

Program of Studies



2024-2025

Barnegat High School

Barnegat Township School District 2024-2025

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Introduction: Program of Studies

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

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

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

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

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

Affirmative Action

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

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

Michelle Johns, Affirmative Action Officer

mjohns@barnegatschools.com

Athletics

ATHLETIC DIRECTOR: Mr. John Germano, 609-660-7510, ext. 77106

Students can participate in the following sports at Barnegat High School:

Baseball	Cross Country	Golf	Softball	Volleyball
Basketball	Dance Team	Ice Hockey Co-Op with Lacey	Swimming	Wrestling
Bowling	Field Hockey	Lacrosse	Tennis	
Cheerleading	Football	Soccer	Track & Field	

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

Athletic Eligibility

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

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

Academic Standards for Eligibility

Rule 1 – Fall and Winter Athletic Teams

1. 9th Grade: Students coming into BHS as ninth graders from a middle school (8th grade) are exempt from credit requirements. They become academically eligible upon successful completion of 8th grade requirements.
2. To be academically eligible to play sports, students must meet the following criteria:
 - 10th Grade: Must have passed 30 credits the previous year.
 - 11th Grade: Must have passed 30 credits the previous year.
 - 12th Grade: Must have passed 30 credits the previous year.

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

Rule 2 – Spring Athletic Teams

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

Other Requirements for Eligibility

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

Athletics: NCAA Eligibility

The following are NCAA-approved courses that are offered at Barnegat High School. For more information about collegiate athletic eligibility, see <http://www.ncaa.org/student-athletes>.

English

English 1 CP/H
English 2 CP/H
English 3 CP/H
English 4 CP/H
Creative Writing
Creative Writing 2 CP
English Literature & Composition AP
English Language & Composition AP
Modern Poetry CP
Modern Shakespeare CP
Public Speaking/Art of Communication

Mathematics

Algebra 1 CP/H
Algebra 2 CP/H
Computer Science A AP
Computer Science Principles AP
Calculus AB & BC AP
Calculus CP/H
Discrete Mathematics CP
Geometry CP/H
Probability & Statistics CP

Natural/Physical Science

Anatomy & Physiology CP
Environmental Science CP/H/AP
Physics 1 & 2 AP
Astronomy CP
Biology CP/H/AP
Chemistry CP/H/AP
Forensic Science CP
Integrated Science CP
Meteorology CP
Oceanography CP
Physical Science CP
Physics CP/H/AP

Social Studies

20th Century History
US History 1 CP/H/AP
US History 2 CP/H/AP
US History 3 CP
World History CP/H/AP
Civics
Economics CP
European History AP
Genocide/Holocaust Studies CP
Geography
History of New Jersey CP
Human Geography AP
Political & Legal Education
US Government & Politics AP

Additional Core Courses

Spanish Language & Culture AP
Conversational Italian
Conversational Spanish
French 1 CP
French 2 CP
French 3 H
French 4 H
Spanish 1 H
Spanish 2 CP/H
Spanish 3 CP/H
Spanish 4 H
Spanish AP

Child Study Team Services

Daniel Gundersen, Director of Student Services
609-698-5800 ext. 11120
dgundersen@barnegatschools.com

Stacey Jakalow, District Supervisor of Special Education
609-698-5800 ext. 11122
sjakalow@barnegatschools.com

Brittany Schork, District Supervisor of Special Education
bschork@barnegatschools.com
609-698-5800 ext. 11123

CST Member	Position	Extension	Email Address
Candice Lewis	LDTC	77110	clewis@barnegatschools.com
Robert Klaslo	Social Worker	77112	rklaslo@barnegatschools.com
Lynn Bennert	School Psychologist	77111	lbennert@barnegatschools.com

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

I. In-Class Resource

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

II. Supplementary Instruction and Resource Programs

These programs are utilized to meet the needs of disabled students in a general education class or in a pull-out classroom.

III. Special Class Programs

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

Accommodations and Modifications:

Classified students receive classroom accommodations to help them achieve academic success.

Testing accommodations for College Board exams (SAT) are approved through College Board and require an additional application. Please see your case manager at least six months prior to your expected SAT exam if you are requesting testing accommodations through College Board.

Class Rank

CLASS RANK

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

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

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

VALEDICTORIAN AND SALUTATORIAN

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

The Valedictorian and Salutatorian of the senior class at BHS will be determined after the close of the 3rd marking period of the senior year.

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

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

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

College, Career and Counseling Services

Carolyn Johnson, District Supervisor of Guidance

cjohnson@barnegatschools.com

Phone: (609) 660-7510, ext. 77113

The school counselors at Barnegat High School welcome you to the services that are provided to our student population. The counseling office provides all students a place where they can feel comfortable talking about their academic, college, and career plans. Students can also talk to counselors about personal problems that may be interfering with their academic success. Parents are invited to contact their child's counselor with concerns about scheduling, college and career planning, and social/emotional issues.

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

Academic/Social Development

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

College and Career Counseling

Barnegat High School Career and College Center utilizes Family Connection from Naviance, a web-based service designed especially for career and college readiness. Naviance also streamlines the college application process, allowing exclusively online supporting document submission, such as letters of recommendation, transcripts, and academic evaluations. Through Naviance, our students have the opportunity to:

- **Be interactive in the career planning and advising process** by building a resume, completing online surveys, and manage timelines and deadlines for making decisions about colleges and careers;
- **Plan for postsecondary success** by setting short and long term goals and complete tasks related to college and career planning, including application tracking and working with recommenders to upload their letters;
- **Research colleges** through signing up for college representative meetings and/or using the informative SuperMatch College Search tool.

Naviance also lets us share information with students about upcoming meetings and events, and other web resources for college and career information.

Contacting the BHS Counseling Center may be done via phone [(609) 660-7510, ext. 77115], fax [(609) 698-6313], or email listed below.

BHS Counseling Staff

Jeff Fonseca	School Counselor	77118	jfonseca@barnegatschools.com
Kathryn Gehrke	School Counselor, AP Coordinator	77119	kgehrke@barnegatschools.com
Kaleigh Wargo	School Counselor	77117	kwargo@barnegatschools.com
Lindsey Wasiak	School Counselor	77116	lwasiak@barnegatschools.com
Lauren McAuley	Student Assistance Coordinator	77121	lmcauley@barnegatschools.com
Jennifer Amato	Guidance Secretary	77114	jamato@barnegatschools.com
Catherine DaSilva	Guidance Secretary	77115	cdasilva@barnegatschools.com

College Planning

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

- Four years of English
- Three years of Social Studies
- Three years of Math (Algebra I, Geometry, Algebra II)
- Three years of a laboratory Science (Biology and Chemistry or Physics, Environmental Science)
- Two or more consecutive years of the same World Language (Some colleges require 3-4 years of a World Language)

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

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

- 1) Four-year academic record in high school (transcript);
- 2) Scores earned on the College Entrance Examination Board tests (SAT, SAT II, ACT);
- 3) Teacher recommendations;
- 4) **Rigorous academic program** composed mainly of subjects in the fields of English, Mathematics, World Languages, Science, and Social Studies;
- 5) Extracurricular record including community service and/or leadership; 6) Three letters of recommendation, including one from counselor.
- 6) Three letters of recommendation, including one from counselor.

College Planning

PLAN Partnership with OCC

EARLY COLLEGE

Beginning in the 2021-2022 school year, Barnegat High School students have the opportunity to participate in the PLAN program with Ocean County College. PLAN, Preparing Learners to Achieve Now, is a program through which students complete 24-30 college credits through OCC prior to the receipt of a high school diploma. The Southern Education Center is a convenient and accommodating location for BHS students to consider, and all students are encouraged to maximize course offerings at this particular campus because of this. However, all credits through Ocean County College completed prior to the receipt of a high school diploma will be considered for PLAN program completion requirements. Starting with the Class of 2023, students completing PLAN will receive special recognition at high school graduation and this will also be formally noted on their transcripts.

PLAN incentivizes students to complete their freshmen year of college as a high school student, incorporating the already-existing “Early College” (formerly JumpStart) program with OCC. The Early College program permits students in high school to earn college credits at a discounted rate. Any student who wishes to enroll in any OCC class may start the process through the counseling office and with administrative approval. Students can participate in the Early College program without completing 24-30 credits, and simply would not be considered for PLAN Program completion.

Sophomores, juniors and seniors will be permitted to pursue college-level courses at their own expense, and on their own time. The PLAN program is designed with a threefold purpose: (1) to help students complete their freshmen year of college; (2) to access collegiate support services; (3) to provide students with additional insight into certain career fields not necessarily requiring a traditional four-year preparation, again providing an additional base upon which to arrive at decisions concerning future plans. See below for our dual enrollment offerings, differentiated by partnered institution. Only those from Ocean County College will be considered for the PLAN program.

Barnegat High School AP Course:	Ocean County College Dual Enrollment Course:	OCC Credits:	BHS Instructor:
AP Biology	BIOL 161: General Biology I	4	Mrs. Kurinsky
AP Physics	PHYS 171: Physics 1**	4	Mr. Campagnolo
AP Calculus AB	MATH 265: Calculus I+	4	Mrs. Quick
AP English Language & Composition	ENGL 151: English I	3	Mrs. Beaudoin
AP English Literature & Composition	ENGL 152: English II*	3	Mr. Keffner
AP Spanish	SPAN 151: Elementary Spanish I (Fall) <i>and</i> SPAN 152: Elementary Spanish II (Spring)	3 Fall 3 Spring (6 total)	Mrs. Wojciak
Cybersecurity	CSIT: Information Security Fundamentals	4	Mrs. Sellers
AP Precalculus	MATH 201: Precalculus Techniques and Applications	4	Mrs. Quick

Community Service

The Barnegat Township School District encourages all students to participate in meaningful community service projects. Community service has a profound impact on a student's social development. It fosters empathy, generosity, and a sense of unity, purpose and self-worth. Colleges require students to document the number of community service hours performed in high school and take community service into account when making application decisions. In addition, many local and national scholarships are based on community service involvement.

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

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

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

BHS recommends that students utilize Naviance's resume building feature to log community service hours.

Coursework Rigor: College Preparatory, Honors, and AP

Barnegat High School proudly serves students with a wide breadth of academic needs; to do so, rigor varies for the general education population. Below, three different types of classes are defined; they are listed in order of increasing rigor.

The Barnegat High School Honors/Advanced Placement (AP) program is designed to enhance the level of academic rigor within a course by extending both the breadth and depth of the curriculum. Honors/AP courses provide academic challenge for students who may benefit from a more rigorous course of study. Each Honors/AP class has its own prerequisites and criteria for enrollment.

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

College Preparatory

College preparatory (CP) courses follow a demanding curricula that are aligned to grade-level appropriate NJ state student learning standards. The CP courses are designed to prepare students for success in college and/or career, whether their immediate post-secondary plans are for workforce, military, trade school, 2-year or 4-year college. Therefore, CP courses are appropriate for many students, no matter their career or scholastic trajectory, who need more teacher guidance to master comprehension and expand their knowledge of a particular subject. Students enrolled in CP courses are gradually introduced to analytical and applied higher-order thinking. Compared to assignments in Honors or Advanced Placement courses, College Prep work tends to be more manageable in amount and time frame.

** Unless otherwise noted, all electives are offered at the College Prep level.

Honors

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

Advanced Placement (AP)

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

There is a higher expectation for Advanced Placement students. The coursework and course load is much more rigorous than an honors level course. We diligently adhere to an extended add/drop period for AP courses. **Students may drop an AP course within the first 20 school days of the academic year, after which deadline a WP or WF will be noted on the student's official transcript.**

Students may take AP exams without taking the AP course. However, BHS will not offer AP examinations for AP courses not taught on campus, with the exception of BHS students taking online AP coursework.

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

Early Graduation

Students may elect to complete their required coursework by the end of their junior year. Early graduation requires administrative approval and could negatively impact a student's college admissions profile.

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

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

- Written notification by parent and student must be sent to the administration *no later than May* of the sophomore year expressing the rationale and post high school plan
- Minimum GPA of 3.0
- Student has not failed any core courses
- Student must meet NJ Graduation Requirements
- Student is not permitted to be the Valedictorian or Salutatorian
- Student must pass all NJ State Assessment Requirements (as outlined by the NJDOE)
- Completion of student contract for early graduation
- A formal meeting must take place with parent/guardian and school counselor

Grading Policies

GRADING SCALE AT BHS

A+:	97-100	
A:	93-96	Exceeded expectations
A-:	90-92	
B+:	87-89	
B:	83-86	Met expectations
B-:	80-82	
C+:	77-79	
C:	73-76	Approached expectations
C-:	70-72	
D:	65-69	Partially met expectations
F:	64 and below	Did not yet meet expectations; no credit given

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

NUMERICAL GRADES WILL APPEAR ON REPORT CARDS.

Clarification on WP and WF

If a student requests to drop a course within the first ten days of school, the course will be dropped without any indication of enrollment. Therefore, a grade will not be assigned and thus no adverse consequences to a student's GPA and rank will occur.

