

PROGRAM OF STUDIES



Central Jersey College Prep Charter School
101 Mettlers Rd. Somerset
Somerset, NJ
www.cjcollegeprep.org

2017-2018

Central Jersey College Prep

101 Mettlers Rd. Somerset
Somerset, NJ 08873

Telephone: (732) 302 – 9991

Fax: (732) 302 – 9992

Administration

Namik Sercan, Principal and CEO

Fatih Cekic, Assistant Principal of School Operations

Tasha Mosconi, Assistant Principal of Curriculum and Instruction

Counselors

Lindsay Redfern, School Counselor

Natalie Perez-Sudah School Counselor

Victor Suslu, School Counselor

Board of Trustees

Dr. Ferhan Tunagur

Mrs. Jackie Lewis

Mr. Erdogan Dur

Dr. Ozcan Uzun

Mrs. Sevil Eke

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Member

Member

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Mr. Christopher Lessard

Chief Education Officer

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Mission Statement:

The mission of the Central Jersey College Prep Charter School is to provide academic and social challenges and opportunities to students, instilling the skills and knowledge that they will need to succeed in their lives. The CJCPCS aims to forge a powerful partnership out of the student-teacher-parent triad. This partnership will provide and empower our youth with the support necessary to reach their highest potential - intellectually, socially, emotionally and physically— building on their inherent promise to aid in their preparation for college and career. The CJCPCS seeks to graduate men and women who think critically and creatively; have acquired strong skills in mathematics, science, language, technology, history, and the arts; and are committed to a lifetime of learning and civic involvement.

CJCP Student Pledge

I PLEDGE TO DO MY BEST
AND I DO RESPECT THE REST
AT CENTRAL JERSEY COLLEGE PREP
WE DEMAND HARD WORK IN DEPTH
WE ARE TRUE, DETERMINED, AND RIGHT
WE TRY WITH ALL OUR MIGHT
I AM HEADED TOWARDS COLLEGE
THE RIGHT PLACE OF KNOWLEDGE
WE WILL MAINTAIN OUR AMBITION THAT
BEING OUR LONGLASTING MISSION
CENTRAL JERSEY COLLEGE PREP
WILL GET US THERE STEP BY STEP

Central Jersey College Prep does not discriminate against any member of its community on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities or handicap in educational programs or activities.

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INTRODUCTION

Founded in 2006, the Central Jersey College Prep (CJCP) charter school serves grades Kindergarten-3 and 6-12. The founders of the school consider a college education to be not solely a tool for getting a high-paying job, but also, more significantly, to be a crucial phase in modern human life that equips the individual with skills, knowledge, and values necessary to succeed in an increasingly complex global society. CJCP students will be offered a rigorous and relevant academic program that will teach students the most efficient ways of finding information, critical and independent thinking, and problem-solving skills. This will involve interactive teaching and assignments that help the students improve their analytical and independent thinking skills, continuously challenging and encouraging the students to pursue a higher education, and keeping them abreast of current information and technology.

This catalog provides useful information to plan your high school education program. It contains information regarding high school graduation requirements, guidelines, and course descriptions. It is a complete guide to the possible course offerings at CJCP. Each department has described its specific course offerings, highlighting the chief components of each course. Final decisions regarding the actual offering of any particular course for the 2017-2018 school year will be dependent upon enrollment and budget constraints. Therefore, not all classes listed in this catalog are guaranteed to run every school year.

Planning a student's high school program of studies demands a cooperative effort between home and school. We cannot stress strongly enough the need for careful planning among the student, his or her parents, teachers, and counselor in order for a program to be adapted to each individual as well as state and local requirements. The program of studies that a student pursues in high school should reflect his or her aspirations, achievements, and aptitudes.

Our course offerings provide a wide variety of learning opportunities. As you examine the course selections in this booklet please bear in mind not only short-term needs but also long-term goals. Beyond state, district, college and career requirements, you are encouraged to select courses that will be academically stimulating and personally enriching. Above all, please plan a program, which challenges you appropriately, sets realistic goals, and enables you to take advantage of the diversified offerings available. Please consider the following criteria in selecting particular courses. Does the course:

- a. Meet the high school graduation requirements?
- b. Provide an outlet for interests in specific subject areas?
- c. Reflect a significant proficiency level?
- d. Provide a background for post high school plans leading to career options?
- e. Meet general college entrance requirements?
- f. Meet college entrance requirements specific to schools in which you are interested?

GRADUATION REQUIREMENTS

In order for a student to receive a high school diploma from CJCP, each student must:

- A. Meet the PARCC requirements as specified by New Jersey Department of Education: <http://www.state.nj.us/education/intervention/memos/093014grad.pdf>
- B. Successfully complete a minimum of 132.5 credits. The course work must include the following course requirements:

Language Arts - at least 20 credits

Mathematics — at least 20 credits

Science — at least 15 credits

Social Studies - at least 20 credits (including two courses in US History)

Physical Education and Health - at least 20 credits

World Languages - at least 10 credits

Visual and Performing Arts - at least 5 credits

Career Education and Consumer, Family, and Life Skills - at least 5 credits

Financial Literacy – 2.5 credits

Additional Electives - at least 15 credits

Each full year course that meets routinely shall yield 5 credits. Semester courses that meet routinely shall yield 2.5 credits.

Grade Level Promotion Requirements

Middle School:

If a student fails (F) a core class (Math, ELA, Science, and/or Social Studies) at the end of the year, he/she is **required** to pass an equivalent summer school course. See below for more information.

High School:

To be promoted to the next grade level, a student must have completed a required number of credits during the school year.

9th grade to 10th grade: 30 credits

10th grade to 11th grade: 60 credits

11th grade to 12th grade: 90 credits

GRADE POLICY

The following symbols are used to represent grades:

A+ = 98-100	B+ = 87 - 88	C+ = 77 - 79	D+ = 67 - 69
A = 93-97	B = 83 - 86	C = 73 - 76	D = 65 - 66
A- = 89 - 92	B- = 80-82	C- = 70 - 72	F = 0 - 64

GRADE POINT AVERAGE

A student's Grade Point Average (GPA) is calculated by multiplying the number of credits per course by the grade achieved in the course. The totals for each course are added and then divided by the number of credits taken each school year to compute a student's grade point average. A weighted GPA is computed to provide information for scholarships and to determine valedictorian and salutatorian. Class rank information is available only upon request.

There are two levels of courses utilized for the purpose of calculating weighted grade point average. Weighted courses are Advanced Placement (AP) and Honors (H) courses. Unweighted courses are courses not designated AP or H. Advanced Placement courses are weighted 1.3325. Honors courses are weighed 1.25.

GRADING CHART

Grade	Standard	H	AP
A+	4.03	5.04	5.36
A	4.00	5.00	5.32
A-	3.67	4.58	4.87
B+	3.33	4.16	4.43
B	3.00	3.75	3.99
B-	2.67	3.34	3.55
C+	2.33	2.91	3.1
C	2.00	2.5	2.66
C-	1.67	2.09	2.22
D+	1.33	1.66	1.77
D	1.00	1.25	1.33
F	0.00	0.00	0.00

VALEDICTORIAN/SALUTATORIAN

Student with the highest overall GPA will be the valedictorian. The student with the second highest GPA will be the salutatorian. A transfer student must attend Central Jersey College Prep for his/her entire junior and senior years to be considered as valedictorian or salutatorian. Grades received in the program of study at his/her previous school will be included.

PRINCIPAL'S LIST & HONOR ROLL

The principal's list and honor roll serve as a mark of excellence to recognize students who excel academically. The principal's list and honor roll are prepared at the end of each semester. They are based on Cumulative grades and include all subjects.

To qualify for Principal's List a student shall have 4.0 GPA and above. To qualify for honor roll a student shall have 3.75 GPA and above

COURSE / GRADE RETENTION POLICY

Middle School - Grades 6-8:

Students must have passing grades in all of the following four core subjects: English, Mathematics, Social Studies and Science. Students who have failed up to two core subject courses have to meet the following requirements.

Students **MUST** take an equivalent summer school course through an accredited educational institution. This course must be pre-approved by the student's school counselor prior to enrolling in the course. Transcripts from completion of the course must be provided by the student/parents to the school counselor in order to accept the recovered credits. The student/parents are responsible for providing this information to the school counselor in a timely manner or credit will not be granted.

Students who failed more than two core subject courses will be retained.

High School - Grades 9-12:

Students who fail a course that is a graduation requirement will have to meet the following requirements:

Students **MUST** take an equivalent summer school course through an accredited educational institution. This course must be pre-approved by the student's school counselor prior to enrolling in the course. Transcripts from completion of the course must be provided by the student/parents to the school counselor in order to accept the recovered credits. The student/parents are responsible for providing this information to the school counselor in a timely manner or credit will not be granted.

Central Jersey College Prep Charter School accepts course credits earned in a traditional public school in New Jersey or a private school that is fully accredited by any of the following regional accrediting agencies or their successors:

- Middle States Association of Colleges and Schools (MSA)
- New England Association of Schools and Colleges (NEASC)
- North Central Association of Colleges and Schools (NCA)
- Northwest Association of Schools and Colleges (NASC)
- Southern Association of Colleges and Schools (SACS)
- Western Association of Schools and Colleges (WASC)

Parents are required to provide an evidence of course completion as demonstrated by a passing final course grade and the credit earned. All courses taken outside CJCP are subject to the approval from the CJCP Administration and/or Counseling Department. Credits will not be honored if a prior permission is not obtained from the CJCP Administration and/or Counseling Department.

