KINGSWAY REGIONAL SCHOOL DISTRICT

Committed to Excellence

2025-2026

Middle School & High School Program of Studies & Student Planning Guide

Kingsway Regional School District

Grades 7-12

Program of Studies & Student Planning Guide

2025-2026

Notice of Non-Discrimination

The Board of Education declares it the policy of the Kingsway Regional School District that each student in the school receives equal opportunities to achieve his or her maximum potential through enrollment in the programs offered in the schools. Such success should be unhindered by any discriminatory attitudes or practices based on distinctions of race, color, creed, religion, gender, ancestry, national origin, place of residence, handicap, or social or economic background.

The following persons handle inquiries regarding the non-discrimination policies and serve the district and community as the Affirmative Action Officers.

Mr. Michael Schiff
Director of School Counseling
201 Kings Highway
Woolwich Twp., NJ 08085
(856) 467-3300

Ms. Patricia Calandro
Assistant Superintendent
213 Kings Highway
Woolwich Twp., NJ 08085
(856) 467-3300

Vision, Mission, and Core Values

Vision for Excellence

It is the Vision of the Kingsway Regional School District to successfully prepare students for their unique path in life.

Mission

The Kingsway Regional School District, guided by our core values, engages students within a diverse and nurturing community dedicated to our *Vision for Excellence*.

Core Values

GROWTH

We are committed to growing our students academically, socially, and emotionally. Through this commitment, students view the journey of education as a lifelong pursuit and continuous personal advancement beyond high school.

BELONGING

We are committed to ensuring students feel they are included, supported, represented, valued, and celebrated at Kingsway. Through this commitment, students develop a lasting sense of worth for themselves and others.

TEAMWORK

We are committed to providing a collaborative environment that invites participation and partnership from all stakeholders. Through this commitment, different perspectives and ideas are realized for the betterment of students.

STUDENT-CENTERED

We are committed to placing the safety, needs, and well-being of students at the forefront of decision-making. Through this commitment, the district remains focused on servicing the unique needs of every student.

PERSEVERANCE

We are committed to cultivating resilience and self-reflection as students cope with life's hardships. Through this commitment, students emerge stronger and more confident as they work to achieve their goals.

Board of Education

Mrs. Jennifer Cavallaro-Fromm, President
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Ms. Christie Callahan Comerford
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Mr. Nicholas Rosato

District Administration

Dr. James J. Lavender, Superintendent
Patricia Calandro, Assistant Superintendent
Jason Schimpf, School Business Administrator/Board Secretary

Robert Iocona, Chief Technology Officer
Emily Virga, Chief Academic Officer
June Cioffi, Director of Athletics
David Stanton, Supervisor of Athletics
Charae Whetstone, Director of Special Services
Michael Schiff, Director of School Counseling
Suzanne Miller, Director of Food Services
Michael Schneck, Director of Transportation
Andrew Kidder, Director of Buildings & Grounds

Middle School Administration

Brian Tonelli, Principal
Edward Dubbs, Assistant Principal
Mary Neyer, Assistant Principal

High School Administration

Stefanie Fox-Manno, Principal
Meredith Alexander, Assistant Principal
Dana Gaetano, Assistant Principal
Steven Ottinger, Assistant Principal
James Zurzolo, Assistant Principal

Instructional Supervisors

Rachael Anderson, ELA/ESL, Food & Consumer Science, and World Language
Megan Bruder, Science, S.T.E.M., and Visual & Performing Arts
Balvir Singh, Math, Computer Science, and Business
Nicole Cammarota, Special Education

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A Message from the Superintendent

Dear Parents, Guardians, and Students,

Welcome to the 2025-2026 Kingsway Regional School District Program of Studies and Student Planning Guide!

Course selection is an exciting opportunity to explore your interests, set goals, and map out future pathways. At Kingsway, we place students at the center of everything we do, empowering you to cultivate unique passions and persevere in the face of challenges. Our dedicated faculty designs a wide range of courses designed to meet the diverse needs, abilities, and interests of all students, ensuring you have the support needed to succeed.

Planning is essential to a successful middle and high school experience. Kingsway's **Program of Studies and Student Planning Guide** contains an overview of courses, suggested programs of study, promotion credits, graduation requirements, and valuable timelines. It also includes critical information, such as course descriptions, NCAA eligibility details, and other resources to help you make informed decisions.

As outlined in our strategic plan, Kingsway's vision is to prepare every student for their unique path in life. By Embracing challenges, working hard, and collaborating with classmates and teachers, you will be better prepared for the educational, career, and life choices that lie ahead.

As you navigate this process, reflect on your aspirations, balance your workload, and prioritize your well-being. Seek guidance from teachers, counselors, and administrators, and engage in meaningful conversations with your parents or caregivers.

Set your goals high, believe in your ability to grow, and make the most of your time at Kingsway Regional School District. We are here to support you every step of the way.

Sincerely,

Dr. James Lavender
Superintendent of Schools
Kingsway Regional School District

Graduation Requirements

To qualify for a state-endorsed diploma, a student must have completed the selected program of study appropriate to his/her needs and abilities and must have earned a minimum of 24 credits, which include the required subjects listed below. Students must successfully complete state assessment requirements. No courses may satisfy more than one of the requirements. Course expectations (District Proficiencies and/or NJ State Core Proficiencies) will be clearly set forth in writing for any course required for graduation and will be available to the student or his or her parents/guardians upon request to the classroom teacher. The Board of Education will provide opportunities for remediation to students who fail to meet required proficiencies.

Content Area	Credits and Additional Requirements
English Language Arts	**4.0 credits**
Mathematics	**3.0 credits including** ● Algebra I or content equivalent** ● Geometry or the content equivalent** ● Third year of math that builds on the concepts and skills of algebra and geometry and prepares students for college and 21st-century careers
Science	**3.0 credits with at least 1.0 credit in each** ● Laboratory biology/life science or the content equivalent, ● Laboratory/inquiry-based science course (i.e., chemistry, environmental science, or physics) ● Laboratory/inquiry-based science course
Social Studies	**3.0 credits including** ● World History ● Integration of civics, economics, geography and global content in all course offerings ● US History I ● US History II
Financial, Economic Business, and Entrepreneurial Business Literacy	**0.5 credits**
College & Career Seminar	**0.5 credits**
Health, Safety, and Physical Education	**4.0 credits over four years including** Health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week
Visual and Performing Arts	**1.0 credit**
World Languages	**1.0 credit**
Technology	**Integrated throughout all courses**
21st Century Life and Careers	**1.0 credits**
Total Credits (State Minimum)	**24 credits**

***Content equivalent means courses or activities that include the same or equivalent knowledge and skills as those found in traditionally titled courses, which are required for high school graduation and align with the New Jersey Student Learning Standards.*

State Testing Requirements

Students in Grades 7 through 9 are required to participate in the NJSLA English Language Arts assessment. Additionally, each student in grades 7 through 9 will also sit for an end-of-course NJSLA assessment commensurate with their course of study instead of a grade-specific mathematics assessment. Additionally, students in grades 8 and 11 will participate in the NJSLA-Science assessment during the regular spring administration window. Students in grade 11 must take the New Jersey Graduation Proficiency Assessment (NJGPA) to meet the state graduation assessment requirement. The State Board of Education approved the graduation-ready cut score for the ELA and mathematics components of the NJGPA, and the menu of alternative assessments and aligned cut scores. If, after completing the NJGPA, students did not demonstrate proficiency by passing the ELA or Mathematics component, such students may access the following pathways:

- **Second Pathway:** By meeting the designated cut score on a substitute competency test such as the PSAT, SAT, ACT, or ACCUPLACER; or
- **Third Pathway:** By submitting, through the district, a student portfolio appeals to the New Jersey Department of Education. Students in need of this pathway will be scheduled for a senior lab course (4-6 weeks) to support student success by submitting their graduation portfolio.
- **More information is on our ASSESSMENT WEBSITE.**

Cohort/Grade Level Standing and Promotion

In determining a student's grade-level standing in school, successful completion at each grade level must be accomplished. This success is defined below:

- To achieve sophomore status = 6 credits earned
- To achieve junior status = 12 credits earned
- To achieve senior status = 18 credits earned
- To achieve graduation status = 24 credits earned

Failure/Credit Recovery

Students may recover credit for failures in a course in various ways. When you receive notification of a failure, contact your School Counselor immediately to determine your alternatives. Students requesting to take summer school for recovery options must receive a minimum final year course grade of 45 to qualify for summer school recovery credits. A student failing an academic content area course needed for graduation must either take the course in summer school or repeat the course the following year. Students may not take the next level course until they pass the previous level. There will be no doubling of courses in the same year.

Failure (Re-Scheduling)

High school students who do not receive remediation in a summer school, by distance learning, or by other approved means for required courses must contact the school counseling office by the end of July to be rescheduled. Students' schedules will be adjusted without consultation if this is not accomplished. (Note: Failure to receive remediation may affect fall and winter sports eligibility.)

Program Beyond Four Years

General education students who have not successfully completed the high school program within four years may continue to attend until the day before their 20th birthday. Special education students who are continually working toward IEP goals and objectives are eligible to continue until age 21. Nothing shall preclude the acceptance of course credits from other secondary schools or programs acceptable under state or local board of education rules. Graduation and the awarding of diplomas shall occur only at the completion of the school year.

Individual Students Learning Opportunity (ISLO) (formerly Option II)

The New Jersey Department of Education (NJDOE) recognizes and acknowledges that all students will not achieve the New Jersey Student Learning Standards (NJSLS) in the same manner and/or with the same level of success (N.J.A.C. 6A: 8-5.1(a) 2). Students are permitted to earn credit toward graduation through Option II learning experiences. **ISLO** procedures have been created to review and approve these requests while maintaining the integrity of the Kingsway Regional School District's High School diploma. Participation in **ISLO** is predicated on the application process through which students seek approval. Paperwork to obtain approval for **ISLO** can be requested through the school counseling office or our **ISLO** page.

Three-Year Graduation Process

To be considered for early graduation, students are required to meet specific eligibility criteria. If you aspire to graduate early, it is essential to inform your school counselor no later than May 25 of your sophomore year to initiate the exploration of this opportunity.

Salem County Vocational School

Kingsway has partnered with Salem County Vocational School to provide vocational training to interested students who qualify. This program is for 11th and 12th-grade students who split time between the two schools. Grade earned through this experience doe not count towards GPA. See your school counselor for details.

Preparing for a Successful Entrance to College

General Requirements

Students who are planning to continue their education at the college level should read this section carefully. Colleges generally use the following criteria in determining applicants' eligibility. Students should thoroughly research the requirements of individual colleges since admission standards vary greatly from school to school.

1. **High School Record -**This includes an evaluation of completed courses, the levels of academic courses, and the grades earned. This determines each student's GPA.
2. **Testing Information** -This includes the SAT Reasoning Test, SAT Subject Tests and/or The American College Test (ACT), and possibly the Advanced Placement Evaluations. These test scores must be submitted directly to the college from the testing agency.
3. **Recommendation Letters -**It is the responsibility of the student to request recommendations.
4. **Extracurricular/Co-Curricular Activities -**This includes the number of activities, the level of involvement, and projected contribution to college in non-academic areas.

We understand that each student begins the college planning process at different levels of understanding and with different goals. School counselors meet with each student during the year to provide assistance, resources, support, and encouragement as the student engages in self-discovery and in identifying the right path for him or her. Parents are also encouraged to work closely with the school counselor and their child as they prepare to live beyond high school.

Traditional Course Requirements: 4-Year Colleges

Generally, 4-year colleges prefer a minimum of courses outlined below during high school. However, parents and students are always encouraged to research requirements for specific colleges or universities of interest.

1. English	4 years
2. Algebra I & II and Geometry	3 years +
3. History / Social Studies	3 years +
4. Science	3 years +
5. World Language	2 years *of the same language.*

Traditional Course Requirements: 2-Year Colleges

Two-year colleges typically require a high school diploma and a specified score on an identified standardized assessment.

Maximizing High School to Prepare for College

The program of studies that students plan for themselves will enable them to enjoy a successful and profitable high school career. It will determine how well they are prepared for college and entering the job market. The pattern of studies will contribute to their day-by-day personal growth and happiness. Here are the steps students should follow when planning their high school program.

1. Establish personal goals. Students should have some specific educational, occupational, and personal objectives toward which they are working but can revisit them whenever needed.
2. Evaluate personal strengths, interests, aptitudes, and needs with honesty.
3. Learn the requirements for entrance to the college or school of choice or to the kind of work planned after graduation.
4. During eleventh grade, attend colleges or vocational resources of interest.
5. Consult parents, teachers, and school counselors to benefit from their experience and the wealth of information that they can make available. Talk with citizens of the community who are currently working in the profession or vocation of interest.
6. Select the subjects which are to be included in the program of studies. Choose those that will contribute most toward helping to achieve established goals.

College Athletic Eligibility

Student athletes who want to practice and play sports their first year in a National Collegiate Athletic Association (NCAA) Division I or Division II College must satisfy the initial requirements of the NCAA. For further details about the conditions for initial eligibility, refer to one of the following websites: www.ncaa.org, www.eligibilitycenter.org or speak to your school counselor.

Educational Planning Support through Naviance

Kingsway is pleased to introduce Naviance-Student, a comprehensive college and career readiness solution for high schools that helps align student strengths and interests to post-secondary goals and improve student outcomes. Naviance will allow students/families to:

- Discover individual strengths and learning styles
- Career exploration & assessments
- Get involved in the planning and advising process – Build a resume, complete online surveys, and manage timelines and deadlines for making decisions about colleges and careers
- Plan for post-secondary success—Set short- and long-term goals and complete tasks related to career and college planning
- Research colleges – Utilize college search engines to create a customized list of schools
- Sign up for college visits – Sign up to attend sessions with colleges visiting our school
- Request teacher recommendations for colleges

Naviance also allows school counselors to share information with students and families about upcoming meetings and events, local scholarship opportunities, and other Web resources for college and career information. Also, the site includes a link that you can use to email school counselors. To access Naviance, click High School Naviance.

When you first visit the site, please enter your registration code in the New User box and follow the on-screen instructions to create your account. If you do not know your registration code, please contact your guidance counselor for assistance. Once you have your account, you will sign in using the username and password you chose during the registration process.

Grading, Academic Honors, and Eligibility

Weighted/Unweighted Grading Scale & GPA

An assigned grade is a measure of student achievement relative to identified grade-level standards, course expectations, and overall curricular goals and objectives. Grades serve to inform students, parents, teachers, and administrators of the degree to which mastery has been attained and to help teachers adjust instruction to meet the individual needs of all students.

All students and parents/guardians have access to monitor student progress throughout the year via the online grading system, PowerSchool. Families without Internet access may request paper copies of the reports by contacting the Counseling Department.

The following grading system evaluates student progress on a 10-point scale and includes weighting for advanced courses. A student's grade point average, or GPA, is calculated using a weighted approach for Honors and Advanced Placement (AP) courses.

Grade	10-Point Scale	Unweighted	Honors Weighted (+0.5)	AP Weighted (+1.0)	Proficiency Definition
A+	97-100	4.0	4.5	5.0	Demonstrates **mastery** of content & skills and student is ready to move forward
A	93-96	4.0	4.5	5.0	
A-	90-92	3.7	4.2	4.7	Demonstrates **strong proficiency** in content & skills and student is ready to move forward
B+	87-89	3.3	3.8	4.3	
B	83-86	3.0	3.5	4.0	
B-	80-82	2.7	3.2	3.7	Demonstrates **proficiency** in concepts & skills but student **would benefit** from continued reflection & learning on needed/identified areas to move forward with confidence
C+	77-79	2.3	2.8	3.3	
C	73-76	2.0	2.5	3.0	
C-	70-72	1.7	2.2	2.7	Demonstrates **below proficiency** in concepts & skills and student **should** engage in reflection & additional learning on needed/identified areas to close gaps and move forward with confidence
D+	67-69	1.3	1.8	2.3	
D	63-66	1.0	1.5	2.0	
D-	60-62	0.7	1.2	1.7	Demonstrates a **lack of proficiency** in concepts & skills and student **should** engage in reflection & additional learning on needed/identified areas to close gaps and move forward with confidence
F	59 and below				

District Grading Categories & Ranges

- **Primary** - Assessments/assignments in this category comprise 40% of a student's grade & typically assess multiple standards introduced throughout the unit or multiple units.
- **Secondary** - These assessments/assignments account for 40% of a student's grade & typically focus on the discrete skills and understandings students need to acquire before engaging in a primary assessment/assignment. These assessments/assignments are in line with the district's reassessment practice
- **Supportive** - In this category, 20% constitutes the overall grade. These assessments/assessments usually focus on scores achieved from independent work towards proficiency or mastery in the standards.

Teachers are required to have a minimum number of primary, secondary, and supportive grades by mid-semester and by the end of the semester. For more information on grading categories, visit GRADING AT KINGSWAY.

