>
<tr>
<td>Web Page Design</td>
<td>Web Page Design</td>
<td>Web Page Design</td>
<td>Web Page Design</td>
</tr>
<tr>
<td>Financial Literacy</td>
<td>Financial Literacy</td>
<td>Financial Literacy</td>
<td>Financial Literacy</td>
</tr>
<tr>
<td>Sales and Marketing</td>
<td>Sales and Marketing</td>
<td>Sales and Marketing</td>
<td>Sales and Marketing</td>
</tr>
<tr>
<td>Intro to Entrepreneurship</td>
<td>Intro to Entrepreneurship</td>
<td>Intro to Entrepreneurship</td>
<td>Intro to Entrepreneurship</td>
</tr>
<tr>
<td>Fashion Merchandising</td>
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<td>Fashion Merchandising</td>
<td>Fashion Merchandising</td>
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<tr>
<td>Sales and Marketing</td>
<td>Sales and Marketing</td>
<td>Sales and Marketing</td>
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</tbody>
</table>

**NOTE:** Levels may change based on student performance.
## APPENDIX C - ENGLISH LANGUAGE ARTS COURSE SEQUENCES

<table>
<thead>
<tr>
<th>GRADE 7</th>
<th>GRADE 8</th>
<th>FINAL GRADE</th>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA 7</td>
<td>ELA 8</td>
<td></td>
<td>No Requirement</td>
<td>CP English I</td>
<td>CP English II</td>
<td>CP English III</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>90 or Higher</td>
<td>Honors English I</td>
<td>Honors English II</td>
<td>Honors English III</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AP Language &amp; Composition</td>
<td></td>
<td>AP Literature &amp; Composition</td>
</tr>
</tbody>
</table>

### AP COURSES

<table>
<thead>
<tr>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Language &amp; Composition</td>
<td>AP Literature &amp; Composition</td>
</tr>
</tbody>
</table>

### ELECTIVE COURSES

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Workshop</td>
<td>ELA Workshop</td>
<td>ELA Workshop</td>
<td>ELA Workshop</td>
</tr>
<tr>
<td>Introduction to Mythology</td>
<td>Introduction to Mythology</td>
<td>Introduction to Mythology</td>
<td>Introduction to Mythology</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>Creative Writing</td>
<td>Creative Writing</td>
<td>Creative Writing</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>Public Speaking</td>
<td>Public Speaking</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>Creative Reading</td>
<td>Creative Reading</td>
<td>Creative Reading</td>
<td>Creative Reading</td>
</tr>
<tr>
<td>Communications &amp; Media</td>
<td>Communications &amp; Media</td>
<td>Communications &amp; Media</td>
<td>Communications &amp; Media</td>
</tr>
<tr>
<td>Superheroes: Modern Mythology</td>
<td>Superheroes: Modern Mythology</td>
<td>Superheroes: Modern Mythology</td>
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</tbody>
</table>

NOTE: Levels may change based on student performance.
**APPENDIX C - FINE ARTS COURSE SEQUENCES**

### ART ELECTIVE COURSES

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphic Art &amp; Design</td>
<td>Intermediate Art</td>
<td>Advanced Art</td>
<td>Advanced Art</td>
</tr>
<tr>
<td>Mixed Media</td>
<td>Advanced Art</td>
<td>AP Studio Art</td>
<td>AP Studio Art</td>
</tr>
<tr>
<td>Adaptive Art &amp; Art Appreciation</td>
<td>Graphic Art &amp; Design</td>
<td>Advanced Art</td>
<td>Graphic Art &amp; Design</td>
</tr>
<tr>
<td></td>
<td>Adv. Graphic Art &amp; Design</td>
<td>Mixed Media</td>
<td>Mixed Media</td>
</tr>
<tr>
<td></td>
<td>Mixed Media</td>
<td>Yearbook I</td>
<td>Yearbook I</td>
</tr>
<tr>
<td></td>
<td>Yearbook I</td>
<td>Film Design I</td>
<td>Film Design I</td>
</tr>
<tr>
<td></td>
<td>Film Design I</td>
<td>Adaptive Art &amp; Art Appreciation</td>
<td>Advanced Ceramics</td>
</tr>
<tr>
<td></td>
<td>Adaptive Art &amp; Art Appreciation</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Adaptive Art &amp; Art Appreciation</td>
<td>Film Design II</td>
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<td>Film Design III</td>
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### MUSIC ELECTIVE COURSES

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concert Choir*</td>
<td>Concert Choir*</td>
<td>Concert Choir*</td>
<td>Concert Choir*</td>
</tr>
<tr>
<td>Advanced Concert Choir*</td>
<td>Advanced Concert Choir*</td>
<td>Advanced Concert Choir*</td>
<td>Advanced Concert Choir*</td>
</tr>
<tr>
<td>Intro to Music Tech &amp; Sound</td>
<td>Intro to Music Tech &amp; Sound</td>
<td>Intro to Music Tech &amp; Sound</td>
<td>Intro to Music Tech &amp; Sound</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>Theatre Arts</td>
<td>Theatre Arts</td>
<td>Theatre Arts</td>
</tr>
<tr>
<td>Technical Theatre</td>
<td>Technical Theatre</td>
<td>Technical Theatre</td>
<td>Technical Theatre</td>
</tr>
<tr>
<td>Concert Band*</td>
<td>Concert Band*</td>
<td>Concert Band*</td>
<td>Concert Band*</td>
</tr>
<tr>
<td>Wind Ensemble*</td>
<td>Wind Ensemble*</td>
<td>Wind Ensemble*</td>
<td>Wind Ensemble*</td>
</tr>
<tr>
<td>Beginning Classical Guitar</td>
<td>Beginning Classical Guitar</td>
<td>Beginning Classical Guitar</td>
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</tbody>
</table>

**NOTE:** Levels may change based on student performance.

*Students may repeat participation in this course for credit.*
## Appendix C - Health and Physical Education Course Sequences

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Final Grade</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health 7 Physical Education 7-8</td>
<td>Health 8 or Alt. Health 8 Physical Education 7-8</td>
<td>No Requirement</td>
<td>Health 9 Physical Education 9</td>
<td>Health 10 Physical Education 10</td>
<td>Health 11 Physical Education 11</td>
<td>Health 12 Physical Education 12</td>
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</tbody>
</table>

**Elective Courses**

<table>
<thead>
<tr>
<th>Grade 9</th>
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<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Training I</td>
<td>Performance Training I</td>
<td>Performance Training I</td>
<td>Performance Training I</td>
</tr>
<tr>
<td>Performance Training II</td>
<td>Performance Training II</td>
<td>Performance Training II</td>
<td>Performance Training II</td>
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<tr>
<td>Performance Training III</td>
<td>Performance Training III</td>
<td>Performance Training III</td>
<td>Performance Training III</td>
</tr>
<tr>
<td>Basic Self-Defense for Women</td>
<td>Basic Self-Defense for Women</td>
<td>Basic Self-Defense for Women</td>
<td>Basic Self-Defense for Women</td>
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Note: Levels may change based on student performance.
## APPENDIX C - MATHEMATICS COURSE SEQUENCES