GRADE REPORTING

Report cards will be issued four times a year, approximately one week after the close of each marking period. Progress reports will be emailed to parents every Friday. A parent should email the teacher if he/she has a question regarding a specific progress report. Grades will always be accessible to parents through the Student Database System.

COURSE SCHEDULING PARAMETERS

Each student will carry 7 classes per semester. Preference will be given to juniors and seniors when enrollment in any course is too large. The right is reserved by the CJCP to withdraw any course offering if there is an insufficient number of students enrolled in the course, a certified teacher is not available, or budgetary funds were not available. Student scores on state and district tests and previous course grades may affect course placement. Every student is required to be scheduled for a lunch. Please note a course request does not necessarily guarantee placement in that course. Students must meet course requirements and pre-requisites. High school level courses completed upon completion of grade 8 and prior to grade 9 may be used to meet pre-requisites or advancement in a particular subject area.

Add/ Drop/Withdrawal Policy

Students are expected to honor their commitments by attending and satisfactorily completing the courses for which they enroll. Schedule changes will not be made for reasons of convenience or because of teacher preference. Only changes that are educationally beneficial for the student will be considered. Schedule changes will only be considered for elective courses during the first week of the school year. No changes can be made to AP courses for any reason.

Schedule changes will be considered only for the following reasons:

1. The correction of a clerical error in the schedule. Examples might include a missing course, a conflict between two or more courses, failure of a prerequisite course, or a serious imbalance in the course load assigned for each semester.
2. A recommendation from the Child Study Team.
3. A recommendation from a building administrator for disciplinary, attendance, or instructional reasons. [Schedules changed according to this criterion may result in a grade of WF (Withdraw Failing), which will negatively impact the student's permanent record.]
4. A teacher recommends a change based on the fact that the student is misplaced in a particular course or that a change in level would be beneficial to the student. Teacher recommendations for changes according to this criterion must be made prior to the end of the first quarter of all courses. This must be done with the approval of the Administration.

Schedule changes WILL NOT be considered for any of the following reasons:

1. Course content or standards differing from student expectation.
2. Dropping a course because it is not needed for graduation.
3. Inability of a student to relate well to a given teacher.
4. Preference for some other subject.
5. Dropping a course in order to lighten student's load.

After the Add/Drop period has ended, students will NOT be able to withdraw from any course.

Important Note: A level change can be made by the administration if a student has difficulty with the course work and it is deemed necessary, appropriate, and in the best interest of the student. This change may be initiated by the I&RS Committee, the classroom teacher, or the administration.

VIRTUAL SCHOOL COURSES

We are extending our course selection with Virtual School System. Students interested in taking virtual school should see their school counselor and their placement and payment in these courses will be determined on a case-by-case basis. It will be the student's responsibility to check NCAA and college entrance requirements prior to requesting a virtual course. This must be preapproved by the student's counselor.

AP/HONORS PROGRAM

Enrollment Criteria

Entrance into Honors:

Students must have BOTH of the following:

Grade of B+ or better in prerequisite course

Teacher/Counselor/Administrator Recommendation

(Note: Transfer students must take the placement test)

Continuation of Honors:

Students must have BOTH of the following:

Grade of B or better in prerequisite honors course

Teacher/Counselor/Administrator Recommendation

Entrance into AP Level / Dual Credit Course:

Students must have TWO of the following:

Grade of B+ or better in prerequisite course

Teacher/Counselor/Administrator Recommendation

Meeting the PSAT AP Potential Criteria by College Board

Passing Score on the Accuplacer assessment or PARCC in relevant subject

AP and Honor Courses Protocol and Procedures:

1. Students will be tentatively scheduled for Honors, AP, and Dual Credit courses based upon mid-year subject area grades during scheduling meetings with their counselors.
2. Final grades will be reviewed in June to confirm eligibility. The district reserves the right to reschedule students based upon end-of-year grades.
3. Should a student fail to meet the eligibility criteria, any interested stakeholder (parent, teacher, counselor) may submit a formal request in writing. The counselors, administration, and teachers will meet to review the request and make a **final** decision.
4. Students can make changes to their schedules during the Add/Drop period the first week of school as long as they meet all criteria for the courses they are adding.
5. No student can move into an AP or Dual credit course after the first week of school.
6. If high school students are enrolled in selected honor courses, they must take the relevant subject SAT.
7. All AP students must sign the "AP Student Agreement Form and must complete the AP Summer assignments.

The AP Exam is a required component of an AP course. Students who do not register for and take the test will not receive AP credits.

AP Policy and Protocol

Advanced Placement/Honor courses are designed to provide the challenge, rigor and creative opportunities for those students who have demonstrated academic success. Advanced Placement (AP) courses are college level courses for the most academically capable high school students.

They are challenging, stimulating and more demanding in terms of time, effort, and depth of the curricular program. AP courses are the equivalent of college work. Honors level courses are for students who are self-motivated, and who are willing to devote the extra time and effort needed to meet the accelerated demands of this level.

Students who wish to make application to the program should study the following list of characteristics of the AP/Honors Program to ensure that there is a clear understanding of what is required in each of the program's courses:

- ✓ Students are required to complete summer assignments that will be given in June.
- ✓ Students are required to participate in AP workshop offered during the spring in the year prior to enrolling in the AP course.
- ✓ Students are expected to be able to read 20-30 pages of text as a one-night homework assignment.
- ✓ Students are expected to complete all assigned homework on time.
- ✓ Students are expected to manage independently multiple, concurrent, and long-term projects.
- ✓ Students are expected to write multiple drafts of papers, lab reports, and other assignments before submitting the document for final assessment.
- ✓ Students are expected to have the necessary skills for independently organizing collaborative group tasks.
- ✓ Students are expected to meet with the teacher individually after school for assistance and/or enrichment when appropriate.
- ✓ Students are expected to reason analytically, deductively, and inductively in order to synthesize and evaluate information and data.

Dual Enrollment Program

We encourage students to take courses offered through RVCC and other local colleges. Students who are interested in taking courses through RVCC need to meet RVCC course requirements before they are eligible to take the course. Students are responsible to pay the related fees for the course

COLLEGE PLANNING

Admission to colleges and universities varies from easy to extremely competitive. The philosophies of education, specific course requirements, and other qualifications for acceptance vary among the nation's colleges and universities. All, however, recognize the desirability of a broad education with a strong foundation in the traditional, solid academic subjects.

Students should begin the planning process when selecting courses for the high school years. The college preparatory curriculum is a four-year course of study; therefore, families should design a four-year plan that is reviewed and revised annually. Students are evaluated for admission not only in terms of grades achieved, but also with respect to the strength of the academic program undertaken. Students are encouraged to take the strongest possible academic program available within his/her own personal abilities during all four years of high school.

Academic Requirements for College Entrance

Minimum graduation requirements should not be confused with college admission requirements. A total of sixteen "Academic Units" taken from grades 9-12 are generally the minimum required for college entrance. An academic unit or college entrance unit is the equivalent of five credits in a single academic subject. A semester course of 2.5 credits equals one half college entrance unit. Acceptable units are determined by the college in question. Normally, "Academic Units" are considered to be full year courses in college preparatory Math, Science, English, Social Studies and World Language.

While each college prescribes the number and character of the academic units it will accept, the following are the usual requirements for entrance to four-year colleges:

English: 4 units

Social Studies: 3-5 units

College-prep math: 3-5 units

Foreign Language: 2-5 units (of the same language)

Science: 3-5 units (at least 2 lab sciences)

Students expecting to major in mathematics, science, or world languages are strongly urged to take four years of study in these areas. Because of the high "dropout rate" during the first year of college, the following advice is offered to all college-bound seniors: ***It is more important to complete your first year at college than to enjoy your senior year at high school. Thus, your 12th-grade program should be a rigorous academic experience.***

College Entrance Examinations

The vast majority of colleges require that a student take one or more standardized tests for admission. The number depends on the college's policy. It is important to remember that test scores are just one part of the total applicant profile. At most institutions, test scores alone do not exclude a student from admission, nor do scores alone guarantee admission.

The two most common test programs are the Scholastic Aptitude Test (SAT) and the American College Testing Program (ACT). Consult with your counselor regarding when you should take the SAT and/or ACT.

Colleges may also require or recommend SAT II tests. SAT II tests are one hour for each subject area. You may take one to three tests on any given test date.

It is the student's responsibility to register for all tests and to arrange for the results to be sent to the institution(s) of choice. It is recommended that a student register for the following tests:

- Fall of 8th, 9th 10th and 11th grade.....PSAT
- Spring of 11th gradeSAT and/or ACT, SAT II (if required)
- Fall of 12th grade.....SAT and/or ACT, SAT II (if required)

PSAT

This exam is given once a year in October. All high school students and 8th graders will take the PSAT each year in October during the regular school day. CJCP is committed to the importance of the PSAT as a practice test and as an indicator for SAT scores and to assist teachers in guiding their lessons that CJCP will cover the cost for all students to take the test. This is a practice SAT exam to acclimate the students to the SAT and to provide predictive information for SAT performance. It is also used by the National Merit Corporation to identify highly qualified juniors for recognition. Students should use the PSAT scores to help them select one or more SAT preparation options such as challenging math and English courses, the SAT elective courses, intensive afternoon/evening programs at the high schools, commercial programs, self-directed materials, among others.