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

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

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

Grading Policies

BENCHMARK ASSESSMENTS

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

MIDTERMS AND FINAL EXAMS

These examinations will be taken at the end of each semester. Semester courses will only have a final exam. Semester course averages are based on the previous two-quarter grades and the final exam. Mid-Term and Final Examinations for PE classes are calculated into the marking period grades. **Any student who is absent during their scheduled Midterm or Final Exam due to illness must provide a doctor's note in order to make-up the exam. Students who are absent due to illness will not be permitted to make-up their Midterm or Final Exam without a medical note excusing that absence.**

GRADE CALCULATIONS FOR SEMESTER AND FINAL GRADES

<u>Semester Course</u>		<u>Full Year Course</u>	
MP 1	40%	MP 1	20%
MP 2	40%	MP 2	20%
Final Exam	20%	Mid-Term	10%
	100%	MP 3	20%
		MP 4	20%
		Final Exam	10%
			100%

EXEMPTION FROM FINAL EXAMS: SENIORS ONLY

Seniors are eligible for exemption from final exams according to the following guidelines:

- Each teacher of seniors must provide a final exam exemption list to the curriculum supervisor at least three weeks prior to final exams.
- Only those **SENIOR** students who receive straight A's (90 or above) on the first, second, and third marking period report cards AND a minimum of an 88 on the midterm exam, are eligible to be exempted from final exams. Students have the option of being exempt.
- Students who sit for an Advanced Placement Exam have the option of being exempted from the Final Exam for that course.
- **JUNIORS GRADUATING EARLY ARE NOT EXEMPT FROM ANY FINAL EXAMS.**
- **PLEASE SPEAK TO YOUR COUNSELOR IF YOU HAVE QUESTIONS.**

Graduation Requirements & Testing

A diploma from Barnegat High School is granted only to those students who have completed the requirements for graduation established by the State of New Jersey and the Barnegat Township Board of Education. The aforesaid institutions require that Barnegat High School students complete the following coursework prior to high school graduation.

Course	Credits
English	20
PE/Health	20
Mathematics*	15
Science**	15
History***	15
World Language	5
Visual/Performing Art	5
Career/Technical Art	5
Financial Literacy	2.5

*Recent New Jersey Legislation (A1181/S2054) requires that beginning with the graduating class of 2025, **students and their guardians will be required to complete and submit either the Free Application for Federal Student Aid (FAFSA) or the NJ Alternative Financial Aid Application**, as guided by the Higher Education Student Assistance Authority (HESAA), in order to receive their high school diploma. The legislation also states that there will be an option for students to submit a waiver; however there are no details regarding eligibility for waivers at this time. The information on a student's financial aid application is used to notify them of any financial aid they are eligible to receive if they pursue a postsecondary education. Information is subject to changes per the NJ Department of Education.

Students completing one full-year course earn 5 credits; the completion of a semester, or half-year course, earns 2.5 credits. **A student's total earned credits, upon high school completion, must be at least 120.**

*Mathematics curricula must include Algebra 1 **and** Geometry **and** a third Math class that builds upon advanced algebraic skills.

Science curricula must include Biology **and Chemistry or Environmental Science or Physics, and a third lab, inquiry-based science.

***History curricula must include World History **and** 10 credits (2 years) of US History.

As per the NJ Department of Education, you must meet one of the following cut scores from the below chart in English and Math in order to graduate high school.

	ELA	Mathematics
First Pathway:	<ul style="list-style-type: none"> New Jersey Graduation Proficiency Assessment (NJGPA) — ELA ≥ 725 (Graduation Ready) 	<ul style="list-style-type: none"> New Jersey Graduation Proficiency Assessment (NJGPA) — Mathematics ≥ 725 (Graduation Ready)
Second Pathway:	One of the following: <ul style="list-style-type: none"> ACT Reading ≥ 17 ACCUPLACER WritePlacer ≥ 5 ACCUPLACER WritePlacer ESL ≥ 4 PSAT10 Evidence Based Reading and Writing (EBRW) ≥ 420 PSAT10 Reading ≥ 21 PSAT/NMSQT EBRW ≥ 420 PSAT/NMSQT Reading ≥ 21 SAT EBRW ≥ 450 SAT Reading ≥ 23 	One of the following: <ul style="list-style-type: none"> ACT Math ≥ 17 ACCUPLACER Elementary Algebra ≥ 49 Accuplacer Next-Generation QAS ≥ 250 PSAT10 Math Section of PSAT/NMSQT Math Section ≥ 420 PSAT10 Math or PSAT/NMSQT Math ≥ 21 SAT Math Section ≥ 440 SAT Math Test ≥ 22
Third Pathway:	<ul style="list-style-type: none"> Meet the criteria of the NJDOE Portfolio Appeal for ELA 	<ul style="list-style-type: none"> Meet the criteria of the NJDOE Portfolio Appeal for Math

ATTENDANCE

The Board of Education assumes responsibility for upholding the law by requiring regular school attendance of each student resident in the BTS district that has completed eighth grade and not reached the age of 16. Attendance at school is required by state law (NJSA: 18A:38.25; NJAC 1:20-1.3; NJAC 6A:32-8.3). Based upon the A/B block schedule at Barnegat High school, BHS students shall be allowed (4) absences for a semester course and (9) absences for a full year course before losing credit for the course. Additionally, junior and senior students may be excused a maximum of 3 days per year for college visits. Please see the Parent/Student Handbook for an extensive explanation of this policy.

Honors & AP Coursework

GUIDELINES FOR THE HONORS/AP PROGRAM

Entrance Guidelines

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

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

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

Continuation Guidelines

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

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

Additional Weight for Honors and AP Courses

HONORS (H)	Add .5 to the final grade point earned for the course
ADVANCED PLACEMENT (AP)	Add 1.0 to the final grade point earned for the course

Honors Appeals Process: DISCLAIMER

Students are required to write a formal letter of appeal to the counseling office. The curriculum supervisor along with the school counselor will begin the process by administering a teacher survey and scheduling a time to take a department developed honors appeal assessment. An honors appeal portfolio will be created and reviewed with the student and parent/guardian at the completion of the process.

Ocean County Vocational Technical School

CONTACT INFORMATION:

Email Address: highschooledu@mail.ocvts.org

PHONE: 732-473-3100, Ext. 3122 or Ext. 3197

www.ocvts.org

Tech Prep Agreements

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

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

Barnegat High School Requirements for Students to be Enrolled in OCVTS:

Prior to enrollment in a share-time program, students must have taken and received credit for:

- English 1 & 2;
- Algebra 1 & Geometry;
- PE & Health 9 & 10;
- 10 credits of core science (courses that count as part of the 3-year graduation requirement, one of which must be Biology); ●
10 credits of Social Studies;
- 5 credits of Visual & Performing Arts (taken in grade 9 or 10).

Once a student is enrolled in a share-time program:

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

No other credits from OCVTS will be applied towards NJ graduation requirements.

SHIELD Program

Student High Intensity Enrichment and Leadership Development

A Partnership with Barnegat Police Department

The SHIELD program is intended to provide meaningful instruction to students who wish to engage in coursework related to the field of law enforcement, and eventually pursue a career within the law enforcement field. This program has been specifically created alongside police department and school district administration and has been tailored to meet the needs of the Barnegat community, while still ensuring that adequate curricular coverage suffices as the educational prerequisite to potentially serve as a contributing member of the Barnegat Police Department. Completion of the SHIELD program may meet educational criteria to enter workforce in the Barnegat Police Department. The SHIELD program will provide life-skill and formal leadership development.

Beginning in the Fall of 2021, students with expressed interest in the SHIELD program will have schedules that reflect this interest, indicating enrollment in a full-year, 5-credit Introduction to SHIELD class, aligning with the A/B block schedule, throughout the entire year. SHIELD 1 meets the NJDOE mandated Career/Technical Education high school graduation requirement.

Student Schedules

General Course Selection Policies

- Each student will carry a minimum of 35 credits per year, with the exception of seniors approved for early dismissal.
- Preference will be given to seniors and juniors when enrollment in any course exceeds the course section limits.
- The Barnegat Township Board of Education reserves the right to withdraw any course offering based on one or more of the following:
 - (a) student enrollment in a course is insufficient,
 - (b) a certified teacher is not available, and/or
 - (c) budgetary funds are not available.
- Student scores on state and district tests (including benchmarks) and previous course grades will affect course placement.
- Course request does not guarantee placement in a course. Students must meet certain criteria and prerequisites to be placed in courses. (18A:37-1) BHS counselors will provide assistance to students in the appropriate course level selection.
- High school level courses completed by the end of Grade 8 and prior to the start of Grade 9 may be used to meet pre-requisites, advancement, and/or credit accumulation in a particular subject area.

Student Schedules

Criteria for Changing Student Schedules

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

BHS recommends schedule changes can be made during the summer months by contacting the counseling office.

After the add/drop period, schedule changes will only be considered for the following reasons:

1. The correction of a clerical error in the schedule. Examples might include a missing course, a conflict between two or more courses, failure of a 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.
4. A senior student wishing to take an additional course(s), which does not require dropping any other course(s).
5. A teacher recommends a change based on the fact that the student is misplaced in a particular course or that a change in level would be beneficial to the student. Teacher recommendations according to these criteria must be made prior to the end of the first quarter. This must be done with the approval of the Subject Supervisor, School counselor, and Principal.
6. Lunch period changes will be considered with medical documentation only.

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

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

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

Students have 10 days after the start of each semester of the school year to change a course. The change will not be noted on the student's transcript. (The first 20 days of the school year will be given for students enrolled in an AP course.)

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

Schedule changes after the deadlines will result in a grade of WF (Withdraw Failing) or WP (Withdraw Passing) on the student's transcript. A WF is computed into the grade point average, which will adversely affect the class rank and negatively impact the student's permanent record. A WP or WF on your transcript may affect a college admissions counselor's decision for acceptance into the college/university you have applied to.

Scheduling Options

INDEPENDENT STUDY

Students who have demonstrated maturity and responsibility may be permitted an opportunity for in-depth study beyond the present course offerings at BHS. Students need to be in good academic standing. Applications for Independent Study are available from the counseling office.

Guidelines:

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

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

If you have questions contact: Carolyn Johnson, District Supervisor of Guidance
cjohnson@barnegatschools.com

Scheduling Options

TWELFTH GRADE OPTION: NEW JERSEY DEPARTMENT OF EDUCATION

The New Jersey Department of Education will provide leadership for a superior education by utilizing diverse and multiple paths to success for all children in New Jersey. Based upon the premise of diverse and multiple paths to success, the New Jersey Department of Education has developed the Twelfth Grade Option. Open to all New Jersey school districts, the program offers a variety of components to high school seniors that have completed their high school graduation credit requirements.

OPTION II

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

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

Option Two, or program completion, permits district boards of education to determine and establish curricular activities or programs aimed at achieving the NJ Student Learning Standards for promotion and graduation purposes. Option Two serves as an alternative to traditional seat time programs and involves in-depth experiences that may be internal (provided by school district personnel) or external (provided by instructors not employed by the school district). Option Two may include, but is not limited to, one or more of the following: independent study; online learning; study abroad programs; student exchange programs; and structured learning experiences, including, but not limited to, work-based programs, internships, apprenticeships, and service-learning experiences. In addition, *N.J.A.C. 6A:8-5.1(a)2iii* permits district boards of education to recognize successful completion of an accredited college course that assures achievement of the knowledge and skills delineated in the New Jersey Student Learning Standards or includes learning that builds on and goes beyond the standards.

Early Dismissal/Late Arrival

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

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

Course Descriptions

ADVANCED PLACEMENT

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

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

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

AP Studio 3-D Art and Design

AP Biology

AP Pre-Calculus

AP Calculus AB

AP Calculus BC

AP Chemistry

AP Computer Science

AP Computer Science Principles

AP English Language and Composition

AP English Literature and Composition

AP Environmental Science

AP European History

AP Government and Politics

AP Human Geography

AP Physics 1

AP Spanish

AP Statistics

AP Studio Art

AP United States History

BUSINESS

BUSINESS LAW

Prerequisite(s): Business for Today and/or Personal Finance

Credits: 2.5

This course introduces the students to the legal environment and our legal system by recognizing the difference between criminal and civil trials. Students will understand their rights when entering into a contract (making binding agreements). Other topics will involve employment law, and consumer law. This course will allow the student to apply the legal principles through debates, mock trials and landmark cases.

00102

Grades: 11-12

Semester

BUSINESS FOR TODAY

Prerequisite(s): None

Credits: 2.5

This course will introduce students to the many economic principles of the free enterprise system. Students will identify the different forms of ownership and the processes used in production, marketing, advertising, basic accounting functions for business operation and personal use. Other areas emphasized are how to get credit, and keep it, auto insurance and the required coverage for drivers, maintaining a checking account, and knowing your consumer rights and responsibilities. This course will satisfy the NJ graduation requirement for "Financial, Economic, Business and Entrepreneurial Literacy."

00101

Grades: 9-10

Semester

CAREER AND LEADERSHIP DEVELOPMENT

Prerequisite(s): None

Credits: 2.5

Students are guided through a variety of self-assessment measures designed to determine their interests, values, and abilities. Once they have assessed their individual personalities, students will take advantage of computerized career programs to identify careers that match their personality types. Other areas covered are college search and admissions, cost, financial aid, goal setting, human relations, resume writing, and interviewing skills. Group work is emphasized.

00155

Grades: 10-12

Semester

PERSONAL FINANCE

Prerequisite(s): None

Credits: 2.5

This semester course will satisfy the NJ graduation requirement for "Financial, Economic, Business and Entrepreneurial Literacy." This course will begin with reviewing the checking process, understanding bank fees, online banking, mobile banking, and payment applications. Students will develop skills on savings from early planning, challenges with savings, strategies to save, and where to begin saving. Students will be introduced to credit, understand how credit cards work, relationships surrounding young people and credit cards, the process of selecting credit cards, loan fundamentals, understanding auto loans, student loan repayments, and understanding mortgages. Students will create a budget within their anticipated career choice, devise a plan to provide themselves with housing, an apartment, roommate, planning to purchase a car, and budgeting for food. Students will build skills on managing their credit from learning to establish credit history, reading a credit report, discovering the foundations to credit scores and why they matter. Students will continue to learn to manage credit by understanding the consequences and preventative measures to identity theft, debt management, and predatory lending. Students will establish a more solidified approach to their values and money, how social media relates to spending, their money in context, and end with simple and compound interest.