### GRADE 7

<table>
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<th>GRADE 8</th>
<th>FINAL GRADE</th>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 7</td>
<td>Pre-Algebra 8</td>
<td>No Requirement</td>
<td>CP Algebra I</td>
<td>CP Geometry</td>
<td>CP Algebra II</td>
<td>CP Pre-Calculus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No Requirement</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Math Investigations</td>
<td>Algebra II</td>
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### GRADE 7

<table>
<thead>
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<th>FINAL GRADE</th>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated Math 7</td>
<td>Algebra I</td>
<td>No Requirement</td>
<td>CP Algebra I</td>
<td>CP Geometry</td>
<td>CP Algebra II</td>
<td>CP Pre-Calculus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No Requirement</td>
<td>CP Geometry</td>
<td>CP Algebra II</td>
<td>CP Pre-Calculus</td>
<td>CP Prob. and Stat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>90 or higher</td>
<td>Honors Geometry</td>
<td>Honors Algebra II</td>
<td>Honors Pre-Calculus</td>
<td>AP Calculus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AP Statistics</td>
</tr>
</tbody>
</table>

### ELECTIVE COURSES

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Animation Intro to Computer Science</td>
<td>Computer Animation Intro to Computer Science AP Computer Science Principles</td>
<td>Computer Animation Intro to Computer Science AP Computer Science Principles</td>
<td>Computer Animation Intro to Computer Science AP Computer Science Principles</td>
</tr>
<tr>
<td></td>
<td>AP Computer Science</td>
<td>AP Computer Science</td>
<td>AP Computer Science</td>
</tr>
<tr>
<td></td>
<td>Honors Advanced Topics in Computer Science</td>
<td>Honors Advanced Topics in Computer Science</td>
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</tr>
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<td>Honors Computer Science</td>
<td>Honors Computer Science</td>
<td>Honors Computer Science</td>
</tr>
<tr>
<td></td>
<td>Advanced Topics</td>
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**NOTE:** Levels may change based on student performance.
### APPENDIX C - SCIENCE COURSE SEQUENCES

#### FOR THE CLASS OF 2023 and Beyond:

<table>
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<th>GRADE 7</th>
<th>GRADE 8</th>
<th>FINAL GRADE</th>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 7</td>
<td>Science 8</td>
<td>No Requirement</td>
<td>Biology</td>
<td>Conceptual Chemistry</td>
<td>Integrated Science</td>
<td>Science Elective</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No Requirement</td>
<td>CP Biology</td>
<td>CP Chemistry T</td>
<td>AP Science Course</td>
<td>CP Physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>90 or Higher</td>
<td>Honors Biology</td>
<td>Honors Chemistry</td>
<td>AP Physics 1</td>
<td>AP Science Course</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td>Science Elective</td>
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#### FOR THE CLASS OF 2020, 2021, and 2022:

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<th>FINAL GRADE</th>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
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</thead>
<tbody>
<tr>
<td>Science 7</td>
<td>Science 8</td>
<td>No Requirement</td>
<td>Environmental Science</td>
<td>Biology</td>
<td>Conceptual Chemistry</td>
<td>Science Elective</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No Requirement</td>
<td>CP Environmental Science</td>
<td>CP Biology</td>
<td>CP Chemistry T</td>
<td>CP Physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>90 or Higher</td>
<td>Honors Biology</td>
<td>Honors Chemistry</td>
<td>AP Science Course</td>
<td>AP Science Course</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Science Elective</td>
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</tbody>
</table>
ELECTIVE COURSES

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Agriculture, Food, and Natural Resources</td>
<td>Introduction to Agriculture, Food, and Natural Resources</td>
<td>Honors Anatomy</td>
<td>Honors Anatomy</td>
</tr>
<tr>
<td>Floral Design</td>
<td>Floral Design</td>
<td>Floral Design</td>
<td>Floral Design</td>
</tr>
<tr>
<td>Principles of Agricultural Sciences – Plant</td>
<td>Introduction to Agriculture, Food, and Natural Resources</td>
<td>Agri-Science</td>
<td>Agri-Science</td>
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</table>

NOTE: Levels may change based on student performance.
## APPENDIX C - SOCIAL STUDIES COURSE SEQUENCES

<table>
<thead>
<tr>
<th>GRADE 7</th>
<th>GRADE 8</th>
<th>FINAL GRADE</th>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography &amp; Culture</td>
<td>Civics</td>
<td>No Requirement</td>
<td>World History</td>
<td>U.S. History I</td>
<td>U.S. History II</td>
<td>No Required Courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>90 or Higher</td>
<td>CP World History</td>
<td>CP U.S. History I</td>
<td>CP U.S. History II</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Honors World History</td>
<td>Honors U.S. History I</td>
<td>Honors U.S. History II</td>
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</table>

### AP COURSES

<table>
<thead>
<tr>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP European History</td>
<td>AP European History</td>
<td>AP European History</td>
</tr>
</tbody>
</table>

### ELECTIVE COURSES

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology</td>
<td>Intro to Social Sciences</td>
<td>Sociology</td>
<td>Intro to Social Sciences</td>
</tr>
<tr>
<td></td>
<td>Criminal Justice</td>
<td></td>
<td>Criminal Justice</td>
</tr>
<tr>
<td></td>
<td>Genocide: Betrayal of Humanity</td>
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<td>Genocide: Betrayal of Humanity</td>
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NOTE: Levels may change based on student performance.
## APPENDIX C - STEM COURSE SEQUENCE

### STEM COURSE SEQUENCE

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<tr>
<th>Science – Select 4 Classes</th>
<th>Math – Select 4 Classes</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors Biology</td>
<td>Honors Geometry</td>
<td>Intro to Computer Science</td>
</tr>
<tr>
<td>Honors Chemistry</td>
<td>Honors Algebra II</td>
<td>AP Computer Science</td>
</tr>
<tr>
<td>Honors Physics</td>
<td>Honors Pre-Calc</td>
<td>Advanced Topics in Computer Science</td>
</tr>
<tr>
<td>Honors Anatomy &amp; Physiology</td>
<td>AP Biology</td>
<td>AP Computer Science Principles</td>
</tr>
<tr>
<td>AP Biology</td>
<td>AP Chemistry</td>
<td>Principles of Engineering</td>
</tr>
<tr>
<td>AP Chemistry</td>
<td>AP Physics 1 &amp; 2</td>
<td>Advanced Engineering</td>
</tr>
<tr>
<td>AP Environment Science</td>
<td>AP Calculus</td>
<td>Architectural Design</td>
</tr>
<tr>
<td></td>
<td>AP Statistics</td>
<td>Intro to Engineering</td>
</tr>
</tbody>
</table>

**NOTE:** Levels may change based on student performance.
## APPENDIX C - TECHNOLOGY EDUCATION COURSE SEQUENCES

### GRADE 7 | GRADE 8 | FINAL GRADE | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12
---|---|---|---|---|---|---
STEM 7 | STEM 8 | No Requirement | Foundations of Architecture | Principles of Architectural Construction & Design Computer Animation | Advanced Topics in Architectural Design | Advanced Topics in Architectural Design

| Woods Manufacturing I | Woods Manufacturing II | Advanced Topics in Woods Manufacturing & Design | Advanced Topics in Architecture Design |


| Foundations Courses | Foundations Courses | Foundations Courses | Foundations Courses |