SAT

The SAT is 3 hours (180 minutes) long in total, not including the optional essay or breaks. With the optional essay, the total test time is 3 hours and 50 minutes. Critical Reading and Mathematics. Scores on the SAT range from 400 to 1600, combining test results from two 800-point sections: mathematics, and critical reading and writing. It is recommended that students take the exam two or three times, one of which should be in their junior year. Students planning to take the SAT for college entrance should enroll in advanced mathematics courses. Past experience has shown that students who are successful with the SAT are those who have prepared themselves with strong academic subjects. The SAT is usually taken during the late spring of the junior year by students planning to attend a four-year college or university. Students may retake the SAT during the fall semester of their senior year. Some colleges require students to take the SAT again in the senior year even if their previous SAT results were quite good.

SAT II (Subject Tests)

Students applying to selective schools are required to take the SAT II subject area tests (usually two exams). Many colleges use the SAT Subject Tests for admission, course placement, and to advise students about course selection. Some colleges specify the SAT Subject Tests that they require for admission or placement; others allow applicants to choose which tests to take. Students typically choose which tests to take depending upon college entrance requirements for the schools to which they plan to apply. Unlike the SAT I, which measures more general abilities, the SAT II measures the student's knowledge of a particular subject. Because of this, you should try to take an SAT II as soon as possible after you complete your last course in that subject. You cannot take

both the SAT I and the SAT II on the same test date.

A student may take up to three SAT Subject Tests on any given date. Each subject score ranges from 200-800. Students taking advanced coursework in math or science in their freshman or sophomore years may wish to take the related exam; ask your teacher or counselor for more information. Most students take the SAT II subject tests at the end of their junior year or beginning of their senior year.

ACT

This test is an alternative to the SAT. It can be taken during a student's junior and/or senior years. The ACT is divided into four parts: Math, English, Science Reasoning, Reading, and an optional Writing section. It assesses high school students' general educational development and their ability to complete college level work.

The student will receive a composite score from 1-36. Students with a solid course background and good grades are encouraged to take the ACT test as an alternative to or in addition to the SAT.

Note: *If a student requires extended test time, as stated on their IEP, it is the parent/guardian's responsibility to complete the appropriate application and submit it to the College Board.*

COURSE DESCRIPTIONS

ENGLISH DEPARTMENT

English language skills are the most essential part of a successful education and life experience. The CJCP English program is committed to provide a solid, basic, and traditional foundation in language arts.

The English curriculum focuses on the development of literacy, thinking, and analytical skills; language proficiency and communication through reading, writing, listening, speaking, and viewing. The English program uses a core list of imaginative, challenging literature selected to expand students' vocabulary and knowledge of the world, including a variety of experiences in the study of multi-cultural, historical, biographical, classical, and contemporary literature. It includes the study of literary genres, movements, trends, and schools of literary thought.

Creativity is encouraged through writing, oral interpretation, critical evaluation, group discussion, collaborative learning, and independent study. The use of up-to-date technology is incorporated. Classes offer college preparatory English in a cooperative learning atmosphere in preparation for PSAT and SAT exams.

English 6

Grade Level: 6

Length of Course: Full Year

Prerequisite: None

This is a standards-based course required of all students in Grade 6. It includes all areas of Language Arts - reading, writing, and oral communication. A variety of texts, both fiction and non-fiction will be addressed with concentration on non-fiction texts including classic and contemporary. Students will develop their ability to use language for communication, both oral and written, for reflection, and for personal and social fulfillment for a variety of purposes and audience

English 6 Honors

Grade Level: 6

Length of Course: Full Year

Prerequisite: Meeting score requirements on placement assessments

Aligned with Grade 6 CCCS, this course is designed to push students to a higher level of reading and writing capability while preparing each student for the language arts sections of the PARCC. Students will learn from a more challenging text and be held to a higher standard than the regular 7th Grade English classes. In order to be eligible to be placed in the Honors English Class, a student must meet the required criteria. Students will read a variety of genres and they will write for different purposes that include narratives, expository writing, literary essays, research papers, and projects.

English 7

Grade Level: 7

Length of Course: Full Year

Prerequisite: Grade 6 Language Arts

This course provides students with a framework to meet the Common Core Curriculum Literacy Standards. Students learn grammar, spelling, vocabulary, and other skills within the contexts of meaningful reading, speaking, writing, listening, and viewing experiences. Drawing from an extensive list of traditional and young adult titles in classroom, school such as, *The Outsiders*

and *The House on Mango Street*, students engage in strategies that promote the independent reading of assigned and self-selected works (novels, short story and poetry, plays, and works of non-fiction). Students will begin to develop a sophisticated portfolio of writing including expository, persuasive and speculative. Students will be prepared for PARCC.

English 7 Honors

Grade Level: 7

Length of Course: Full Year

Prerequisite: Grade of B+ or better in Grade 6 English, and Standardized tests scores above average, and/or Teacher Recommendation

This course is designed to push students to a higher level of reading and writing capability while preparing each student for the language arts sections of the PARCC. Students will learn from a more challenging text and be held to a higher standard than the regular 7th Grade English classes. In order to be eligible to be placed in the Honors English Class, a student must meet the required criteria. Students will read a variety of genres and they will write for different purposes that include narratives, expository writing, literary essays, research papers, and projects.

English 8

Grade Level: 8

Length of Course: Full Year

Prerequisite: Grade 7 Language Arts

This course provides students with a framework to meet the Common Core Curriculum Literacy Standards. Students learn grammar, spelling, vocabulary, and other skills within the contexts of meaningful reading, speaking, writing, listening, and viewing experiences. Students read and respond in writing and through discussion to various fiction and non-fiction. A major component of the 8th grade English program includes self-selected independent reading. Students will continue to develop a sophisticated portfolio of writing including expository, persuasive and speculative. Students will be prepared for PARCC.

English 8 Honors

Grade Level: 8

Length of Course: Full Year

Prerequisite: Grade of B+ or better in Grade 7 English, and Standardized tests scores above average and/or Teacher Recommendation

This course is a class designed to push students to a higher level of reading and writing capability while preparing each student for the language arts sections of the PARCC. Students will learn from a more challenging text and be held to a higher standard than the regular 8th Grade English classes. In order to be eligible to be placed in the Honors English Class, a student must meet the required criteria. Students will read a variety of genres and they will write for different purposes that include narratives, expository writing, literary essays, research papers, and projects.

English 1

Grade Level: 9

Credits: 5

Length of Course: Full Year

Prerequisite: None

Literature 1 utilizes classic and contemporary literature to establish a framework for enabling students to use language as a tool for exploring the world actively, communicating effectively and growing intellectually. It provides rigorous instruction in all aspects of language skills, including reading, writing, speaking, listening, viewing, and thinking. It entails independent reading, literary analysis, grammar and vocabulary instruction, group projects, oral presentations, and research projects. Students explore a variety of literary genres, such as short stories, novels, biographies, drama, essays, and poetry. The course aims to help students appreciate a wide selection of readings

that increase their understanding and appreciation of literature.

English 1 Honors

Grade Level: 9

Credits: 5

Length of Course: Full Year

Prerequisite: Grade of B+ or better in 8th grade English course, Passing PARCC score, and Teacher Recommendation

The literature 1 Honors course involves more reading and writing, literary analysis, close reading, and careful exploration of style and thought than Literature 1. Students should develop higher-level reading, writing, speaking, listening, viewing, and thinking skills and write skillful and analytical essays throughout the year. Students are introduced to formal expository writing and an emphasis is placed on the development of inferential thinking. Such literary genres as short stories, novels, biographies, drama, essays and poetry are explored. Language study also includes vocabulary, grammar, mechanics, usage, self and peer editing. The writing process is incorporated into each literary genre.

English 2

Grade Level: 10

Credits: 5

Length of Course: Full Year

Prerequisite: English 1

Literature 2 introduces students to representative works of American writers who reflect the enduring traditions and styles of American Literature. Students will analyze the development of the American national identity and evolution of American voice through a progression of literary styles. Students continue the study of vocabulary, grammar, mechanics and usage. The development of writing skills is a high priority. The essay and expository writing forms are studied and correlated with skills in organization and logic. This course will also provide preparation for the PSAT and SAT verbal sections.

English 2 Honors

Grade Level: 10

Credits: 5

Length of Course: Full Year

Prerequisite: Grade of B+ or better in English 1, Passing PARCC score, and Teacher Recommendation

Literature 2 Honors is a challenging course that introduces the student to representative works of American writers who reflect the enduring traditions and styles of American literature. Students continue the study of vocabulary, grammar, mechanics and usage. The development of writing skills is a high priority for students. The essay and expository writing forms are studied and correlated with skills in organization and logic. However, at the honors level, students will examine these areas in more depth.

English 3

Grade Level: 11

Credits: 5

Length of Course: Full Year

Prerequisite: English 2

Students will study works of British literature from classic and contemporary traditions. The course will emphasize skill development in the areas of reading, writing, speaking, and listening, as well as an appreciation of British culture and its influences on society today. The level and content of the class will challenge the analytical interpretations of literature, while encouraging students to take creative risks and offer original thought. Emphasis will be placed upon the link between form and content. Research writing and a demonstration of the process will be emphasized. Composition and vocabulary study will be ongoing and linked to reading and writing. An intensive program of expository writing will emphasize critical thinking. Grammar and usage will be reinforced contextually. Students will also focus on PARCC and SAT skills.

English 4

Grade Level: 12

Credits: 5

Length of Course: Full Year

Prerequisite: Literature 3

This world literature course is designed to help students develop reading, writing, speaking, listening, and viewing skills. Students will read a variety of genre and respond critically using all the language arts. By exploring materials, both contemporary and classical world literature, students will be challenged to achieve the highest degree of literacy as they prepare to understand and become part of the global society. The course will entail independent reading, literary analysis, grammar and vocabulary instruction, group projects, oral presentations, and research projects. Students will be encouraged to develop skills to ensure that they will be lifelong learners. A variety of readings, multiple writing assignments, and speaking/listening/viewing experiences will challenge students to think critically in preparation for further schooling and the communication realities of the workplace.