00100

Grades: 9-10

Semester

BUSINESS

ENTREPRENEURSHIP

Prerequisite(s): Business For Today and/or Personal Finance is highly recommended

Credits: 2.5

00160

Grades: 10-12

Semester

This is a semester course whose main focus is completing a business plan including: marketing research, analysis of the business opportunity, type of ownership, marketing plan, and a proposed financial plan. Students will learn the factors that a new business owner must consider, such as a study of demographics, legal requirements, financial considerations, and operational function. This course will satisfy the NJ graduation requirement for “Financial, Economic, Business and Entrepreneurial Literacy.”

INTRODUCTION TO MARKETING

Prerequisite(s): Business For Today

Credits: 2.5

00165

Grades: 11-12

Semester

This course gives the student the opportunity to focus on product promotion, creative advertisement and role-playing retail situations, researching problems and providing solutions. Other topics covered include career exploration, basic marketing concepts (product, price, promotion, place), the sales process, publicity and public relations, visual merchandising and display, and fashion merchandising.

ACCOUNTING

Prerequisite(s): None

Credits: 5

00170

Grades: 9-12

Full Year

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

ENGLISH

Note: All core and AP English Language Arts courses require independent, preparatory summer work designed to refresh prerequisite reading and writing skills. Detailed instructions and assignments will be posted on the Barnegat Township school website. All core English Language Arts classes require the completion of an independent research project.

ENGLISH 1, College Prep

Prerequisite(s): None

Credits: 5

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

00312

Grade: 9

Full Year

ENGLISH 1, Honors

Prerequisite(s): 8th grade ELA Level 1 (grade: 80+) or 8th grade ELA (grade: 90+) and teacher recommendation.

Credits: 5

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

00311

Grade: 9

Full Year

ENGLISH 2, College Prep

Prerequisite(s): English 1 CP

Credits: 5

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

00322

Grade: 10

Full Year

ENGLISH 2, Honors

Prerequisite(s): English 1 Honors (grade: 80+) or English 1 CP (grade: 90+) and teacher recommendation.

Credits: 5

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

00321

Grade: 10

Full Year

ENGLISH

ENGLISH 3, College Prep

Prerequisite(s): English 2 CP

Credits: 5

00332

Grade: 11

Full Year

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

ENGLISH 3, Honors

Prerequisite(s): English 2 Honors (grade: 80+) or English 2 CP (grade: 90+) and teacher recommendation.

Credits: 5

00331

Grade: 11

Full Year

This course is designed for the accelerated English student. The course presents an in-depth study of the elements of American literature and literary genres from the mid-19th century to the present, including short stories, modern poetry, novels, and drama. In addition, a focus on nonfiction and informational text will also be presented. The writing focus will provide extensive practice in expository writing as well as narrative and argument writing. Students are expected to regularly engage with texts independently. The student will be expected to write effective compositions, which contain sophisticated syntax and diction, accurate grammar and astute literary analysis.

ADVANCED PLACEMENT (AP) ENGLISH LANGUAGE AND COMPOSITION

Prerequisite(s): English 2 Honors (grade: 80+) or English 2 CP (grade: 90+) and teacher recommendation.

Credits: 5

00371

Grade: 11

Full Year

This Junior year AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The purpose of the AP English Language course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Completion of a summer reading assignment is required. (Taken from www.apcentral.collegeboard.com).

ENGLISH

ENGLISH 4, College Prep

Prerequisite(s): English 3 CP

Credits: 5

00342

Grade: 12

Full Year

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

ENGLISH 4, Honors

Prerequisite(s): English 3 Honors (grade: 80+) or English 3 CP (grade: 90+) and teacher recommendation.

Credits: 5

00341

Grade: 12

Full Year

This course is designed for the accelerated Senior English student. The course presents an in-depth study of the important elements of British literature and literary genres: short stories, modern poetry, novels, and drama. In addition, a focus on nonfiction and informational text will also be presented. The writing focus will provide extensive practice in expository writing as well as narrative, and argument writing. The student will be expected to write effective compositions, which contain sophisticated syntax and diction, accurate grammar, and astute literary analysis. Students in English 4 Honors are required to independently engage with assigned texts on a regular basis.

ADVANCED PLACEMENT (AP) ENGLISH LITERATURE AND COMPOSITION _

Prerequisite(s): AP English Language & Composition or English 3 Honors (grade: 80+) or English 3 CP (grade: 90+) and teacher recommendation.

Credits: 5

00372

Grade: 12

Full Year

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

ENGLISH

Electives

BOOKS TO FILM

Prerequisite(s): None

Credits: 2.5

LA190

Grades: 11-12

Semester

This course focuses on the juxtaposition of film with literature. Not only will books and their film counterparts be studied, but screenplays will be thoroughly examined in both textual and film form. In addition, students will have the opportunity to write and develop their own screenplays, learn the proper formatting for screenwriting, and produce their own films.

CREATIVE WRITING 1

Prerequisite(s): English 1

Credits: 5

00359

Grades: 10-12

Full Year

The student who has a strong interest in developing a talent for writing is encouraged to elect this course. The basic tools of the creative writer are examined, and each student samples various forms and genres in poetry and prose. The chief aim is to help pupils develop a style and a writing specialty. Class members will be asked to submit their best works for publication to a variety of outlets, including the school literary magazine.

CREATIVE WRITING 2

Prerequisite(s): Creative Writing 1 and teacher recommendation

Credits: 5

00360

Grades: 11-12

Full Year

This course continues the skills and proficiencies learned in Creative Writing 1, with emphasis on the development of a style and writing specialty. Students work cooperatively to analyze and critique the submission of colleagues. Students will continue to submit their best works for publication both for in-house publications and for literary magazines.

DIGITAL COMMUNICATIONS

Prerequisite(s): English 1 and teacher recommendation

Credits: 5

00356

Grades: 10-12

Full Year

This course is designed to introduce students to the field of journalism and digital media communications. The course will train students in the skills required to publish school newspapers and provide students with a solid background in journalism theory. Students will be taught the definition and elements of news, and will be trained to distinguish fact from opinion. Students will also analyze the role of public mass media in today's society. Students will be taught the process of gathering, writing and disseminating news, including the interview process, editing copy, writing headlines, and creating layout. In addition, students will publish the school newspaper, as well as, independent news articles.

BROADCAST JOURNALISM

Prerequisite(s): English 2 and teacher recommendation

Credits: 5

LA101

Grades: 11-12

Full Year

This course is designed for the study and practice of the basic elements of broadcast journalism and video production. The course will emphasize and train students in the skills required to gather news, complete pre-production writing and planning, video recording, editing, verbal presentation, digital publishing, as well as, the publication of school news, highlights, and presentation videos. This is a hands-on course, in which, students will participate in all areas of production.

DISCOVERING THE GALAXY

Prerequisite(s): English I

Credits: 5

00355

Grades 10-12

Full Year

This elective course has students uncover the intricacies within the Star Wars universe through the analysis of movies, novels, and television series. By deciphering the main themes, symbols, and characters found within each trilogy timeline, students will uncover the linking threads that make-up Star Wars. Students will also make connections to the universe and our own world, understand the cultural impact of Star Wars, and create a culminating "What If?" project. This project will ask students to change a detail within the Star Wars universe and synthesize the possibilities within it.

ENGLISH

Electives

MODERN POETRY

Prerequisite(s): English 2

Credits: 2.5

00358

Grades: 10–12

Semester

This extensive exploration of the genre of poetry incorporates a discussion of poetic forms as well as the techniques employed by various poets. Students will read representative works from literary periods and respond with written analysis of the poetry. Students may be required to demonstrate their understanding of poetic techniques through the writing of poetry.

MODERN SHAKESPEARE

Prerequisite(s): English 2

Credits: 2.5

00352

Grades: 11–12

Semester

This Shakespeare course is designed to introduce students to the work, life, and times of the playwright. The class will showcase Shakespeare not only as a great poet and dramatist, but also as a master showman who knew how to please an audience. Students will be exposed to the more obscure plays of Shakespeare, as well as view film counterparts to reinforce reading comprehension. In addition, literary critics' interpretations of the plays will be studied, and college-level discussions and recitations will be expected.

PUBLIC SPEAKING/ART OF COMMUNICATION

Prerequisite(s): English 2

Credits: 2.5

00357

Grades: 11–12

Semester

Public Speaking is a half-year course designed to improve students' rhetorical skills. Various types of speeches are studied to develop necessary fundamental speaking abilities. Writing, reading, listening, and thinking skills are strengthened through the preparation and presentation processes of speech-making. Student's speeches are evaluated by their peers and the teacher as students learn to speak effectively, competently, and confidently to a group.

HEROES, MYTHS, AND MONSTERS

Prerequisite(s): English 1

Credits: 5

00354

Grades: 10–12

Full Year

Heroes, Myths, and Monsters is a course designed to explore the concepts of the hero's journey, along with myths, legends, and folklore from around the world. A variety of genres will be deeply examined including epic poems, short stories, novels, plays, and film. Students will be expected to compare and contrast, analyze, and identify and explore connections to modern life. Students will ultimately have the opportunity to compose an original story that includes a monster, a myth, and evidence of the hero's journey.

GENDER AND IDENTITY IN LITERATURE

Prerequisite(s): English 1, English 2

Credits: 5

00353

Grade: 10–12

Full Year

The Gender and Identity in Literature course is an extensive exploration of representations of literary voices encompassing gender, sexual identity and orientation, and ethnicity not otherwise covered comprehensively in core English classes. A variety of genres will be examined, including novels, short stories, plays, and films. Students will be expected to compare, contrast, and analyze the works covered, as well as identify connections between the works and their own experiences. Students will use the interpretation of different identities represented in literature to help them explore their own unique identities through a culminating project.

PUBLISHING, MARKETING, AND YEARBOOK

Prerequisite(s): English 1, English 2 & teacher recommendation

Credits: 5

00350

Grade: 11–12

Full Year

This course is designed to teach the basics of yearbook journalism, including theme, coverage, copy writing, graphic design, photography, finance, and advertising. Students will design and produce an affordable school yearbook within a budget. Students will learn the importance of working as a team to complete tasks successfully and on time. Students will also learn skills, such as, meeting specific deadlines, taking on publication roles, designing spreads, desktop publishing, interviewing, and feature writing. Proofreading and editing skills will continually be developed and students will have opportunities to work with the school community in the production of the school's annual yearbook.

GRADUATION TEST REMEDIATION

Students are placed into these classes and cannot request them.

NJGPA: PREPARING FOR MATH SUCCESS I

Prerequisite: n/a (see below)

Grade: 11

Credits: 2.5

Semester 1

This course is designed for students who have demonstrated difficulty in either Algebra I or Geometry and require additional support in the area of Mathematics. The course provides small group, individualized instruction that develops mathematical skills and problem-solving strategies. The overall goal of the course is to prepare students for success with the NJ Graduation Proficiency Assessment (NJGPA). Placement is based on teacher recommendations, report card grades, Benchmark assessment scores, and State assessment scores. Please note: because the NJGPA is a State-mandated graduation requirement, students will not be permitted to drop the course midyear.

NJGPA: PREPARING FOR MATH SUCCESS II

Prerequisite: n/a (see below)

Grade: 11

Credits: 2.5

Semester 2

Building off Preparing for Math Success I, this course is designed for students who have demonstrated difficulty in either Algebra I or Geometry and require additional support in the area of Mathematics. The course provides small group, individualized instruction that develops mathematical skills and problem-solving strategies. The overall goal of the course is to prepare students for success with the NJ Graduation Proficiency Assessment (NJGPA). Placement is based on teacher recommendations, report card grades, Benchmark assessment scores, and State assessment scores. Please note: because the NJGPA is a State-mandated graduation requirement, students will not be permitted to drop the course midyear.

NJGPA: PREPARING FOR ELA SUCCESS I

Prerequisite: n/a (see below)

Grade: 11

Credits: 2.5

Semester 1

This course is designed for students who have demonstrated difficulty in either English I or English II and require additional support in the area of English Language Arts. The course provides small group, individualized instruction that develops ELA skills in the area of critical reading and writing. The overall goal of the course is to prepare students for success with the NJ Graduation Proficiency Assessment (NJGPA). Placement is based on teacher recommendations, report card grades, Benchmark assessment scores, and State assessment scores. Please note: because the NJGPA is a State-mandated graduation requirement, students will not be permitted to drop the course midyear.

NJGPA: PREPARING FOR ELA SUCCESS II

Prerequisite: n/a (see below)

Grade: 11

Credits: 2.5

Semester 2

Building off Preparing for ELA Success I, this course is designed for students who have demonstrated difficulty in either English I or English II and require additional support in the area of English Language Arts. The course provides small group, individualized instruction that develops ELA skills in the area of critical reading and writing. The overall goal of the course is to prepare students for success with the NJ Graduation Proficiency Assessment (NJGPA). Placement is based on teacher recommendations, report card grades, Benchmark assessment scores, and State assessment scores. Please note: because the NJGPA is a State-mandated graduation requirement, students will not be permitted to drop the course midyear.