### ELECTIVE COURSES

| GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
---|---|---|---|
Foundations of Civil Engineering | Foundations of Civil Engineering | Foundations of Civil Engineering | Foundations of Civil Engineering |
Foundations of Mechanical Engineering | Foundations of Mechanical Engineering | Foundations of Mechanical Engineering | Foundations of Mechanical Engineering |
Foundations of Electronics | Foundations of Electronics | Foundations of Electronics | Foundations of Electronics |
Foundations of Robotics | Foundations of Robotics | Foundations of Robotics | Foundations of Robotics |
Woodcarving | Woodcarving | Woodcarving | Woodcarving |
Computer Animation | Computer Animation | Computer Animation | Computer Animation |

**NOTE:** Levels may change based on student performance.
## APPENDIX C - WORLD LANGUAGES COURSE SEQUENCES

<table>
<thead>
<tr>
<th>GRADE 7</th>
<th>GRADE 8</th>
<th>FINAL GRADE</th>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploratory French, German or Spanish</td>
<td>Level I</td>
<td>No Requirement</td>
<td>Level I</td>
<td>Level II</td>
<td>Level III</td>
<td>Level V AP</td>
</tr>
<tr>
<td>Level I</td>
<td>Level II</td>
<td>Level III</td>
<td>Level IV Honors</td>
<td>Level IV Honors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>90 or Higher</td>
<td></td>
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</table>

### LANGUAGE OVERVIEW

<table>
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<tr>
<th>FRENCH</th>
<th>GERMAN</th>
<th>SPANISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>French I</td>
<td>German I</td>
<td>Fundamentals of Spanish</td>
</tr>
<tr>
<td>French II</td>
<td>German II</td>
<td>Spanish I</td>
</tr>
<tr>
<td>French III</td>
<td>German III</td>
<td>Spanish II</td>
</tr>
<tr>
<td>French IV Honors</td>
<td>German IV Honors</td>
<td>Spanish III</td>
</tr>
<tr>
<td>French V AP</td>
<td>German V AP</td>
<td>Spanish IV Honors</td>
</tr>
</tbody>
</table>

**NOTE:** Levels may change based on student performance.
APPENDIX D

21ST CENTURY LIFE AND CAREERS/CAREER TECHNICAL EDUCATION COURSES

The following courses offered at Warren Hills Regional High School are applicable toward the 5 credit 21st Century Life and Careers/Career Technical Education requirement for graduation.

According to the New Jersey State Department of Education these courses prepare students to be "lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world." Please visit [www.state.nj.us/education/aps/cccs/career](http://www.state.nj.us/education/aps/cccs/career) for more information on 21st Century Life and Careers standards and courses.

Refer to course descriptions for any prerequisites and important course information.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course Description</th>
<th>Grade</th>
<th>Course Description</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>140.1 Journalism I</td>
<td></td>
<td>10,11,12</td>
<td>Microsoft Office Specialist Certification Course II</td>
<td>10,11,12</td>
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<tr>
<td>140.2 Journalism II</td>
<td></td>
<td>11,12</td>
<td>Sales &amp; Marketing</td>
<td>9,10,11,12</td>
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<tr>
<td>140.3 Journalism III</td>
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<td>12</td>
<td>Sports and Entertainment Marketing</td>
<td>9,10,11,12</td>
</tr>
<tr>
<td>331 Introduction to Computer Science</td>
<td></td>
<td>9,10,11,12</td>
<td>Introduction to Entrepreneurship</td>
<td>9,10,11,12</td>
</tr>
<tr>
<td>336 Comp. Animation Programming Design</td>
<td></td>
<td>9,10,11,12</td>
<td>Fashion Merchandising</td>
<td>9,10,11,12</td>
</tr>
<tr>
<td>355 AP Computer Science</td>
<td></td>
<td>10,11,12</td>
<td>Social Media Marketing I</td>
<td>10,11,12</td>
</tr>
<tr>
<td>356 AP Computer Science Principles</td>
<td></td>
<td>10,11,12</td>
<td>Social Media Marketing II</td>
<td>10,11,12</td>
</tr>
<tr>
<td>429 Agri-Science</td>
<td></td>
<td>10,11,12</td>
<td>Honors Advanced Topics in Engineering</td>
<td>11,12</td>
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<tr>
<td>436 Floral Design</td>
<td></td>
<td>10,11,12</td>
<td>Computer Animation</td>
<td>9,10,11,12</td>
</tr>
<tr>
<td>460 Introduction to Agriculture, Food and Natural Resources (AFNR)</td>
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<td>9,10,11,12</td>
<td>Essentials in Construction &amp; Carpentry</td>
<td>10,11,12</td>
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<tr>
<td>464 Principles of Agricultural Sciences – Plant</td>
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<td>10,11,12</td>
<td>Principles of Engineering</td>
<td>10,11,12</td>
</tr>
<tr>
<td>468 Principles of Agricultural Sciences – Animal</td>
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<td>10,11,12</td>
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<td></td>
</tr>
<tr>
<td>601 Accounting I</td>
<td></td>
<td>9,10,11,12</td>
<td>Foundations of Architecture</td>
<td>9,10,11,12</td>
</tr>
<tr>
<td>603 Honors Accounting II</td>
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<td>10,11,12</td>
<td>Principles of Architectural Construction &amp; Design</td>
<td>10,11,12</td>
</tr>
<tr>
<td>607 Business Law</td>
<td></td>
<td>10,11,12</td>
<td>Woods Manufacturing I</td>
<td>9,10,11,12</td>
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<tr>
<td>621 Honors Business Administration</td>
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<td>9,10,11,12</td>
<td>Woods Manufacturing II</td>
<td>10,11,12</td>
</tr>
<tr>
<td>630 Document Processing</td>
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<td>9,10,11,12</td>
<td>Advanced Topics in Woods Manufacturing &amp; Design</td>
<td>11,12</td>
</tr>
<tr>
<td>632 Portfolio Presentation</td>
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<td>9,10,11,12</td>
<td>Advanced Topics in Architecture Design</td>
<td>11,12</td>
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<td>650 Web Page Design</td>
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<td>9,10,11,12</td>
<td>Woodcarving</td>
<td>10,11,12</td>
</tr>
<tr>
<td>660 Microsoft Office Specialist Certification Course I</td>
<td></td>
<td>9,10,11,12</td>
<td>Foundations of Civil Engineering</td>
<td>9,10,11,12</td>
</tr>
<tr>
<td>805 Foundations of Mechanical Engineering</td>
<td></td>
<td>9,10,11,12</td>
<td>Foundations of Electronics</td>
<td>9,10,11,12</td>
</tr>
<tr>
<td>803 Foundations of Green Energy</td>
<td></td>
<td>9,10,11,12</td>
<td>Foundations of Robotics</td>
<td>9,10,11,12</td>
</tr>
</tbody>
</table>
APPENDIX E

DUAL ENROLLMENT COURSES

The Dual Enrollment Program between Warren County Community College (WCCC) and WHRSD enables high school students to earn free, transferable college credit by successfully completing approved high school course(s) with a grade of a “C” or higher. Below is a list of the current approved Warren Hills Regional High School Courses and the WCCC course equivalencies. Please contact your guidance counselor or case manager for further information about this program.