AP Literature and Composition

Grade Level: 11-12

Credits: 5

Length of Course: Full Year

Prerequisite: Grade of B+ or better in 10th or 11th grade English honors courses, meeting ACCUPLACER or PSAT score requirements, and Teacher Recommendation

The AP English Literature and Composition is designed to be a college level undergraduate course. This means that the intensity of the workload is consistently higher and requires more than any other English course offered thus far. This course ends with a culminating AP Literature Exam in May. Students taking this exam must achieve a score of 3 or above in order to gain credit for most colleges and universities.

AP Language and Composition

Grade Level: 11-12

Credits: 5

Length of Course: Full Year

Prerequisite: Grade of B+ or better in 10th or 11th grade English honors courses, meeting ACCUPLACER or PSAT score requirements, and Teacher Recommendation

The goal of the AP English Language and Composition is to prepare students to enter college already conversant in writing and analysis skills commonly taught in representative freshman-level composition courses required by most colleges and universities. The course teaches students to be skilled readers and writers of diverse modes of composition by engaging them in careful reading and critical analysis of imaginative, communicative literature. This course ends with a culminating AP Literature Exam in May. Students taking this exam must achieve a score of 3 or above in order to gain credit for most colleges and universities.

English Language Art Electives

Journalism: This course meets the 21st century skills requirement.

Grade Level: 9-12

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

This course is an introduction to both print and on line media. Students will analyze the impact of media on society and its influence on daily life. The course emphasizes the power of communication in writing and provides techniques and practice for writing news, features, reviews, editorials, columns, and sports articles. Students will learn the particular skills needed in journalistic writing, such as fact gathering, note taking, objective reporting, interviewing, editing, and proofreading. Students will also learn approaches to investigative reporting and will learn the code of ethics to which journalists adhere. This course provides an excellent opportunity to

develop skills in observation and public relations, as well as skills in grammar and language usage. Students develop responsibility by producing a high school newspaper. This course is paired with public speaking

Public Speaking: This course meets the 21st century skills requirement.

Grade Level: 9-12

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

This course is designed to provide students with opportunities to develop their skills in speaking in front of an audience. Students will learn the strategies and techniques of effective speaking then practice their speaking skills in a variety of real life situations. These include, but are not limited to, interviews, acceptance speeches, presentations, impromptu situations, persuasive speeches, demonstration speeches, and oral interpretation. Through making in-class presentations, critiquing speeches and researching for assignments, students will acquire an understanding of what it takes to give an exciting and interesting speech. Critical thinking, listening skills and personal creativity will be emphasized. Students will gain experience that will benefit them in high school, college and the business world. This course is paired with journalism.

Creative Writing and Composition

Grade Level: 10

Credits: 2.5

Length of Course: Half Year

Prerequisite: English 1

This one semester elective course is designed for students of all ability levels who wish to enhance their writing skills. Genres will include the autobiographical essay, expository composition, poetry, fiction, nonfiction, and dramatic writings. Students will be required to keep daily journals. This course is paired with publishing. This course is paired with Drama.

Drama

Grade Level: 9-12

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

An introduction to the nature of theater as a performing art. Students will study selected plays from the perspective of actors and directors, and the strategies of playwrights to develop the ability to imagine the play in performance and appreciate the range of theater's possibilities. This course is paired with Creative Writing

SAT Verbal

Grade Level: 11

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

In this year long course, students will develop the skills necessary to understand the purpose, philosophy, and format of the mathematics and verbal sections of the Scholastic Aptitude Test. The course will review the content areas that are measured on this standardized test and provide students with an opportunity to review and strengthen these areas. Test-taking strategies and techniques will also be discussed. This course is paired with SAT Math.

AP Psychology

Grade Level: 10-12

Credits: 5

Length of Course: Full Year

Prerequisites: meeting PSAT score requirements and teacher recommendation

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in

their science and practice.

Psychology:

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisites: None

Psychology courses introduce students to the study of individual human behavior. Course content typically includes (but is not limited to) an overview of the field of psychology, topics in human growth and development, personality and behavior, and abnormal psychology.

Composition/Technical Writing

Grade Level: 7-8

Length of Course: Full Year

Prerequisite: None

Composition /Technical Writing courses focus on students' writing skills and develop their ability to compose different types of papers for a range of purposes and audiences. These courses enable students to explore and practice descriptive, narrative, persuasive, or expository styles as they write paragraphs, essays, letters, applications, formal documented papers, or technical reports. Although composition courses may present some opportunities for creative writing, their focus usually remains on nonfiction, scholarly, or formal writing.

Drama (Middle School)

Grade Level: 6-8

Length of Course: Full Year

Prerequisite: None

Drama courses enable students to express themselves through dramatic play and storytelling. Course content typically includes the use of movement, language, character, plot, and spectacle to portray imaginary or real experiences. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, and strengthen their critical abilities. Specific course content conforms to any existing state standards for middle school.

Creative Writing (Middle School)

Grade Level: 6-8

Length of Course: Full Year

Prerequisite: None

Creative Writing courses offer students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the courses is on writing; however, students may study exemplary representations and authors to obtain a fuller appreciation of the form and craft. Although most creative writing classes cover several expressive forms, others concentrate exclusively on one particular form (such as poetry or playwriting). Specific course content conforms to any existing state standards for grade middle school.

MATHEMATICS DEPARTMENT

A strong foundation in mathematics is a prerequisite for success in our increasingly analytical world. The Mathematics Department provides a variety of course offerings to help prepare students for a future in an increasingly complex and technological society.

Since math skills are sequential, it is essential that prerequisite skills be mastered before more rigorous, abstract courses are taken. The prerequisites are firmly based on the proficiency a student demonstrates over the entire year of work in mathematics preceding each course. Student performance grades and teacher recommendation will be used to determine the best placement for a student.

Classes offer college preparatory mathematics in a cooperative learning atmosphere in preparation for PSAT and SAT exams. Students are expected to take a math course every year in order to be prepared for college education.

Math 6

Grade Level: 6

Length of Course: Full Year

Prerequisite: None

Which aligns to the Common Core Standards, this course is required for all students in Grade 6. The emphasis is on developing proficiency with concepts and skills in: Number Systems, Expressions and Equations, Ratio and Proportional Relationships, Geometry, Statistics and Probability.

Math 7

Grade Level: 7

Length of Course: Full Year

Prerequisite: None

Mathematics (grade 7) courses typically emphasize proficiency in skills involving numbers and operations; measurement; patterns; functions; algebraic formulas; geometry; and concepts of data analysis, including statistics and probability. Specific content depends upon state standards for grade 7.

Pre-Algebra

Grade Level: 6-7

Length of Course: Full Year

Prerequisite: 6th graders must meet placement score requirements. Students in grade 7 do not need to meet any prerequisites.

This is a one year course that will help students to prepare for Algebra I. This is a transitional course that helps middle school students get ready for Algebra I. PreAlgebra is the beginning of a journey into world of higher mathematics, where the rules of arithmetic are explained using variables, and the properties of mathematics are explored. Students study number theory, linear equations and inequalities, polynomials, factoring, quadratic functions and statistics. Topics included in the regular Pre- Algebra program will be covered in more depth.

Algebra I

Grade Level: 7, 8, 9

Credits: 1 (MS) or 5 (HS) Length of Course: Full Year

Prerequisite: Students in 7th grade must have scored a B+ or better in Math 6. Students in grade

8 and 9 do not need to meet any prerequisites.

Algebra I is the first course in the college preparatory program in mathematics and provides students with a solid foundation in algebra. Algebra I explores the study of real number properties and classifications, polynomials and polynomial operations, solving equations and inequalities involving rational, linear, and quadratic expressions, graphs of these equations and inequalities, exponents, radicals, and an introduction to functions. Problem solving, reading, student discussion of strategies and use of technology will be applied throughout this course.

AP Calculus AB

Grade Level: 11-12

Credits: 5

Length of Course: Full Year

Prerequisite: Grade of B+ or better in Pre-Calculus or Algebra II, meeting PSAT score requirements, and Teacher Recommendation

AP Calculus AB is offered to students who wish to prepare for the College Board Advanced Placement Examination to seek college credit and/or advanced standing in mathematics. This course is primarily concerned with developing students' understanding of the concepts of calculus through graphical, numerical, analytical, and verbal representations. The course covers all topics associated with Functions, Graphs, and Limits; Derivatives; and Integrals.

AP Calculus BC

Grade Level: 11-12

Credits: 5

Length of Course: Full Year

Prerequisite: Grade of B+ or better in AP Calculus, meeting PSAT score requirements, and Teacher Recommendation

AP Calculus BC is offered to students who wish to prepare for the College Board Advanced Placement Examination to seek college credit and/or advanced standing in mathematics. Calculus AB and Calculus BC are primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multirepresentational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Calculus BC is an extension of Calculus AB rather than an enhancement; common topics require a similar depth of understanding.

AP Statistics

Grade Level: 11-12

Credits: 5

Length of Course: Full Year

Prerequisite: Grade of B+ or better in Pre-Calculus or Algebra II, meeting PSAT score requirements, and Teacher Recommendation

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

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

Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course.

SAT Math

Grade Level: 11

Credits: 2.5

Length of Course: Half Year

Prerequisite: Algebra I and Geometry

In this half-year course, students will develop the skills necessary to understand the purpose, philosophy, and format of the mathematics and verbal sections of the Scholastic Aptitude Test. The course will review the content areas that are measured on this standardized test and provide students with an opportunity to review and strengthen these areas. Test-taking strategies and techniques will also be discussed. This is paired with SAT Verbal.