District Reassessment Practice

Kingsway Regional School District values all learners and the learning process itself. We acknowledge that not all learners learn the same way, at the same pace, and at the same moment in time. Therefore, we believe that students should understand and take ownership of their learning by reflecting on errors and by taking steps to engage further in the learning process with the aim of demonstrating improvement. As a result, the district engages in a reassessment practice throughout all subjects 7-12 in which students can choose to reassess a secondary assessment that falls below an 83. For information on this practice, visit our REASSESSMENT.

Minimum Semester Grade

In consideration of possible adjustment difficulties students may experience at the beginning of the year, a minimum grade of 45 will be used for the first semester for full-year courses only. Beyond the first semester, a student will receive the exact grade that he or she has earned.

Class Rank & Academic Distinction Program

Kingsway Regional School District does not publish class rank nor utilize class rank for distinction at graduation. Instead, the district institutes an Academic Distinction Program through the assignment of Latin Honors upon graduation. Students who graduate with high GPAs receive one of the following distinctions:

- **Summa Cum Laude** (with highest honor) - Awarded to students who achieve a *weighted* GPA of 3.90 or higher
- **Magna Cum Laude** (with high honor) - Awarded to students who achieve a *weighted* GPA of 3.70 – 3.89
- **Cum Laude** (with honor)- Awarded to Students who achieve a *weighted* GPA of 3.50 – 3.69

High School Athletic Eligibility

New Jersey Interscholastic Athletic Association (NJSIAA) eligibility rules apply to all boy and girl varsity, junior varsity, sophomore, and freshman teams that will be representing a high school. Students must accept responsibility to ensure they meet NJSIAA eligibility requirements. If students have any questions or concerns after reading the eligibility rules, or if, at any time, they think they may be in jeopardy of falling below the minimum required credits for athletic eligibility, they should contact their school counselor or athletic director.

- Students are eligible if they have not turned 19 before September 1 of the current school year.
- Students are eligible to represent their high school for eight consecutive semesters following entrance to ninth grade.
- Students are academically eligible for athletic competition if the following criteria are met:

Fall and Winter Sports: All incoming freshmen are eligible for athletic competition during the first semester. Students in grades 10, 11, and 12 are eligible for athletic competition during the first semester if they pass 25% of the credits required by the State of New Jersey for Graduation during the immediately preceding academic school year.

Spring Sports: To be eligible for athletic competition during the second semester, all students must have passed the equivalent credits required by the State of New Jersey for graduation at the close of the preceding semester. Full-year courses shall count as one-half of the total credits to be gained for the full year to determine credits passed during the immediately preceding semester.

Students are ELIGIBLE if they transfer because of a change of residence by parents with a signed transfer form from the sending school that states that the student did not transfer for athletic advantage:
A student-athlete transferring from one secondary school to another, without a bona fide change of residence shall be ineligible to participate for a period of thirty (30) calendar days or one half of the maximum number of games allowed in the sport by NJSIAA rules (the ineligibility period) or from the beginning of the regular schedule, whichever is less, in any sport in which the student has previously participated at the varsity level. Please Check the NJSIAA website at njsiaa.org for further information regarding high school athletics and eligibility.

- Students are not eligible after the class in which they originally enrolled graduates.
- Students are not eligible, except as defined by the NJSIAA, if they have accepted any cash or merchandise prizes (this may especially occur in bowling or golf).

Co-Curricular Activities Eligibility

The minimum academic eligibility requirements for students to participate in co-curricular activities are the same as those established for athletics. All co-curricular activities are year-round activities; therefore, students will be determined to be eligible for these activities based on the first-semester eligibility requirements. Students not eligible on September 1 may participate in the co-curricular activity during the second semester if they meet second-semester eligibility.

Senior Incentive Program

Seniors in Good Standing are identified as those who are not on the academic ineligibility list and are clear of any outstanding disciplinary infractions and/ or monetary obligations. Students will be added or removed based on periodic records reviews. Seniors in good standing may be eligible to participate in Senior Privileges: Senior Flex, Single Session, and Driving. Eligibility is based on the following; privileges will be revoked when the following criteria are not met:

- Attendance: Students must have no more than eight (8) unexcused absences.
- Discipline: Students must be in Good Student Standing
- Academics (Use of Semester Grades Only): Academic eligibility will be determined by semester grades and credits earned.
- A student who is on the ineligibility list at the end of their junior year is not eligible to apply for senior privileges until the second semester of their senior year. Full schedules will be given to seniors who are ineligible.
- Obligations: All school obligations must be satisfied.

Senior Flex Privilege—Late Arrival/Early Dismissal

Eligible seniors may arrive at school late or leave early on specific days when a study hall in their schedule occurs during 1st bell class (Late Arrival) or 8th bell class (Early Dismissal). On these days, late-arrival students must sign in at the Attendance Office prior to the 2nd bell class, and Early Dismissal students must sign out at the Attendance Office prior to the 8th bell class. Seniors must sign up with their school counselor and get approved to participate. Senior Early Release Privilege Eligible seniors do not qualify for Senior Flex Privilege (Late Arrival/Early Dismissal).

Course Selection

Choosing Your Courses

Our graduation requirements are designed to help you build the skills, attitudes, and knowledge needed to reach your full potential. With a diversified and flexible curriculum, you'll find many electives to explore and develop your interests and abilities. After fulfilling your core requirements, you may select from a broad range of courses, keeping in mind that some subjects must follow a specific sequence.

Although counselors are here to guide you, planning your program is ultimately your responsibility and that of your parent or guardian. As you make decisions, consider the effort and time you can invest in each class, the demands of any outside commitments, and how these choices align with your goals. It's also helpful to review past performance, standardized test results, and future aspirations when selecting courses. Consult your parents/guardians and teachers to make the best choices for your success.

School Counselor Assignments

Grade	A. Henry	T. Kupsey	M. Beech	V. Miller	J. Cappolina	S. Atene	M. Schramm	V. Cassidy	H. Fisher
7	A-Z								
8		A-Z							
9			A-C	Fe-Ga	Gb-L	M- P	D-Fa	R-V	U-Z
10			B- Do	Dp- Ga	Gb-L	M- Pr	A, Ps-Re	Rf-T	W-Z
11			A- Do	Dp- Ga	Gb-L	M- Pr	Ps-Re	Rf-T	W-Z
12			A- Do	Re-V	Ga-L	M- Pr	Ps-Re	Dp-Ga	W-Z
Special Programs				BLA 9-11			STEM	BLA 12	Team Scholastics ESL

Awarding Credit for High School Courses Completed in Middle School

High school credit for designated middle school courses may be requested once the student is in Kingsway Regional High School. Currently, any pupil that completes a full year of Advanced Algebra I and/or Advanced Geometry will receive high school credits respectively. The accrued credit will be reflected on the pupil's high school transcript but will not count towards a student's GPA. Students may choose at the end of the Semester I to not have the credits reflected on their transcript; therefore, they will need to take the course once in high school.

Study Hall

Students are limited to one study hall per year. The school counselor will review the inclusion of a study hall.
The inclusion of a study hall in a student's schedule serves a distinct purpose to provide time and space for students in need of academic support. Students who do not require specific academic support are strongly encouraged to request an elective course rather than a study hall. Engaging in more courses broadens academic horizons, exposes students to diverse subjects, and promotes a holistic educational experience.

- For students enrolled in an AP Science with a lab period, a study hall will be included in the schedule.
- Seniors with Early Release cannot have a study hall.
- Freshmen must select electives to fill their schedules. Study halls are offered only if a need is demonstrated.

Levels of Instruction: College Prep Honors, and Advanced Placement

To meet the needs of all students, a variety of educational levels of instruction are offered at the high school:

College Prep (CP)	Requires a command of basic skills, is moderately paced, and successfully prepares a student for college entry.
Honors (H)	Requires a strong command of basic skills and the ability to perform in a rigorous program at an accelerated pace. Honors-level courses incorporate sophisticated and challenging coursework, including at an independent level, and successfully prepare a student for college entry.
Advanced Placement (AP)	Requires an excellent command of basic skills and is extremely rigorous. This is equivalent to the demands of a college-level course, requiring extensive time commitment beyond the scheduled classroom. Students with a strong academic mindset, the required level of readiness, and the willingness to invest adequate time in each Honors or AP class tend to thrive in these programs. It is highly encouraged that students who enroll in AP courses sit for the course AP Exam in May.

AP Potential

In addition to following published prerequisites, consider your *AP Potential* when deciding if an AP course is right for you. AP Potential is a tool that draws on PSAT results to gauge the likelihood of scoring three or higher on an AP Exam. Counselors frequently reference AP Potential during scheduling discussions. For more information about AP courses and exams, visit the College Board AP.

Benefits of AP Courses and Exams:

- Strengthen your transcript for college admissions.
- Develop readiness for college-level work.
- ***Success on the exam may cause college credit*** and potentially bypass introductory college classes.
- Gain an advantage in related college courses.
- Boost scholarship opportunities with high AP exam scores.
- According to the College Board, students who excel in AP courses often earn higher GPAs and are more likely to graduate in four years.

Scheduling

Scheduling Timeline

	Middle School	High School
February-March	**Grade 8** ● Course selection process opens via Genesis ● Student advisement meetings	**Grades 9-11** ● Course selection process opens via Genesis ● Student advisement meetings
May	**Grade 7** ● Course selection process opens ● Student advisement meetings	
early August	**Grade 7** ● Math placement letters mailed home after review of multiple measures	
late August	**Student schedules are available via Genesis.**	

Scheduling Changes/Withdrawing from a Course

Schedule changes that include the exchange of one course for another or changing the level of a course will be considered through the first 10 days of school.

- For Semester 2 electives, changes will be considered during the first 5 days of Semester 2.
- The School Counseling Office will consider requests on a case-by-case basis for adjustment of level for core courses.

Schedule Change Deadlines		
Date	**What can I do?**	**Transcript Notation**
February 2025 - September 17, 2025	Change level or exchange an elective for another elective should seats be available.	**No Transcript Notation:** Students may drop a course without any transcript notation if done before the 11th day of school.
February 2, 2026 - February 6, 2026	Drop an S2 elective for another elective should seats be available.	**No Transcript Notation:** Students may drop an S2 course without any transcript notation if done before the 6th day of the semester.
September 18, 2025- January 30, 2026	Students who have been approved to drop a course outside the standard add/drop window due to an extenuating circumstance can amend their schedule.	**Withdrawal (W):** If a course is dropped after the 10th day but before an S1 grade is recorded
February 2, 2026- June 17, 2026	Students who have been approved to drop a course outside the standard add/drop window due to an extenuating circumstance.	**Withdrawal (W):** If a course is dropped after S1 with a passing grade, a "W" will be noted on the transcript. **Withdrawal Fail (WF):** If a course is dropped after S1 and the grade is failing, a "WF" will be noted on the transcript. This will not affect the student's GPA.

Special Education Services

At Kingsway, we believe all students are capable of academic success with the appropriate support and interventions and that students with disabilities shall be educated in the least restrictive environment (LRE). Furthermore, special classes, separate schooling, or other removals of a student with a disability from the student's general education class shall occur only when the nature or severity of the educational disability is such that education in the student's general education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily.

As a result, we foster a learning environment that prioritizes inclusion in the general education setting and the delivery of tailored accommodations and modifications to support learning needs. Kingsway Regional School District offers a range of programs for students who have been determined "Eligible for Special Education and Related Services." Related services include, but are not limited to, consultative services from a special education teacher, school nursing services, speech/language therapy, occupational therapy, physical therapy, counseling, behavioral support, and special transportation. These are provided for students who are deemed in need of such services by the student's team.

General Education Program Fully Mainstreamed	This program option occurs within the general education classroom, with instruction being provided by the general education teacher who serves as the subject-area specialist. In this single-teacher model, the general education teacher is responsible for implementing the Individualized Education Plan (IEP).
General Education Program In-Class Support Resource (ICR)	This service delivery model occurs within the general education classroom. In this model, the general education teacher has primary instructional responsibility for the student. ICR is provided in the student's general education class at the same time as the rest of the class. This setting also includes related consultative services by the special education teacher to secure progress on classified students' goals and objectives. These services may include the development and demonstration of techniques and strategies, Data collection on the effectiveness of the techniques and strategies, and/or the development of positive behavioral supports. There will be no more than ten special education students in an ICR setting.
Special Education Program Small Group Instruction (SGI) *or* **Pull-Out Resource Center (RC)**	This service delivery model refers to a small group learning environment where either a subject-certified teacher or a special education-certified teacher instructs classified students using a modified version of the general education curriculum. Class size is limited to 12 for RC and 16 for SGI.
Special Education Program Self-contained (S.T.E.P.)	Our self-contained program, S.T.E.P. (Structured Transitional Education Program), is a service delivery model dedicated to enhancing the lives of students with unique & multiple learning needs through structured, transitional supports and educational opportunities that provide real-life application of functional, academic, and 21st-century life and career skills in the school, community and workplace. The major objective of S.T.E.P. is to support students with learning differences to transition to independent living. One component of S.T.E.P. is Community-based Instruction (CBI) that occurs within community environments. The goal is to offer a variety of "hands-on" learning opportunities to help students acquire the skills necessary to live independently. CBI outings include grocery shopping trips, accessing and using public transportation, recognizing signs in the community, and participating in recreation and leisure. The program also offers a number of courses that provide real-life applications of functional, academic, and 21st-century life and career skills in the school, community, and workplace. Course offerings exclusive to S.T.E.P. include *Daily Living and Independent Living* • **Daily Living** addresses functional skills for independent living that offer opportunities to practice such skills within the learning environment. Topics covered include but are not limited to self-care, housekeeping, health, safety and first aid, and food and meal planning. In addition to their coursework, students participate in community-based instruction throughout the school year. • **Independent Living** prepares young adults in S.T.E.P. for making decisions about their futures. The responsibilities of being independent and managing resources are strongly emphasized. Topics in this course include but are not limited to personal management and goal setting, workplace safety, vocational skills, money management, and food and meal planning. In addition to their coursework, students participate in community-based instruction throughout the school year. For students ages 16+, Structured Learning Experiences (SLE) are provided, which give students sustained and repeated practice in a variety of public and retail settings to prepare them for jobs and careers.

English as a Second Language

Students identified as Limited English Proficient (LEP) enrolled in an English as a Second Language (ESL) program as required by the New Jersey State code. The ESL program improves English reading, writing, speaking, and listening for multilingual students. Students receive support from a properly certified ESL teacher in the general education setting and through specialized courses.

English as a Second Language I

English as a Second Language (ESL) I is for beginner-level multilingual learners who need foundational English language skills. This course develops literacy from phonological awareness and letter formation to basic reading and writing of stories and informational text. While initial lessons emphasize listening and speaking, reading and writing also begin early. Critical vocabulary and key academic language are introduced throughout the course, and students explore content from English, Math, Science, and Social Studies—covering topics such as cultural issues, government systems, and basic scientific and mathematical concepts. Adhering to WIDA ELP standards, instruction offers daily opportunities in social and academic English through speaking, reading, and writing. By completion, students will be better equipped to communicate effectively and will be prepared for the more advanced literacy demands of ESL II and beyond. Grammar and mechanics instruction is integrated into all formal writing tasks, and interactive activities foster trust, resilience, and responsibility.

English as a Second Language II

English as a Second Language (ESL) II is a year-long course that strengthens the language, social, and critical thinking skills of intermediate multilingual learners. Aligned with the NJ Student Learning Standards for English and the English Language Development Standards, it builds upon basic literacy skills to support more advanced reading and writing. A solid grammatical foundation enables students to engage with increasingly complex fiction and informational texts. Coursework spans the four core content areas—English, Math, Science, and Social Studies—and covers topics like personal privacy, collaboration, community issues, and problem-solving strategies. As students progress, they compare and analyze their experiences with those of classmates and the broader community, reinforcing critical “survival” vocabulary and essential academic language. The final unit prepares learners for the reading and writing demands of English Composition. Throughout, grammar and mechanics instruction is embedded into formal writing tasks and supplemented by targeted lessons.

English Comp (ESL)

English Composition (ESL) guides multilingual students in critical reading and writing using texts from the standard English II curriculum. Drawing on the NJ Student Learning Standards for English and the English Language Development Standards, students practice interpreting and analyzing both literary and informational works, supporting their ideas with textual evidence. They also assess the validity of authors’ arguments and assumptions. Through exposure to classic and contemporary texts from diverse cultures, students broaden their literary and cultural perspectives while developing the vocabulary needed to comprehend increasingly complex material. Writing assignments include literary analyses, research papers, creative compositions, and argumentative essays, with an emphasis on revising and editing for clarity and depth. As they advance, students refine their ability to discuss, critique, and construct nuanced arguments in both written and spoken formats.

Additional Student Supports

Gifted and Talented

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities. The district offers a continuum of support for students identified as gifted. More information can be found on our GIFTED AND TALENTED WEBPAGE.