<table>
<thead>
<tr>
<th>WHRHS COURSE</th>
<th>WCCC COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>601   Honors Accounting II</td>
<td>ACC 101   Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>413   AP Biology</td>
<td>BIO 162   General Biology I</td>
<td>4</td>
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<tr>
<td></td>
<td>BIO 163   General Biology II</td>
<td>4</td>
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<tr>
<td>419   AP Chemistry</td>
<td>CHE 110   Introduction to Chemistry</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CHE 164   General Chemistry</td>
<td>4</td>
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<td>660   Microsoft Office Specialist Certification Course I</td>
<td>CSC 102   Introduction to Technology</td>
<td>2</td>
</tr>
<tr>
<td>661   Microsoft Office Specialist Certification Course II</td>
<td>CSC 200   Database Management Concepts</td>
<td>3</td>
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<tr>
<td>127   AP Language &amp; Composition*</td>
<td>ENG 140   English Composition I</td>
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<td>137   AP Literature and Composition*</td>
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<td>235   AP European History</td>
<td>HIS 101   Western Civilization I</td>
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</tr>
<tr>
<td></td>
<td>HIS 102   Western Civilization II</td>
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<td>HIS 114   American History II</td>
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<td>335   AP Statistics</td>
<td>MAT 151   Statistics</td>
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<td>326   AP Calculus</td>
<td>MAT 201   Calculus I</td>
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<td>PHYS 111  College Physics I</td>
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<td>452   AP Physics 2</td>
<td>PHYS 112  College Physics II</td>
<td>4</td>
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<tr>
<td>621   Business Administration</td>
<td>BUS 120   Business Organization &amp; Management</td>
<td>3</td>
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<tr>
<td></td>
<td>BUS 124   Principles of Management</td>
<td>3</td>
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<tr>
<td>355   AP Computer Science</td>
<td>CSS 121   Programming I (C++)</td>
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<tr>
<td></td>
<td>CSC 122   Programming II</td>
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<td>332   Honors Advanced Topics in Computer Science</td>
<td>CSC 228   Advanced Programming Techniques</td>
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<tr>
<td>403   AP Environmental Science</td>
<td>BIO 165   Environmental Studies</td>
<td>4</td>
</tr>
<tr>
<td>331   Introduction to Computer Science</td>
<td>CSC121   Programming I (C++)</td>
<td>3</td>
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</tbody>
</table>

*AP Language & Composition and AP Literature & Composition must both be taken by a Warren Hills student to get WCCC credit. You must decide at the end of your sophomore year whether you wish to pursue this option for your English classes. No WCCC credit can be awarded unless both courses are taken while you are at Warren Hills.

<table>
<thead>
<tr>
<th>WHRHS COURSE</th>
<th>Centenary University Course</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>691.1 Social Media Marketing (SMM) II</td>
<td>BUS2050</td>
<td>3</td>
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</table>
## GRADUATION CHECKLIST

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
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<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td>20 Credits</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>English I</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CP English I</td>
<td></td>
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<tr>
<td>Honors English I</td>
<td></td>
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<tr>
<td><strong>Health &amp; Physical Education</strong></td>
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<td>Health Ed. 9</td>
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<td>Health Ed. 10 &amp; Drivers Ed.</td>
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<td>U.S. History II</td>
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<td>CP World History</td>
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<td>CP U.S. History I</td>
<td>CP U.S. History II</td>
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<td>Honors World History</td>
<td>Honors U.S. History I</td>
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<td><strong>Science</strong></td>
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<td>Biology</td>
<td>Conceptual Chemistry</td>
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<td>CP Environmental Science</td>
<td>CP Biology</td>
<td>CP Chemistry T</td>
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<tr>
<td>Honors Biology</td>
<td>Honors Chemistry</td>
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<tr>
<td><strong>Visual &amp; Performing Arts</strong></td>
<td>5 Credits</td>
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<tr>
<td>All courses listed in the Department of Fine Arts meet this requirement.</td>
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<td><strong>21st Century Life and Careers</strong></td>
<td>5 Credits</td>
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<tr>
<td>All courses listed in Appendix D meet this requirement.</td>
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<td>Level I</td>
<td>Level I</td>
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<tr>
<td>Level II</td>
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<td>Level II</td>
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<tr>
<td>Fundamentals of Spanish</td>
<td>Level III</td>
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<td>Financial Literacy</td>
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<td><strong>Financial Literacy</strong></td>
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<td>Accumulated Credits</td>
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<tr>
<td><strong>EXAM</strong></td>
<td></td>
<td></td>
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<tr>
<td>PARCC English Language Arts 9</td>
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<tr>
<td>PARCC English Language Arts 10/ NJSLA-ELA 10 (2019)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>PARCC English Language Arts 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology Competency Test</td>
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<td></td>
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<tr>
<td>PARCC Algebra I/ NJSLA-Algebra I (2019)</td>
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<td></td>
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<tr>
<td>PARCC Geometry</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>PARCC Algebra II</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Credits Required for Graduation: 135
STUDENT APPEAL SELF-ASSESSMENT

If you are considering requesting an appeal for a course change for next school year, complete the following steps:

- **Answer the questions** below truthfully and completely. Your responses will be considered, as well other evidence when evaluating whether your appeal will be granted.
- **Type a letter** explaining what course you would prefer to take and why the appeal should be granted. Please address your letter to the supervisor of the department from which you are requesting the appeal. **THIS MUST BE WRITTEN BY THE STUDENT.**
- **Attach the letter to this form** and return the letter and this self-assessment to your guidance counselor or case manager. The guidance counselor or case manager will then deliver it to the appropriate supervisor.
- **After reaching a decision the supervisor will notify the parent or guardian.**

Are there any extenuating circumstances that have affected your performance in your current level? Explain.

________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

Explain your reaction to the following statements:

- Since this course will be more rigorous, it will require more time and effort to earn the grade to which I am accustomed.

________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

OVER
• I may have to work harder than my classmates because I may not have all of the prerequisite information that they have.

• Please provide any additional relevant information to support your request.

Student Signature: ______________________

Parent Signature: ______________________

**Please attach your typed letter to this form**
# APPENDIX H

## GUIDANCE COUNSELOR RUBRIC

**Warren Hills Regional High School**  
**RUBRIC FOR GUIDANCE COUNSELOR/CASE MANAGER & TEACHER**  
**School Year of Potential Course Schedule: 20___ - 20___**  
**Date Student Appeal Self-Assessment Received: _____**

<table>
<thead>
<tr>
<th>COUNSELOR AREAS OF CONSIDERATION</th>
<th>CHECK BOX</th>
<th>CATEGORY ONE</th>
<th>CHECK BOX</th>
<th>CATEGORY TWO</th>
<th>CHECK BOX</th>
<th>CATEGORY THREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSAT CR</td>
<td></td>
<td>Advanced/Proficient (580-760)</td>
<td></td>
<td>Proficient (570-570)</td>
<td></td>
<td>Partially Proficient (160-360)</td>
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<tr>
<td>PSAT Math</td>
<td></td>
<td>Advanced/Proficient (580-760)</td>
<td></td>
<td>Proficient (570-570)</td>
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<td>Partially Proficient (160-360)</td>
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<tr>
<td>SAT CR</td>
<td></td>
<td>Advanced/Proficient (600-600)</td>
<td></td>
<td>Proficient (400-599)</td>
<td></td>
<td>Partially Proficient (200-399)</td>
</tr>
<tr>
<td>SAT Math</td>
<td></td>
<td>Advanced/Proficient (600-600)</td>
<td></td>
<td>Proficient (400-599)</td>
<td></td>
<td>Partially Proficient (200-399)</td>
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<tr>
<td>NUBCT</td>
<td></td>
<td>Advanced/Proficient</td>
<td></td>
<td>Proficient</td>
<td></td>
<td>Partially Proficient</td>
</tr>
<tr>
<td>PARCC ELA</td>
<td>4 or 5</td>
<td>3</td>
<td></td>
<td>2 or 1 or refused</td>
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<td></td>
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<tr>
<td>PARCC Math</td>
<td>4 or 5</td>
<td>3</td>
<td></td>
<td>2 or 1 or refused</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### COUNSELOR DIRECTIONS
Read each of the “Areas of Consideration” in the first column. Referring to the student’s record card, proceed to check the boxes that describe the academic profile of the student under each of the three categories, if applicable. This will NOT be included in the scoring rubric, but will be taken into consideration by the supervisor (if applicable).