Statistics

Grade Level: 10-12

Credits: 5

Length of Course: Full Year

Prerequisite: Algebra 2

Statistics is the science of data. The purpose of this course is to introduce the students to the major concepts and tools needed for collecting, analyzing, and drawing conclusions from data. This course concentrates on four broad conceptual themes: exploring data, planning a study (collecting data), probability (anticipating patterns in data), and statistical inference based on data. This course is an active learning experience.

Students analyze data with calculators and computers. They conduct classroom experiments, carry out individual and group projects, and perform stimulations involving probabilistic concepts. Students are required to be engaged and active learners in the classroom.

Note: This course is also offered as a Duel Credit course through RVCC. Students who wish to earn credits will need to meet placement score requirements on the Accuplacer assessment offered by RVCC.

Introduction to College Algebra

Grade Level: 11-12

Credits: 5

Length of Course: Full Year

Prerequisite: Algebra 2

Introduction to College Algebra courses review and extend algebra and geometry concepts for students who have already taken Algebra I & II and Geometry. Introduction to College Algebra Algebra courses include a review of such topics as properties and operations of real numbers; evaluation of rational algebraic expressions; solutions and graphs of first degree equations and inequalities; translation of word problems into equations; operations with and factoring of polynomials; simple quadratics; properties of plane and solid figures; rules of congruence and similarity; coordinate geometry including lines, segments, and circles in the coordinate plane; and angle measurement in triangles including trigonometric ratios.

Mathematics—Test Preparation (Math Counts)

Grade Level: 6-8

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

This is an introductory level course for 6-8 grade students who have no experience in in-depth problem solving nor math competitions. Students learn skills to apply the concepts they learn in school math classes into problem solving. Content includes pre-algebra, beginning algebra, fundamental geometry, basic number theory concepts and counting and probability. Students develop skills in creative thinking, logical reasoning, analytical and problem solving skills. Students are exposed to beginning contests such as AMC 8, MathCounts and Math Olympiads.

SCIENCE DEPARTMENT

A comprehensive knowledge of science is required in order to be a responsible member of today's technical society. With this belief in mind, CJCP science education stresses quantitative reasoning as well as experimentation and observation. Students are encouraged to be curious about the natural world surrounding them and come to understand the importance of science in many different careers. The CJCP experience will be a good first step towards a career in science for some, but every student will learn through practice the "scientific method" - which is really a disciplined approach to discovery that applies to almost all walks of life.

Science 6

Grade Level: 6

Length of Course: Full Year

Prerequisite: None

This Integrated Science course emphasizes basic understanding of change, cycles, patterns, and relationships in the living world. Students build on basic principles related to these concepts by exploring the nature and structure of matter. The characteristic of energy, the cellular organization and the classification of organisms; the dynamic relationships among organisms, Earth's systems, water in the environment, air and atmosphere, and basic chemistry concepts.

Science 6 Honors

Grade Level: 6

Length of Course: Full Year

Prerequisite: meeting testing requirements

This Integrated Science course emphasizes basic understanding of change, cycles, patterns, and relationships in the living world. Students build on basic principles related to these concepts by exploring the nature and structure of matter. The characteristic of energy, the cellular organization and the classification of organisms; the dynamic relationships among organisms, Earth's systems, water in the environment, air and atmosphere, and basic chemistry concepts. The honors level course will run at a faster pace and explore content areas in more depth.

Science 7

Grade Level: 7

Length of Course: Full Year

Prerequisite: Science 6

This Integrated Science course emphasizes a more complex understanding of change, cycles, patterns, and relationships in the living world. Students build on basic principles related to these concepts by exploring the nature and structure of matter. the characteristic of energy, the cellular organization and the classification of organisms; the dynamic relationships among organisms, Earth's systems, water in the environment, air and atmosphere, and basic chemistry concepts.

Science 7 Honors

Grade Level: 7

Length of Course: Full Year

Prerequisite: grade of B+ or better in Science 6, meeting testing requirements, and teachers' recommendation

This Integrated Science course emphasizes a more complex understanding of change, cycles, patterns, and relationships in the living world. Students build on basic principles related to these concepts by exploring the nature and structure of matter. the characteristic of energy, the cellular organization and the classification of organisms; the dynamic relationships among organisms, Earth's systems, water in the environment, air and atmosphere, and basic chemistry concepts. The honors level course will run at a faster pace and explore content areas in more depth.

Science 8

Grade Level:8

Length of Course: Full Year

Prerequisite: None

Integrated Science 8 is built on the philosophy that the hallmarks of an effective science curriculum are inquiry-based learning strategies that foster student curiosity and engagement. The course integrates key concepts of NJ CCCS for Science 8 and includes physical, life, earth, space, and environmental science. The course builds upon material learned in prior middle school level science courses with an emphasis on engagement through thought-provoking questions, higher-level critical thinking and hands-on explorations that encourages students to relate scientific concepts to the world around them.

Science 8 Honors

Grade Level: 8

Length of Course: Full Year

Prerequisite: grade of B+ or better in Science 7, meeting testing requirements, and teachers recommendation

Integrated Science 8 is built on the philosophy that the hallmarks of an effective science curriculum are inquiry-based learning strategies that foster student curiosity and engagement. The course integrates key concepts of NJ CCCS for Science 8 and includes physical, life, earth, space, and environmental science. The course builds upon material learned in prior middle school level science courses with an emphasis on engagement through thought-provoking questions, higher-level critical thinking and hands-on explorations that encourages students to relate scientific concepts to the world around them. The honors level course will run at a faster pace and explore content areas in more depth and prepare students to take biology honors in high school.

Biology

Grade Level: 8 and 9

Credits: Credits: 1 (MS) or 5 (HS)

Length of Course: Full Year

Prerequisite: None

Biology is the science field that relates primarily to life processes and living things. The course focuses on basic life processes, including how cells obtain energy for life, how they assemble to form the tissues, organs and organ systems that make up living things and how those organisms interact with their environment. Topics studied include: biochemistry, cell biology, flow of energy through the biosphere, patterns of genetic inheritance, the structure and function of DNA, patterns of reproduction, principles of modern taxonomy, evolution and ecology. The nature of scientific inquiry is threaded throughout the course as students engage in problem solving, data analyzing, observing, inferring, summarizing and communicating. The course integrates career education, problem solving and decision-making skills through biology simulations and inquiry-based laboratory activities. Emphasis is on Laboratory work, written reports, and the use of technology to gather and analyze data. Some of the laboratories are designed to demonstrate or illustrate concepts, while others are inquiry-based and involve open-ended experiments.

Biology Honors

Grade Level: 9

Credits: 5

Length of Course: Full Year

Prerequisite: Grade of B+ or better in 8th grade science course, meeting appropriate score requirements, and teacher recommendation

The honors level course is aligned to pre-AP and SAT subject test standards. Biology honors focuses on basic life processes, including how cells obtain energy for life, how they assemble to form the tissues, organs and organ systems that make up living things and how those organisms interact with their 25 environment. Topics studied include: biochemistry, cell biology, flow of

energy through the biosphere, patterns of genetic inheritance, the structure and function of DNA, patterns of reproduction, principles of modern taxonomy, evolution and ecology. Students experience a variety of learning strategies, including cooperative group interaction, lecture, discussion, demonstration and laboratory experimentation. The nature of scientific inquiry is threaded throughout the course as students engage in problem solving, data analyzing, observing, inferring, summarizing and communicating. The course integrates career education, problem solving and decision-making skills through biology simulations and inquiry-based laboratory activities. Emphasis is on Laboratory work, written reports, and the use of technology to gather and analyze data. Some of the laboratories are designed to demonstrate or illustrate concepts, while others are inquiry-based and involve open-ended experiments.

Chemistry

Grade Level: 10

Credits: 5

Length of Course: Full Year

Prerequisite: Biology

Chemistry introduces students to the science of chemistry, a study of matter, its composition and structure, and the changes it may undergo. Emphasis is placed on the experimental nature of this branch of science with consideration given to practical applications in the scientific world. A study of the structure of the atom and the periodic law leads to an understanding of the organization of the elements in the periodic table. This knowledge is used to develop concepts of ionic, covalent and metallic bonding among atoms as well as to write formulas for compounds and equations to represent chemical reactions. Students are introduced to the study of gas laws, solutions, acids, bases and salts and their attendant chemical reactions, dimensional analysis, mole concept, kinetics, equilibrium, electrochemistry and oxidation-reduction. Laboratory work and written reports and the use of technology to gather and analyze data are emphasized.

Chemistry Honors

Grade Level: 10

Credits: 5

Length of Course: Full Year

Prerequisite: Grade of B+ or better in Biology, meeting appropriate score requirements, and teacher recommendation

The honors level course is aligned to pre-AP and SAT subject test standards. Chemistry introduces students to the science of chemistry, a study of matter, its composition and structure, and the changes it may undergo. Emphasis is placed on the experimental nature of this branch of science with consideration given to practical applications in the scientific world. A study of the structure of the atom and the periodic law leads to an understanding of the organization of the elements in the periodic table. Students experience a variety of learning strategies, including cooperative group interaction, lecture, discussion, demonstration and laboratory experimentation. This knowledge is used to develop concepts of ionic, covalent and metallic bonding among atoms as well as to write formulas for compounds and equations to represent chemical reactions. Students are introduced to the study of gas laws, solutions, acids, bases and salts and their attendant chemical reactions, dimensional analysis, mole concept, kinetics, equilibrium, electrochemistry and oxidation-reduction. Laboratory work and written reports and the use of technology to gather and analyze data are emphasized.