Intervention and Referral Services (I&RS)

Intervention & Referral Services (I&RS) consists of an interdisciplinary team of professionals within the school who come together throughout the school year to formulate coordinated services and team delivery systems to address the full range of student learning, behavior, social, and health problems in the general education program. The committee's goal is to see measurable student improvement in identified target areas. The I&RS Committee develops an Action Plan containing goals, interventions, and a timeline for the plan's duration. Faculty, staff, or parents may refer a student to the I&RS team through the school counseling department.

Math and English-Language Arts Labs

Students who need additional support as identified through multiple measures (i.e. recommendations, course grades, and/or test scores) have the opportunity to take part in a supplemental course of instruction. This course helps support and grow the key skills and concepts students need to be successful in meeting grade-level standards. Teachers offer tailored instruction and progress monitoring in a smaller group setting to aid in individualizing instruction based on identified areas of need. Over a semester or school year, students will work to improve individual skill deficits that hinder their overall performance in math and/or English. These deficits will be remediated using instruction targeting their individual needs and monitored through goal setting. Students have the opportunity during lab to receive support on core math or English classwork and basic skills for success in the world outside of the classroom. Students who show growth using multiple measures will have an opportunity to exit the class. These courses include individualized quarterly progress reporting of student growth.

- Math Lab 7 & 8, Algebra I, Geometry, and Algebra II
- English Lab 9 - 12

Multi-Tiered System of Supports (MTSS/NJTSS)

The district implements a Multi-Tiered System of Supports (MTSS/NJTSS) that provides academic, social, and emotional support for students. It is a school-wide approach that teachers, counselors, psychologists, and other specialists use as a team to assess and address student needs. Some of these supports are noted below. More in-depth information can be found on our MTSS website.

Section 504 Services

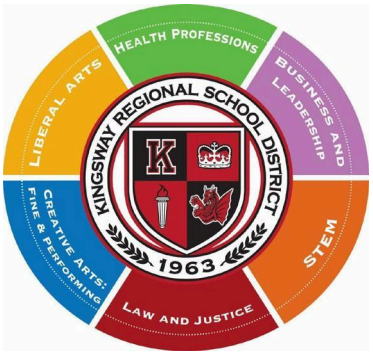
The District complies with all provisions of the "Rehabilitation Act -Section 504" and "Americans with Disabilities Act -ADA, 1992." A student may be referred to the school's 504 Coordinator through the counseling department to determine eligibility and receive assistance.

Social and Emotional Health

As the district remains committed to students' social and emotional health, the district proactively captures the needs of the student body through a universal screening process. All students in grades 7-12 take a brief wellness screening in their Physical Education & Health classes, in survey form, two times per school year. The Behavioral and Emotional Screening System (BESS) is a brief wellness screener that includes a student self-report that takes approximately 5- 10 minutes to complete via an online platform. Visit our website to learn more about our SOCIAL AND EMOTIONAL HEALTH process.

Programs of Study & Career Concentrations

The information contained in the following pages provides the direction needed to capture the interests of KRSD students while preparing to meet the New Jersey graduation requirements. These innovative career-centered program guides accommodate *all* students in the school system. Their purpose is to assist children and their parents/guardians in developing a plan to achieve their unique goals in preparation for the student's future.



Kingsway Regional School District has established the following Six (6) Programs of Study to assist students in identifying future career goals.

1. Health Professions
2. Business and Leadership
3. Liberal Arts
4. Creative Arts
5. Law and Justice
6. S.T.E.M. (Science, Technology, Engineering, and Mathematics)

Each of the above noted Six Programs of Study correlate to the following sixteen (16) nationally recognized career clusters: *Agriculture, Food & Natural Resources Architecture & Construction; Arts, Audio/Video Technology & Communications; Business, Management & Administration; Education & Training; Finance, Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Marketing, Sales & Service; Science, Technology, Engineering & Mathematics; and, Transportation, Distribution & Logistics.*

Within each Program of Study, recommended concentrations further assist students in identifying interests that correspond to specific careers. These concentrations include the course offerings within Kingsway School District and contain possible future courses for subsequent years. Students, parents, teachers, counselors, and administrators are encouraged to communicate frequently in the planning and course selection process to secure

the best possible path and outcome for students.

The Six Programs of Study established by the district aim to:

- help students identify interests;
- identify how courses connect to specific careers, and,
- improve students' skills and understanding as they prepare for post-graduation studies or employment.

Additionally, the goals of these above-noted Six Programs of Study prepare students to create a career plan that:

- helps them to understand and have knowledge of a variety of jobs within a career field;
- creates awareness of training and educational opportunities; and,
- provides opportunities for training, re-training, and further education.

The following section assists students and their parents in developing a plan in preparation for students' future professions and careers. The patterns detailed on the following pages provide recommendations but not requirements. Any deviation from the patterns should be to meet an individual's abilities, interests, needs, and/or circumstances and should be discussed with his or her counselor. For more information on the specific career clusters, please visit O*NET ONLINE.

Kingsway Regional School District
7-12 Electives At-A-Glance
2025-2026

Middle School Electives

S.T.E.M. & Business

Course Name	Grade Level(s)
Business & Computer Science	7
Discovering S.T.E.M.	7-8
Exploring Entrepreneurship	8
Sports and Health Science	7-8
S.T.E.M. Architectural Design	7
S.T.E.M. Racing Challenge	8

Art

Course Name	Grade Level(s)
Art 7	7
Art 8	8
Creativity Lab I	7-8
Creativity Lab II	8

Music

Course Name	Grade Level(s)
Intro to Band	7
Band	7-8
Chorus, Voice, & Movement	7-8
Guitar	7
Introductory Piano	8
Jazz Ensemble	8

World Language

Course Name	Grade Level(s)
French	7-8
Italian	7-8
Spanish	7-8

21st Century Skills

Course Name	Grade Level(s)
Exploring the Digital World	7-8
SUCCESS 101	7-8

Use this elective sheet in combination with the Personalized Learning Plan to choose your elective courses. For more detailed information on each course, please review the course offerings within the Program Planning Guide.

All courses are considered "College Prep (CP)" unless otherwise noted.

* "Advanced" and "AP (Advanced Placement)" are two different course types.

Key

Course Offering Types:

CP = College Prep
H = Honors

High School Electives

21st Century, Business, & Computer Science

Course Name	Grade Level(s)	Credit
Business Management & Marketing	11-12	1
Computer Science Essentials	9-12	1
Cybersecurity	9-12	1
Business Law & Ethics (H)	11-12	0.5
Principles of Marketing (H)	11-12	0.5
Intro. to Computers	9-12	0.5
Principles of Accounting	10-12	0.5
Principles of Economics	10-12	0.5
Global Tech Awareness	9-12	0.5
TV/Media Prod I: Software Apps	9-12	1
TV/Media Prod II: Studio I	10-12	1
TV/Media Prod III	11-12	1
Wealth Management	9	0.5

English/ Language Arts

Course Name	Grade Level(s)	Credit
Creative Writing	9-12	1
Film Studies	10-12	1
Journalism	9-12	1
Public Speaking & Debate	9-12	1

World Language

Course Name	Grade Level(s)	Credit
French I, Italian I, & Spanish I	9-12	1
French II, Italian II, & Spanish II (CP/Advanced*)	9-12	1
Hon. French III, Italian III, & Spanish III (H)	10-12	1

Family & Consumer Science

Course Name	Grade Level(s)	Credit
Creative Living	9-12	0.5
Intro. to Child Development	10-12	1
Art of Baking	11-12	0.5
Global Cuisine	11-12	0.5
Food & Nutrition	11-12	0.5

Mathematics

Course Name	Grade Level(s)	Credit
Pre-Calculus	10-12	1
Contemportary Math	11-12	1
Probability & Statistics	11-12	1

Navy Junior Reserve Officer Training Corps (NJROTC)

Course Name	Grade Level(s)	Credit
Naval Science I	9-12	1
Naval Science II	10-12	1
Naval Science III	11-12	1

Performing Arts

Course Name	Grade Level(s)	Credit
Beginning Piano	9-12	1
Intermediate Piano	9-12	1
Concert Band	9-12	1
Dragon Singers	9-12	1
Drama: Acting & Performance	9-12	1
Guitar	9-12	1
Guitar II	9-12	1
Intro. to Music Technology	9-12	1
Music Technology II	10-12	1
Jazz Ensemble I, II, & Select	9-12	1
Kingsway Chorale	9-12	1
Percussion Ensemble I & II	9-12	1
Treble Chorus	9-12	1

Visual Arts

Course Name	Grade Level(s)	Credit
Advanced Art I	10-12	1
Advanced Art II	10-12	1
Advanced Ceramics I	11-12	1
Applied Art	11-12	1
Art I	9-12	1
Art II	10-12	1
Art Appreciation	9-12	1
Cartooning & Animation	9-12	1
Ceramics I	10-12	1
Digital Design & Illustration I	10-12	1
Digital Design & Illustration II	11-12	1
Photography	10-12	1

Science & Health Professions

Course Name	Grade Level(s)	Credit
Civil Engineering & Architecture (H)	9-12	1
Veterinary Science (CP/H)	11-12	1
Anatomy & Physiology (CP/H)	11-12	1
Principles of Engineering (CP/H)	11-12	1
Environmental Science	10-12	1
Food Science	9-12	1
Forensics	11-12	1
Health Professions I: Intro. to Health Professions	10-12	1
Health Professions II: Kinesiology & Injury Recognition (CP/H)	11-12	1
Health Professions III: Seminar & Practicum	12	1
Physics of Sports	9-12	1
Space Science	9-12	1

Social Studies

Course Name	Grade Level(s)	Credit
Global Terrorism: Past & Present	10-12	0.5
Honors Holocaust & Genocide	10-12	1
Human Behavior & Culture	10-12	1
Introduction to Law	10-12	1
Military History	10-12	0.5
US & World Affairs	11-12	1

Advanced Placement (AP)

Course Name	Grade Level(s)	Credit
Computer Sciences		
AP Computer Science A	10-12	1
AP Computer Science Principles	9-12	1
World Language		
AP French Language & Culture	11-12	1
AP Italian Language & Culture	11-12	1
AP Spanish Language & Culture	11-12	1
Mathematics		
AP Calculus AB	11-12	1
AP Calculus BC	11-12	1
AP Statistics	11-12	1
AP Pre-Calculus	10-12	1
Visual & Performing Arts		
AP Music Theory	11-12	1
AP Studio Art Drawing	11-12	1
AP Art History	10-12	1
Science		
AP Biology	12	1.3
AP Chemistry	11-12	1.3
AP Environmental Science	11-12	1
AP Physics I	9-12	1.3
AP Physics II	11-12	1.3
Social Studies/History		
AP Economics Micro/Macro	11-12	1
AP European History	11-12	1
AP Government & Politics	11-12	1
AP Psychology	11-12	1

The table below matches various elective offerings in middle school and high school. The electives are only suggestions to help guide the planning process among students, parents, school counselors, and teachers. More information about the elective content and/or other electives offered is contained throughout this program-planning guide.

*Note: Those electives in italics are middle school electives; *Special Program offering*

Program of Study	Career Cluster(s)	Career Concentration(s)	*Elective Choices 7-12
HEALTH PROFESSIONS	**Health Science**	Athletic Training/Health & Exercise Science	*Sports and Health Science,* Physics of Sports, Food Science, Health Professions I: Introduction to Health Professions, Honors/CP Health Professions II: Kinesiology and Injury Recognition, Health Professions III: Seminar and Practicum*, Anatomy and Physiology, AP Statistics
		Dietician and Nutritionist	*Sports and Health Science,* Anatomy and Physiology, AP Biology, Food Science, Health Professions I: Introduction to Health Professions, Honors/CP Health Professions II: Kinesiology and Injury Recognition, Health Professions III: Seminar and Practicum*, AP Chemistry, AP Physics, AP Statistics
		Pre-Pharmacy	*Sports and Health Science,* Anatomy and Physiology, AP Biology, Chemistry, AP Chemistry, AP Physics, Health Professions I: Introduction to Health Professions, Honors/CP Health Professions II: Kinesiology and Injury Recognition, Health Professions III: Seminar and Practicum*, AP Statistics
		Medical Assistant	*Sports and Health Science,* Physics of Sports, Introduction to Computers, Veterinary Science, Health Professions I: Introduction to Health Professions, Honors/CP Health Professions II: Kinesiology and Injury Recognition, Health Professions III: Seminar and Practicum*, AP Statistics, AP Biology, AP Chemistry, AP Physics
		Therapeutic Services (Physical, Occupational, Psychiatric, etc.)	*Sports and Health Science*, Physics of Sports, Health Professions I: Introduction to Health Professions, Honors/CP Health Professions II: Kinesiology and Injury Recognition, Health Professions III: Seminar and Practicum*, Anatomy and Physiology, AP Biology, AP Psychology, AP Statistics
BUSINESS & LEADERSHIP	**Business, Management, & Administration, Finance, & Marketing**	Business Information Management	*Business and Computer Science, Exploring Entrepreneurship,* Business Management and Marketing, Probability and Statistics, Principles of Accounting,, Principles of Economics, AP Statistics, Honors Principles of Marketing, Honors Business Law and Ethics, Computer Science Essentials, AP Computer Science Principles, AP Computer Science A
		Human Resources	*Business and Computer Science*, Human Behavior and Culture, Introduction to Law, AP Psychology, Introduction to Computers, Introduction to Women and Gender Studies, AP Statistics, Honors Principles of Marketing, Honors Business Law and Ethics, U.S. and World Affairs, Naval Sciences I-IV*

Program of Study	Career Cluster(s)	Career Concentration(s)	*Elective Choices 7-12
LIBERAL ARTS		Accounting	*Business and Computer Science*, Principles of Accounting, Principles of Economics, AP Statistics, Honors Business Law and Ethics
		Business Finance	*Business and Computer Science, Exploring Entrepreneurship*, Introduction to Law, Probability and Statistics, Public Speaking and Debate, Introduction to Computers, Principles of Accounting, Principles of Economics, AP Statistics, Honors Business Law and Ethics
		Marketing	*Business and Computer Science, Exploring Entrepreneurship*, *Exploring the Digital World,* Introduction to Computer, Digital and Social Media Awareness, Public Speaking and Debate, Principles of Accounting, Principles of Economics, AP Statistics, Honors Principles of Marketing, Honors Business Law and Ethics, Computer Science Essentials, AP Computer Science Principles, AP Computer Science A
		Advertising	*Art 7, Art8, Creativity Lab, Business and Computer Science, Exploring Entrepreneurship*, *Exploring the Digital World,* Creative Writing, Digital and Social Media Awareness, Introduction to Computers, Public Speaking and Debate, Digital Design and Illustration I, Digital Design and Illustration II, Photography, Film Studies, Journalism, TV Video I, TV Video II, TV Video III, Business Management and Marketing, Honors Principles of Marketing, AP Economics, AP Statistics, Honors Business Law and Ethics, Computer Science Essentials, AP Computer Science Principles, AP Computer Science A
	Education & Training, Government & Public Administration, Hospitality & Tourism, Human Services	Foreign Service	*World Language,* World Language I, II, III and AP World Language, Global Terrorism, AP US Government and Politics, Public Speaking and Debate Introduction to Women and Gender Studies, AP World History, Principles of Economics, AP Economics, AP Statistics, Honors Business Law and Ethics, U.S. & World Affairs, Naval Sciences I-IV*
		Governance	Introduction to Law, Human Behaviors and Culture, Holocaust & Genocide, AP US Government and Politics, Public Speaking and Debate, AP World History, Principals of Economics, AP Economics, Honors Law and Ethics, Journalism, Honors Business Law and Ethics, U.S. and World Affairs, Naval Sciences I-IV*
		Travel and Tourism	*World Language,* Concentration in world language of choice, Public Speaking and Debate, Introduction to Computers, Global Terrorism, AP US Government and Politics, Journalism, AP World History, Principles of Economics, AP Economics, Global Cuisine, Business Management and Marketing, Honors Principles of Marketing, U.S. and World Affairs
		Culinary Arts	*Exploring Entrepreneurship*, Creative Living, Food and Nutrition, Art of Baking, Global Cuisine, Food Science, Business Management and Marketing, Honors Principles of Marketing