GRADUATION TEST REMEDIATION

Students are placed into these classes and cannot request them.

NJGPA: PREPARING FOR THE FUTURE (Math)

Prerequisite: n/a (see below)

Grade: 12

Credits: 2.5

Semester 1

This course is designed for students who have not yet earned a graduation cut score and require additional support in the area of Mathematics. The course provides small group, individualized instruction that develops math skills in the area of modeling and reasoning. The overall goal of the course is to prepare students for success with the Fall administration of the NJ Graduation Proficiency Assessment (NJGPA). Please note: because the NJGPA is a State-mandated graduation requirement, students will not be permitted to drop the course after they have been enrolled.

NJGPA: PREPARING FOR THE FUTURE (ELA)

Prerequisite: n/a (see below)

Grade: 12

Credits: 2.5

Semester 1

This course is designed for students who have not yet earned a graduation cut score and require additional support in the area of English Language Arts. The course provides small group, individualized instruction that develops ELA skills in the area of critical reading and writing. The overall goal of the course is to prepare students for success with the Fall administration of the NJ Graduation Proficiency Assessment (NJGPA). Please note: because the NJGPA is a State-mandated graduation requirement, students will not be permitted to drop the course after they have been enrolled.

PORTFOLIO: GRADUATION AND BEYOND

Prerequisite: n/a (see below)

Grade: 12

Credits: 2.5

Semester 2

Students who have not passed the New Jersey Graduation Proficiency Assessment (NJGPA) must follow an alternate pathway to graduate. For most students, this involves the Constructed Response Task (CRT) Portfolio assessment. This course prepares students for success in the Portfolio assessment, so that they can graduate on time. Please note: because the CRT Portfolio assessment is a State-mandated graduation requirement, students will not be permitted to drop the course after they have been enrolled.

MATHEMATICS

All AP math courses require independent, preparatory summer work designed to refresh prerequisite math skills. Detailed instructions and assignments will be posted on the high school website.

ALGEBRA 1, College Prep

Prerequisite(s): Pre-Algebra

Credits: 5

00412

Grades: 9- 10

Full Year

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

GEOMETRY, Honors

Prerequisite(s): 8th grade Algebra (grade: 80+) or Algebra 1 CP (grade: 90+) or teacher recommendation

Credits: 5

00421

Grades: 9-11

Full Year

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

Consistent with a constructivist approach, each student who takes this course must take an active responsibility for his or her own learning. The expectations and workload in an honors course are high. This accelerated course will require that a significant amount of work be accomplished outside the confines of the class period.

GEOMETRY, College Prep

Prerequisite(s): Algebra 1

Credits: 5

00422

Grades: 9-11

Full Year

Students will be provided with an opportunity to work with the tools of geometry and their creative powers to discover the geometric relationships of patterns, congruence, similarity, parallelism, area, volume, transformations, polygons, polyhedra, circles, and spheres. Students will work with both inductive and deductive reasoning. The computer is used as a tool for inductive investigations, while deductive thinking is emphasized through formal proof.

ALGEBRA 2, Honors

Prerequisite(s): Geometry Honors (grade: 80+) or Geometry CP (grade: 90+) or teacher recommendation

Credits: 5

00431

Grades: 9-12

Full Year

This course assumes competency in fundamental algebra skills. Topics include linear and quadratic equations, functions and graphs, analytic geometry, matrices, the real and complex number systems. Techniques of graphing linear and quadratic functions are included and the course provides experience in problem solving with the use of technology. This course will prepare students for Trigonometry/Pre-Calculus and other advanced courses in mathematics. The expectations and workload in the honors course are high. The honors level section of this course will require a significant amount of work be accomplished outside the confines of the class period.

MATHEMATICS

ALGEBRA 2, College Prep

Prerequisite(s): Algebra 1 and Geometry (grade: 80+) or teacher recommendation

Credits: 5

00432

Grades: 9-12

Full Year

This course assumes competency in fundamental algebra skills. Topics include linear and quadratic equations, functions and graphs, analytic geometry, matrices, the real and complex number systems. Techniques of graphing linear and quadratic functions are included and the course provides experience in problem solving with the use of technology. This course will prepare students for Trigonometry/Pre-Calculus and other advanced courses in mathematics.

BRIDGE TO ADVANCED ALGEBRA

Prerequisite(s): Successful completion of Algebra I and Geometry

Credits: 5

00433

Grades: 10-12

Full Year

Bridge to Advanced Algebra was developed with the intent to provide students who have completed Algebra I and Geometry with the additional math foundation they need to be successful in the New Jersey Student Learning Standards for Mathematics Algebra II course. Each student's learning expectation for Bridge to Advanced Algebra is intended to:

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

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

ADVANCED ALGEBRA WITH FINANCIAL APPLICATIONS, College Prep

Prerequisite(s): Algebra 2

Credits: 5

00435

Grades: 10-12

Full Year

Advanced Algebra with Financial Applications is a college-preparatory course that will give you the tools to become a financially responsible young adult. This course combines algebraic and graphical approaches with practical business and personal finance applications. Topics in pre-calculus, probability and statistics, calculus and geometry are introduced to solve financial problems that occur in everyday life. Real-world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting and planning for retirement are solved by applying the relevant mathematics. Field projects, computer spreadsheets, and graphing calculators are key components of the course. This course will satisfy the NJ graduation requirement for "Financial, Economic, Business and Entrepreneurial Literacy."

TRIGONOMETRY AND PRE-CALCULUS, Honors

Prerequisite(s): Algebra 2 Honors (grade: 80+) or Algebra 2 CP (grade: 90+) or teacher recommendation

Credits: 5

00451

Grades: 10-12

Full Year

Pre-Calculus is a course that strongly combines algebra and geometry. The course has been specifically designed to give the student an understanding of the foundations of calculus. Polynomials, rational, exponential, logarithmic, and trigonometric (or circular) functions, as well as some of their properties and graphs are discussed in detail. Students will learn to use the graphing calculator to analyze functions. The expectations and workload in the honors course are high. This accelerated course will require that a significant amount of work be accomplished outside the confines of the class period.

MATHEMATICS

TRIGONOMETRY AND PRE-CALCULUS, College Prep

Prerequisite(s): Algebra 2 CP (Grade of 80+) or teacher recommendation

Credits: 5

00452

Grades: 10-12

Full Year

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

ADVANCED PLACEMENT (AP) PRE-CALCULUS

Prerequisite(s): Algebra 2 CP (grade: 90+) and teacher recommendation or Algebra 2 Honors (grade: 80+)

Credits: 5

00470

Grades 10-12

Full Year

The purpose of the AP course in Precalculus is for students to build deep mastery of modeling and functions and examine scenarios through multiple representations. Students will learn how to observe, explore, and build mathematical meaning from dynamic systems which is an important practice for our thriving ever-changing world. Students should develop and apply each of the mathematical practices: procedure and symbolic fluency, multiple representations, and communication and reasoning. The units of study include:

- Unit 1: Polynomial and Rational Functions
- Unit 2: Exponential and Logarithmic Functions
- Unit 3: Trigonometric and Polar Functions
- Unit 4: Functions Involving Parameters, Vectors, and Marices

AP Precalculus prepares students for other college-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. This course requires independent, preparatory summer work. An assigned list of works and detailed instructions will be posted on the High School website. (<http://apcentral.collegeboard.com/>)

ADVANCED PLACEMENT (AP) STATISTICS

Prerequisite(s): Honors Geometry (80+), Honors Algebra 2 (80+), CP Algebra 2 (90+), AP Precalculus (80+), Honors Trig/Pre-Calc (80+), CP Trig/Pre-Calc (90+), CP or AP Calculus (80+) or teacher recommendation. Concurrent enrollment in these courses are supported but the grade expectation is required.

Credits: 5

00472

Grades: 10-12

Full Year

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

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

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

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

An introductory statistics course, similar to the AP Statistics course, is typically required for college majors such as social sciences, health sciences and business. This course requires independent, preparatory summer work. An assigned list of works and detailed instructions will be posted on the High School website. (<http://apcentral.collegeboard.com/>)

MATHEMATICS

ADVANCED PLACEMENT (AP) CALCULUS AB

00471

Prerequisite(s): AP Precalculus (80+) or teacher recommendation, Trigonometry/Pre-Calc Honors (grade: 90+) and teacher recommendation, or Calculus CP (grade: 90+), or teacher recommendation

Grades: 11-12

Credits: 5

Full Year

This course requires independent, preparatory summer work. An assigned list of works and detailed instructions will be posted on the High School website. Teacher and Math Supervisor Recommendations are required for entry into this class. Placement into this class requires a final grade: 90+ in Honors Trigonometry/Pre-Calculus (due to the fact that students are skipping a full year of CP or Honors Calculus). This weighted course, designed for the mathematically mature student, is a study of calculus at the college level. It is expected that students who take an AP course in calculus will take the AB level of the Advanced Placement Calculus Exam and seek college credit, college placement, or both. Emphasis will be placed on the core curriculum provided by the College Entrance Examination Board (CEEB) and consists of the following topics: rate of change, differentiation, limits, integration, and differential equations. Students will be able to work with and understand the connections among functions represented in a variety of ways: graphical, numerical, analytical or verbal.

CALCULUS, Honors

00441

Prerequisite(s): AP Precalculus (75+) or teacher recommendation, Trigonometry/Pre-Calc CP (grade: 90+) and teacher recommendation, or Trigonometry/Pre-Calc Honors (grade: 80+), or teacher recommendation

Grades: 11-12

Credits: 5

Full Year

This course enables students to delve deeply into mathematical concepts that they will need in order to prepare for professional careers. The course is designed to provide a background for college calculus. The student who successfully completes this course will have the foundation necessary to enroll with confidence in college level calculus. This course will emphasize the concepts of limits, derivatives as slopes and anti-derivatives. The expectations and workload in the honors course are high. This accelerated course will require that a significant amount of work be accomplished outside the confines of the class period.

CALCULUS, College Prep

00442

Prerequisite(s): Trigonometry/Pre-Calculus CP and teacher recommendation

Grades: 11-12

Credits: 5

Full Year

This course enables students to delve deeply into mathematical concepts that they will need in order to prepare for professional careers. The course is designed to provide a background for college calculus. The student who successfully completes this course will have the foundation necessary to enroll with confidence in college level calculus. This course will emphasize the concepts of limits, derivatives as slopes and anti-derivatives.

ADVANCED PLACEMENT (AP) CALCULUS BC

00473

Prerequisite(s): AP Calculus AB and teacher recommendation, or Calculus Honors (grade: 85+) or teacher recommendation

Grade: 12

Credits: 5

Full Year

This course requires independent, preparatory summer work. An assigned list of works and detailed instructions will be posted on the High School website. A final grade: 90+ in AP Calculus AB and teacher recommendation/Supervisor approval is mandatory. Calculus BC is a full year college-level course in the calculus of functions of a single variable. It includes all topics covered in Calculus AB plus additional topics, which is considerably more extensive than the Calculus AB course. This course prepares students to take the Calculus BC Advanced Placement examination given each spring, for which placement and/or credit may be awarded at the college level, if a qualifying score is obtained. Content of this college-level course corresponds to the syllabus of the College Board Calculus BC Advanced Placement Program. It is expected that students who take an AP course in calculus will take the BC level of the Advanced Placement Calculus Exam and seek college credit, college placement or both.

MATHEMATICS

CRYPTOLOGY

Prerequisite(s): Algebra 1 and Geometry

Credits: 2.5

00239

Grades: 11-12

Semester

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

THE MATHEMATICS OF SPORTS

Prerequisite(s): Successful completion of Algebra II

Credits: 2.5

00240

Grades: 10-12

Semester

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

DISCRETE MATHEMATICS

Prerequisite(s): Algebra 1 and Geometry

Credits: 2.5

00453

Grade: 12

Semester

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

PROBABILITY AND STATISTICS

Prerequisite(s): Algebra I and Geometry

Credits: 2.5

00455

Grade: 9-12

Semester

This course is designed to provide students with opportunities to explore concrete concepts in probability and statistics, including probability distributions hypothesis testing, and experimental design. Students will be exposed to numerical and graphical representations of data; and written and verbal interpretation of data using concepts from exploratory data analysis.

NAVAL JUNIOR ROTC

The program is conducted at accredited secondary schools throughout the nation, and taught by instructors who are retired Navy, Marine Corps, and Coast Guard officers and enlisted personnel. The NJROTC accredited curriculum emphasizes citizenship and leadership development. NJROTC cadets participate in a number of outside, or extra-curricular, activities throughout the school year and during the summer months. These opportunities are designed to stimulate learning by hands-on experience and to reinforce classroom instruction. Classroom instruction is augmented throughout the year by local activities such as parades, community service projects and events, academic, athletic, drill and orienteering competitions, field meets, visits to naval bases and other service bases, along with physical fitness training.

NAVAL SCIENCE I

Prerequisite(s): None

Credits: 5

This course is for students electing their first Junior ROTC course.

Naval Science I introduces students to the meaning of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. It promotes an awareness of the importance of a healthy lifestyle, including physical fitness, a proper diet, controlling stress, drug awareness, and first aid. Students also learn survival skills and an overview of Naval ships and aircraft.

ROTC1

Grades: 9-12

Full Year

NAVAL SCIENCE II

Prerequisite(s): Naval Science I

Credits: 5

This course is for students electing their second year NJROTC course.