Environmental Science

Grade Level: 11

Credits: 5

Length of Course: Full Year

Prerequisite: None

This course is a study of the Earth's biological and chemical systems and how they interact to provide an inhabitable environment for the myriad living organisms on this planet. Major environmental concerns will be studied, researched, and analyzed throughout the year. Topics will include: environment, global ecology, population, land use, natural resources, energy, water environment, air pollution, pest control, industrial and domestic waste, agriculture, and societal factors. Laboratory work and the use of technology to gather and manipulate data will be implemented throughout the course. This course will prepare students for the fields of environmental sciences and environmental law, as well as to prepare them to be responsible citizens.

SCIENCE DEPARTMENT ELECTIVES

AP Biology

Grade Level: 10-12

Credits: 6

Length of Course: Full Year

Prerequisite: Grade of B+ or better in Biology, meeting appropriate score requirements, and teacher recommendation

The course is designed to provide students an opportunity to take a college level introductory biology course with the support of a high school environment. The course covers a broad spectrum of topics within the life sciences. The course provides opportunities for inquiry based learning and hands on exploration of major lab concepts, totaling approximately 25% of the class time. The lab experiences will include the 12 College Board recommended laboratories that emphasize experimental and quantitative explorations. All these labs will be student conducted. Throughout the year the following major themes of biology will be emphasized: 1) Science as a Process, 2) Evolution, 3) Energy Transfer, 4) Continuity and Change, 5) Relationship of Structure to Function, 6) Regulation, 7) Interdependence in Nature, and 8) Science, Technology, and Society.

AP Chemistry

Grade Level: 11-12

Credits: 6

Length of Course: Full Year

Prerequisite: Grade of B+ or better in Chemistry, meeting appropriate score requirements, and teacher recommendation

AP Chemistry is a rigorous course meeting the same requirements found in a first year college chemistry course. Students will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course stresses the student's ability to think clearly and express his/her ideas, orally and in writing, with clarity and logic. This course differs qualitatively from the first year secondary course in chemistry with respect to the kind of textbook used, depth of topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done. Topics include: Atomic Theory and Structure, Periodicity, Chemical Bonding, Nuclear Chemistry, Gas Laws, Kinetic Molecular Theory, Solutions, Reactions, Equilibrium, Kinetics, Electrochemistry, Thermodynamics, and Organic Chemistry.

SOCIAL STUDIES DEPARTMENT

The focus of the CJCP Social Studies Department is to prepare students to be responsible and productive citizens. Students will understand and apply civic, historical and geographical knowledge in order to become a citizen in a diverse world. They will apply information, concepts and perspectives from the history of our nation and the history and development of other nations. They will also understand the building blocks of representative government and will deliberate on public issues. Moreover, emphasis will be on understanding the evolution of early civilizations and the development of new ideas, institutions and systems of thought, recognizing that events in the past inform the present, and understanding the rich and varied achievements of diverse peoples.

In order to fulfill New Jersey State graduation requirements students will take a one-year required course in world history and a two one-year required course in United States history. Moreover, New Jersey history, Holocaust, civics and geography education are all infused into the curriculum.

Social Studies 6 / Social Studies 6 Honors

Grade Level: 6

Length of Course: Full Year

Prerequisite: Social studies 6 honors placement requires students to meet test score requirements.

This year long researched-based course focuses on the historical, cultural, and political perspectives of various ancient world civilizations.

Students will become familiar with and use primary and secondary sources to examine:

- diversity
- commonalities
- dynamics
- interaction of cultures past and present.

Students will also use a variety of resources to produce projects which shows their understanding of the link between of the past and modern civilizations

Social Studies 7 / Social Studies 7 Honors

Grade Level: 7

Length of Course: Full Year

Prerequisite: Social studies 7 honors placement requires students to have earned a B or higher in Social Studies 6.

The CJCP Civics course is designed to address basic objectives of civic education. This will entail the organization and functioning of government on the local, state, and national levels (including rights and responsibilities). Moreover, it will provide students with in-depth knowledge of our nation's system of government. Students will also be able to identify challenges of U.S. foreign policy as well as understanding their role as citizens in the world today. The class is modified to instill students with the qualities of good citizenship in a democratic society, as well as encourage them to be active participants in an evolving political landscape. Instruction and Grading for the course will take place in the form of homework, worksheets, projects, notebook inspection, tests, quizzes, and cooperative learning exercises.

Social Studies 8 / Social Studies 8 Honors

Grade Level: 8

Length of Course: Full Year

Prerequisite: Social studies 8 honors placement requires students to have earned a B or higher in Social Studies 7.

World History I will explore people, places, and events beginning with the classical civilizations. Students are introduced to early empires, major world religions and art and architecture through the 16th century Renaissance and Reformation. Students will explore the topics spanning the New World in the late 15th century; analyze the autocratic powers of Europe, the early Muslim Empires, Revolutionary Europe and the Age of Enlightenment. The role of governments, geography, culture and economics will all be studied as students explore the past. Instruction and grading for the course will take place in the form of homework, class work, projects, tests, & quizzes. Students who excel in World History I will have an opportunity to pursue Honors World History II, a precursor to potential Advanced Placement offerings.

World History / World History Honors

Grade Level: 9

Credits: 5

Length of Course: Full Year

Prerequisite: World History honors placement requires students to have earned a B or higher in Social Studies 8.

World History examines significant time periods of human development from the Age of Exploration to the present time. The course surveys the historical development of the commonalities and differences among world civilizations. Through the lens of the social sciences, this course encourages an understanding of the uniqueness and interdependence of world civilizations. It emphasizes analysis of primary source materials and evaluation of historical interpretations; it also aims to bring a historical perspective to bear on understanding the state of the world today. It focuses on the basic elements of all societies through the study of institutions of civilizations-family, religion, education, economics and government. It aims to develop fundamental social studies skills, including analysis of written primary sources, reading and lecture note-taking, essay writing, information collection and organization, debating, public speaking, critical thinking, and map/graph/table reading and interpretation.

US History I / US History 1 Honors

Grade Level: 10

Credits: 5

Length of Course: Full Year

Prerequisite: US I honors placement requires students to have earned a B or higher in World History.

This course is the first of the two one-year course requirement in United States History. In this course students will develop skill in the social studies as they immerse themselves in the study of the American history. The first part of the course will focus on major pre-twentieth century themes: revolution, nationalism, slavery, westward migration, sectionalism, and industrialization.

US History II

Grade Level: 11

Credits: 5

Length of Course: Full Year

Prerequisite: US History I

This course is the second of the two one-year course requirement in United States History. This part will feature themes central to the twentieth century: immigration, urbanization, political and social reform, economic depression, and the emergence of the United States as a world power. Students will develop their ability to analyze the events of American history as they engage in reading, writing, discussion, debate, and research about the topics and themes identified. Students will also be exposed to the history of the New Jersey.

US Government and Politics

Grade Level: 11-12

Credits: 5

Length of Course: Full Year

Prerequisite: US History I

This course will provide students with knowledge of United States Government that will enable them to participate effectively in civic life in America. Students will examine fundamental constitutional principles; the organization of government at the federal, state, and local level; the rights and responsibilities of citizenship; the policy-making process; political parties and elections; comparative government and foreign policy; and the American economic system.

SOCIAL STUDIES DEPARTMENT ELECTIVES

AP US Government and Politics

Grade Level: 11-12

Credits: 5

Length of Course: Full Year

Prerequisite: Grade of B+ or better in US History I, meeting appropriate score requirements, and teacher recommendation

This course is intended for qualified students who wish to complete studies equivalent to a one-semester college introductory course. This course is designed to give students a critical perspective on politics and government, involving both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also will develop familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality.

AP World History

Grade Level: 10-12

Credits: 5

Length of Course: Full Year

Prerequisite: Grade of B+ or better in World History, meeting appropriate score requirements, and teacher recommendation

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. This course is equivalent to an introductory college course in world history. The curriculum is designed to prepare students for the AP World History Exam.

AP Macroeconomics

Grade Level: 10-12

Credits: 5

Length of Course: Full Year

Prerequisite: Meeting test score requirements and teacher recommendation

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts

AP Human Geography

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: Grade of B+ grade 8 history, passing PARRC score, and teacher recommendation

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's

surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

Introduction to Law:

Grade Level: 9-12

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

Law Studies courses examine the history and philosophy of law as part of U.S. society and include the study of the major substantive areas of both criminal and civil law, such as constitutional rights, torts, contracts, property, criminal law, family law, and equity. Although these courses emphasize the study of law, they may also cover the workings of the legal system. This is paired with Introduction to Sociology. This course is paired with Sociology.

Introduction to Sociology

Grade Level: 9-12

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

Sociology courses introduce students to the study of human behavior in society. These courses provide an overview of sociology, generally including (but not limited to) topics such as social institutions and norms, socialization and social change, and the relationships among individuals and groups in society. This course is paired with Introduction to Law.

Economic Literacy: This meets the financial literacy graduation requirements.

Grade Level: 10-12

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

This course will provide students with a thorough understanding of the principles and applications of microeconomics and macroeconomics. Microeconomics will include such topics as supply and demand, scarcity, cost, marginal analysis, and the stock market. Macroeconomics will deal with the money supply, government fiscal and monetary policy, aggregate analysis, the banking system, inflation, unemployment and taxes. Students will also be exposed to the practical applications of the economic theory with topics such as the business cycle, leading economic indicators, the stock and futures markets, government's role in the economy, the economic consequences of environmentalism. This course is paired with Life Skills.