Program of Study	Career Cluster(s)	Career Concentration(s)	*Elective Choices 7-12
		Professional Support Services	*Business and Computer Science*, *Exploring the Digital World,* Introduction to Computers, Digital and Social Media Awareness, Creative Living, Public Speaking and Debate, Human Behaviors and Culture, Introduction to Women and Gender Studies, Principles of Accounting, Naval Sciences I-IV*
		Counseling and Mental Health Services	Human Behaviors and Culture, Holocaust & Genocide, AP Psychology, Introduction to Women and Gender Studies, Introduction to Child Development, AP Statistics, Honors Business Law and Ethics,
		Early Childhood Education	Human Behaviors and Culture, Introduction to Child Development, Creative Living, Public Speaking and Debate, AP Psychology
		*Teaching/Training	Introduction to Child Development, Naval Sciences I-IV*, Public Speaking and Debate, 3 series sequence with a concentration (i.e. English, history, mathematics, science, etc.) **Talk to your school counselor about options*
	Arts, A/V Technology & Communications	Audio/Video Technology and Film	*Business and Computer Science,* TV Video I, TV Video II, TV Video III, Film Studies, Public Speaking and Debate, Photography, Cartooning and Animation, Introduction to Music Technology, Drama: Acting and Performance, Computer Science Essentials, AP Computer Science Principles, AP Computer Science A
		Journalism and Broadcasting	*Exploring Entrepreneurship, Exploring the Digital World,* Creative Writing, Digital and Social Media Awareness, Public Speaking and Debate, Film Studies, Journalism, Drama: Acting and Performance, Photography, TV Video I, TV Video II, TV Video III, U.S. and World Affairs
CREATIVE ARTS: FINE & PERFORMING		Graphic Design	*Art 7, Art 8, Creativity Lab, Exploring Entrepreneurship, Business and Computer Science*, Digital Design and Illustration I, Digital Design and Illustration II, Photography, Computer Science Essentials, AP Computer Science Principles, AP Computer Science A
		Performing Arts	*Introduction to Band, Band, Chorus, Introductory Piano, Guitar, Orchestra,* Concert Band, Percussion Ensemble, Kingsway Chorale, Film Studies, Drama: Acting and Performance, Beginning/Intermediate Piano, Guitar, AP Music Theory, **Talk to your school counselor about options related to band, chorus, and other performing arts electives in grades 7-12*
		Performing Arts-Music Technology	Introduction to Music Technology, Music Technology II, AP Music Theory
		Visual Arts	*Art 7, Art 8, Creativity Lab I & II,* Art I & II, AP Art I & II, Art Appreciation, Cartooning & Animation, Ceramics I, AP Ceramics, AP Studio Art Drawing, Applied Art, and AP Art History

Program of Study	Career Cluster(s)	Career Concentration(s)	*Elective Choices 7-12
		Commercial Arts	*Art 7, Art 8, Creativity Lab, Exploring Entrepreneurship*, *Exploring the Digital World,* Applied Art, Creative Writing, Digital Design and Illustration I, Digital Design and Illustration II, Photograph, Public Speaking and Debate, Film Studies, Journalism, TV Video I, TV Video II, TV Video III, Principles of Economics, Business Management and Marketing, Honors Principles of Marketing, AP Economics, AP Statistics
	Law, Public Safety, Corrections & Security	Law Enforcement Services	Introduction to Law, Forensics, Human Behaviors and Culture, Holocaust & Genocide, Military History, Public Speaking and Debate, Global Terrorism, AP US Government and Politics, AP Statistics, AP Economics, Honors Business Law and Ethics, Introduction to Women and Gender Studies, AP World History, U.S. and World Affairs, Cybersecurity, Naval Sciences I-IV*
LAW & JUSTICE		Correction Services	Introduction to Law, Human Behaviors and Culture, Holocaust & Genocide, AP Psychology, Military History, Global Terrorism, AP US Government and Politics, Introduction to Women and Gender Studies, AP Statistics, AP Economics, U.S. and World Affairs, Naval Sciences I-IV*
		Legal Services	*Exploring Entrepreneurship*, *Business and Computer Science,* Introduction to Law, American Government, Public Speaking and Debate, Forensics, Holocaust & Genocide, AP Psychology, Introduction to Women and Gender Studies, Military History, Global Terrorism, AP US Government and Politics, AP Statistics, AP Economics, Honors Business Law and Ethics, Principles of Economics, AP Statistics, AP Economics, AP World History, U.S. and World Affairs, Cybersecurity, Naval Sciences I-IV*
	Agriculture, Food & Natural Resources, Architecture & Construction, Information Technology, Science, Technology, Engineering & Mathematics	Architecture and Construction	*S.T.E.M. Architectural Design, Discovering S.T.E.M., S.T.E.M. Racing Challenge*, Civil Engineering and Architecture, Probability and Statistics, AP Art History, Principles of Engineering, AP Statistics, Computer Science Essentials, AP Computer Science Principles, AP Computer Science A, Naval Sciences I-IV*
		Veterinary Science	*Discovering S.T.E.M.,* Health Professions I: Introduction to Health Professions, Honors/CP Health Professions II: Kinesiology and Injury Recognition, Health Professions III: Seminar and Practicum*, Anatomy and Physiology, Veterinary Science, AP Biology, AP Statistics
S.T.E.M.		Equine Science	*Discovering S.T.E.M.,* Health Professions I: Introduction to Health Professions, Honors/CP Health Professions II: Kinesiology and Injury Recognition, Health Professions III: Seminar and Practicum*, Anatomy and Physiology, Veterinary Science, AP Biology, AP Statistics
		Environmental Service Systems	*Discovering S.T.E.M.,* Environmental Science, AP Biology, AP Statistics, AP Environmental

Program of Study	Career Cluster(s)	Career Concentration(s)	*Elective Choices 7-12
[redacted]		Programming and Software Development	*Exploring Entrepreneurship*, *Business and Computer Science,* Digital Design and Illustration I, Digital Design and Illustration II, Introduction to Music Technology, AP Statistics, Business Management and Marketing, Honors Principles of Marketing, Space Science, Cybersecurity, Civil Engineering and Architecture, Computer Science Essentials, AP Computer Science Principles, AP Computer Science A
		Web and Digital Communications	*Exploring Entrepreneurship*, *Exploring the Digital World, Business and Computer Science,* Digital Design and Illustration I, Digital Design and Illustration II, Digital and Social Media Awareness, Cartooning & Animation, Journalism, Introduction to Music Technology, Business Management and Marketing, Honors Principles of Marketing, Space Science, Cybersecurity, Computer Science Essentials, AP Computer Science Principles, AP Computer Science A, Cybersecurity, Naval Sciences I-IV*
		Information Technology	*Exploring Entrepreneurship*, *Exploring the Digital World, Business and Computer Science, Discovering S.T.E.M.,* Digital Design and Illustration I, Digital Design and Illustration II, Digital and Social Media Awareness, Cartooning and Animation, Introduction to Music Technology, Business Management and Marketing, Honors Principles of Marketing, Cybersecurity, Computer Science Essentials, AP Computer Science Principles, AP Computer Science A, Naval Sciences I-IV*
		Engineering	*S.T.E.M. Architectural Design, Fine and Technical Art, Discovering S.T.E.M., S.T.E.M. Racing Challenge,* Principles of Engineering, Civil Engineering and Architecture, Public Speaking and Debate, Principles of Economics, AP Statistics, AP Economics, Space Science, Cybersecurity, Computer Science Essentials, AP Computer Science Principles, AP Computer Science A

Special Programs at Kingsway Regional School District

Academy Programs: Business Leadership & S.T.E.M. (9-12*)*

Prerequisite: Advanced Algebra I or Advanced Geometry
**An application is required for participation. Students are selected using multiple measures.*

KRHS offers two Academy Programs, *Business Leadership and S.T.E.M.,* for qualifying students. Each program is divided into two phases: two years of interdisciplinary education requirements and two years of advanced preparation aligned with collegiate programming. Class rigor and course expectations are advanced, and course sequences have been developed that are unique to each academy. The academy curriculum integrates career-themed subject matter with collaborative project-based learning. The application process initiates in the fall/winter of the 8th-grade year. The admissions formula considers multiple measures to ensure each admitted student is successful in the program. Our formula considers 7th and 8th-grade academic grades in math and ELA, an entrance examination, teacher recommendations, test scores, and student essays. Please visit our ACADEMY WEBPAGE for details.

Navy Junior Reserve Officer Training Corps (NJROTC) (9-12)

**An application is required for participation. Students are selected using multiple measures.*

KRHS offers a Navy Junior Reserve Officer Training Corps, or NJROTC, program that implements the U.S. Department of the Navy's accredited curricula and is delivered by a specially trained Senior Naval Science Instructor. While the program uses a military-based foundation to deliver the program, the overall program focuses on building students' leadership and citizenship knowledge and promotes self-confidence, self-discipline, and hard work to achieve goals. Students gain opportunities to participate in community service, military drills, field meets, physical fitness, and co-curricular visits to naval or other military organizations. The program will begin as a Navy National Defense Cadet Corps (NNDCC), a forerunner to the NJROTC, and is being advertised with its more familiar name - NJROTC. Please visit our NJROTC website for details.

School of Health Professions (*including Veterinary Science*) (10-12)

Prerequisites: Health Professions I: Introduction to Health Professions
**An application is required for participation. Students are selected using multiple measures.*

KRHS offers a School of Health Professions for students who may be interested in careers related to the health professions fields such as nursing, physical therapy, occupational therapy, medical assistant, surgical technologist, athletic trainer, etc. Within the School of Health Professions, KRHS offers a veterinary science track. This experience allows students to apply the knowledge and skills gained from the Kingsway's Veterinary Science course at KRHS and the corresponding experiences within a voluntary practicum offered through the honors-level course. The School of Health Professions offers a specific course sequence that leads to an off-sight, hands-on experience during semester II of the student's senior year. During their sophomore year, students have the opportunity to take Health Professions I: Introduction to Health Professions. Students interested in continuing through the program during their junior and senior years *need to apply at the end of Semester I of Health Professions I: Introduction to Health Professions*. Students who plan to take online RCSJ courses on our campus must also meet the required prerequisites of the college. For more information on the contents and goals of these courses and programs, please reference the Science & Health Professions section of this guide or contact your school counselor. You can also visit our HEALTH PROFESSIONS WEBSITE.

Team Scholastics (9-12)

Prerequisite: Math 8 during grade 8
**An application is required for participation. Students are selected using multiple measures.*

The Kingsway Regional School District (KRSD) recognizes the positive impact interdisciplinary teaming has on the student experience, a practice that has supported the middle school for over a decade. As such, Kingsway Regional High School has established an interdisciplinary team, Team Scholastics, for a select group of qualifying and motivated students at the 9th & 10th-grade level. This structure, together with a required elective course in grades 9- 12, assists students with a successful transition to high school so they may work to achieve at high levels as they head to college. The team consists of an English, Math, History, and Science teacher who will work collectively to provide a meaningful and successful 9th and 10th-grade year for a shared group of student team members who have a goal of taking advanced-level courses during their junior and senior years. Math 8 students are invited to apply for Team Scholastics at the end of the first semester. The admissions formula considers multiple measures such as academic performance, test scores, attendance, behavior, and an interview to ensure that each accepted student is successful in the program. For details, please contact your child's school counselor. More information can be found on our TEAM SCHOLASTICS WEBPAGE.

Unified Health & Physical Education (8-12)

**Students express interest during course selection and are selected using multiple measures.*

This inclusive course provides a unique opportunity for students with and without disabilities to participate in developmentally appropriate activities including physical fitness, sports, and other educational opportunities. Students work together to increase competence and confidence in various physical and team activities. The Unified Physical Education course supports the development of leadership skills for all students and the empowerment of all students to foster an inclusive class and school-wide environment. For details, please contact your child's school counselor.

Dual Enrollment in Special Programs

While students may be able to access more than one special program, the unique structure of each may allow or disallow this option (see matrix below). Initial enrollment and continuation in multiple programs is not guaranteed. It is subject to the master schedule and course availability. Course sequences for each program can be found here.

In the case of scheduling conflicts, students will need to prioritize one pathway over another.

- We encourage students to discuss options with their school counselor to explore alternative courses to ensure academic growth in areas of interest and fulfillment of graduation requirements.
- Students dropping enrollment in one special program to accommodate another program will not have their seat held.

Matrix for Dual Enrollment in Special Programs						
	BLA	NJROTC	SHP	STEM	TS	Unified
BLA	N/A	YES 11-12	NO	NO	NO	YES
NJROTC	YES 11-12	N/A	YES	YES 11-12	YES	YES
SHP	NO	YES	N/A	NO	YES	YES
STEM	NO	YES 11-12	NO	N/A	NO	YES
TS	NO	YES	YES	NO	N/A	YES
Unified	YES	YES	YES	YES	YES	N/A

HyFlex Course Offerings (11-12)

KRHS offers HyFlex course formats for students entering 11th or 12th grade that provide students the flexibility to work in a non-traditional learning environment through a combination of synchronous and asynchronous instruction.

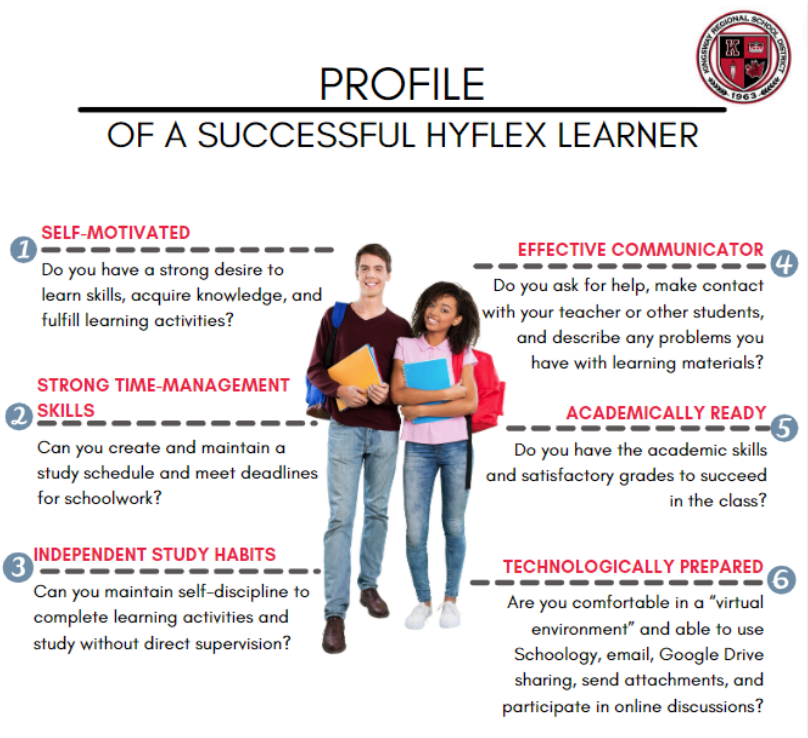
- HyFlex courses are designed to engage students in active learning, providing students with more control over the time, place, pace, and path of their learning.
- HyFlex courses are scheduled during the school day. The balance of in-person, classroom instruction versus asynchronous learning will vary from student to student, as determined by the teacher and based on individual student needs.

These ISLO opportunities have the potential to positively affect the student learning experience with self-paced, personalized learning, and greater exposure to the online classroom in preparation for college. All course offerings, regardless of format, align with the New State Learning Standards and/or the AP College Board Course Standards. Additionally, each course leverages Kingsway's curricula, built and vetted by Kingsway teachers, and delivered via our learning management system, Schoology. Click here to learn more about HyFlex.

Characteristics of a HyFlex Program Student

With the freedom and flexibility of enrolling in HyFlex courses comes added personal student responsibility. The learning process in any class format requires commitment and discipline to meet success; HyFlex learning demands time management, independent study skills, motivation, perseverance, academic readiness, and technical skills. Students pursuing HyFlex course offerings must be focused, prepared, and proactive. While students in HyFlex classes interact with their teacher and classmates, the student initiates some learning via self-paced, asynchronous work and engagement with learning materials, such as discussion boards. Successful HyFlex students undertake assignments with fidelity and proactively study for assessments.

Interested students should have the following characteristics (or be willing to work on them) if they desire to participate in a HyFlex course offered at Kingsway Regional High School.



Learner Profile adapted from College Values Online, Central Michigan University, Hanover Research, Indiana Online Profile of a Successful Online Learner, Michigan Virtual Learning Research Institute, and North Carolina Virtual Characteristics of a Successful Online Learner.