### COUNSELOR SIGNATURE:

**DATE:**

---

<table>
<thead>
<tr>
<th>TEACHER AREAS OF CONSIDERATION</th>
<th>CHECK BOX</th>
<th>CATEGORY ONE</th>
<th>CHECK BOX</th>
<th>CATEGORY TWO</th>
<th>CHECK BOX</th>
<th>CATEGORY THREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MP1 Grade in Current Course*</td>
<td></td>
<td>90 and higher</td>
<td></td>
<td>85-85</td>
<td></td>
<td>84 and below</td>
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<tr>
<td>MP2 Grade in Current Course*</td>
<td></td>
<td>90 and higher</td>
<td></td>
<td>85-85</td>
<td></td>
<td>84 and below</td>
</tr>
<tr>
<td>MP3 Grade in Current Course*</td>
<td></td>
<td>90 and higher</td>
<td></td>
<td>85-85</td>
<td></td>
<td>84 and below</td>
</tr>
<tr>
<td>MP4 Progress Grade in Current Course*</td>
<td></td>
<td>90 and higher</td>
<td></td>
<td>85-85</td>
<td></td>
<td>84 and below</td>
</tr>
<tr>
<td>Incomplete/Late/Missing Assignments</td>
<td>Rarely</td>
<td>Sometimes</td>
<td></td>
<td>Occasionally</td>
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<tr>
<td>Student Motivation &amp; Effort</td>
<td>Often</td>
<td>Sometimes</td>
<td></td>
<td>Rarely</td>
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<tr>
<td>Work Ethic</td>
<td>Strong</td>
<td>Satisfactory</td>
<td></td>
<td>Poor</td>
<td></td>
<td></td>
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<tr>
<td>Willing to work beyond class period</td>
<td>Frequently</td>
<td>Sometimes</td>
<td></td>
<td>Rarely</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows Responsibility</td>
<td>Frequently</td>
<td>Sometimes</td>
<td></td>
<td>Rarely</td>
<td></td>
<td></td>
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<tr>
<td>Participates in Class</td>
<td>Frequently</td>
<td>Sometimes</td>
<td></td>
<td>Rarely</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepared for Class</td>
<td>Frequently</td>
<td>Sometimes</td>
<td></td>
<td>Rarely</td>
<td></td>
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<tr>
<td>Demonstrates Critical Thinking Skills</td>
<td>Frequently</td>
<td>Sometimes</td>
<td></td>
<td>Rarely</td>
<td></td>
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</table>

For students in honors courses: Category One grades are 90 and higher; Category Two 76-73; Category Three 74 and below.

<table>
<thead>
<tr>
<th>SCORING RUBRIC CATEGORIES</th>
<th></th>
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<tbody>
<tr>
<td>36-24: SATISFACTORY</td>
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</tr>
<tr>
<td>23-18: PARTIALLY</td>
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</tr>
<tr>
<td>17-6: UNSATISFACTORY</td>
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</tr>
</tbody>
</table>

**COUNSELOR SIGNATURE:**

**DATE:**

**TEACHER DIRECTIONS:** Read each of the “Areas of Consideration” in the first column. Proceed to check the boxes that describe the student’s academic profile under each of the three categories. After checking the box for each area, sign below and send to your supervisor for scoring.

**TEACHER SIGNATURE:**

**DATE:**

**TOTAL SCORE**

---

**WHRSD PROGRAM OF STUDIES 86**
## APPENDIX I

### SUPERVISOR RUBRIC

**SUPERVISOR DIRECTIONS:** Enter a numeral “1” in the appropriate boxes after reviewing data included in the following forms: Guidance Counselor/Case Manager & Teacher Rubric, Student Appeal Self-Assessment, and student’s letter of intent. The most recent test scores will be used when determining appeal approval for math and English courses.

### TEST SCORES

<table>
<thead>
<tr>
<th></th>
<th>AP</th>
<th>P</th>
<th>PP</th>
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<tbody>
<tr>
<td>PSAT CR</td>
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</tr>
<tr>
<td>PSAT Math</td>
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<td>SAT CR</td>
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<td>PARCC Math</td>
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### AREAS OF CONSIDERATION

<table>
<thead>
<tr>
<th>Guidance Counselor/Case Manager &amp; Teacher Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

\[
\begin{array}{ccc}
\times 15 & \times 7.5 & \times 3 \\
\text{COLUMN TOTAL} & \text{COLUMN TOTAL} & \text{COLUMN TOTAL}
\end{array}
\]

<table>
<thead>
<tr>
<th>Student provides a logical rationale as to why the appeal should be granted</th>
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</thead>
<tbody>
<tr>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

\[
\begin{array}{ccc}
\times 2.5 & \times 1.5 & \times 1 \\
\text{COLUMN TOTAL} & \text{COLUMN TOTAL} & \text{COLUMN TOTAL}
\end{array}
\]

### CATEGORY TOTALS [ELA & MATH ONLY]

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<thead>
<tr>
<th>35-25: SATISFACTORY</th>
<th>24-16: PARTIALLY</th>
<th>15-8: UNSATISFACTORY</th>
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</thead>
</table>

### CATEGORY TOTALS

25-16: SATISFACTORY |
15-9: PARTIALLY |
8-4: UNSATISFACTORY

### SUPERVISOR DECISION

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<thead>
<tr>
<th>Approved</th>
<th>Denied</th>
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**SUPERVISOR SIGNATURE:**