Naval Science II builds on the general introduction provided in Naval Science I, further developing the traits of citizenship and leadership, and introducing cadets to the technical areas of naval science and the role of the U. S. Navy in maritime history and the vital importance of the world's oceans to the continued well-being of the United States.

ROTC2

Grades: 9-12

Full Year

NAVAL SCIENCE III

Prerequisite(s): Naval Science II

Credits: 5

This course is for students electing their third year NJROTC course.

Naval Science III broadens the understanding of students in the operative principles of military leadership, the concept and significance of teamwork, the intrinsic value of good order and discipline in the accomplishment of objectives, and the importance of sea power and national security. Students gain a more in-depth knowledge of Naval ships and aircraft and an introduction to marine navigation and seamanship.

ROTC3

Grades: 9-12

Full Year

NAVAL SCIENCE IV

Prerequisite(s): Naval Science III

Credits: 5

This course is for students electing their fourth year NJROTC course.

Naval Science IV focuses primarily on practical leadership techniques and implementation. The intent is to assist seniors in understanding leadership and improving their leadership skills by putting them in positions of leadership, under supervision, then helping them analyze the reasons for their varying degrees of success throughout the year. Classroom activities include seminars, reading assignments, classroom presentations, and practical work with younger cadets. Seniors are mentored/guided in their preparation for life after high school to include college preparation, scholarship applications, and the variety of choices that are available to them.

ROTC4

Grades: 9-12

Full Year

PHYSICAL EDUCATION/ HEALTH

PHYSICAL EDUCATION 9/Health 9

00612/00613

Prerequisite(s): None

Grade: 9

Credits: 2.5 per semester

2 Semesters

This course will include a wide range of activities: soccer, field hockey, aerobics, muscle strength training, volleyball, badminton. Built into the Physical Education program will be a component on team building and working together. Emphasis will be placed on the development of fundamental skills and on awareness of the component of personal fitness along with health and wellness. Students will also have the opportunity to become certified in boat safety.

The health component will include concepts on the following units of study: Values clarification, decision-making skills and problem solving. Puberty and emotional growth will be explored, emphasizing both physical and psychological changes in both sexes. Human growth and development will include reproduction topics, conception and pregnancy, responsible sexual behavior which includes abstinence, contraception, and sexually transmitted diseases. The course also includes issues on drug awareness, including development of an understanding of the causes, effects, and impacts of drug abuse.

PHYSICAL EDUCATION 10/Driver Education

00622/00623

Prerequisite(s): None

Grade: 10

Credits: 2.5 per semester

2 Semesters

This course is a continuation of many of the activities offered in 9th grade. The emphasis will be placed on refining fundamental skills, introducing game strategies and developing an awareness of how to effectively utilize human resources. This course will also introduce many new activities: tennis, flag football, rope jumping, weight training, basketball, volleyball, golf, aerobics, speedball, floor hockey and health and wellness.

This health course involves the study of the automobile in modern life and aims to develop mature attitudes and proper habits for safe driving. Driver Education Theory consists of the following units of study: understanding state mandated driver training requirements, the physical, mental, and emotional aspects of driving; the construction and operation of the automobile; traffic and safety laws; driving techniques; driving and substance abuse, and the effects of the motor vehicle on modern living. This health component is an aid in preparing for the written examination required by the State Department of Motor Vehicles.

PHYSICAL EDUCATION / HEALTH

PHYSICAL EDUCATION 11/Health 11

00632/00633

Prerequisite(s): None

Grade: 11

Credits: 2.5 per semester

2 Semesters

A program of electives will be offered to the Juniors and Seniors in Physical Education, during the regular scheduled P.E. class. Each student will be able to choose from a list of activities based on facilities and seasons. Some activities offered include: tennis, badminton, weight training, floor hockey, basketball, recreational games, aerobics, archery, golf, football and dance.

This health-based program features infant care and child development. Topics will be included:

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

PHYSICAL EDUCATION 12/Health 12

00642/00643

Prerequisite(s): None

Grade: 12

Credits: 2.5 per semester

2 Semesters

A program of electives will be offered to the Juniors and Seniors in Physical Education, during the regular scheduled P.E. class. Each student will be able to choose from a list of activities based on facilities and seasons. Some activities offered include: tennis, badminton, weight training, floor hockey, basketball, recreational games, aerobics, archery, golf, football and dance.

In Senior Health, students will learn how to prepare to take care of their own minds and bodies as an adult. Seniors in this class will review topics such as self-exams, cancer, HIV/AIDS, alcohol and illegal drugs and nutrition and fitness. Part of this growth involves setting goals for the future and establishing priorities. They will learn the emotional and physical responsibility of taking care of themselves properly, budgeting, self-reflection and communication skills. In addition, students will review current health and safety issues, and how they relate to their lives as young adults.

SCIENCE

ADVANCED PLACEMENT (AP) ENVIRONMENTAL SCIENCE

00775

Prerequisite(s): Chemistry CP (grade: 90+) or Chemistry Honors (grade: 80+);

or Biology CP (grade: 90+) or Biology Honors (grade: 80+) or teacher recommendation.

Grades: 11-12

Credits: 5

Full Year

This *laboratory science* course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze natural and man-made environmental issues, to evaluate the risks and costs associated with these problems, and to examine alternate solutions to the challenges confronting society. The topics covered include earth systems: populations, communities and ecosystems; energy flow; natural resources; environmental changes; environmental economics and policy; and choices for the future. Advanced Placement Environmental Science is designed to prepare the student to take the Advanced Placement exam in Environmental Science.

ENVIRONMENTAL SCIENCE, Honors

00759

Prerequisite(s): Chemistry CP (grade: 90+) or Chemistry Honors (grade: 80+) or teacher recommendation.

Geometry; Concurrent enrollment in Algebra II

Grades: 11-12

Credits: 5

Full Year

Environmental Science is a *laboratory science course* that enables students to develop an understanding of natural and man-made environments and environmental problems the world faces. Students explore environmental science concepts through an inquiry-based approach. This course is designed to immerse students in the physical, biological, and earth systems sciences that shape our environment. Scientific concepts, principles and modern science practices allow students to analyze environmental issues, both natural and human induced, and engage in evidence-based decision making in real world contexts. The expectations and workload in an honors course are high. This accelerated course will require that a significant amount of work be accomplished outside the confines of the class period, including aspects of community service and field work.

ENVIRONMENTAL SCIENCE, College Prep

00757

Prerequisite(s): Chemistry CP

Grades: 11-12

Credits: 5

Full Year

Environmental Science is a *laboratory science course* that enables students to develop an understanding of natural and man-made environments and environmental problems the world faces. Students explore environmental science concepts through an inquiry-based approach. This course is designed to immerse students in the physical, biological, and earth systems sciences that shape our environment.

Scientific concepts, principles and modern science practices allow students to analyze environmental issues, both natural and human induced, and engage in evidence-based decision making in real world contexts. Students who successfully complete this course will be well-prepared to continue their high school education in both the physical and life sciences.

SCIENCE

ADVANCED PLACEMENT (AP) BIOLOGY

00771

Prerequisite(s): Biology Honors (grade: 80+), Biology CP (grade: 90+), successful completion of Chemistry CP or Honors, or concurrent placement in Chemistry Honors. Biology Teacher rec required.

Grades: 10-12
Full Year

Credits: 5

This is a second-year *laboratory science biology* course taught in a college format. The course is designed to be the equivalent of a two-semester college introductory biology course usually taken by science majors. The AP Biology course is designed to enable students to develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The result will be readiness for the study of advanced topics in subsequent college courses. Emphasis is placed on science practice as a way to coordinate knowledge and skills in order to accomplish a goal or task. This course is aligned to the 2012 College Board curriculum and is centered on the underlying concept of evolution as the driver behind diversity and the unity of life. This is a demanding course for highly motivated students. This course provides excellent preparation for the Advanced Placement Exam and the SAT Subject Test in Biology.

BIOLOGY, Honors

00711

Prerequisite(s): Grade 8 Science (grade: 90+) and teacher recommendation required.

Grades: 9-11
Full Year

Credits: 5

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

BIOLOGY, College Prep

00712

Prerequisite(s): None

Grades: 9 -11
Full Year

Credits: 5

In this *laboratory science* course, the core content is focused on the use of life science principles as powerful conceptual tools to make sense of the complexity, diversity and interconnectedness of life on earth. Students engage in laboratory and authentic learning experiences that encourage the application of biological knowledge to make decisions and solve problems. This laboratory course is designed to increase students' appreciation of living organisms in our environment. The scope and sequence of this course includes the fundamental properties of life, the cell as the structural and functional unit of living things, a survey of the diversity of life, genetics, and evolution.

SCIENCE

ADVANCED PLACEMENT (AP) CHEMISTRY

00772

Prerequisite(s): Chemistry Honors (grade: 80+), or Chemistry CP (grade: 90+), and Algebra 2 Honors (grade: 80+). Successful completion or concurrent enrollment in Trigonometry/Pre-calculus. Concurrent enrollment in Calculus is recommended. Chemistry Teacher rec required.

Grades: 11-12
Full Year

Credits: 5

This is a second-year *laboratory science chemistry* course taught in a college format. The course is designed to be the equivalent of a two-semester college general chemistry course usually taken by science majors. The course emphasizes the theoretical aspects of chemistry including topics such as atomic theory and structure, chemical bonding, in-depth analysis of states of matter, reaction types, stoichiometry, equilibrium, kinetics, thermodynamics, advanced descriptive chemistry, laboratory work, and chemical calculations. Laboratory experiments will require careful observation, recording of data, calculations, data analysis, and interpretation of results. Emphasis will be on experimental procedures and quantitative and qualitative analysis. AP Chemistry is designed to prepare students to take the Advanced Placement examination in Chemistry and serves as excellent preparation for the SAT Subject in Chemistry.

CHEMISTRY, Honors

00721

Prerequisite(s): Biology CP (grade: 90+), or Biology Honors (grade: 80+). Successful completion of Algebra 1.

Grades: 10-12
Full Year

Credits: 5

This *laboratory science* course is designed to meet the various curriculum requirements for an introductory course in chemistry. This fast-paced course follows an inquiry approach to enable students to learn chemistry through experimentation and observation. The scope and sequence of this course includes: atomic structure, quantum mechanics and molecular geometry, chemical energy and equilibrium, and organic chemistry. This course is designed for students who plan to complete a college-preparatory program in science, engineering or mathematics. The expectations and workload in an honors course are high. This accelerated course will require that a significant amount of work be accomplished outside the confines of the class period.

CHEMISTRY, College Prep

00722

Prerequisite(s): Biology CP, successful completion of or concurrent enrollment in Geometry CP or Geometry Honors.

Grades: 10-12
Full Year

Credits: 5

This *laboratory science* course is designed to meet the various curriculum requirements for an introductory course in chemistry. The major emphasis is on the structure of matter and how that structure influences chemical and physical properties. During the course, students will acquire a greater facility in analytical and critical thinking and a better understanding of the role of chemistry in today's world. This course is designed for students who plan to complete a college-preparatory program.

SCIENCE

ADVANCED PLACEMENT (AP) PHYSICS 1

00773

Prerequisite(s): Physics Honors (grade: 80+), Trigonometry/Pre-Calculus Honors (grade: 80+) or Trigonometry/Pre-Calculus CP (grade: 90+). Physics teacher rec required.

Credits: 5

Grade: 12
Full Year

A *laboratory science* course, AP Physics 1 is an algebra-based sequence equivalent to the first and second semesters of an introductory, algebra-based, college physics course. This revised AP Physics course replaces AP Physics B and is aligned to the Fall 2021 College Board Course and Exam curriculum. The course will focus on the 7 Big Ideas in an introductory college level physics sequence and provide students with enduring, conceptual understandings of foundational physics principles including Properties of Matter, Fundamentals of Forces, Interactions of Objects, Interactions of Systems, Conservation Laws, Waves and their use as Mathematical Models, and Quantum Mechanical Systems. This approach will enable students to spend less time on mathematical routines and more time engaged in inquiry-based learning of essential concepts, and it will help them develop the critical thinking and reasoning skills necessary to engage in the science practices used throughout their study of algebra-based AP Physics and subsequent coursework in science disciplines. AP Physics 1 is designed to prepare students to take the Advanced Placement examinations in Physics 1 and serves as excellent preparation for the SAT Subject Test in Physics.

PHYSICS, Honors

00731

Prerequisite(s): Chemistry Honors and Algebra 2 Honors (grade: 80+) and concurrent enrollment in Trigonometry/Pre-calculus. Teacher rec required.

Credits: 5

Grades: 11-12
Full Year

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

PHYSICS, College Prep

00732

Prerequisite(s): Successful completion of Chemistry CP.
Successful completion or concurrent enrollment in Algebra 2 CP.

Credits: 5

Grades: 11-12

Full Year

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

ANATOMY AND PHYSIOLOGY, College Preparatory

00752

Prerequisite(s): Successful completion of Biology CP and Chemistry CP

Credits: 5

Grades: 11-12

Full Year

This *laboratory science* course is designed for the serious student preparing for more advanced study in biology, pursuing an in-depth knowledge of their own bodies, and/or preparing to enter health-related professions. Students will explore the structures and functions of various organ systems of the body, with emphasis on the interrelationships between these systems for survival. Laboratory work will include anatomical and physiological studies as well as yearlong comparative dissections. It is expected that all students who elect to take this class will participate fully in the dissections, which form part of a student's lab grade. Dissection techniques and identification of exposed organs also make up a portion of a student's performance assessment grade. Students and their parent/guardian MUST sign a Dissection Agreement form prior to beginning this course. **This course is ideal for a student interested in the health sciences. This course meets the 3-year science graduation requirement.**

SCIENCE

ELECTIVES

ASTRONOMY, College Prep

Prerequisite(s): Successful completion of at least two core science courses.