Dual Credit/High School Plus Partnership

Kingsway Regional High School collaborates with local colleges and universities to offer dual credit (high school and college credit) for courses taken at our high school. Kingsway students who enroll in approved dual credit courses have the opportunity to earn college credits while on Kingsway's campus. Students enrolling in the program must register and a discounted tuition rate. Once the course is completed, the grade is sent to the college or university for review and a college transcript is generated For specific information, please consult the course teacher or school counselor. For a list of eligible courses, visit our Dual Credit page. For course transfer questions, visit NJ TRANSFER to determine how it may apply to NJ Colleges and Universities. *Please note: An application is required.*

Personalized Student Learning Plan

The worksheet below helps students and families plan for the courses each student will take while attending the Kingsway Regional School District. Please use the information in this guide to reference the NJ Graduation Requirements, Programs of Study with Career Concentrations, Electives at a Glance, and Course Descriptions with prerequisites for advanced-level courses as a reference while completing the plan. Be aware that post-high school plans for college, employment, or career training may require courses beyond the graduation requirements. ***Students are strongly encouraged to complete the stated graduation requirements in the years indicated on the worksheet below.***

Grade 7	Grade 8	Grade 9		Grade 10		Grade 11		Grade 12	
Course	**Course**	**Course**	**Credits**	**Course**	**Credits**	**Course**	**Credits**	**Course**	**Credits**
English Literature	English Literature	English I	1.0	English II	1.0	English III	1.0	English IV	1.0
PE & Health	PE & Health	PE & Health I	1.0	PE & Health II	1.0	PE & Health III	1.0	PE & Health IV	1.0
Mathematics	Mathematics	Mathematics[1]	1.0	Mathematics[1]	1.0	Mathematics[1]	1.0	Elective	1.0
Science	Science	Science[2]	1.0	Science[2]	1.0	Science[2]	1.0	Elective	1.0
Social Studies	Social Studies	World History	1.0	US History I	1.0	US History II	1.0	Elective	1.0
World Language	World Language	World Language[3]	1.0	Elective	1.0	Elective	1.0	Elective	1.0
		Elective: Vis/Perf Arts or 21st Century	1.0	Elective: Vis/Perf Arts or 21st Century	1.0	Elective	1.0	Elective	1.0
Elective (3)	Elective (3)	Financial Literacy	0.5	Elective	1.0	Elective	1.0	Elective	1.0
		College & Career Seminar OR Special Program Elective/Seminar	0.5						
		Total Credits	**8.0**	**Total Credits**	**8.0**	**Total Credits**	**8.0**	**Total Credits**	**8.0**

[1] Mathematics: *3 Credits including Algebra 1, Geometry, and 3rd level math building on the concepts of Algebra and Geometry*
[2] Science: *3 credits including Biology, Chemistry, Environmental Science and/or Physics*
[3] World Language: *Many four-year colleges and universities require 2-4 years of the same World Language*

Committed to Excellence

Middle School Course Selection

Kingsway Regional Middle School Course Offerings

Kingsway Regional Middle School includes grades seven and eight. Students interact in interdisciplinary teaching teams that provide instruction in English, literature, math, science, and social studies. A separate team of teachers provides instruction in electives.

Every student is required to take the following in his or her seventh and eighth-grade year: English, literature, math, science, social studies, health/physical education, world language, and elective courses (up to 3 depending upon the length of each.). middle school occurs when a student meets the academic expectations of the required program.

Middle School Student Learning Plan			
Department	**Choice**	**Grade 7**	**Grade 8**
MS Core ***Yearlong Courses***	—	English Literature Math Science Social Studies Health & PE	English Literature Math Science Social Studies Health & PE
Semester Requirement **World Language**	**Select one** **Students may not repeat the same language in grade 8.*	French	French*
		Italian	Italian*
		Spanish	Spanish*
Semester Electives **21st Century** **Business** **S.T.EM.** **Visual & Performing Arts**	**Select three per year** ***or*** **Select one with a full-year music elective**	Business & Comp Science	Exploring Entrepreneurship
		Discovering S.T.E.M.	Discovering S.T.E.M.*
		S.T.E.M. Architectural Design	S.T.E.M. Racing Challenge
		Sports & Health	Sports & Health*
		Exploring the Digital World	Exploring the Digital World*
		SUCCESS 101	SUCCESS 101*
		Art 7	Art 8
		Creativity Lab I	Creativity Lab I* or II
		Guitar	Piano
Yearlong Electives **Performing Arts (Music)**	**Select one** *optional*	Introduction to Band 7	Jazz Ensemble 8
		Band 7	Band 8
		Chorus, Voice & Movement 7	Chorus, Voice & Movement 8

ENGLISH LANGUAGE ARTS

English—Grade 7

The grade seven English course is a complementary course to the Grade 7 Literature and shares the same resources. English 7 is a writing course focused on three genres of writing: narrative, argumentative, and explanatory. It challenges students to develop and enhance their writing skills by requiring them to write for various purposes and audiences. When writing, students will learn to take a position and explore new ideas while interacting with a wide range of literature, including nonfiction narratives, short stories, plays, poems, novels, and informational nonfiction texts found in a wide variety of good literature. Classroom discussions related to these topics and texts will enhance students' ability to express ideas clearly and build on the ideas and opinions of others. Students will improve their ability to cite relevant evidence when interpreting or analyzing a text or supporting their points in speaking and writing, informed by the information they will read in their Literature class. Students broaden their composition skills by examining student and published writers' model essays in various genres. They will hone their writing skills through in-depth planning, organizing, drafting, revising, proofreading, and feedback. Students build on their grammar and mechanics skills with in-depth study of sentence analysis and structure, agreement, punctuation, and specific grammatical structures, such as clauses and simple, compound, and complex sentences. Students' academic vocabulary is enhanced as students experience complex texts, including stories, plays, historical novels, poems, and informational books and articles.

English—Grade 8

In eighth-grade English, coursework will again focus on three genres of writing -- narrative, explanatory, and argumentative -- and is a companion to Literature 8 coursework. This course is designed to continue developing and enhancing students' writing skills by requiring them to analyze mentor texts to write for various purposes and audiences. Writing tasks in grade eight may include stories, memoirs, poems, scripts, literary analysis, and argumentative and explanatory essays. Students will conduct research that will require credible resources and accurate interpretation of literary and informational texts. Students will engage in various classroom discussions on topics and texts, express ideas clearly, and build upon concepts across the curriculum. Students will become more proficient as writers in this course by analyzing model texts from both a reader's and writer's perspectives; focusing on ideas, organization, voice, word choice, sentence fluency, and conventions will expand their knowledge of effective writing. This will be accomplished using various means of instruction emphasizing discovery, discussion, and evaluation. Through diverse assignments, students will be required to extend their understanding into real-world performance tasks.

Literature—Grade 7

The grade seven literature course is a complementary course to the Grade 7 English course and shares the same resources. In this course, students are taught close reading and critical analysis of a wide range of texts. These texts include nonfiction narratives, short stories, plays, poems, novels, and informational nonfiction texts. The coursework aims to deepen students' reading comprehension skills, vocabulary acquisition, understanding of figurative language, and analytical skills while exposing students to a wide variety of good literature. When interacting with texts, students develop the ability to make inferences, draw conclusions, and cite relevant textual evidence to support their reasoning when analyzing a text through writing or supporting their points in speaking. They will also focus on learning how to determine a theme or central idea of a given text, analyze its development, and determine how particular elements of a narrative interact (i.e., How the setting shapes the characters or plot**).** Throughout the school year, students will engage in a range of classroom discussions on topics and texts, practice expressing ideas clearly, and build upon the opinions of others. Students will write for various purposes and audiences to respond to literature and enhance and develop writing skills.

Literature—Grade 8

Enabling students to construct meaning from the text is a primary goal in this course of study. In addition, the coursework in this companion to Grade 8 English is designed to continue to build students' ability to cite relevant evidence using annotations with various close reading strategies to create inferences and analyses of diverse texts. The inferences and analyses from this evidence generate the theme or central idea of a text and its development throughout a text. Students will also determine and analyze viewpoints and evaluate an author's assumptions and claims. This will be accomplished using various means of instruction emphasizing discovery, discussion, and evaluation. Active participation by the students is essential in developing lifelong reading skills. Through the multiple diverse readings, students will be required to extend their understanding into their writing and performance tasks. Writing tasks in grade eight may include poems, literary analyses, essays, presentations, and speeches that require students to demonstrate knowledge of language conventions, enhance writing and speaking skills, and write for various purposes and audiences.

Math 7 —Grade 7

This grade-level course will reinforce previously taught mathematical concepts and introduce higher-level critical thinking skills. The purpose of the middle school math program is to introduce and develop pre-algebra skills over two years through the introduction of the grade-level New Jersey Student Learning Standards; calculators will also be introduced. Instructional time will focus on four critical areas. These include developing an understanding of and applying proportional relationships; developing an understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions; and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and, drawing inferences about populations based on samples. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Advanced Pre-Algebra 7—Grade 7

Multiple measures, including local and standardized assessments, teacher recommendations, and historical math grades, are used to determine placement in an advanced math course.

This course is part of an accelerated program for students who have demonstrated content mastery in previous mathematics courses. Academic rigor will be significant, and students will experience challenging coursework. Students enrolled in this course will complete an introductory algebra program in preparation for Algebra I in 8th grade. This course differs from Math 7 in that it contains content from 8th grade as well. While coherence exists (i.e. it logically builds from the 6th grade), the additional content demands an accelerated pace for instruction and learning. Critical areas of study include developing an understanding of and applying proportional relationships; developing an understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; formulating and reasoning about expressions and equations; and, drawing inferences about populations based on samples; and eighth grade standards that are critical for progressing to Algebra 1. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Math 8 —Grade 8

This math course provides students with an understanding of basic math concepts to develop a foundation for Algebra I in 9th grade. In Grade 8, instructional time focuses on three critical areas. These include formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; analyzing two-and three-dimensional space and figures using distance, angle, similarity, and congruence; and, understanding and applying the Pythagorean Theorem. Students will focus on multi-step word problems, radicals, formulas, and operations with polynomials. This course meets grade-level objectives outlined within the New Jersey Student Learning Standards. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Advanced Algebra I —Grade 8 (or Grade 7 for identified students)

Prerequisite: Advanced Pre-algebra with a "C" or higher. This full course results in high school credit.

This course is part of an accelerated program for students who have demonstrated content mastery in previous mathematics courses. Academic rigor will be significant, and students will experience challenging coursework. The fundamental purpose of this fast-paced Advanced Algebra I high-school level course is to formalize and extend the mathematics that students learned through the end of the previous Pre-Algebra course. The critical areas deepen the understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. In addition, the units will introduce methods for analyzing and using quadratic functions, including manipulating expressions for them and solving quadratic equations. Students understand and apply the Pythagorean Theorem and use quadratic functions to model and solve problems. This course differs from High School Algebra I in that it contains content from 8th grade. While coherence exists (i.e. it logically builds from the accelerated pre-algebra course), the additional content, when compared to the high school course, demands a faster pace for

instruction and learning. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Advanced Geometry —Grade 8

Prerequisite: Advanced Algebra I with a completion of a "C" or better. This full course results in high school credit.

This course is part of an accelerated program for students who have demonstrated content mastery in previous mathematics courses. Academic rigor will be significant, and students will experience challenging coursework. This class is for those students who have completed Advanced Algebra I with proficiency. The fundamental purpose of Geometry is to formalize and extend students' geometric experiences from previous math courses. Students explore complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention is paid to the introductory content for the Geometry conceptual category found in the high school equivalent course. The class starts with two-dimensional geometry and its functional uses, and it is extended to coordinate with three-dimensional geometry. Topics from non-Euclidean geometry and trigonometry are also covered. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

SCIENCE

Science—Grade 7

The seventh-grade science course is the first part of a two-year integrated general science program. The themes of the course encompass Chemistry, Biology, and Earth Science disciplines. The course also focuses on the nature of science; science processes; and scientific inquiry through lectures, discussion, research, and hands-on experiences.

Science—Grade 8

The eighth-grade science course is the second part of a two-year integrated general science program. The themes of the course encompass the Life, Earth, and Physical science disciplines. The course also focuses on the nature of science; science processes; and scientific inquiry through lectures, discussion, research, and hands-on experiences.

SOCIAL STUDIES

Social Studies—Grade 7

The seventh grade Social Studies course will explore units on the formulation of the New Nation and work through a unit on Civics. In addition to building content knowledge, the students will also learn to be effective readers and critical thinkers. Reading is critical to building knowledge in history. The students will demonstrate an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In Social Studies 7, the students will develop the ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world.

Social Studies—Grade 8

The eighth grade Social Studies course traces the history of the United States from its development as a nation—Revolutionary War through Reconstruction (1776 – 1896). As they develop knowledge of the historical record of the United States, the students will also acquire an understanding of civics by exploring the impact of democracy on the state, the people, and the system of law in our society. Students learn the role of the leaders in the emergence of our basic system and the U.S. Constitution. The creation of the American Republic, the development of the nation, and the causes and events of the Civil War will make up an integral part of the course. In addition to building content knowledge, the students will also learn to be effective readers and critical thinkers. Reading is critical to building knowledge of history. The students will demonstrate an understanding of domain-specific words and phrases; attention to precise

details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history, students must be able to analyze, evaluate, and differentiate primary and secondary sources. Students will read complex informational texts with independence and confidence. In Social Studies 8, the students will develop the ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world.

PHYSICAL EDUCATION AND HEALTH

The 7th and 8th-grade Physical Education & Health units of study will be twenty-five days long, of which 20 days are physical education and five days is health education. Students will rotate through the 25-day cycle throughout the school year.

Physical Education—Grade 7

In the 7th grade students interact with the five fitness components and activities that promote an appreciation for lifelong and physical fitness and wellness and social and emotional well-being. Throughout the course, students relate various types of movement patterns, sports skills, individual sports concepts and activities, and team sports concepts and activities to help establish a lifelong appreciation for one's overall health and fitness. The course includes daily fitness-related warm-ups to promote and establish physically active routines as well as frequent activities that support mental health (i.e. Mindfulness, coping strategies, stress-reducing strategies, etc.). Students engage in various individual and team sports to promote cooperation, personal achievement, and successful adoption of activities to enhance and promote lifelong health and fitness.

Health—Grade 7

The 7th-grade health curriculum includes the introduction of life management skills so that students can develop and use personal and interpersonal skills to form good health habits, both physically and mentally. Students learn character development, goal setting, self-esteem building, and a positive self-concept to make the right choices. Additionally, they develop problem-solving, coping, peer pressure, and refusal skills. Students acquire knowledge about sexuality, alcohol, tobacco/vaping, and other drugs and medicines and apply these concepts to support a healthy lifestyle. This course also addresses the six levels of critical thinking—knowledge, comprehension, application, analysis, synthesis, and evaluation. Students engage with thought-provoking questions and predict outcomes, make inferences, apply knowledge to new situations, and role-play.

Physical Education—Grade 8

The 8th-grade students will continue the development and mastery of the five fitness components and activities that promote an appreciation for physical and lifelong fitness and wellness activities and social and emotional health. Throughout the course, students will continue to acquire knowledge of various types of movement patterns, sports skills, individual sports concepts and activities, and team sports concepts and activities to establish a lifelong appreciation for one's overall health and fitness. The course includes daily fitness-related warm-ups to promote and establish physically active routines as well as frequent activities that support mental health (i.e. mindfulness, coping strategies, stress-reducing strategies, etc.).Students engage in various individual and team sports to promote cooperation, personal achievement, and successful adoption of activities to enhance and promote lifelong health and fitness.

Health—Grade 8

The 8th-grade health curriculum includes learning about the physical, emotional, and social aspects of human relationships and sexuality. Students learn to apply these concepts to support a healthy, active lifestyle mentally and physically. Life management skills, such as decision-making, personal safety, problem-solving, self-esteem, and refusal skills, will be discussed and reinforced. Students learn topics like relationships, pregnancy and parenting, and communicable diseases. This course also addresses the six levels of critical thinking—knowledge, comprehension, application, analysis, synthesis, and evaluation. Students engage with thought-provoking questions and predict outcomes, make inferences, apply knowledge to new situations, and role-play.

Unified Health & Physical Education —Grade 8

This inclusive course provides a unique opportunity for students with and without disabilities to participate in developmentally appropriate activities, including physical fitness, sports, and other educational opportunities. Students work together to increase competence and confidence in various physical and team activities. The Unified Physical Education course supports the development of leadership skills for all students and the empowerment of all students to foster an inclusive class and school-wide environment. Students can apply to be part of the program each year. For details, please contact your child's school counselor. *See Health 8 description for course topics.*

21st CENTURY ELECTIVES

Exploring the Digital World—Grades 7 & 8

Understanding how to find trustworthy information on the web is a large part of a student's academic and personal life. This semester course will assist students with navigating and making sense of the vast amounts of information presented to them in the digital world (social media sites, electronic advertisements, online forums, websites, etc.). Students will learn the basics of staying safe while enjoying the opportunities and information the digital world affords them. This course will focus on how to think critically, behave safely, work collaboratively, and participate responsibly in the digital world.

**This course is available for students in grade 8 who did not take it in grade 7.*

SUCCESS 101—Grades 7 & 8

*SUCCESS 101: **S**kills, **U**nderstanding, **C**ollaboration, **C**ritical Thinking, & **E**ngagement for **S**chool **S**uccess*

This semester elective is designed to equip middle school students with essential academic skills to empower them on their academic journey. Students will actively engage in developing collaboration, reading, organization, inquiry, and writing skills—the pillars of academic preparedness. Students acquire skills and knowledge to exercise agency and leadership. Guided by the principles of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading), learners will not only master these foundational academic skills but also cultivate a growth mindset, embracing challenges as opportunities for growth. Students will navigate the digital landscape to harness its power to enhance their learning experience. This course prepares students for the demands of both middle and high school by equipping students with the skills and mindset necessary for a lifelong love of learning and achievement.

**This course is available for students in grade 8 who did not take it in grade 7.*

S.T.E.M. AND BUSINESS ELECTIVES

Sports and Health Science—Grades 7 & 8

This semester course is an introductory level elective for the student who wants to explore various content related to overall life fitness and the science of fitness for health. Topics will focus on healthy lifestyle choices, nutrition, vital signs and sports medicine, physical fitness, health-related careers, the skeletal and muscular system of the body, and other health-related issues. In addition to these concepts, students should be prepared to engage in high levels of physical activity, where they will be goal setting, working toward meeting goals while creating specifically designed programs and utilizing technology to monitor their progress.