Life Skills:

Grade Level: 9-12

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

The main objective of this course is to improve character and leadership traits by developing critical thinking, building basic skills, emphasizing positive changes in attitude and promoting essential components of character and leadership. To accomplish this objective: (1) students will complete numerous readings about positive role models, (2) successful community leaders will speak to the class about their achievements, failures, and life-lessons, (3) the instructor will utilize various forms of pop-culture to demonstrate core components of character traits and (4) students will be given different opportunities to apply the concepts of the course to their personal lives, academic competencies and future goals. This course meets the requirements for 21st century skills.

Introduction to Business:

Grade Level: 11-12

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

The courses survey an array of topics and concepts related to the field of business. These courses introduce business concepts such as banking and finance, the role of government in business, consumerism, credit, investment, and management. They usually provide a brief overview of the American economic system and corporate organization. Introductory Business courses may also expose students to the varied opportunities in secretarial, accounting, management, and related fields. This course is paired with Personal Finance.

Note: This course is also offered as a Duel Credit course through RVCC. Students who wish to earn credits will need to meet placement score requirements on the Accuplacer assessment offered by RVCC.

Personal Finance

Grade Level: 11-12

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

Consumer Economics/Personal Finance courses provide an understanding of the concepts and principles involved in managing one's personal finances. Topics may include savings and investing, credit, insurance, taxes and social security, spending patterns and budget planning, contracts, and consumer protection. These courses may also provide an overview of the American economy. This course is paired with Introduction to Business.

Note: This course is also offered as a Duel Credit course through RVCC. Students who wish to earn credits will need to meet placement score requirements on the Accuplacer assessment offered by RVCC.

WORLD LANGUAGES COURSE DESCRIPTIONS

Middle School Spanish

Grade Level: 6-8

Length of Course: Full Year

Prerequisite: None

This course gives the students the opportunity to further their understanding of the Spanish language through listening activities, reading and writing instructions. The course also provides an understanding of the civilization, culture, and customs of Spanish-speaking countries. The course is designed for beginners and Spanish speaking students. The introduction of Spanish grammatical structure gives the students a basic understanding and the ability to use the language.

Middle school Turkish

Grade Level: 6-8

Length of Course: Full Year

Prerequisite: None

These classes serves as introduction to the basics of the Turkish language. The basics of speaking, reading, listening, writing and comprehension are taught, as are aspects of the culture in countries where Turkish is spoken. An emphasis is placed on speaking and comprehension of Turkish. Class participation is required, as is daily study and practice time (outside of the classroom) to ensure the student's success in the course.

Middle School Chinese

Grade Level: 6-8

Length of Course: Full Year

Prerequisite: None

This course gives the students the opportunity to further their understanding of the Chinese language through listening activities, reading and writing instructions. The course is designed for beginners and Chinese speaking students. The introduction of Chinese grammatical structure gives the students a basic understanding and the ability to use the language. structure gives the students a basic understanding and the ability to use the language.\

Chinese 1

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: None

Chinese 1 is an introductory course in Mandarin. Emphasis in this course is on the basic skills of listening, speaking, reading and writing Chinese. The course will include a focus on the basics of pronunciation and grammar; simple conversation; reading and writing Chinese characters; and the geography, customs and culture of China.

Chinese 2

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: Chinese 1 or Teacher Recommendation

Chinese 2 emphasizes the improvement of oral expression and the development of vocabulary through activities integrating listening comprehension, speaking, reading and writing. This course continues to focus on communication skills, grammatical structures, and the study of Chinese culture and customs. Students will build up their vocabulary through the learning of Chinese characters. Special attention is given to the reading of these characters. Students are exposed to more of the original source materials so as to further develop reading and listening comprehension skills.

Chinese 3-4 Honors

Grade Level: 11-12

Credits: 5

Length of Course: Full Year

Prerequisite: Chinese 2

Chinese 3-4 emphasizes and further advances the students' oral and written communicative abilities. Based on their prior knowledge in Chinese, students are guided to study the basic Chinese grammar in a systematic manner. Some simple social correspondence, as well as narrations and descriptions, are the goals for writing. Cultural awareness focuses on the interdependence of language, thought and culture.

Spanish 1

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: None

Spanish 1 is a course in the basic skills of listening, speaking, reading, and writing Spanish as it is used throughout the Spanish-speaking world. Good pronunciation and building a functional vocabulary are stressed, working toward the goal of proficiency in the language. Elements of the course include commonly-used vocabulary words, the sound and spelling system, elementary grammatical structures, and the ability to speak the language in selected situations. The emphasis of the course is on real life communication. Culture and the use of technology are integrated into the program.

Spanish 2

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: Spanish 1 or Teacher Recommendation

Spanish 2 will offer students the opportunity to develop the basic skills of listening, speaking, reading and writing practical Spanish. Knowledge will be acquired through readings in Spanish, class discussions, homework, and taped and written exercises. An understanding and facility in using the language, an emphasis on the refinement of basic reading skills, additional vocabulary and more advanced grammatical structures, a continual development of writing skills, and a continued study of the important aspects of Hispanic life and culture are emphasized.

Spanish 3-4 Honors

Grade Level: 10-12

Credits: 5

Length of Course: Full Year

Prerequisite: Spanish 2

Spanish 3-4 strengthens the facility with the language through the review of basic communication skills and the introduction of new material needed for communication. This level also provides a review and intensification of Spanish grammar with continued attention being given to active control of listening and speaking. Reading selections will help increase students' vocabulary and comprehension. Increased emphasis is placed on writing. Idioms become more important. Culture study is an integral part of the course.

Turkish 1

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: None

Turkish 1 is a beginner level course in Turkish language. Emphasis in this course is on the basic skills of listening, speaking, reading and writing Turkish. The course will include a focus on the basics of pronunciation and grammar; simple conversation; reading and writing in Turkish; and the geography, customs and culture of Turkey.

Turkish 2

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: Turkish 1 or Teacher Recommendation

Turkish 2 is the intermediate level course that emphasizes the improvement of oral expression and the development of vocabulary through activities integrating listening comprehension, speaking, reading and writing. Knowledge will be acquired through readings in Turkish, class discussions, homework, and taped and written exercises. This course continues to focus on communication skills, grammatical structures, and the study of Turkish culture and customs.

Turkish 3-4 Honors

Grade Level: 10-12

Credits: 5

Length of Course: Full Year

Prerequisite: Turkish 2

Turkish 3 emphasizes and further advances the students' oral and written communicative abilities. This level also provides a review and intensification of Turkish grammar with continued attention being given to active control of listening and speaking. Some simple social correspondence, as well as narrations and descriptions, are the goals for writing. Culture study is an integral part of the course.

DEPARTMENT OF MUSIC

Middle School Music

Grade 6-7-8

General music includes the study of rhythm, instruments, theory, world music, vocal music, genres, musical theatre, music technology, etc. Students are expected to perform as well as study music. The focus in eighth grade will be on creating a chorus. The students should be able to read music at this point and will be singing the majority of the year.

Chorus

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: None

Chorus provides the opportunity for students to develop their singing voices within the context of rehearsing and performing choral music. Students enrolled in this course should have a genuine interest in the vocal arts with a drive to perform and succeed. The principles of tonal production, pitch awareness, breath control, diction, phrasing, balance, blend, posture, interpretation, and basic music theory will be taught. Sight reading will be taught and developed. Students will sing choral repertoire drawn from a wide range of styles, time periods, cultures and genres. This is a performance course with a two required evening performances during the school year.

Music Technology and Production

Grades: 9-12

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

At CJCP, our course in music technology will provide students the opportunity to explore the field of sound engineering and music and media production. Students will be given an overview of the history of recorded sound, instructed in proper use of microphones and recording equipment, interface with iOS technology in music production, and discuss college and career pathways upon graduation. Students will have the opportunity to create music using their knowledge of MIDI and sampled sound. Students will also be given the opportunity to record student performances, assemblies, work live sound for school/ community events and more.

Guitar

Grade Level: 9-12

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

Your musical journey starts here. Learn chords, simple strums, and tuning in a fun, relaxed group setting. You'll be introduced to the basic elements of rhythm and harmony that will have you making music in no time! Guitar 1 is for the absolute beginner. Students leave Guitar 1 with the following: Basic open position chords: A, D, E, G, C, Am, Em, A7, B7, D7, E7, G7 A sense of playing single notes and a few licks Essential boom-chicka strums in 4/4 and 3/4 time I-IV-V tunes in A, D, G, and E A solid sense on how to read a "lead sheet".

Band

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: None

This course includes the study and performance of quality band music. Class activities emphasize the development of instrument technique, tone production, tuning, fundamentals of music theory, music reading, and listening skills. Emphasis is on the advancement of instrument technique, the further development of ensemble performance skills, and rehearsal and performance of intermediate level band music.

DEPARTMENT OF ART

Middle School Art

Grade 6-7-8

Middle school art classes build upon the skills learned in sixth grade. The students' focus is on enhancing their skills in drawing, painting, crafts, and designs. Art history is incorporated throughout the course within the lessons. The students will continue to develop their knowledge and skills in art criticism, aesthetics, and philosophy through class discussions and critiques. These courses also build upon the skills students learned in seventh grade. They refine their skills in drawing, painting, and 3 dimensional projects. Art theory and appreciation is incorporated throughout the course. The students will further develop their knowledge and skills in art criticism, aesthetics, and philosophy.