**DATE:**
## National Collegiate Athletic Association (NCAA)
### NCAA Eligibility: List of Approved Courses

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<thead>
<tr>
<th>English</th>
<th>AP English-Literature &amp; Composition</th>
<th>AP English-Language &amp; Composition</th>
<th>Creative Writing</th>
<th>English 1 CP</th>
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<tbody>
<tr>
<td>English 1/H</td>
<td>English 2 CP</td>
<td>English 2/H</td>
<td>English 3 CP</td>
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<td>English 4 CP</td>
<td>Honors English III</td>
<td>Honors English IV</td>
<td>Intro to Debate</td>
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<tr>
<td>Intro to Mythology</td>
<td>Journalism</td>
<td>Public Speaking</td>
<td>Shakespeare</td>
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<table>
<thead>
<tr>
<th>Social Science</th>
<th>AP European History</th>
<th>AP US Government &amp; Politics</th>
<th>AP US History II</th>
<th>AP World History</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP World History</td>
<td>CP US History I</td>
<td>CP World History</td>
<td>Criminal Justice</td>
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<tr>
<td>Genocide – Betrayal of Humanity</td>
<td>Hon US History II</td>
<td>Intro to Social Science</td>
<td>Sociology</td>
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<tr>
<td>US History I</td>
<td>US History I/H</td>
<td>US History II</td>
<td>US History II CP</td>
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<td>US History II/H</td>
<td>World History</td>
<td>World History/H</td>
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<thead>
<tr>
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<th>Algebra 2</th>
<th>Algebra I</th>
<th>Algebra II</th>
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<tbody>
<tr>
<td>AP Computer Science</td>
<td>AP Computer Science Principles</td>
<td>AP Statistics</td>
<td>Calculus</td>
<td></td>
</tr>
<tr>
<td>CP Algebra I</td>
<td>CP Algebra II</td>
<td>CP Geometry</td>
<td>CP Pre-Calculus</td>
<td></td>
</tr>
<tr>
<td>CP Probability &amp; Statistics</td>
<td>Discrete Math</td>
<td>Geometry</td>
<td>Honors Advanced Topics in Computer Science</td>
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<td>Honors Algebra II</td>
<td>Honors Geometry</td>
<td>Honors Pre-Calculus</td>
<td>Introduction to Computer Science</td>
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<table>
<thead>
<tr>
<th>Natural/Physical Science</th>
<th>AP Biology</th>
<th>AP Chemistry</th>
<th>AP Environmental Science</th>
<th>AP Physics I</th>
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<tr>
<td>AP Physics II</td>
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<td>CP Physics</td>
<td>Honors Anatomy &amp; Physiology</td>
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<thead>
<tr>
<th>Additional Core Courses</th>
<th>AP French V</th>
<th>AP German V</th>
<th>AP Spanish V</th>
<th>French I</th>
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<tbody>
<tr>
<td>French II</td>
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<td>German I</td>
<td>German II</td>
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<td>Honors French IV</td>
<td>Honors German IV</td>
<td>Honors Spanish IV</td>
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<td>Spanish I</td>
<td>Spanish II</td>
<td>Spanish III</td>
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</tr>
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</table>

For additional information regarding athletic eligibility at the collegiate level, please visit [www.ncaa.org](http://www.ncaa.org) and [www.eligibilitycenter.org](http://www.eligibilitycenter.org).
## Career Clusters for Electives

### Business, Law, and Government

<table>
<thead>
<tr>
<th>Business Management &amp; Administration</th>
<th>Marketing, Sales, &amp; Service</th>
<th>Finance</th>
<th>Government &amp; Public Administration</th>
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<tbody>
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<td><strong>Primary Electives</strong></td>
<td><strong>Primary Electives</strong></td>
<td><strong>Primary Electives</strong></td>
<td><strong>Primary Electives</strong></td>
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<tr>
<td>Accounting I</td>
<td>Advanced Graphic Arts and Design</td>
<td>Accounting I</td>
<td>AP European History</td>
</tr>
<tr>
<td>AP Language &amp; Composition</td>
<td>Business Law</td>
<td>AP Statistics</td>
<td>AP Language &amp; Composition</td>
</tr>
<tr>
<td>Business Administration</td>
<td>Creative Writing</td>
<td>Business Administration</td>
<td>AP Statistics</td>
</tr>
<tr>
<td>Communications I, II, III</td>
<td>Graphic Arts and Design</td>
<td>Fashion Merchandising</td>
<td>AP World History</td>
</tr>
<tr>
<td>Corporate Finance &amp; Investing</td>
<td>Honors Accounting II</td>
<td>Honors Accounting II</td>
<td>Business Law</td>
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<tr>
<td>Document Processing</td>
<td>Introduction to Debate</td>
<td>Introduction to Entrepreneurship</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td></td>
<td>Principles of Economics</td>
<td>Principles of Economics</td>
<td>Genocide: Betrayal of Humanity</td>
</tr>
<tr>
<td>Financial Literacy</td>
<td>Introduction to Entrepreneurship</td>
<td>Sales &amp; Marketing</td>
<td>Introduction of Debate</td>
</tr>
<tr>
<td>Honors Accounting II</td>
<td>Journalism I, II, III</td>
<td>World Language (French, German, Spanish)</td>
<td>Introduction to Social Sciences</td>
</tr>
<tr>
<td>Introduction to Entrepreneurship</td>
<td>Principles of Economics</td>
<td>Public Speaking</td>
<td>Public Speaking</td>
</tr>
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<td>MOS Certification Course I, II</td>
<td>Public Speaking</td>
<td>Sales &amp; Marketing</td>
<td>Sociology</td>
</tr>
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<td>Sports &amp; Entertainment Marketing &amp; Management</td>
<td>Sociology</td>
<td>World Language (French, German, Spanish)</td>
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</tr>
<tr>
<td>World Language (French, German, Spanish)</td>
<td>Sports &amp; Entertainment Marketing &amp; Management</td>
<td>Web Page Design</td>
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</tr>
<tr>
<td></td>
<td>World Language (French, German, Spanish)</td>
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<table>
<thead>
<tr>
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<th><strong>Secondary Electives</strong></th>
<th><strong>Secondary Electives</strong></th>
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<tbody>
<tr>
<td>AP Statistics</td>
<td>Accounting I</td>
<td>Communications I, II, III</td>
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<tr>
<td>CP Probability &amp; Statistics</td>
<td>AP Language &amp; Composition</td>
<td>Corporate Finance &amp; Investing</td>
</tr>
<tr>
<td>Introduction to Debate</td>
<td>AP Statistics</td>
<td>CP Probability &amp; Statistics</td>
</tr>
<tr>
<td>Portfolio Presentation</td>
<td>Business Administration</td>
<td>Document Processing</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>Communication and Media</td>
<td>Financial Literacy</td>
</tr>
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<td>Sales &amp; Marketing</td>
<td>Communications I, II, III</td>
<td>MSO Certification Course I, II</td>
</tr>
<tr>
<td>Web Page Design</td>
<td>CP Probability and Statistics</td>
<td>Portfolio Presentation</td>
</tr>
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<td>Document Processing</td>
<td>Web Page Design</td>
</tr>
<tr>
<td></td>
<td>MOS Certification Course I, II</td>
<td>Principles of Economics</td>
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<tr>
<td></td>
<td>Portfolio Presentation</td>
<td>Portfolio Presentation</td>
</tr>
<tr>
<td></td>
<td>Web Page Design</td>
<td>Sales &amp; Marketing</td>
</tr>
<tr>
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<td>World Language (French, German, Spanish)</td>
<td>Web Page Design</td>
</tr>
</tbody>
</table>


**NOTE:** For additional information refer to NAVIANE for career opportunities, detailed descriptions, future job prospects, and potential earnings, and/or contact your guidance counselor or case manager.
## Career Clusters for Electives