**This course is available for students in grade 8 who did not take it in grade 7.*

Business & Computer Science—Grade 7

This semester course will introduce students to the principles of business in the 21st Century while reinforcing keyboarding and computer skills related to Microsoft Suite. Using project-based instruction, students will be able to build a foundational knowledge of computer applications, information systems, internet safety, and 21st Century skills. Students will also be introduced to basic computer science fundamentals.

Exploring Entrepreneurship—Grade 8

This semester course will focus on the skills it takes to successfully run a business. Topics such as operating costs, markets, needs vs. wants, branding, and marketing, and persuasive and public speaking are emphasized. Google Suite is used to facilitate a collaborative approach to building a marketing plan.

Discovering S.T.E.M. — Grade 7

In this semester course, students will learn about different career fields in S.T.E.M. and participate in designing projects using processes drawn from the fields of science, technology, engineering, and mathematics. This course will advance problem-solving skills by taking students through the steps that scientists and engineers use in their work in a cyclical process of exploratory learning, problem-solving, and discovery intended to promote higher-order thinking skills to work through projects connected to the real world.

S.T.E.M. Architectural Design—Grade 7
This semester course will use a cross-curricular approach to learning that involves the reading and interpretation of informational text and application to real-world problem-solving using creative and critical thinking and math application. Students will utilize Google Sketchup to design structures and build scale models while learning the global effects of the structure.

Discovering S.T.E.M. —Grade 8
This semester course teaches students the fundamentals of the Engineering Design Process and offers inquiry-based approaches to address age-appropriate design challenges. Students will understand how engineers, scientists, and mathematicians all work together with technology to solve problems. The class encourages students to apply understanding and offers them the opportunity to use scientific knowledge, engineering, and mathematics skills to solve problems and apply those solutions in real work applications. Group work is emphasized, as related skills are needed to work as part of a design team in a project-based environment.

S.T.E.M. Racing Challenge—Grade 8
This semester course introduces students to early hands-on engineering lessons. Students begin by learning the basics of experimental design. As learners are introduced to various activities, they are given the opportunity to learn more about the science and math behind how various racing devices work and how to optimize performance. As motorsports professionals do, students learn to improve the performance of various structures, create their own projects, and choose pathways outside of the motorsports theme. Toward the end of the course, students are given the opportunity to work with a high-tech Racing Challenge car to optimize performance. The S.T.E.M. Racing Challenge is a powerful tool for breaking down traditional subject matter. In education today, we are often program-heavy and systems-light. The Racing Challenge curriculum and coalition is a catalyst for real change.

VISUAL AND PERFORMING ARTS

Art—Grade 7
A semester course, Art 7 is an exciting, creative class designed to provide instructor-led "studio art" experiences. In this semester course, students will have the opportunity to explore some of the major units of art including Drawing, Painting, and Sculpture. Students will learn about art history and critiquing art, and color theory and design, while acquiring the skills and techniques to become more creative students in all of their subject areas, preparing them for increased success moving forward.

Art—Grade 8
A semester course, Art 8 is for all students to further their technical abilities and knowledge of the art world. This is an instructor-led studio art class designed to provide knowledge and skills with various art materials, such as drawing, painting, and sculpture. The content will expand on concepts learned in Art 7 while still allowing the beginner to be successful. This semester course will enhance observational and visual skills, preparing students for a variety of careers and for future art courses. The elements and principles of art, along with vocabulary, art history, and art criticism will be infused into the program.

Creativity Lab I— Grade 7 or 8
This semester course is designed to tap into students' creativity by allowing them to work through self-directed projects. Students will explore the artistic process using various media. All students will create unique projects that build their individual skills so that they are each successful but challenged. Students will be encouraged to take artistic risks, make mistakes, and try again. Students will develop a love for the arts and build confidence in their artistic abilities through experimentation while learning the elements of design.
**This course is available for students in grade 8 who did not take it in grade 7.*

Creativity Lab II—Grade 8

Prerequisite: Creativity Lab I or Art 7

This course is designed for serious artists who are interested in continuing their growth after taking Creativity Lab I or Art 7. This hands-on course will allow students to learn and utilize the elements and principles of design through self-directed projects. Through a personalized learning approach, students will explore various media and continue to learn techniques. Students will be encouraged to take artistic risks and learn new techniques as they build their artistic abilities. Students will learn how to analyze their work and their peers' work in a positive environment as they develop a portfolio of work.

Introduction to Band – Grade 7

Introduction to Band is a yearlong course designed for students in 7th grade with no prior experience in band and who are interested in playing a band instrument (woodwind, brass, percussion) for the first time. After choosing their instrument, students will learn fundamental musical skills through group and individual study and combine with students in Band 7 to perform in the spring concerts. Introduction to Band 7 is designed to transition students who did not participate in band in elementary school into the Band 8 and/or Jazz Ensemble courses, which lead to the high school band program.

Band —Grade 7

Prerequisite: Prior band experience and the ability to read music

Seventh Grade Band is a yearlong instrumental (woodwind, brass, and percussion) performance class for students with prior band experience. Daily rehearsals will consist of group instrumental technique training, music theory development, and rehearsing concert repertoire. Students will develop skills and knowledge in technique, music reading, intonation, musicality, music history/current music, and rehearsal/performance procedures. Music of varied styles and cultures will be studied and performed, including symphonic literature, film scores, and current music, accompanied by a study of diverse composers from those areas. Several day and evening concerts are scheduled throughout the year, and student participation in these performances is a course requirement. Band 7 is designed to provide a fluid transition to Band 8 or Jazz Ensemble.

Chorus, Voice, and Movement 7 —Grade 7

Seventh-grade Chorus, Voice, and Movement is a yearlong course designed for singers of all ability levels interested in developing skills in vocal performances and musical theater. Students will gain experience in various aspects of musical performances including singing, acting, and movement/choreography while focusing on scenes and shows from the Broadway genre. Daily rehearsals will consist of a warm-up period, group vocal and movement technique training, learning individual parts, and fitting those parts into the body of the ensemble. Students will also develop skills in technique, tone production, music reading, vocal intonation, diction, and rehearsal/performance procedures. Music and theatrical performances of varied styles and genres are studied and performed. Several day and evening concerts are throughout the year, and student participation will be required for the course.

Guitar—Grade 7

This semester course is for students with little or no guitar experience. During this class, students will develop skills in simple chording, single-note melodies, scales, and basic music theory as it applies to the guitar. Students will be able to gain a basic understanding of chords and notes on the guitar and be able to synthesize that in the performance of various pieces of music on the guitar.

Band—Grade 8

Prerequisite: Band 7 or Introduction to Band, or recommendation of the teacher

Eighth Grade Band is a yearlong instrumental (woodwind, brass, and percussion) performance class designed as a direct continuation of Band 7 or Introduction to Band. Daily rehearsals will consist of group instrumental technique training, music theory development, and rehearsing concert repertoire. Students will develop skills and knowledge in technique, music reading, intonation, musicality, music history/current music, and rehearsal/performance procedures. Music of varied styles is studied and performed, including symphonic literature, film scores, and current music, accompanied by the study of diverse composers from those areas, with an emphasis placed on advanced repertoire. Several day and evening concerts are scheduled throughout the year, and student participation in these performances is a requirement of the course. Band 8 is designed to provide a fluid transition to the high school band program.

Chorus, Voice, and Movement 8 —Grade 8

Eighth-grade Chorus, Voice, and Movement is a yearlong course designed for singers of all ability levels interested in developing skills in vocal performances and musical theater. Students will gain experience in various aspects of musical performances including singing, acting, and movement/choreography while focusing on scenes and shows from the Broadway genre. Daily rehearsals will consist of a warm-up period, group vocal and movement technique training, learning individual parts, and fitting those parts into the body of the ensemble. Students will also develop skills in technique, tone production, music reading, vocal intonation, diction, and rehearsal/performance procedures. Music and theatrical performances of varied styles and genres are studied and performed. Several day and evening concerts are throughout the year, and student participation will be required for the course.

Jazz Ensemble—Grade 8

Prerequisite: Student selection is based upon a successful audition.

Jazz Ensemble is a yearlong instrumental (saxophone, brass, keyboard, guitar, bass, and drum set) performance class for students with proficient musical experience. Musical improvisation is introduced and focused on as a core component of the course. A wide selection of musical genres is studied and performed, including swing, funk, Latin styles, bebop, and rock, accompanied by the study of performers and composers from those areas. Music reading is a requirement for this course, and consistent individual practice in instrumental technique is an additional expectation. Several day and evening performances are scheduled throughout the year, and student participation in these performances is a requirement of the course. Jazz Ensemble 8 is designed to provide a fluid transition to the high school jazz program.

Introductory Piano—Grade 8

This semester course is for students with little or no piano experience. During this class, students will develop skills in music theory and keyboard performance. Throughout this class, the students will know how to place their hands on a piano/keyboard/synthesizer, name the notes on a piano keyboard, play and recognize the written music, name notes on a musical staff, name, perform, and recognize the duration of notes on a staff, recognize, name and perform their original piece of music.

WORLD LANGUAGE

Each year, every middle school student will choose one of three languages (French, Italian, or Spanish) to fulfill their middle school language requirement. Over the course of two school years, students will discover two of the three languages, resulting in exposure designed to guide students in future education decisions based on their strengths and interests.

French / Italian / Spanish —Grade 7 or 8

Dynamic semester-long world language courses designed to introduce middle school students to the rich tapestry of the French, Italian, and/or Spanish language. Throughout this engaging journey, students will embark on a comprehensive exploration of basic language skills, cultural traditions, geography, and global connections. Students will work within three essential modes: interpretive, interpersonal, and presentational, to gain a foundational understanding of spoken and written communication within the appropriate cultural contexts.

Committed to Excellence

High School Course Selection

Kingsway Regional High School Course Offerings

The Kingsway Regional School District's Board of Education and professional staff recognize the need for students and parents to plan an engaging, exceptional, and comprehensive school program that enables each student to fulfill the New Jersey State graduation requirements in a manner that provides for individual interests, needs, and career goals.

It is also recognized that every student is on a pathway to a career, whether it be soon or distant future. Kingsway Regional High School intends to ensure that each student is successfully prepared to enter their unique path - suited to their interests and abilities, whether it be directly upon graduation from high school or requires further training and/or higher education. Our students today will have opportunities and challenges that will prepare them for tomorrow. Choosing a course of study for each student is an important step in preparing for the future. We can ensure that our students are successful by working together to provide them with the very best educational experience.

Kingsway Regional High School's curriculum provides students with the tools they need to map out both a short-range and long-range plan for high school study. As you prepare to choose courses, please be sure to refer to the high school graduation requirements located in this document to ensure that your student meets state and local graduation requirements.

The markers below specify the following course criteria throughout the guide:

Complies with the National Collegiate Athletic Association

May be eligible for college credit through our partnership with a local college or university

Available in a HyFlex Learning Environment

Specific to Team Scholastics

Specific to S.T.E.M. Academy

Specific to Business Leadership Academy

Specific to School of Health Professions

Specific to NJROTC Program

ENGLISH LANGUAGE ARTS

College Prep English I - Grade 9 - Credits 1.0 NCAA
Course # 101

Meets 1.0 of 4.0 credits of ELA State Graduation Requirement

In College Prep English I, this engaging and rigorous course is designed to provide students with a comprehensive foundation in English language arts, preparing them for academic success and fostering critical thinking, effective communication, and a lifelong love of literature. Through a multi-genre array of literary works, thought-provoking discussions, and rigorous writing exercises, students will strengthen their reading comprehension, writing, and analytical skills, while exploring the complexities of language and the power of storytelling. Throughout the course, students will enhance their reading comprehension while exploring a variety of literary genres, including short fiction, realistic fiction, non-fiction & essays, folk literature, and drama. Students will employ critical thinking skills to deconstruct texts, examine underlying themes, and explore the deeper implications of literature in relation to the human experience. This course also allows students to hone their writing proficiency through various writing tasks while strengthening their language, grammar, and research skills. Lastly, this course and the materials covered within it promote students to engage in collaborative discussions that encourage respectful listening, thoughtful responses, and the ability to articulate ideas persuasively and coherently.

Honors English I - Grade 9 - Credits 1.0 NCAA
Course # 100H

Meets 1.0 of 4.0 credits of ELA State Graduation Requirement

In Honors English I, students closely and critically read complex works of literature and informational texts. In writing and through class discussions, students interpret what they read, assess the strength of an author's or speaker's points, and present analysis based on appropriate examples and evidence from the text. Additionally, students expand their literary and cultural knowledge by reading great classic and contemporary works representative of various time periods, cultures, and worldviews. There is also an increased emphasis on building a strong vocabulary so that students can read and understand increasingly complex texts. Students develop the skill, fluency, and concentration to produce high-quality writing, and the capacity to identify evidence and craft analysis that aligns with their intended purpose. Students continue to learn and apply the rules of standard written English and to strengthen and expand their vocabulary, use of language, and sophistication in the development and organization of ideas. Writing tasks include literary analysis, research writing, creative writing, and argumentative and explanatory essays. Honors level English courses require students to respond to rigorous questions that require them to cite details or information from the texts they read, enabling them to become observant and analytical readers. Additionally, honors students are known for their intellectual curiosity and their drive to explore beyond the boundaries of the classroom. To foster this curiosity, students are expected to read assigned material outside of the allotted classroom time. This independent practice will enhance their understanding of the texts and enable them to better contribute to vibrant classroom discussions. In this course, students will explore and apply a greater depth of knowledge and growing sophistication in their analysis of increasingly challenging texts.

College Prep English II - Grade 10 - Credits 1.0 NCAA
Course # 105

Meets 1.0 of 4.0 credits of ELA State Graduation Requirement Prerequisite: English I.

In College Prep English III, students read and analyze American literature and informational texts from Colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics. Students will examine how two or more texts from the same time- period treat similar themes or topics. Students will identify and evaluate the reasoning used in historical documents and support arguments in analyzing challenging topics or texts. Students will interpret what they read and present an analysis based on appropriate examples and evidence from the text. There will also be an increased emphasis on building a strong vocabulary so that students can read and understand increasingly complex texts. Writing tasks include literary analysis, research papers, creative writing, narratives, and argumentative and explanatory essays. As they advance in grade level, students are expected to develop their skills and apply a greater depth of knowledge with increasingly complex texts and writing assignments. During Grade 11, the students will continue to use skills and knowledge in the following key areas: ideas and details, craft and structure, language development, and speaking and listening skills.

Honors English II - Grade 10 - Credits 1.0 NCAA
Course # 104H

Meets 1.0 of 4.0 credits of ELA State Graduation Requirement Prerequisite: English I.

In Honors English II, students will closely and critically read complex works of literature and informational texts. In writing and through class discussions, students will interpret what they read and present an analysis based on appropriate examples and evidence from the text. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. Additionally, students will expand their literary and cultural knowledge by reading great classic and contemporary works representative of various time periods, cultures, and worldviews. There will also be an increased emphasis on building a strong vocabulary so that students can read and understand increasingly complex texts. Students will develop the skill, fluency, and concentration to produce high-quality writing, and the capacity to revise and edit their writing over multiple drafts. Writing tasks include literary analysis, research papers, creative writing, narratives, arguments, and contemporary essays. Additionally, in the Honors level English II course, there is a special focus on the line of reasoning and logical fallacies in argumentation and on the synthesis of multiple perspectives in research writing. Students are expected to develop their skills and apply a greater depth of knowledge with increasingly complex texts and writing assignments as they advance in grade level.

Advanced Placement English II: Seminar - Grade 10 - Credits 1.0 NCAA
Course # 105AP

Meets 1.0 of 4.0 credits of ELA State Graduation Requirement Prerequisite: English I.

AP English II: Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision to craft and communicate evidence-based arguments.

College Prep English III - Grade 11 - Credits 1.0 NCAA
Course # 109NW

Meets 1.0 of 4.0 credits of ELA State Graduation Requirement Prerequisite: English II

In College Prep English III, students read and analyze American literature and informational texts from Colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics. Students will examine how two or more texts from the same time- period treat similar themes or topics. Students will identify and evaluate the reasoning used in historical documents and support arguments in analyzing challenging topics or texts. Students will interpret what they read and present an analysis based on appropriate examples and evidence from the text. There will also be an increased emphasis on building a strong vocabulary so that students can read and understand increasingly complex texts. Writing tasks include literary analysis, research papers, creative writing, narratives, and argumentative and explanatory essays. As they advance in grade level, students are expected to develop their skills and apply a greater depth of knowledge with increasingly complex texts and writing assignments. During Grade 11, the students will continue to use skills and knowledge in the following key areas: ideas and details, craft and structure, language development, and speaking and listening skills.