Credits: 2.5

00760

Grades: 11-12

Semester

In this course, students will explore our universe through the use of modern technology. Essential questions will consist of: How did the Earth, Moon, and planets come to be and how did they get the way they are today? What have we learned from our many space exploration missions? How did the universe begin? How did it reach its present state? What will be its ultimate fate? The purpose of this course is to help students use principles of science to think more intelligently about the universe they live in and about the current issues of science and technology, and develop a lifelong awareness of the potential and limitations of science and technology. *This course does not meet the 3-year science requirement.*

BARRENS TO BAY

Prerequisite(s): Biology

Credits: 5

00750

Grades: 10- 12

Full Year

This hands-on, lab and project-based elective course will investigate the ecological aspects of the natural history of the New Jersey Pine Barrens and Barnegat Bay. Exploring the basic principles of ecology, population dynamics, geological history, and fire ecology of our local New Jersey region, this course will pair lab and field techniques with authentic learning experiences for students inside and outside the classroom. Students will dive into the history of the Pine Barrens and New Jersey shoreline through exploration of local flora and fauna, and will leave with an understanding of the importance of the human impact on our local environment. There will be an opportunity for in class experiences to be enriched by collaborations with local environmental oriented organizations.

FORENSIC SCIENCE, College Prep

Prerequisite(s): Successful completion of Biology CP

Credits: 5

00754

Grades: 10-12

Full Year

This course is designed to provide students an introduction to the science of forensics. Students will explore the methodology needed to evaluate a crime scene and develop an understanding of the scientific concepts which serve as the basis for these techniques. Topics of study include: evidence collection, DNA analysis, comparative skeletal anatomy, fingerprinting, blood composition and behavior, entomology as it relates to crime solving, genetics, odontology, and pathology. This course may be taken concurrently with another science course. *This course does not meet the 3-year science requirement.*

MARINE SCIENCE 1, College Prep

Prerequisite(s): Biology

Credits: 2.5

00756

Grades: 10-12

Fall Semester

Marine science 1 is an elective course for students with an interest in the dynamic processes of the oceans. This course studies the many aspects of the marine environment and develops the ability to identify the problems and possible solutions of our ocean habitat. Emphasis is placed on the three major areas of oceanography: geological, physical & chemical. Laboratory and field studies will be included to supplement classroom activities.

SCIENCE

ELECTIVES

MARINE SCIENCE 2, College Prep

Prerequisite(s): Marine Science 1 (grade 80%) and teacher recommendation.

Credits: 2.5

00776

Grades: 10-12

Spring Semester

This is an extended course of study of Marine Biology/Oceanography for students who would like to continue their study of the oceans. The major areas of study include how humans are impacting oceans on a global scale, knowing the ocean world, marine organisms and their habitats, tides, waves, coasts, marine resources and concerns. This course focuses on different marine environments such as estuaries, tide pools, reefs, hydrothermal vents and the oceanic zone. Emphasis will also be placed on the ecological relationships between marine organisms and their particular habitats and the interaction found within the marine environment. Laboratory and field studies will also be included.

SPORTS MEDICINE

Prerequisite(s): Biology, Chemistry

Credits: 2.5

00751

Grades 11- 12

Semester

This course provides high school students with a general overview of athletic training, sports medicine and its history. It includes introductory information about the Athletic Trainer's scope of practice: injury prevention, treatment, rehabilitation, emergency injury management and administrative functions. This course is intended to help students gain an understanding of sports medicine, various associated disciplines and the role they play in the physically active community. Students enrolled in this class will not provide patient care.

SHIELD

The SHIELD program is intended to provide meaningful instruction to students who wish to engage in coursework related to the field of law enforcement, and eventually pursue a career within the law enforcement field. This program has been specifically created alongside police department and school district administration and has been tailored to meet the needs of the Barnegat community, while still ensuring that adequate curricular coverage suffices as the educational prerequisite to potentially serve as a contributing member of the Barnegat Police Department. Completion of the SHIELD program may meet educational criteria to enter workforce in the Barnegat Police Department. The SHIELD program will provide life-skill and formal leadership development.

Introduction to SHIELD

Prerequisite(s): None

Credits: 5

Introduction to SHIELD is a course designed for students who have an interest in potentially pursuing a career in law or law enforcement. Topics are centered around an overview of the American criminal justice system: its history, how it currently operates, and what the future of law enforcement might look like. Students will analyze the challenges currently facing the law enforcement community, as well as historical understanding of how law enforcement policies and practices have evolved to their present form. The overall goal of the course is to promote an understanding of the criminal justice system and the various careers in this field.

SHIELD1

Grades: 10-12

Full Year

SHIELD II

Prerequisite(s): SHIELD I

Credits: 5

Students will take the knowledge base from texts and experiences in SHIELD I and continue to build on their knowledge of careers in Criminal Justice. This course will focus on the various branches of law enforcement and explore career pathways. Expanding on the exposure experienced in SHIELD I, the overall goal of the course is to promote an understanding of the criminal justice system and the various careers in this field.

SHIELD2

Grades 11-12

Full Year

SHIELD III

Prerequisite(s): SHIELD I & II

Credits: 5

SHIELD III is the capstone course for the SHIELD program. The intent is to assist seniors in understanding leadership. Classroom activities include seminars, reading assignments, presentations, and working as peer mentors to students in SHEILD I & II. Seniors are mentored to prepare for college and career options. Additionally, there will be a field experience where students will get the opportunity for real world experiences.

SHIELD3

Grade 12

Full Year

HOMELAND SECURITY AND FEDERAL LAW ENFORCEMENT

Prerequisite(s): SHIELD I & II

Credits: 5

This course focuses on the development and balance between individual liberties and national security. Primary readings will occur including historical case studies, current events, and legal analysis. Students will be introduced to contemporary politics in the United States and analyze how historical events have shaped the US today. Homeland security will be dissected by agency mission, function, capability, and interaction with related agencies both domestically and internationally.

HSECUR

Grade 12

Full Year

POLICE ORGANIZATION AND ADMINISTRATION

Prerequisite(s): SHIELD I

Credits: 5

Leadership Development is the central focus of this course. Students will take the knowledge base from texts and experiences in SHIELD I to apply their knowledge to scenarios. This course examines the managerial framework, authority structures and major functions of police organizations. General principles of administration and modern management techniques will be explored. Other areas of concentration include leadership, communications, planning and decision making, discipline, and legal aspects of police administration.

POAC

Grades 11-12

Full Year

SOCIAL STUDIES

WORLD HISTORY, College Prep

Prerequisite(s): None

Credits: 5

World History is the study of human strivings and aspirations in five areas of activity: social, scientific/technological, economic, religious/ philosophical, and political. This course is designed for students to explore significant themes and events in world history. The impact of these themes and events on the development of civilization is examined and discussed. The diversity of the world cultures and their effects throughout the non-Western and Western world are addressed. The era of modern world history covered in the course spans from the Italian Renaissance to the Age of Global Imperialism (1400's- 1900). World History College Prep is designed to prepare students for the academic challenges of higher learning institutions.

00812

Grade: 9

Full Year

WORLD HISTORY, Honors

Prerequisite(s): 8th grade Social Studies (grade: 90+) and teacher recommendation

Credits: 5

World History is the study of human strivings and aspirations in five areas of activity: social, scientific/technological, economic, religious/philosophical, and political. This course is designed for students to explore significant themes and events in world history. The impact of these themes and events on the development of civilization is examined and discussed. The diversity of the world cultures and their effects throughout the non-Western and Western world are addressed. The era of modern world history covered in the course spans from the Italian Renaissance to the Age of Global Imperialism (1400's- 1900). The expectations and workload in the Honors course are rigorous. This accelerated course will require that a significant amount of work be accomplished outside the confines of the class period.

00811

Grade: 9

Full Year

UNITED STATES HISTORY 1, College Prep

Prerequisite(s): World History

Credits: 5

This course is designed to provide a comprehensive study of the development of the United States of America from exploration and colonization through the era of Reconstruction. Major emphasis is placed on the development of the government as well as the cultural, economic, and social factors which have influenced the growth of the country. Students in the United States History 1 course engage with primary source documents on a regular basis.

00822

Grade: 10

Full Year

UNITED STATES HISTORY 1, Honors

Prerequisite(s): World History Honors (grade: 80+)
or World History CP (grade: 90+) and teacher recommendation

Credits: 5

This course is designed to provide a comprehensive study of the development of the United States of America from exploration and colonization through the era of Reconstruction. Major emphasis will be placed on the development of the government as well as the cultural, economic, and social factors which have influenced the growth of the country. This course is required for all students. Students in the United States History 1 Honors course engage with primary source documents on a regular basis, and are frequently required to do so independently. The expectations and workload within an Honors course are extremely demanding. This accelerated course will require a significant amount of work to be completed outside the confines of the classroom.

00821

Grade: 10

Full Year

SOCIAL STUDIES

ECONOMICS, College Prep

Prerequisite(s): None

Credits: 2.5

00104

Grades: 10-12

Semester

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

ADVANCED PLACEMENT (AP) UNITED STATES HISTORY

00871

Prerequisite(s): US History 1 Honors (grade: 80+)

or US History 1 CP (grade: 90+) and teacher recommendation

Credits: 5

Full Year

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

(Taken from www.apcentral.collegeboard.com)

UNITED STATES HISTORY 2, College Prep

00832

Prerequisite(s): US History 1

Grades: 11-12

Credits: 5

Full Year

Continuing from United States History 1, this course is designed to provide a comprehensive study of America beginning with the ages of Imperialism and Progressivism and concluding with an in-depth analysis of the Vietnam War. Major emphasis will be placed on the study of American domestic and foreign policy throughout th1. Students in the United States History 2 course engage with primary source documents on a regular basis.

UNITED STATES HISTORY 2, Honors

00831

Prerequisite(s): US History 1 Honors (grade: 80+)

Grades: 11-12

or US History 1 CP (grade: 90+) and teacher recommendation

Credits: 5

Full Year

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

SOCIAL STUDIES

ELECTIVES

AFRICAN-AMERICAN STUDIES

00861

Prerequisite(s): World History

Credits: 2.5

Semester

This half year course will examine the history and culture of Africa and the African-American experience. Students will experience the impact of historical, cultural, and social developments from the Middle Passage to the present day. This course will address literary, historic, and artistic contributions of African-Americans to American culture. Critical thinking, reading, writing, and oral presentation skills are emphasized.

ADVANCED PLACEMENT (AP) EUROPEAN HISTORY

00875

Prerequisite(s): World History Honors (grade: 80+) or World History CP (grade: 90+) and teacher recommendation

Credits: 5

Full Year

The AP European History course focuses on the study of European history from 1450 to the current age. The course introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. The AP European History will assist students in applying context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principle themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

(Taken from www.apcentral.collegeboard.com)

ADVANCED PLACEMENT (AP) HUMAN GEOGRAPHY

00860

Prerequisite(s): World History Honors (grade: 80+) or World History CP (grade: 90+) and teacher recommendation

Credits: 5

Full Year

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. (Taken from www.apcentral.collegeboard.com)

ADVANCED PLACEMENT (AP) U.S. GOVERNMENT AND POLITICS

00872

Prerequisite(s): US History 1 Honors (grade: 80+) or United States History 1 CP (grade: 90+) and teacher recommendation

Credits: 5

Full Year

The AP course in Government and Politics will give students an analytical perspective on government and politics in the U.S. This course includes both the study of general concepts used to interpret U.S. politics and analysis of specific examples. This course also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. (Taken from www.apcentral.collegeboard.com)

SOCIAL STUDIES

ELECTIVES

20th CENTURY HISTORY THROUGH FILM

Prerequisite(s): US History 1

Credits: 2.5

00853

11-12

Semester

During this class students study the 20th century, beginning with the European imperialism of Africa and Asia until the issues facing the globe in the postmodern world. Students focus on acquiring a worldview concerning the events of the 20th century through the analysis of various films, primary sources, and informational texts. Assignments will be given for homework and students are expected to complete these assignments in order to participate in class and maximize learning. The course is divided into 3 units of study: (1) Imperialism, WW I, Great Depression (2) WW II, Cold War Politics (3) Vietnam Era, Genocide in Africa, Postmodern world.

GENOCIDE/HOLOCAUST STUDIES

Prerequisite(s): World History

Credits: 2.5

00859

Grades: 11-12

Semester

This half-year elective looks to explore the causes of the Holocaust and genocides that have occurred throughout history. Using multiple media to enhance student learning, attention will be paid to the long term consequences of these actions as students gain a sophisticated understanding of the role that genocide and the internments of peoples have played in world history. Through in-depth analysis of the course topics, students can expect to take part in a service learning project in lieu of a final examination. Students participating in this course should have an interest in Holocaust and genocide studies. ****Students enrolled in the course have the opportunity to receive college credit through a Dual Enrollment program in conjunction with Stockton University. Any students interested in this opportunity should consult their School Counselor for more information.*

GEOGRAPHY

Prerequisite(s): World History

Credits: 2.5

00858

Grades: 10-12

Semester

This semester course will explore the various components of geography, including the spatial relationships and other geographic skills needed to understand human behavior in relation to the physical and cultural environment. Various focus points include physical geographic features, national landmarks and monuments, religions, customs, forms of government, and global current events, issues, and conflicts.