### Fine and Performing Arts and Communication

<table>
<thead>
<tr>
<th>Visual and Performing Arts</th>
<th>Music, Instrumental</th>
<th>Music, Vocal</th>
<th>Communication</th>
<th>Humanities &amp; Education</th>
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</thead>
<tbody>
<tr>
<td><strong>Primary Electives</strong></td>
<td><strong>Primary Electives</strong></td>
<td><strong>Primary Electives</strong></td>
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<td>Adaptive Art &amp; Art Appreciation</td>
<td>Beginning Classical Guitar</td>
<td>Advanced Concert Choir</td>
<td>Communications &amp; Media</td>
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<td>Advanced Art</td>
<td>Concert Band</td>
<td>Concert Choir</td>
<td>Creative Reading</td>
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<td>Advanced Ceramics</td>
<td>Introduction to Music Technology &amp; Sound</td>
<td>Fundamentals of Music</td>
<td>Creative Writing</td>
<td>AP European History</td>
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<tr>
<td>Advanced Graphic Arts &amp; Design</td>
<td>Music Theory &amp; Technology</td>
<td>Introduction to Music Technology &amp; Sound</td>
<td>Film I, II, III</td>
<td>AP Language &amp; Composition</td>
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<td>AP Studio Art</td>
<td>Piano/Keyboard</td>
<td>Music Theory &amp; Technology</td>
<td>Introduction to Debate</td>
<td>AP Literature &amp; Composition</td>
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<td>Ceramics</td>
<td>Wind Ensemble</td>
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<td>Creative Writing</td>
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<tr>
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<td>Yearbook I, II, III</td>
<td>Film I, II, III</td>
<td>Fundamentals of Music</td>
</tr>
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<td>Film Design I, II, III</td>
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<td></td>
<td>Genocide: Betrayal of Humanity</td>
</tr>
<tr>
<td>Foundations of Art</td>
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<td>Graphic Arts &amp; Design</td>
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<td>Yearbook I, II, III</td>
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<td>Document Processing</td>
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<td>AP World History</td>
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<td>Portfolio Presentation</td>
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<td>Portfolio Presentation</td>
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<td>Introduction to Mythology</td>
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<td>MOS Certification Course I, II</td>
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<tr>
<td>Document Processing</td>
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<td>Portfolio Presentation</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td></td>
<td></td>
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<td>Sales &amp; Marketing</td>
</tr>
<tr>
<td>Fashion Merchandising</td>
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<td>Superheroes: Modern Mythology</td>
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<td>Intro to Mythology</td>
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<tr>
<td>Portfolio Presentation</td>
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<td>Sales &amp; Marketing</td>
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<td>Technical Theater</td>
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<td>Theatre Arts</td>
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</tr>
<tr>
<td>Web Page Design</td>
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</table>

**Related Careers/Fields:** (Include, but are not limited to) Music Performance, Music Business, Journalism, Public Relations, Media/Radio/Television Broadcasting, Business Communications & Education, Performing Artist, Film Maker, Arts Administrator, Script Writer, Producer/Director, Education, Media, Journalism, Publishing, Entertainment, Communications, and Writer.

**NOTE:** For additional information refer to NAVIANCE for career opportunities, detailed descriptions, future job prospects, and potential earnings, and/or contact your guidance counselor or case manager.
## Career Clusters for Electives

### Science, Technology, Engineering, and Math (STEM/STEAM)

<table>
<thead>
<tr>
<th>Biomedical, Health, and Life Sciences</th>
<th>Computer Science and Information Technology</th>
<th>Engineering</th>
<th>Industrial Technology, Design, and Manufacturing</th>
<th>Math</th>
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</thead>
<tbody>
<tr>
<td><strong>Primary Electives</strong></td>
<td><strong>Primary Electives</strong></td>
<td><strong>Primary Electives</strong></td>
<td><strong>Primary Electives</strong></td>
<td><strong>Primary Electives</strong></td>
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<td>Advanced Graphic Arts and Design</td>
<td>Advancements in Engineering</td>
<td>Architectural Design and Technology I</td>
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<tr>
<td>Animal Science Studies</td>
<td>Advanced Topics in Computer Science</td>
<td>AP Calculus</td>
<td>Architectural Design and Technology II</td>
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<td>AP Computer Science</td>
<td>AP Statistics</td>
<td>Basic Home Maintenance</td>
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<td>AP Computer Science Principles</td>
<td>Architectural Design</td>
<td>Computer Animation</td>
<td>AP Computer Science Principles</td>
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<tr>
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<td>AP Physics I &amp; 2</td>
<td>Calculus</td>
<td>Computer Graphics</td>
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<td>Computer Animation</td>
<td>Foundations of Electronics</td>
<td>Energy, Power, and Transportation</td>
<td>Calculus</td>
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<td>AP Statistics</td>
<td>Graphic Arts and Design</td>
<td>Foundations of Green Energy</td>
<td>Foundation Engineering Courses</td>
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<td>Wood Manufacturing I, II, III</td>
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<td>Floral Design</td>
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<td>Foundations of Robotics</td>
<td>Woodcarving</td>
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<td>Honors Pre-Calculus</td>
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<td>Plant and Soil Sciences</td>
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<tr>
<td>World Language (French, German, Spanish)</td>
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### Secondary Electives

<table>
<thead>
<tr>
<th>Business Law</th>
<th>Accounting I</th>
<th>Honors Biology</th>
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<tr>
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<td>Business Administration</td>
<td>Advanced Graphic Arts</td>
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<td>Financial Literacy</td>
<td>Business Law</td>
<td>AP Chemistry</td>
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<td>MOS Certification Course I, II</td>
<td>Document Processing</td>
<td>AP Computer Science</td>
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<tr>
<td>Portfolio Presentation</td>
<td>Energy, Power, &amp; Transportation</td>
<td>AP Physics I &amp; 2</td>
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<td>Web Page Design</td>
<td>Entrepreneurship</td>
<td>Business Administration</td>
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<tr>
<td>Financial Literacy</td>
<td>Business Law</td>
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<tr>
<td>Foundations of Technology</td>
<td>Document Processing</td>
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<tr>
<td>MOS Certification Course I, II</td>
<td>Graphic Arts</td>
<td>Honors Accounting II</td>
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</tbody>
</table>

**Related Career Fields:** (include, but are not limited to): Product Designer, Technical Writer, Industrial Engineer, Project Manager, Engineer, Field Engineer, Digital Electronics Specialist, CAD Designer, Biochemist & Biophysicist, Biological Technologist/Engineer, Microbiologist, Physicians and Surgeons, Pharmacist, Nursing, Physical/Occupational Therapy, Programming and Software Development Professional, Network Engineer, Interactive Media, Information Support Services, System Engineer, Software Engineer, Web Designer, College Professor, Air Traffic Controller, Cartographer, Dermatologist, Foreign Exchange Trader, Network Administrator, Veterinarian, Ecologist, Conservationist, Marine Biologist, Animal Scientist, Landscape Contractor, Park Ranger, Botanist, Data Systems Designer, Toxicologist, Soil Analyst, Education, and Floral Design Manager.