Honors English III - Grade 11 - Credits 1.0 NCAA
Course # 108H

Meets 1.0 of 4.0 credits of ELA State Graduation Requirement Prerequisite: English II

In Honors English 11, the students will closely and critically read complex works of literature, including fiction and nonfiction texts. In writing and through discussions, students will interpret what they read and present an analysis based on appropriate examples and evidence from the text. The students will be able to assess the authors'/speakers' points of view, make assumptions, and make connections about the texts. Students will read classic and contemporary literature to expand their literary and cultural knowledge. Writing tasks include literary analysis, research writing, creative, narrative, and argument writing. Students will enhance their writing through writing workshops and the study of grammar and vocabulary. Students will apply the New Jersey Learning Standards throughout each unit as appropriate.

Advanced Placement English III: Language and Composition - Grade 11 - Credits 1.0
Course # 111AP

Meets 1.0 of 4.0 credits of ELA State Graduation Requirement Prerequisite: English II

The AP English Language and Composition course aligns to an introductory college-level in non-fiction rhetoric and writing curriculum. The course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement, guiding students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students perform in the course will deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts, including images as forms of text from a range of disciplines and historical periods. Throughout the course, students will follow the pattern of reading others' arguments and then writing their own, seeking to emulate the effective argumentation they encounter in their reading and analysis.

College Prep English IV - Grade 12 - Credits 1.0
Course # 114NW

Meets 1.0 of 4.0 credits of ELA State Graduation Requirement Prerequisite: English III

In College Prep English 12, the students will closely and critically read complex works of literature and information texts. In writing and class discussions, students will interpret what they read and present an analysis based on appropriate examples and evidence from the text. Students will be able to assess the author's/speaker's point of view and make assumptions based on evidence presented within the text. Additionally, students will expand their literary and cultural knowledge through the reading of major classic and contemporary works of literature. Students will gain a more robust vocabulary which they can apply to their reading and writing throughout the year. In addition, writing will be developed and strengthened through the use of writing workshops, drafting, revising & editing. Students will apply the New Jersey Student Learning Standards of Reading, Writing, Speaking, and Listening throughout each unit as they are appropriate.

Honors English IV - Grade 12 - Credits 1.0
Course # 113H

Meets 1.0 of 4.0 credits of ELA State Graduation Requirement Prerequisite: English III

In Honors English 12, the students will closely and critically read complex works of literature and information texts. In writing and class discussions, students will interpret what they read and present an analysis based on appropriate examples and evidence from the text. Students will be able to assess the author's/speaker's point of view and make assumptions based on evidence presented within the text. Additionally, students will expand their literary and cultural knowledge through the reading of major classic and contemporary works of literature. Students will gain a more robust vocabulary, which they can apply to their reading and writing throughout the year. In addition, writing will be developed and strengthened through the use of writing workshops, drafting, revising & editing. Students will apply the New Jersey Student Learning Standards of Reading, Writing, Speaking, and Listening throughout each unit as they are appropriate.

Advanced Placement English IV: Literature and Composition - Grade 12 - Credits 1.0
Course # 112AP

Meets 1.0 of 4.0 credits of ELA State Graduation Requirement Prerequisite: English III

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various time periods. Students engage in close reading and critical analysis of literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, and its use of figurative language, diction, syntax, imagery, sound devices, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. The AP English Literature and Composition curriculum aligns with an undergraduate course in literature and writing and closely follows the course and exam description unit structure issued by the College Board. Because college-level courses incorporate more mature pieces of literature than the typical high school English course, content forecasts are provided as appropriate. By the culmination of the course, students will be prepared for college-level reading and writing.

Public Speaking and Debate - Grades 9-12 - Credits 1.0 NCAA
Course # 122

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement

Public Speaking is a high school course that focuses on effective public speaking techniques, including verbal and nonverbal communication skills. This is an ideal course for students interested in developing and improving public speaking, oral presentation, and debate skills. Units emphasize individual policy research and the study and use of the parliamentary procedure. In addition, students will research, write, and deliver an informative and persuasive speech on topics of their choosing. Students will also participate in small group communication, a Lincoln/Douglas Debate, and impromptu speaking. Particular emphasis will be placed upon structure, delivery, vocal control and pitch, oral interpretation of material, and PowerPoint process to create a visual component to an oral presentation. Students will use cognitive functions of analysis, synthesis, and evaluation, and the process activities of inquiry and creative thinking. In addition, students have opportunities to participate in out-of-class activities and competitions like Model Congress and NJ Dramatic and Forensic League.

Creative Writing - Grades 9-12 - Credits 1.0 NCAA
Course # 124NW

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement

Creative Writing marries the humanities with the student's appreciation of written expression. Designed for the student who has a passion for writing and a desire to expand his/her writing skills, this course allows the pursuit of creative ideas and techniques in his/her writing. This yearlong course will allow students to critique and model various writers and genres, and writing projects will focus on imagination, observation, and mature syntax and style elements. Students will concentrate on multitudinous writing activities, including but not limited to personal narrative, poetic forms, characterization, establishing conflict, and plot development. Students will also engage in the writer's workshop experience by exercising the process of peer editing and constructive criticism; entering original pieces into scholarly writing contests; and, when available, published authors will address the students to offer guidance in writing and publishing.

Journalism - Grades 9-12 - Credits 1.0 NCAA
Course # 123NW

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement

Journalism is an English elective course offered to freshmen, sophomores, juniors, and seniors. The course will introduce students to the basics of journalistic theory and skills. Students will engage in various oral, listening, and written activities directly related to journalism. Through such activities, students will develop a journalist's skills but will also improve their overall oral and written communication skills. Instruction will focus on introducing the journalistic competencies necessary for the publication of a newspaper and fostering the development of these competencies in the students. After studying the history and significance of the media (with emphasis on print media) and current trends, students will explore a variety of journalistic styles and methods. Students will then apply this knowledge to prepare for and conduct interviews and to write news stories, feature stories, editorials, and reviews. Course activities will also foster the development of critical thinking skills, collaboration, and writing skills necessary to analyze their work and that of their peers. Finally, students will become proficient users of computer technology that will assist in graphic layout and design.

Film Studies - Grades 10-12
Course # 129

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement

Film studies coursework is designed to teach students how to critically analyze and evaluate American and International films as cultural texts that open a window into human behavior and societies. While some class time is spent viewing films, an equal amount of time is spent on writing instruction and collaborative conversation related to film production and analysis. Students will learn the basics of film production and recognize the technical aspects of film that contribute to its "deeper meaning." Lessons include film terminology, film history, production, analysis, and film criticism. The fundamental form of cultural and historical analysis undertaken in this class involves students viewing a variety of films and completing, in both writing and conversation, relative analysis questions. Students also engage in written critical film review examining *how* a film works and *why* it affects the viewer the way it does. Primarily, through daily immersion into both classic and popular films, students learn how to use this sensory form of entertainment to better understand competing perspectives about history, culture, and society.

Honors Capstone - Grade 12 - Credits 1.0
Course # 860S/861B

Prerequisite: Successful participation in Phase I and Phase II of the S.T.E.M. and Business Leadership Academy.
**All students taking this course will meet in a HyFlex format.*
Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement

The Honors Capstone at Kingsway Regional is a multi-disciplinary culminating activity that allows students to demonstrate the knowledge and skills they have gained through a personalized project focused on an interest, career plan, or academic pursuit. This capstone project is designed by the student, approved by the course teacher(s), and completed under the supervision and guidance of said faculty members. During semester I, students will be exposed to skills to successfully complete the capstone experience. At the end of semester I, each student will conduct research and create an approved capstone proposal and action plan. At the close of the first semester, students will independently work to finish the implementation of their selected projects under the supervision of capstone teachers. Students must maintain a progress log with bi-weekly entries that discuss their project along the way. The projects will be due in May/June and will conclude with a presentation to a panel.

MATHEMATICS

College Prep Algebra I - Grades 9-12 - Credits 1.0 NCAA
Course # 304

Meets 1.0 of 3.0 credits of Math State Graduation Requirement

The fundamental purpose of this course is to formalize and extend the mathematics that students learn in the middle grades. Many of the concepts presented in Algebra I are progressions of the concepts that began in grades 6 through 8. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. This course will involve work with more complicated equations and inequalities, functions and their graphs, systems of equations, polynomials, factoring, and various other topics. Students should be proficient in working with fractions and decimals without a calculator. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

College Prep Geometry - Grades 9-12 - Credits 1.0 NCAA
Course # 310

Meets 1.0 of 3.0 credits of Math State Graduation Requirement Prerequisite: Algebra I

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. This course involves plane, two-dimensional figures. A study of point, line, and angle relationships are made. Also included are angles related to parallel lines and circles and proving triangles congruent by use of reasoning. Formulas are used along with finding the area, volume, and perimeter of various polygons. The basic trig functions of Sine, Cosine, and Tangent are also taught The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Honors Geometry - Grades 9-12 - Credits 1.0 NCAA
Course # 311H
Meets 1.0 of 3.0 credits of Math State Graduation Requirement
Prerequisite: Algebra I

The fundamental purpose of the course is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The class starts with two- dimensional geometry and its functional uses, and it is extended to coordinate with three-dimensional geometry. Topics from non-Euclidean geometry and trigonometry are also covered. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course is part of an accelerated program for students who have demonstrated content mastery in previous mathematics courses. Academic rigor will be significant, and students will experience challenging coursework.

College Prep Algebra II - Grades 9-12 - Credits 1.0 NCAA
Course # 308
Meets 1.0 of 3.0 credits of Math State Graduation Requirement
Prerequisite: Geometry.

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and solve equations, including solving quadratic equations over a set of complex numbers and solving exponential equations using the properties of logarithms. The students will review, strengthen, and expand the skills acquired in Algebra I. Topics include Probability & Statistics, Sequences & Series, Complex Numbers, Quadratic, Polynomial, Radical, Rational, and Trigonometric Functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Honors Algebra II - Grades 9-12- Credits 1.0 NCAA
Course # 309H
Meets 1.0 of 3.0 credits of Math State Graduation Requirement
Prerequisite: Dual enrollment in Geometry or Geometry

Continuing with and building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms as well as working with and solving problems involving sequences and series. The student will review, strengthen, and expand the skills learned in Algebra I. There will be a concentration on the more difficult problems in each area of the course content. Additionally, this course builds on the previous knowledge from geometry or trig ratios and circles to model periodic phenomena. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course is part of an accelerated program for students who have demonstrated content mastery in previous mathematics courses. Academic rigor will be significant and students will experience challenging coursework.

Contemporary Mathematics - Grades 11-12 - Credits 1.0 NCAA
Course # 305CP
Meets 1.0 of 3.0 credits of Math State Graduation Requirement

The emphasis in this course will be practical: using mathematics to solve problems. These problems may arise in various fields and in a variety of real-life situations. Any student intending to attend community college or a state college or university would benefit from this course, which will focus on those skills tested by a College Basic Skills Test. Topics will include the following: set theory, logic, problem-solving, discrete mathematics, probability, and statistics besides some application of algebra and geometry.

Probability and Statistics - Grades 11-12 - Credits 1.0 NCAA
Course # 322CP
Meets 1.0 of 3.0 credits of Math State Graduation Requirement
Prerequisite: Algebra II

An understanding of basic probability and statistics is vital for nearly all careers, and for most standardized testing. Probability and Statistics is a yearlong mathematics course for students planning a career in business, science, education, engineering, accounting, law, medicine, math, or communications and those who have an interest in mathematics. The course will focus on calculating, understanding, interpreting, and applying descriptive and inferential statistics, probabilities, experimental design, and construction of confidence intervals with an overall emphasis on their applications in our world. Some of the topics in this course include random samplings, permutations and combinations, and frequency distributions. In addition, you will study the measures of variability and learn how to test hypotheses. Students are exposed to four broad conceptual themes: Theme 1: Describing patterns and departures from patterns; Theme 2: Planning and conducting a study; Theme 3: Anticipating Patterns: Exploring random phenomena using probability and simulation; Theme 4: Statistical Inference: Estimating population parameters and testing hypotheses.

Advanced Placement Statistics - Grades 11-12 - Credits 1.0 NCAA
Course # 322AP
Meets 1.0 of 3.0 credits of Math State Graduation Requirement
Prerequisite: Algebra II

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling, and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem-solving, and writing as they build conceptual understanding. This course is part of an accelerated program for students who have demonstrated content mastery in previous mathematics courses. Academic rigor will be significant, and students will experience challenging coursework.

Pre-Calculus - Grades 11-12 - Credits 1.0 NCAA
Course # 313CP
Meets 1.0 of 3.0 credits of Math State Graduation Requirement Prerequisite: Algebra II

Trigonometry and Pre-calculus creates a solid foundation for further mathematical endeavors, particularly for college-bound students. The intent of this course is to enable students to move toward independent learning within the context of review and extension, and to provide an introduction to topics essential for further study. Attention will be given to strengthening skills learned in previous courses and using these skills to develop problem-solving strategies in advanced mathematical topics. This is a full-year course that will include linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; system of equations, and matrices. Additional topics cover trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including laws of cosine and sine, and arithmetic of complex numbers. Cross-curricular connections are made throughout the course to calculus, art, science, and a variety of other fields related to mathematics. Graphing, problem-solving, and analysis are stressed. Graphing calculator use is emphasized. The use of technology is infused to gather, analyze, and communicate mathematical information.

Advanced Placement Pre-Calculus - Grades 10-12 - Credits 1.0
Course # 313AP

Meets 1.0 of 3.0 credits of Math State Graduation Requirement Prerequisite: Algebra II

In AP Precalculus, students explore everyday situations and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course content is organized into four units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. The four units covered are (1) Polynomial and Rational Functions, (2) Exponential and Logarithmic Functions, (3) Trigonometric and Polar Functions, and (4) Functions Involving Parameters, Vectors, and Matrices.

Honors Calculus - Grades 11-12 - Credits 1.0
Course # 321H

Meets 1.0 of 3.0 credits of Math State Graduation Requirement
Prerequisite: Pre-Calculus

The fundamental purpose of this course is to develop the student's understanding of the concepts of calculus and provide experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Connections between these representations are also important. Students will learn to appreciate the value of calculus as the mathematics of change and motion. This course will prepare students for further study in all branches of higher mathematics, science, and related fields. Topics that will be included are limits and continuity, differentiation with applications, and integration with applications. Calculus is not only the language for expressing physical laws in precise terms, but it is also a tool for studying these laws. Technology is used regularly to reinforce these approaches, to confirm written work, to implement experimentation, and to assist in interpreting results. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Advanced Placement Calculus/AB- Grades 11-12 - Credits 1.0
Course # 314AP

Meets 1.0 of 3.0 credits of Math State Graduation Requirement Prerequisite: Pre-Calculus

AP Calculus is a course intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, axiomatic geometry, trigonometry, and analytic geometry. It is an introduction to calculus with elementary functions. The topics in the scope of the course are divided into three broad categories: limits and continuity, differential calculus, and integral calculus. Students will receive instruction that emphasizes topics found on the AP Calculus exam. It is highly recommended that students take the AP exam in the spring to obtain college credits for possible use upon graduation. This course is part of an accelerated program for students who have demonstrated content mastery in previous mathematics courses. Academic rigor will be significant, and students will experience challenging coursework.

Advanced Placement Calculus/BC - Grades 11-12 - Credits 1.0
Course # 317AP

Meets 1.0 of 3.0 credits of Math State Graduation Requirement
Prerequisite: AP Calculus /AB

AP Calculus BC is roughly equivalent to both first and second-semester college calculus courses. It extends the content learned in AB to different types of equations (polar, parametric, vector-valued) and new topics (such as Euler's method, integration by parts, partial fraction decomposition, and improper integrals), and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections among these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. This course is part of an accelerated program for students who have demonstrated content mastery in previous mathematics courses. Academic rigor will be significant, and students will experience challenging coursework.

HISTORY / SOCIAL STUDIES

College Prep World History - Grade 9 - Credits 1.0
Course # 500NW

Meets 1.0 of 3.0 credits of History State Graduation Requirement

World History is the study of our global community's past, emphasizing the people and events that changed past societies and how these changes affect our modern society. This course will discuss the world's history from the fourteenth century to the present. The course focuses on important themes, ideologies, and concepts, with content playing a supporting role. This requires students to develop their critical thinking, analytical, and interpretive skills. In addition, it requires students to understand that the challenges and issues facing the world today are not completely new, having their roots in historical and cultural contexts. Students consider essential questions that are directly linked to the state standards.

Honors World History - Grade 9 - Credits 1.0
Course # 510H

Meets 1.0 of 3.0 credits of History State Graduation Requirement

World History is the study of our global community's past, emphasizing the people and events that changed past societies and how these changes affect our modern society. This course will discuss the world's history from the fourteenth century to the present. Throughout this course, students will recognize the continuity of human behavior through time and will engage in analysis and synthesis, befitting an honors-level curriculum. Emphasis is placed on a myriad of skills, including online discussion, debate, primary source analysis, critical thinking, and complex writing.