NEW JERSEY: PAST AND PRESENT

Prerequisite(s): World History

Credits: 2.5

00854

Grades: 10-12

Semester

This half-year course is a survey of New Jersey history from its first settlement to present, emphasizing the ways in which New Jersey has played an integral part throughout the nation's history. Students enrolled in this course have the opportunity to conduct a project-based learning initiative that will allow for an engaging opportunity into the exploration of a topic relating to New Jersey History of their choice.

HISTORY OF SPORTS

Prerequisite(s): World History

Credits: 2.5

00857

Grades: 10-12

Semester

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

SOCIAL STUDIES

ELECTIVES

UNITED STATES HISTORY 3

Prerequisite(s): U.S. History 2

Credits: 2.5

00843

Grade: 12

Semester

This course provides a comprehensive study of the modern development of our nation since September 11, 2001. It begins with a review of American history from 1980-2000, then moves into analysis of recent events and how the United States has transformed during the 21st century. There will be an overview of international relations including the wars in Iraq and Afghanistan and conflict with North Korea and social issues such as gun control, environment, equal rights. Attention will also be given to the rise of terrorism, economic problems, immigration and political changes.

LINKED ELECTIVES

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

CIVICS / INTRODUCTION TO LAW

Prerequisite(s): US History 1

Credits: 2.5 per semester

00851 & 00852

Grades: 11-12

2 Semesters

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

AND

INTRODUCTION TO LAW: This course is designed around current issues in the national legal scene. The class begins with an analysis of the purpose of law in society and the objectives of law enforcement. Instruction will center on aspects of the criminal justice system: investigation, arrest, judicial proceeding, defenses and sentencing. Students will also explore juvenile law and treatment of terrorists. The course then moves into a study on civil law, family law and ends with an analysis of rights and liberties, highlighting how law sometimes conflicts with Constitutional rights of citizens.

TECHNOLOGY

DIGITAL PUBLICATIONS I

Prerequisite(s): None

Credits: 2.5

00257

Grades: 9-12

Semester

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

DIGITAL PUBLICATIONS II

Prerequisite(s): Digital Publication I (grade: 80%) or teacher recommendation

Credits: 2.5

00259

Grades: 9-12

Semester

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

INTRODUCTION TO DIGITAL PHOTOGRAPHY

Prerequisite(s): None

Credits: 2.5

00260

Grades: 10-12

Semester

This course will help the students become well rounded in the fundamentals of digital photography. Four areas of instruction will be emphasized: How cameras work, how composition works, how lighting works, how to use photo editing software. Students will, generally, receive basic instruction, demonstration, and see samples of the desired outcomes, at the beginning of each period. They will be allowed to go outside and shoot assignments, based on what they are learning. Perhaps the most useful part of classroom instruction will be daily reviews of photos students have shot the previous day(s). They will see what makes a successful photo and what does not. At the end of this course, you will: Know how to use various features of the camera to have creative control of your photographs. Be able to decide what type of lighting to use in a given situation to produce optimum results. See how photographic composition can make or break a photograph. Understand how to use photo editing software to improve the overall appearance of images. Students will build a semester-long portfolio and then present a select portfolio of their best work to the class. This course may be used to meet graduation requirements for Visual/Performing Arts.

DIGITAL PHOTOGRAPHY II

Prerequisite(s): Intro to Digital Photography (grade: 80%) or teacher recommendation

Credits: 2.5

00261

Grades: 10-12

Semester

Furthers the study of aesthetic and technical theories and techniques of digital photography. Emphasizes the development of a related body of work demonstrating the student's personal photographic vision. Explores advanced digital camera and image editing software techniques. Students will build a semester-long portfolio and then present a select portfolio of their best work to the class. This course may be used to meet graduation requirements for Visual/Performing Arts.

TECHNOLOGY

INTRODUCTION TO AVIATION

Prerequisite(s): None

Credits: 5

00245

Grades 9-12

Full Year

This introductory course provides the foundation for advanced exploration in flying, aerospace engineering, and unmanned aircraft systems. Students will learn about engineering practices, problem-solving, and the innovations and technological developments that have made today's aviation and aerospace industries possible. While reflecting on a historical perspective, students will also explore modern innovations and develop new ideas to address the aviation industry's real-world challenges. They will be exposed to various career options in aviation and aerospace and take an in-depth look at available opportunities.

INTRODUCTION TO DESIGN TECHNOLOGY

Prerequisite(s): Completion of Algebra I

Credits: 2.5

00255

Grades: 9-12

Semester

This course will provide an opportunity to work with design tools found throughout the world of Engineering and Technology. Students will utilize a variety of software such as Arduino to program microcomputers, MIT App Inventor to design Android software, Sweet Home 3D to design Architecture, and a variety of 3D Design software to operate 3D Printers. Additionally, students will be required to construct and maintain digital portfolios in order to share work experience in a professional manner. It is suggested that students who enter this course are comfortable with Windows, Google Cloud Apps, working in teams, and fundamental math. This course may be used to meet graduation requirements for Visual/Performing Arts.

ROBOTICS I

Prerequisite(s): Completion of Algebra I

Credits: 2.5

00220

Grades: 9-12

Semester

This course will use industry-leading CAD software and the leading classroom robotics solutions to bring programming code to life. Math and Engineering elements will come together to form solutions to real world problems in a team based environment. A complete blend of Science, Technology, Engineering, and Math.

ROBOTICS II

Prerequisite(s): Completion of Algebra I and Robotics I*

Credits: 2.5

00221

Grades: 10-12

Semester

The goal of Robotics II is to advance the current Robotics curriculum offered at BHS by providing exciting opportunities to compete against other schools, while using state-of-the-art technology to learn about programming, engineering robots, and material science. Students will have the opportunity to use VEX robots, Spike Prime robots, and 3D Printing technology. In addition, students will develop resilience and grit by implementing the engineering design process. *Prerequisite note: completion of Robotics I can be waived at teacher discretion for students who are able to independently demonstrate sufficient knowledge and skills.

ADVANCED COMPUTER-AIDED DESIGN

Prerequisite(s): Introduction to Design Technology

Credits: 2.5

00252

Grades: 10-12

Semester

This engineering course will focus computer aided design and computer integrated manufacturing tools. Students will use professional software including Onshape and Autodesk Inventor to design elaborate 3D models and solve real world design problems. This course is recommended for students pursuing advanced careers in engineering, architecture, construction management, and so on. This course may be used to meet graduation requirements for Visual/Performing Arts

TECHNOLOGY

MULTIMEDIA APPLICATIONS

Prerequisite(s): None

Credits: 2.5

00215

Grades: 9-12

Semester

This course will focus on cloud computing in the 21st Century. Students will develop the essential skills in cloud-based computing using the Google Apps for Education suite including Documents, Presentations, Spreadsheets, Forms and Drawing. Students will also be exposed to blogging and creating websites using Google Blogger, Google Sites and basic HTML coding. Students will also use Microsoft Publisher as well as Windows Movie Maker. Emphasis will be placed on using the computer as a tool to complete assignments in other classes.

INTRODUCTION TO COMPUTER SCIENCE, College Prep

Prerequisite(s): Algebra I

Credits: 5

00225

Grades: 9-12

Full Year

An introductory course that explores multiple areas of computer science including hardware, basic maintenance and repair, networking, cybersecurity, web programming, and object-oriented programming. Projects include, but are not limited to; computer dissection, reformatting a hard drive, setting up a wireless router, creating communication protocols, making web pages with HTML and CSS, and creating video games with Javascript.

CYBERSECURITY, College Prep

Prerequisite(s): Intro. to Computer Science or SHIELD 1

Credits: 2.5

00227

Grades: 10-12

Semester

Cybersecurity lays a foundation of understanding cyber law and policy, Linux, networking technology basics, risk assessment, cryptography, and a variety of cybersecurity tools – all the essential knowledge and skills needed to begin a future in the cybersecurity workforce. Not only does Cybersecurity introduce the breadth of cybersecurity concepts and skills to students, it also prepares them to verify their technical know-how through the CompTIA Security+ certification.

AP COMPUTER SCIENCE PRINCIPLES

Prerequisite(s): Algebra 1 CP (grade: 90+) and Teacher Recommendation, Geometry Honors (grade: 80+) or
Teacher Recommendation, or Intro to Comp Sci Teacher Recommendation

Credits: 5

00270

Grades: 10-12

Full year

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

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

TECHNOLOGY

ADVANCED PLACEMENT (AP) COMPUTER SCIENCE A

00271

**Prerequisite(s): AP Computer Science Principles and teacher recommendation, Trigonometry/
Pre-Calculus H (grade:80+) or teacher recommendation**

**Grades: 10-12
Full Year**

Credits: 5

Because the development of computer programs to solve problems is a skill fundamental to the study of computer science, a large part of the AP Computer Science A course is built around the development of computer programs or parts of programs that correctly solve a given problem. The course also emphasizes the design issues that make programs understandable, adaptable, and when appropriate, reusable. At the same time, the development of useful computer programs and classes is used as a context for introducing other important concepts in computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. In addition, an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course. (Description taken from www.apcentral.collegeboard.com)

VISUAL & PERFORMING ARTS

CONCERT BAND (I, II, III, IV)

Prerequisite(s): None

Credits: 5

This ensemble is open to any student who plays a woodwind, brass, percussion or keyboard instrument. This course is designed to further develop and refine the skills necessary for ensemble musicianship and performance skills learned in previous grades. Since the goal of this course is to develop and refine musical skills, **students must already know how to play an instrument and read music.** Participation in all of the band's performances is required.

00540

Grades: 9-12

Full Year

JAZZ BAND (I, II, III, IV)

Prerequisite(s): Concert band, including concurrent enrollment.

Credits: 5

This ensemble is open to any student who plays a woodwind or brass instrument, drum set, piano or guitar. This course is designed to further develop and refine the skills necessary for ensemble musicianship and performance skills learned in previous grades. The Jazz Band explores all subgenres of jazz music including: rock, swing, blues, pop, fusion, bebop, Latin, and many more. Since the goal of this course is to develop and refine musical skills, students must already know how to play an instrument and read music in treble or bass clef. Participation in all of the band's performances is required. All students who are interested in the jazz band must pass an audition in order to be selected to take the course. Auditions will take place in May/June of the previous school year. Audition Materials will be available after Spring Break in order to prepare for auditions.

00543

Grades: 9-12

Full Year

DRUMLINE

Prerequisite(s): None

Credits: 2.5

Drumline class is an instrumental music elective class that allows students the opportunity to perform together as a percussion ensemble. Students will be exposed to various percussion performance techniques on the following marching battery percussion instruments: snare drum, tenor drums, bass drums, and cymbals. Students will also be exposed to fundamental music notation reading skills, percussion rudiments, as well as music theory, and ear training skills. Students will also be exposed to various performance opportunities within the school community throughout the year.

00544

Grades: 9-12

Semester

FILM STUDIES I

Prerequisite(s): None

Credits: 2.5

This course examines all the processes which go into the creation of a film, from its inception as a treatment and screenplay to its distribution as a film. Interviews of writers, directors, actors, and cinematographers will be examined. The course will offer an in-depth analysis of different kinds of films and the key technical and critical concepts used in understanding them.

02019

Grades: 9-12

Semester

INTRODUCTION TO ART

Prerequisite(s): None

Credits: 2.5

Introduction to Art will give the student a basic understanding of art principles, including elements and principles of art history and design. Students will be introduced to a variety of drawing and design techniques, material, and subject which will guide them to a developing sense of creativity and originality. Students will gain an understanding of the background or art history as well.

02011

Grades: 9-12

Semester

VISUAL & PERFORMING ARTS

INTRODUCTION TO FILM – ACTING & DIRECTING FOCUS

Prerequisite(s): None

Credits: 2.5

02017

Grades: 9 -12

Semester

This course will provide the student with a history of film production, an understanding of elements of film critique and analysis of material, and an appreciation of film as a performing art. Students will view a wide spectrum of films and scenes from the 1930s through the present day. Acting, direction, set, cinematography, and editing techniques will be studied, analyzed, and critiqued. Students will be responsible for written criticisms, response papers, and projects dealing with the content, nature, and makeup of films viewed. The second part of this course will culminate in students writing, directing, acting, and filming their own cinematic project utilizing the techniques studied.

INTRODUCTION TO FILM – MUSIC FOCUS

Prerequisite(s): None

Credits: 2.5

02018

Grades: 9-12

Semester

This course is an introduction to the scope and complexity of film in our time. Its aim is to develop in the student a new visual awareness: one that will allow the student to comprehend the nature of musical film. Students view a wide spectrum of film expression from the 1930s through the present day. Students discuss the history and making of the films and explore music scores, dances in a musical, instrumental overtures, musical characters, and musical production. This course requires weekly film critique, a group and/or individual project, and/or papers dealing with the musical style or nature of the film reviewed.

VISUAL & PERFORMING ARTS

INTRODUCTION TO MUSIC

Prerequisite(s): None

Credits: 2.5

02012

Grades: 9-12

Semester

Intro to music acquaints students to the fundamentals of music and music theory. Basic music knowledge is woven into an understanding of the history of music from Gregorian monophonic chant to the 19th century music of Chopin and others. Periods such as Ancient, Medieval, Renaissance, Baroque, Classical, and Romantic lead into a precursory understanding of the modern era of music. Following up on the first part of this course, students explore early Jazz, Rock, Disco, Pop, and Alternative groups. Groups such as the Beatles, Aerosmith, The Cars, and R&B hip-hop artists are discussed; students also examine how earlier music has influenced the modern era.