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# Social Media Marketing Career Pathway

**12.5 Credit Achievement**

**Students Profile:** Student interested in studying social media and marketing or some other business related career.

<table>
<thead>
<tr>
<th>Social Media Marketing Pathway</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minimum 2.5 credits</td>
<td>Minimum 7.5 credits</td>
<td>Minimum 5 credits</td>
</tr>
<tr>
<td>Sales and Marketing (2.5 credits)</td>
<td></td>
<td>Social Media 1 (2.5 credits)</td>
<td>Social Media 2 (5 credits)</td>
</tr>
<tr>
<td>Sports &amp; Entertainment</td>
<td></td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>Marketing (2.5 credits)</td>
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<td>One of the following:</td>
<td></td>
</tr>
<tr>
<td>Web Design (2.5 credits)</td>
<td></td>
<td>Principles of Economics (2.5 credits)</td>
<td></td>
</tr>
<tr>
<td>Fashion Merchandising (2.5 credits)</td>
<td></td>
<td>Web Design (2.5 credits)</td>
<td></td>
</tr>
<tr>
<td>Microsoft Office Specialist (5 credits)</td>
<td></td>
<td>Portfolio Presentation (2.5 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Investing and Finance (2.5 credits)</td>
<td></td>
</tr>
</tbody>
</table>

**Other courses to consider:**
- Accounting I (5 credits)
- Business Law (5 credits)
- Investing and Finance (2.5 credits)
- Principles of Economics (2.5 credits)
- Intro to Entrepreneurship (2.5 credits)

**Post-Secondary Opportunities**
- Bachelor's degree in Business Administration
  - Marketing
  - Leadership and Management
  - Entrepreneurship
  - Supply Chain Management
- Associate's degree in Marketing, Business
- Entrepreneurial endeavors

**Career Opportunities**
- Marketing
- Management
- Entrepreneurship

**Possible Job Titles**
- Advertising Account Executive
- Brand Management Coordinator
- Business Owner
- Corporate Trainer
- Demand Manager
- Development Officer
<table>
<thead>
<tr>
<th>Digital Marketing Specialist</th>
<th>Distribution Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Event Coordinator</td>
<td>Event Marketing Specialist</td>
</tr>
<tr>
<td>Fashion Marketing Manager</td>
<td>Financial Advisor</td>
</tr>
<tr>
<td>Insurance Agent Promotion</td>
<td>Marketing Coordinator</td>
</tr>
<tr>
<td>Market Research Analyst</td>
<td>Materials Analyst</td>
</tr>
<tr>
<td>Media Planner</td>
<td>Purchasing Agent/Analyst</td>
</tr>
<tr>
<td>Buyer/Senior Buyer</td>
<td>Non-Profit Organization Manager</td>
</tr>
<tr>
<td>Product Marketing Specialist</td>
<td>Promotions Specialist</td>
</tr>
<tr>
<td>Public Relations Director</td>
<td>Real Estate Broker</td>
</tr>
<tr>
<td>Retail Manager</td>
<td>Social Media Specialist</td>
</tr>
<tr>
<td>Supplier Relationship Manager</td>
<td>Supply chain analyst</td>
</tr>
<tr>
<td>Training Specialist</td>
<td>Business Marketing Analyst</td>
</tr>
</tbody>
</table>

### Key Facts
- Marketing median pay $60,000 (according to the 2012 U.S. Bureau of Labor Occupational Outlook Handbook).
- Supply Chain Management median pay $78,000 (according to the 2012 U.S. Bureau of Labor Occupational Outlook Handbook).
- Management curriculum gives students a broad understanding and foundation of the way businesses are run.
- Graduates should keep an eye on key industry trends and understand how to be an effective leader.
- Graduates have the flexibility to work in a variety of different industries.

### Skills Learned
- Communications Skills
- Public Speaking
- Active Listening
- Team collaboration skills
- Email Marketing
- Social Media Marketing
- Web Design

### Notes:
Extra-curricular activities to consider: DECA, Streak Nation/Senior Technology Forum, School Store
APPENDIX L – Career Pathways

Engineering Career Pathway

Advanced Topics in Engineering (Honors)
85% grade requirement in Prin. Of Eng. Or Teacher Recommendation if crossing disciplines

Principles of Engineering
Prerequisite: 1 foundations course

- Foundations of Civil Engineering (half year)
- Foundations of Mechanical Engineering (half year)
- Foundation of Electronics (half year)
- Foundations of Robotics (half year)
- Foundations of Green Energy (half year)

Manufacturing Career Pathway

Advanced Topics in Woods Manufacturing and Design
Prerequisite: formerly Woods II /
Wood Manufacturing II

Woods Manufacturing II
Pre-requisite: formerly wood-tech I / Woods Manufacturing I

Woods Manufacturing I
Architecture/Construction Career Pathway

Advanced Topics in Architectural Design

Prerequisites: formerly Arch. & Design / Principles of Arch., Construction & Design

Principles of Architectural Construction & Design

Technology Education Career Pathway

Free Electives:

A. Computer Animation

B. Wood Carving
STEM Related Fields Career Pathway

- Engineering
- Computer Science
- Pre-Med
- Any STEM related career

Recommended Core Classes:

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
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</thead>
<tbody>
<tr>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
</tr>
<tr>
<td>Geometry</td>
<td>Algebra II</td>
<td>Pre-Calc</td>
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</tr>
<tr>
<td>Biology</td>
<td>Chemistry</td>
<td>Physics I</td>
<td>Additional Science(AP level)</td>
</tr>
<tr>
<td>World History</td>
<td>US History I</td>
<td>US History II</td>
<td></td>
</tr>
<tr>
<td>PE 9 / Health 9</td>
<td>PE 10 / Drivers Ed</td>
<td>PE 11 / Health 11</td>
<td>PE 12 / Health 12</td>
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</tbody>
</table>

Notes:
- All classes should be CP, Honors or AP level
- Students who take Algebra I in 9th grade should consider taking both Algebra II and Geometry in 10th

Recommended pathways:
- Engineering
- Computer Science

Other graduation requirements:
- Visual and Performing Arts (5 credits)
- 21st Century Life and Careers (5 credits)
- World Language (5 credits)
- Financial Literacy (2.5 credits)
## Computer Science Career Pathway

**Students Profile:** Student interested in studying Computer Science, IT/IS or some other STEM related career.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Computer Science Pathway</strong></td>
<td>Intro to Computer Science</td>
<td>AP Computer Science A</td>
</tr>
<tr>
<td></td>
<td>AP Computer Science Principles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can take one or both in any order</td>
<td></td>
</tr>
</tbody>
</table>

**Other courses to consider:**
- Honors/AP level Math and Science including Calculus and Physics
- Engineering Courses
- Business electives
- Art and multimedia electives
- Computer Animation with Alice - For those who have not yet filled prerequisites for Level 1 course

**Post-Secondary Opportunities**
- Bachelor's degree in Computer Science, IT/IS or related STEM field
- Associate's degree in Computer Science, IT/IS or related STEM field
- Trade school for computer networking, information technology, programming, web design or computer repairs
- Direct entry into computing field including app or web development

**Career Opportunities**
- STEM careers: Engineering, Computational Science, Medicine
- Careers using Computers: Business, Art, Multimedia

**Skills Learned**
- Teamwork, problems solving, computational thinking, tool usage, CADD, Design Process
- Technical Communication - verbal and oral

**Notes:**
Students planning to attend college for Computer Science should take at least four CP or higher level Math and Science classes. Students should try to take as many honors and AP level classes as they are qualified for, particularly in math, science and CS. Students are encouraged to take other Career Pathways. It is important that students in Computer Science have good writing and communication skills as well as creativity. Extra-curricular activities to consider: Robotics, Computer Science, DECA and TSA.
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