Drawing

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: None

In this course students will have the opportunity to explore two and three-dimensional aspects of drawing. Instruction and activities are designed to enable students to produce drawings with a high degree of accuracy. Different approaches to drawing, such as contour drawing and sketching, as well as other techniques and approaches, will be experienced. Media covered in this course will be pencil, charcoal, ink and graphite. The majority of work in this course is done from "life" or observation of real objects. Skill will also be developed in strong compositional skills with an understanding of proportion and perspective. Students address concepts of art history, art criticism, and aesthetics as they relate to those areas of art studied.

Painting

Grade Level: 10-12

Credits: 5

Length of Course: Full Year

Prerequisite: None

This course will immerse students in the world of painting media: watercolor, pastel, oil pastel and acrylic. Students will paint from a model with a strong emphasis on light and shade. Original drawings will be the inspiration for subject matter. Instruction and activities are designed to enable students to produce paintings from observation, focusing on developing their drawing skills, mixing accurate colors, and application techniques. The majority of work in this course is done from "life" or observation of real objects. Skill will also be developed in strong compositional skills with an understanding of proportion and perspective. Students address concepts of art history, art criticism, and aesthetics as they relate to those areas of art studied.

Studio Arts

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: None

Studio Art gives students the opportunity to create, critique, and breakdown art and design in a variety of ways. They will learn to use a variety of two and three dimensional materials and techniques, and study a selection of different artists, art periods, and contemporary forms of art/design. A strong focus in Studio in Art will be the usage and identification of the elements and principles of design.

AP Studio Arts

Grade Level: 10-12 Credits: 5 Length of Course: Full Year

Prerequisite: Although there is no prerequisite for AP Studio Art, prior experiences in studio art courses that address conceptual, technical, and critical thinking skills can support student success in the AP Studio Art Program

Explore drawing issues including line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth and mark-making through a variety of means, such as painting, printmaking or mixed media. Develop technical skills and familiarize yourself with the functions of visual elements as you create an individual portfolio of work for evaluation at the end of the course.

DEPARTMENT OF COMPUTER TECHNOLOGY

Middle School Computer and Office Applications

(Grade 6-7-8)

In these courses students are expected to show basic skills in Microsoft Word, PowerPoint, Excel, Google Applications, and 3D design. Students will be expected to complete regular assignments in language arts, world language and social studies on a computer. This course follows up on skills developed in Grade 6 with emphasis on safe internet searching, refined keyboarding skills and 3D design. Students are expected to show basic skills in MS Office Word, Excel, Power Point and or corresponding Google Applications functionality.

Computer Programming 1

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: None

The main objective of this course is for students to learn fundamental programming skills useful with most computer languages. Students will learn the techniques for proper math coding in order to program computers for problem solving. Topics include computer systems components, introduction to writing programs, using loops and logical operations and designing and writing programs in structured form using modular design. Students will apply communications and data analysis to the problem-solving and decision making processes in a variety of life situations. This course will foster the computer programming skills necessary for an effective transition into the workplace and/or postsecondary education. The career clusters of information technology, technology, computer engineering, audio/video technology and mathematics will be addressed.

Java Programming

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: None

Java Programming courses provide students with the opportunity to gain expertise in computer programs using the Java language. As with more general computer programming courses, the emphasis is on how to structure and document computer programs, using problem-solving techniques. Topics covered in the course include syntax, I/O classes, string manipulation, and recursion.

PHYSICAL EDUCATION AND HEALTH DEPARTMENT

Physical Education and Health 6

Grade Level: 6

Length of Course: Full Year

Prerequisite: None

Students gain knowledge and skills in a variety of individual, dual, and team sports/activities to develop competencies to promote an active lifestyle. Students begin to apply personal fitness planning concepts to individualized plans. Students also cover health and character education once each week. These topics allow students to stay healthy and have a warmer classroom atmosphere. One quarter of the course includes instruction in the health education topics of Nutrition, Growth and Development, Diseases and Health Conditions, Alcohol, Tobacco and other Drugs, Dependency/Addiction and Treatment, Medicines, Safety, Emotional and Social Health, Communicable and Non-communicable diseases

Physical Education and Health 7

Grade Level: 7

Length of Course: Full Year

Prerequisite: Grade 6 Health/PE

Students gain knowledge and skills in a variety of individual, dual, and team sports/activities to develop competencies to promote an active lifestyle. Students begin to apply personal fitness planning concepts to individualized plans. One quarter of the course includes instruction in the health education topics of Nutrition, Growth and Development, Diseases and Health Conditions, Alcohol, Tobacco and other Drugs, Dependency/Addiction and Treatment, Medicines, Safety, Emotional and Social Health, Communicable and Non-communicable diseases.

Physical Education and Health 8

Grade Level: 8

Length of Course: Full Year

Prerequisite: Grade 7 Health/PE

Students gain knowledge and skills in a variety of individual, dual, and team sports/activities to develop competencies to promote an active lifestyle. Students begin to apply personal fitness planning concepts to individualized plans. One quarter of the course includes instruction in the health education topics of Peer Pressure and Conflict Resolution, Puberty, Nutrition, Alcohol, Tobacco and other Drugs, Physical Fitness, Growth and Development, Diseases and Health Conditions, Safety, Dependency/Addiction and Treatment.

Physical Education and Health 9

Grade Level: 9

Credits: 5

Length of Course: Full Year

Prerequisite: Grade 8 Health/PE

Students begin to apply personal fitness planning concepts to individualized plans. One quarter of the course includes instruction in the health education topics of Growth and Development, STI's and STD's, Drugs and Alcohol, Nutrition and Fitness, Growth and Development, Nutrition, Medicines, Communicable and Non-communicable Diseases, Alcohol, Tobacco and other Drugs.

Physical Education and Health 10

Grade Level: 10

Credits: 5

Length of Course: Full Year

Prerequisite: Grade 9 Health/PE

Students gain knowledge and skills in a variety of individual, dual, and team sports/activities to develop competencies to promote an active lifestyle. Students begin to apply personal fitness planning concepts to individualized plans. One quarter of the course includes instruction in the health education topics of Assessing and Managing Risk, Knowing Yourself, Handling Social Pressures, The Basics of Signs, Signals and Pavement Marking, Rules of the Road, Getting to Know the Vehicle, Starting, Steering, and Stopping, Basic Driving Skills, Turning and Parking, Driving Environments, Natural Laws and Driving, Sharing the Road, Light and Weather Conditions, Preparing for the State Driving Test

Physical Education and Health 11

Grade Level: 11

Credits: 5

Length of Course: Full Year

Prerequisite: Grade 10 Health/PE

Students gain knowledge and skills in a variety of individual, dual, and team sports/activities to develop competencies to promote an active lifestyle. Students begin to apply personal fitness planning concepts to individualized plans. One quarter of the course includes instruction in the health education topics of Rescue Breathing, First Aid, Health Care, Sexually Transmitted Diseases (STD), Alcohol and Drugs, Nutrition and Fitness, Alcohol, Tobacco and other Drugs, Dependency/Addiction and Treatment, Emotional and Social Health.

Physical Education and Health 12

Grade Level: 12

Credits: 5

Length of Course: Full Year

Prerequisite: Grade 11 Health/PE

Students gain knowledge and skills in a variety of individual, dual, and team sports/activities to develop competencies to promote an active lifestyle. Students begin to apply personal fitness planning concepts to individualized plans. One quarter of the course includes instruction in the health education topics of Fertilization/Pregnancy/Childbirth, Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS), Rehabilitation/Prevention Programs, Mental Illness, Suicide, First Aid, Decision Making, Character Education, Alcohol, Tobacco and other Drugs.

PHYSICAL EDUCATION AND HEALTH DEPARTMENT **ELECTIVES**

CPR and First Aid

Grade Level: 9-12

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

This course teaches students the basics of first aid and life saving techniques. Students will become CPR certified and instruction includes high-quality compressions, airway management, breathing, and how to use a mask. First Aid instruction includes bandaging, bleeding, wounds, choking, shock, seizure, fainting, broken bones, sprains, burns, bites, stings, poison, and temperature-related conditions, to name a few.

Nutrition and Wellness

Grade Level: 9-12

Credits: 2.5

Length of Course: Half Year

Prerequisite: None

This course prepares individuals to understand the principles of nutrition; the relationship of nutrition to health and wellness; the selection, preparation and care of food; meal management to meet individual and family needs and patterns of living; food economics and ecology; optimal use of the food dollar; understanding and promoting nutritional knowledge.

Fitness

Grade Level: 9-12

Credits: 5

Length of Course: Full Year

Prerequisite: None

Strength and Conditioning class will provide an opportunity for development of strength and conditioning for various sports and fitness related activities. Course work will incorporate activities to promote improvement in strength, endurance, balance, agility, and speed. Proper technique, safety precautions and proper application of the Principles of Training will be emphasized. A plan to achieve goals will be developed and implemented during this year long course.

SPECIAL EDUCATION DEPARTMENT

The Special Education Department and Child Study Team provide services to meet the needs of students with learning difficulties. Two basic models are available based on the extent of the student's learning problems.

SE 6-12 INCLUSION CLASS (IN-CLASS SUPPORT)

In an inclusion class, or mainstream placement, the student is placed in a general education class with same aged peers. In addition to the general education teacher, there will ideally be a special-education teacher whose job it is to adjust the curriculum to the student's abilities. Inclusion placements have the benefit of keeping the student in the mainstream of school life with higher-achieving peers, but may not be able to provide the intensive help some students need.

SE 6-12 RESOURCE ROOM (RESOURCE SUPPORT)

Students who need intensive help to keep up with grade-level work in a particular subject may be placed in the Resource Room, where a special-education teacher works with a small group of students, using techniques that work more efficiently with a special-needs population. Resource Room placements have the benefit of providing help in the area(s) of need while allowing the student to remain in the mainstream for other subjects.