INTRODUCTION TO THEATRE

Prerequisite(s): None

Credits: 2.5

02013

Grades: 9-12

Semester

This introductory course is considered the first step on the road to the development of effective performance, public speaking, and theatre appreciation. Intro to theatre covers theatre history from its origins to the study of contemporary scenes. Students learn how to use their bodies and voices, and develop a working knowledge of improvisation, character development, production and critique. An overview is given of skills in the technical theatre arena, including building, painting, costuming, makeup design, and lighting.

CERAMICS I

Prerequisite(s): None

Credits: 2.5

02014

Grades: 9-12

Semester

Ceramics develops the basic skills in the creation of 3D forms and pottery from clays. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. The students develop ideas and learn basic techniques through exploring clay as an art material: pinch, coil, slab, modular construction, with focus on nonfunctional art. The introduction to glaze techniques is examined by way of kiln loading, firing and basic concepts of three-dimensional design. The aesthetics of form, visual thinking, and the history of ceramics are studied throughout this semester. If interested, please reach out to your 8th grade Art teacher for recommendation.

CERAMICS II

Prerequisite(s): Ceramics I and teacher recommendation

Credits: 5

02010

Grades: 10-12

Full Year

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

PAINTING & DRAWING I, Honors

Prerequisite(s): Teacher portfolio review

Credits: 5

00561

Grades: 9-12

Full Year

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

VISUAL & PERFORMING ARTS

PAINTING & DRAWING II, Honors

Prerequisite(s): Painting & Drawing I and teacher recommendation

Credits: 5

00562

Grades:10-12

Full Year

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

ADVANCED PLACEMENT (AP) STUDIO ART: DRAWING PORTFOLIO

Prerequisite(s): Painting & Drawing I and II, and teacher recommendation.

Credits: 5

00572

Grades: 11-12

Full Year

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

ADVANCED PLACEMENT (AP) STUDIO ART: 2-D DESIGN

Prerequisite(s): Painting and Drawing I and II, and teacher recommendation.

Credits: 5

00575

Grades: 11-12

Full Year

Students will develop 2-D skills through materials and processes such as graphic design, photography, collage, printmaking, fashion illustration, and others. Students will create artwork that reflects his/her ideas and skills and what they have learned. Skills learned include: investigating the materials, processes, and ideas that artists and designers use, practicing, experimenting, and revising as they create their work, and communicating their ideas about works of art and design. Students will submit a portfolio of artwork for evaluation at the end of the school year. The work should focus on the application of two-dimensional (2-D) elements and principles including point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time, unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, and hierarchy (Course description taken from <http://apcentral.collegeboard.com/>).

ADVANCED PLACEMENT (AP) STUDIO ART: 3-D DESIGN

Prerequisite(s): Ceramics I and II, and teacher recommendation.

Credits: 5

00574

Grades: 11-12

Full Year

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

CHORUS (I, II, III, IV)

Prerequisite(s): None

Credits: 5

00550

Grades: 9-12

Full Year

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

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

VISUAL & PERFORMING ARTS

SELECT CHOIR (I, II, III), Honors

Prerequisite(s): One year of Music Theory or Chorus and audition

Credits: 5

00556

Grades: 10-12

Full Year

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

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

HISTORY OF ROCK 'N' ROLL

Prerequisite(s): Intro to Music

Credits: 2.5

02016

Grades: 10-12

Semester

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

GUITAR WORKSHOP

Prerequisite(s): None

Credits: 2.5

00583

Grades: 10-12

Semester

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

MUSIC THEORY

Prerequisite(s): None

Credits: 5

LA130

Grades: 9-12

Full Year

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

MUSIC COMPOSITION

Prerequisite(s): Music Theory (grade: 80+) and teacher recommendation

Credits: 5

00573

Grades: 10-12

Full Year

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

VISUAL & PERFORMING ARTS

SYMPHONIC BAND (I, II, III), Honors

Prerequisite(s): Concert or Jazz Band

Credits: 5

00512

Grades: 10-12

Full Year

This ensemble is open to students in grades 10-12 who play a woodwind, brass, percussion, or keyboard instrument and wish to challenge themselves musically. The Symphonic Band program is designed to further develop and refine the skills necessary for ensemble musicianship and related performance skills through an emphasis on sight reading, music theory, and individual technique. The performance repertoire for this class is more challenging than Concert Band, thus placing more demands on the individual performer.

Note: participation in all of the Symphonic Band's performances is required.

DRAMA I

Prerequisite(s): None

Credits: 5

00557

Grades: 9-12

Full Year

This full-year course will introduce students to the basic elements of formal theater with a focus on the study of acting. Role-playing, spontaneous improvisation and basic beginner techniques will be studied, fostering individual creativity and self-confidence. Students also will learn about basic staging, properties, set design, and the importance of these elements in the production of a performance. Scenes and plays will be analyzed for character development, stage directions, and set design. Theatre History, as well as stage and screen performances of the past and present will be studied in congruence with students' own work. Storydrama, Playwriting, and Children's theatre will be a focus of Drama I, culminating in a public performance of student work.

DRAMA II

Prerequisite(s): Audition/Portfolio

Credits: 5

00558

Grades: 10-12

Full Year

This advanced acting course builds upon the skills learned in Drama. Acting skills such as dialect, stage combat, choreography, and musical theatre performance will be covered. Students will have opportunities to learn about and practice direction and production, and will create works for public performance. Contemporary performance will be analyzed and critiqued, and students will learn dramatic techniques, significance, and styles of several modern playwrights.

DRAMA III

Prerequisite(s): Audition/Portfolio

Credits: 5

00559

Grades: 11-12

Full Year

The last course in the series of dramatic arts education is designed toward career orientated actors, directors and technicians. Students will be placed according to concentration of individual talents in acting; play writing, lighting, set design, or direction. Students will be given the opportunity to further their skills in the technical arena through advanced performance, design, and student directed works. Drama III will run concurrent with Drama II.

VISUAL & PERFORMING ARTS

AUDIO / VIDEO PRODUCTION I

Prerequisite(s): none

Credits: 5

00565

Grades: 11-12

Full Year

A/V Production I is a foundational course for students interested in the a/v (audio/visual) production industry. Upon successful completion of this course, students will be able to explain and complete the phases of the production process including pre-production, production, and post-production. Students will establish introductory skills in operating cameras, basic audio equipment, and other production equipment. Standards in this course include career exploration, an overview of the history and evolution of a/v production, and legal issues affecting a/v production. In addition, students will create content, including the coverage of sporting events, plays, concerts, and other events ongoing in the Barnegat Township School District and community.

CONSTRUCTION AND SCENIC PAINTING I

Prerequisite(s): None

Credits: 5

00560

Grades: 10-12

Full Year

Construction and Scenic Painting I is a hands-on class concentrated in set design and construction. Students assist in building sets for all plays produced at BHS and Bengal Theatre outreach programs. Skills developed in this course include construction safety, building, painting, lighting, costuming, and makeup designing. This course also covers historical and cultural advances in scenic theatre, and contributions of notable actors, artists, technicians, and designers. Students learn about career fields in technical theatre and performance. Students also cover acting and improvisation techniques in the study of notable plays.

CONSTRUCTION AND SCENIC PAINTING II

Prerequisite(s): None

Credits: 5

00570

Grades: 10-12

Full Year

A continuation of the skills addressed in Construction and Scenic Painting I, this course focuses on historical and cultural advances in the theatre. Students will investigate career fields in technical theatre and performance. Construction and Scenic Painting I may run concurrently with Construction and Scenic Painting II.

RECORDING ARTS I

Prerequisite(s): None

Credits: 2.5

00590

Grades 9-12

Semester

Apple's Logic Pro Logic X is one of the most powerful music production platforms available. This course explores the Logic music software, taking you through exercises and projects designed to strengthen your technical understanding of Logic as well as heightening your overall creative abilities in music production. Students learn the program with loops as a guide to songwriting, learn how to play the keyboard (Chords, Melody etc...), and use that knowledge to create songs. Previous musical experience is not required for this course.

RECORDING ARTS II

Prerequisite(s): Recording Arts I

Credits: 5

00591

Grades 10-12

Full Year

Recording Arts II expands upon the curriculum in Recording Arts I. In the beginning of the course students will get started on the keyboard and continue to work on compositions. Over the course of the year students will study the mixing tools and advanced mixing techniques such as setting up software instruments with multiple outputs, sidechaining and mix automation. In our final stage we will dive into the tools that Logic has to Master a song such as Compression, Eq, Meters and Adaptive Limiters to help us take the song to be "Commercial Ready."

RECORDING ARTS III

Prerequisite(s): Recording Arts I & II

Credits: 5

00592

Grades 11-12

Full Year

Recording Arts III is the culminating course of the Recording Arts track. Students will continue with learning keyboard but can work independently to create original songs with the knowledge they have learned Recording Arts I & II.

WORLD LANGUAGES

FRENCH 1, College Prep

Prerequisite(s): None

Credits: 5

09111

Grade: 9

Full Year

Emphasis is placed on the development and integration of universal world language skills (listening, speaking, reading, and writing). Structural analysis is reinforced via oral and written pattern practice. The development of reading and writing skills is based on material first taught through audio-lingual methods. Illustrations and dialogues that facilitate conversation assist students. Culture is integrated via supplementary textbooks, audio and visual resources, cultural textbook reading, and reports.

FRENCH 2, College Prep

Prerequisite(s): French 1

Credits: 5

09112

Grades: 9-10

Full Year

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

FRENCH 3, Honors

Prerequisite(s): French 2 (grade: 90+ is recommended) or teacher recommendation

Credits: 5

09113

Grades: 10-12

Full Year

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

FRENCH 4, Honors

Prerequisite(s): French 3 Honors (grade: 80+) or teacher recommendation

Credits: 5

09114

Grades: 11-12

Full Year

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

WORLD LANGUAGES

SPANISH 1, College Prep

Prerequisite(s): None

Credits: 5

09012

Grade: 9

Full Year

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

SPANISH 2, Honors

Prerequisite(s): Spanish 1 (grade: 90+) or teacher recommendation

Credits: 5

09022

Grades: 9-10

Full Year

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

SPANISH 2, College Prep

Prerequisite(s): Spanish 1

Credits: 5

09013

Grades: 9-10

Full Year

During the second year of the program, students continue to develop and enhance their communication skills through the study of themes in Spanish and Hispanic cultures. Students acquire additional vocabulary and language structures so that they can orally communicate and participate in classroom activities. Emphasis is placed on oral communication as well as reading and writing. Students will be using Spanish to communicate and actively participate in the class.

SPANISH 3, Honors

Prerequisite: Spanish 2 Honors (grade: 80+) or Spanish 2 CP (grade: 90+) or teacher recommendation

Credits: 5

09023

Grades: 10-12

Full Year

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

SPANISH 3, College Prep

Prerequisite(s): Spanish 2

Credits: 5

09014

Grades: 10-12

Full Year

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

WORLD LANGUAGES

SPANISH 4, Honors

09024

Prerequisite(s): Spanish 3 CP (grade: 90+) and teacher recommendation
or Spanish 3 Honors (grade: 80+)

Grades: 11-12

Credits: 5

Full Year

A continuation of Spanish 3, this course focuses on building vocabulary and increasing fluency. The refinement of communication skills: reading, writing, listening, and speaking are a main focus in this level. Spanish 4 (H) is conducted almost completely in Spanish. At this level students are expected to actively participate in the target language to learn and discuss current economic, cultural, political, geographical, and environmental issues in Spanish speaking countries and the United States. The student's comfort level with speaking is challenged as they frequently engage in debates/conversation circles in the target language. Students will be enhancing their reading comprehension and writing skills through literary works. In Spanish 4 (H), many authentic literature, art, and music selections are used to learn about the contemporary and historical figures from the Hispanic community. To adequately prepare students for college level Spanish courses, this course will require a significant amount of work to be completed outside of the class period. Upon completion of this course, the student should be able to function in the target culture with reasonable success.

ADVANCED PLACEMENT (AP) SPANISH LANGUAGE & CULTURE

09016

Prerequisite(s): Spanish 4 Honors (grade: 80+) or teacher recommendation

Grade: 12

Credits: 5

Full Year

The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to the AP Spanish Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Pre-Advanced range as described in the ACTFL Performance Guidelines for K–12 Learners. As such, the AP Spanish Language and Culture course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture of the Spanish-speaking world that is approximately equivalent to an upper-intermediate college or university Spanish course. The AP Spanish Language and Culture course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, the course is taught in the target language. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products). (Taken from www.apcentral.collegeboard.com)

NJ State Seal of Biliteracy

On January 19, 2016 NJ signed into law the State Seal of Biliteracy. This is a designation from the New Jersey Department of Education (NJDOE) identifying graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. This designation aims to encourage students to study a second language to a high level of proficiency, and to provide employers and universities with a method of identifying people with language and biliteracy skills. Universities may also recognize and award academic credit to applicants seeking admission.

Students in their senior year may demonstrate proficiency in English by meeting English language arts graduation requirements (or attaining the appropriate cut score on the ACCESS for ELLs assessment in the case of ELLs), and demonstrate a linguistic proficiency level of at least INTERMEDIATE-MID (IM) according to the ACTFL Proficiency Guidelines (or demonstrate a level deemed equivalent to IM for languages such as American Sign Language or Native American languages).

For more information, please contact your World Language teacher.



The future
belongs to those
who believe
in the
beauty
of their dreams.

*ELEANOR
ROOSEVELT*