Advanced Placement World History- Grades 9-12 - Credits 1.0
Course # 510AP

Meets 1.0 of 3.0 credits of History State Graduation Requirement

AP World History is intended to be the equivalent of a two-semester introductory college world history course. In AP World History, students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1000 C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, continuity, and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state-building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. This course is part of an accelerated program for students who have demonstrated content mastery in previous history courses. Academic rigor will be significant, and students will experience challenging coursework.

College Prep United States History I - Grade 10 - Credits 1.0
Course # 502

Meets 1.0 of 3.0 credits of History State Graduation Requirement
Prerequisite: World History

This course is designed for students with an overview of the political, economic, and social development of the United States from Westward Expansion to the New Deal. As students move through the content they will explore the themes of civics, government, and human rights, geography, people and the environment, economics, innovation and technology, and history, culture, and perspectives. Students in College Prep USI will consider multiple perspectives and apply an understanding of critical media literacy skills.

Honors United States History I - Grade 10 - Credits 1.0
Course # 501H

Meets 1.0 of 3.0 credits of History State Graduation Requirement Prerequisite: World History

This course is designed to provide students with an in-depth examination of the political, economic, and social development of the United States. It will include topics from Westward Expansion through the Great Depression and New Deal. This course allows students to analyze and synthesize materials at an advanced level. An emphasis on primary source material gives students an opportunity to examine historical information from multiple perspectives and practice reading, writing, speaking, and critical thinking skills.

Advanced Placement United States History I - Grade 10 - Credits 1.0
Course # 511AP

Meets 1.0 of 3.0 credits of History State Graduation Requirement Prerequisite: World History

The Advanced Placement program in United States History I is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history between the years of 1607-1865. The AP U.S. History I 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. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. This approach involves the use of basic college-level textbooks and the examination of supplemental readings in the forms of documents, essays, or books on special themes. After completing AP United States History II, students will be eligible to take the Advanced Placement examination. This course is part of an accelerated program for students who have demonstrated content mastery in previous history courses. Academic rigor will be significant, and students will experience challenging coursework.

College Prep United States History II - Grade 11 - Credits 1.0
Course # 505NW

Meets 1.0 of 3.0 credits of History State Graduation Requirement
Prerequisite: US History I

This course provides students with an overview of the political, economic, and social history of the United States since the 1930s. This course pays close attention to the role of the United States in world conflicts such as World War II, the Cold War, and the Global War on Terrorism and explains the effects of these global conflicts on the American people and on American politics. This course also focuses on how American society has changed and become the United States we know today. Lastly, this course will offer students the opportunity to develop study skills and knowledge in a variety of areas. Among these study skills are factual reading, college-proficient writing, note-taking, research, mapping, and listening skills. Practice on these basic skills takes place through class group work, presentations, debates, and projects.

Honors United States History II - Grade 11 - Credits 1.0
Course # 504H

Meets 1.0 of 3.0 credits of History State Graduation Requirement
Prerequisite: US History I

This course provides the student with an overview of the political, economic, and social development of the United States between the 1930s and the present. This course will focus on World War II (WWII), the Cold War, the American Civil Rights Movement, and the Decades (1950-2000). The course is writing intensive and students will be required to work collaboratively and independently and present to the class.

Advanced Placement United States History II - Grade 11 - Credits 1.0
Course # 512AP
Meets 1.0 of 3.0 credits of History State Graduation Requirement
Prerequisite: US History I

The Advanced Placement program in United States History II is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with problems and materials in United States history between the years 1865 and the present. The AP U.S. History II 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. This program will prepare students for intermediate and advanced college courses by providing them with tasks equivalent to those made by full-year introductory college courses. This approach involves the use of a college-level textbook and the examination of supplemental readings in the form of documents, essays, or books on special themes. This course is part of an accelerated program for students who have demonstrated content mastery in previous history courses. Academic rigor will be significant, and students will experience challenging coursework.

Human Behavior and Culture - Grades 10-12 - Credits 1.0
Course # 524
Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement

This course is designed to provide an introductory overview of concepts related to human behavior in society. Students will examine the human mind and behavior with an emphasis on personality traits and their roles in human development. The course aims to explore what motivates human attitudes and behaviors. Topics of psychological perspectives and research methods and biology in behavior, memory, and psychological disorders, will be the focus. As the year progresses, students will examine how individuals are influenced by society. Students are encouraged to look beyond their personal experiences toward the recurring patterns in a group's attitudes and actions as they vary across time, culture, and social groups. Topics of sociological theories, cultural conformity, socialization, deviance, stratification, and minority groups will be explored to develop a greater understanding of the individual and the environment and to successfully adapt to a changing world. The course is writing intensive and tailored towards upperclassmen because of the various topics addressed.

U.S. and World Affairs - Grades 11-12 - Credits 1.0
Course # 520NW
Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement

This course brings the modern world into the classroom to explore the most pressing issues currently affecting the United States and the world over. Although current events vary from year to year, the course contains two large sections - challenges to American foreign affairs and domestic issues. The other focal point of this course is an inward look at social trends, issues, and ongoing tensions that shape the fabric of American politics. The course blends present-day current events and historical analysis for deeper understanding. In the end, students who successfully complete this course will be more aware of the complexities of our world today and the role we have as citizens in shaping affairs in America and beyond.

Introduction to Law - Grades 10-12 - Credits 1.0
Course # 523
Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement

This course is an overview of legal systems and the field of jurisprudence. Content will include the history and development of the American legal system, laws and values, individual rights and liberties, the criminal justice system, family law, and torts. Students will review key documents in the development of our system of laws and the major historical events that have shaped national policies, state statutes, and the common practices of everyday citizens.

Global Terrorism: The Past and the Present - Grades 10-12 - Credits 0.5
Course # 050
Meets 0.5 of 1.0 credits of 21st Century Life and Careers Graduation Requirement

The current and ongoing War on Terror has put the topic of terrorism at the forefront since the terrorist attacks on September 11, 2001. Terrorism as a tactic to achieve a group's goals is not at all new. This course will focus on the issues surrounding terrorism and the application of terrorism over the course of history as well as the different varieties of terrorism: theological terrorism, political terrorism, narcoterrorism, revolutionary terrorism, state terrorism—as well as other forms. Along with the types of terrorism, this course will focus on the different perspectives of both the terrorists and those who are their targets— and counter-terrorism policies. Students will assess the long-term consequences and outcomes of terrorism.

Military History - Grades 10-12 - Credits 0.5
Course # 051
Meets 0.5 of 1.0 credits of 21st Century Life and Careers Graduation Requirement

This course gives students an enhanced view of the critical wars of history and the development of warfare throughout the modern ages. This course will begin with an examination of World War I, continue through the major conflicts of the 1900s, and end with an analysis of present-day warfare. Throughout this course, students will look at the most significant wars of our time with a stronger focus on military strategies and a more in-depth perspective of how these wars impact the world and the United States as a whole. Some of the major topics will include World War I, The Cold War, and the Vietnam War. In these wars, students will get an up-close look at the technology/weaponry of these wars, the system of alliances that set these wars in motion, the critical battles that decided the outcome, and the treaties that ended these conflicts. Heightened topics in these units will include trench warfare, appeasement, and foreign policy. Military history will conclude with the War on Terror and advanced analysis of the technology and warfare of the modern world. This course offers students the opportunity to fully focus on the vital conflicts of our history, create their own views on each war, and analyze the development of military technology. Emphasis will be placed on a myriad of skills, including online discussion, debate, primary source analysis, critical thinking, and complex writing.

Honors Holocaust and Genocide - Grades 11-12 - Credits 1.0
Course # 509HHYF
Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement
All students taking this course will meet in a HyFlex format.

This full-year course is designed to give the student a survey of major genocidal movements throughout the 20th Century and into the present day and to explore a variety of subjects and philosophical concerns. Topics to be discussed and examined will involve deep thinking and analysis, and the exploration of personal and collective feelings and views. Students may find some of the subject matter difficult, controversial, and challenging. This course mainly focuses on the Holocaust and its history but will also explore other genocides, patterns of human behavior, moral imperatives, and the roles of various groups in these events. While the Jewish citizens were the primary victims of the Nazi terror, other groups also suffered similar fates. While the Holocaust was unique in many ways, it was also universal in the scheme of Genocide throughout history. Themes that will be explored include the roles of the bystander, resistor, rescuer, and liberator, and the victims and perpetrators.

Advanced Placement Government and Politics - Grades 11-12 - Credits 1.0
Course # 516APHYF
Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement
All students taking this course will meet in a HyFlex format.

AP United States Government and Politics is a college-level introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will learn to read and interpret data, develop evidence-based arguments, and engage in an applied civics or politics research-based project. It is highly recommended that students take the AP exam in the spring to obtain college credits for possible use upon graduation. This course is part of an accelerated program for students who have demonstrated content mastery in previous history courses. Academic rigor will be significant, and students will experience challenging coursework.

Advanced Placement European History - Grade 11-12 - Credits 1.0
Course # 513AP

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement

The Advanced Placement program in European History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with problems and materials in European History between the years 1450 (The High Renaissance) to the present. The course will examine themes in intellectual and cultural history, political and diplomatic history, and social and economic history. This program will prepare students for intermediate and advanced college courses by providing them with tasks equivalent to those made by full-year introductory college courses. This approach involves the use of a college-level textbook and the examination of supplemental readings in the form of documents, essays, or books on special themes. Emphasis is placed on a myriad of skills, including online discussion, debate, primary source analysis, critical thinking, and complex writing. This course is part of an accelerated program for students who have demonstrated content mastery in previous history courses. Academic rigor will be significant, and students will experience challenging coursework.

Advanced Placement Psychology - Grades 11-12 - Credits 1.0
Course # 514AP

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement

The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. Students will focus on various themes, including history and approaches, research methods, biological basis of behavior, sensation and perception, states of consciousness, learning, motivation and emotion, cognition, developmental psychology, personality, testing, individual differences, abnormal behavior, treatment of abnormal behavior, and social psychology. This course is part of an accelerated program. Academic rigor will be significant, and students will experience challenging coursework.

Advanced Placement Economics (Micro/Macro) - Grades 11-12 - Credits 1.0
Course # 517AP

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement Recommendation: Students benefit from Principles of Economics prior to this course.

During this course, students will prepare for both the Microeconomic and Macroeconomic AP exams. During the first semester of the course, students will delve into concepts related to Microeconomics. Specifically, they will explore the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. During the second semester, students will begin to explore concepts related to Macroeconomics. This section of the course provides students the ability to think like economists and question, evaluate marginal costs and benefits, and explore the many ways in which one action causes secondary actions. Topics emphasized are national income, economic performance measures, economic growth, and international economics. This course is part of an accelerated program; academic rigor will be significant, and students will experience challenging coursework.

College Prep Biology - Grades 9-11 - Credits 1.0 NCAA
Course # 404
Meets 1.0 of 3.0 credits of Science State Graduation Requirement
In this course, students will explore biology through a collaborative and lab/inquiry-based environment, developing critical thinking and problem-solving skills essential to becoming informed, productive contributors to society in the 21st century. High school students will engage in engineering practices and apply crosscutting concepts to deepen their understanding of living things and their interdependence with the environment. Units that will be explored are matter and energy transformations in ecosystems, interdependent relationships in ecosystems, cell specialization and homeostasis, DNA and inheritance, natural selection and evolution, and human impact on the environment. Through the applications of each one of these units, students will gain an understanding of how humans affect other lives and use this understanding to make informed, data-based decisions.

Honors Biology - Grades 9-11 - Credits 1.0 NCAA
Course # 404H
Meets 1.0 of 3.0 credits of Science State Graduation Requirement
Recommended concurrent enrollment in Honors English (Grade 9 only)
In this course, students will explore biology through a collaborative and lab/inquiry-based environment, developing critical thinking and problem-solving skills essential to becoming informed, productive contributors to society in the 21st century. High school students will engage in engineering practices and apply crosscutting concepts to deepen their understanding of living things and their interdependence with the environment. Units that will be explored are matter and energy transformations in ecosystems, interdependent relationships in ecosystems, cell specialization and homeostasis, DNA and inheritance, natural selection and evolution, and human impact on the environment. Through the applications of each one of these units, students will gain an understanding of how humans affect other lives and use this understanding to make informed, data-based decisions.

Advanced Placement Biology - Grades 11-12 - Credits 1.3 NCAA DUAL CREDIT
Course # 411AP
Requirement Prerequisites: Biology and Chemistry
This AP-level course explores the finer details of biological processes and requires a highly motivated student. The student will be required to recall many of the principles acquired in biology and chemistry. These skills will be utilized in many of the college-level laboratory exercises that support the content. Topics to be covered include the chemistry of life, cell structure and function, cellular energetics, cell communication and cell cycle, heredity, gene expression and regulation, natural selection, and ecology.

College Prep Chemistry - Grades 10-11 - Credits 1.0 NCAA
Course # 406
Meets 1.0 of 3.0 credits of Science State Graduation
In this course, students relate the structure of chemicals to their function. The concepts developed and stressed include the following: matter, energy, and change; measurements and problem-solving; the atom and its components; the arrangement of electrons in atoms; the periodic law; chemical bonding; chemical formulas and chemical compounds; chemical equations and reactions; stoichiometry; solutions; reaction energy and reaction kinetics; and chemical equilibrium. Students will apply concepts in a laboratory setting to deepen understanding and demonstrate mastery. Other skills that will be developed include mathematical application and reasoning, interpretation of data, scientific literacy, critical thinking, and lab safety.

Honors Chemistry - Grades 10-11 - Credits 1.0 NCAA
Course # 406H
Meets 1.0 of 3.0 credits of Science State Graduation Requirement
Prerequisite: Completion of Algebra I
In this course, students relate the structure of chemicals to their function. The concepts developed and stressed include the following: matter, energy, and change; measurements and problem-solving; the atom and its components; the arrangement of electrons in atoms; the periodic law; chemical bonding; chemical formulas and chemical compounds; chemical equations and reactions; stoichiometry; solutions, reaction energy, and reaction kinetics; and chemical equilibrium. Students will apply concepts in a laboratory setting to deepen understanding and demonstrate mastery. Other skills that will be developed include mathematical application and reasoning, interpretation of data, scientific literacy, critical thinking, and lab safety. Honors chemistry is paced faster than college prep, and concepts are explored more in-depth to prepare for honors biology and further study.

Advanced Placement Chemistry - Grades 11-12 - Credits 1.3 NCAA DUAL CREDIT
Course # 406AP
Prerequisite: Completion of Chemistry and concurrent enrollment in or completion of Pre-calculus
AP Chemistry is a college-level course that uses first-year college texts and laboratory experiments. It is intended to give science majors a broader chemistry background. The course content will draw upon the student's knowledge of first-year chemistry. In addition, new concepts will be covered, such as acid-base and solution equilibrium, thermochemistry, electrochemistry, oxidation-reduction, and organic chemistry. The laboratory experience includes a combination of seven science practices along with guided inquiry. This course is part of an accelerated program for students who have demonstrated content mastery in previous science courses. Academic rigor will be significant, and students will experience challenging coursework. AP Chemistry is designed so that a student may receive advanced placement at the college level upon successful performance on the Advanced Placement Examination.

College Prep Physics - Grade 11 - Credits 1.0 NCAA
Course # 420NW
Meets 1.0 of 3.0 credits of Science State Graduation Requirement
Prerequisite: Geometry
This course will give students an overview of the science of physics (the study of matter and energy). The course consists of various classroom and laboratory experiences covering units on forces and motion, fundamental forces, Kepler's laws, energy, the physics of the geosphere, wave properties, electromagnetic radiation, electricity, and magnetism. Because most of the content is delivered in class through discussions, demonstrations, and lab explorations, regular attendance is very important. Students will frequently be asked to work in small group situations to explore, learn, and apply physics principles. Laboratory work will emphasize connections made between classroom discussions and calculations and the outcomes observed in the labs. Engineering standards will be addressed through group-building exercises that will apply and test physics concepts in the classroom.

Honors Physics - Grades 9-11 - Credits 1.0 NCAA
Course # 421H
Meets 1.0 of 3.0 credits of Science State Graduation Requirement
Prerequisite: Geometry or concurrent enrollment in Honors Geometry
Within the course, students will engage in an overview of the science of physics (the study of matter and energy) at an advanced pace while also preparing for subsequent enrollment in Advanced Placement Physics and/or Honors Chemistry. The course consists of various classroom and laboratory experiences covering units on forces and motion, fundamental forces, Kepler's laws, energy, the physics of the geosphere, wave properties, electromagnetic radiation, and electricity. Because most of the content is delivered in class through discussions, demonstrations, and lab explorations, regular attendance is very important. Students will frequently be asked to work in small group situations to explore, learn, and apply physics principles. Laboratory work will emphasize connections made between classroom discussions and calculations and the outcomes observed in the labs, and issues related to precision and accuracy and significant figures. Engineering standards will be addressed through group-building exercises that will apply and test physics concepts in the classroom.

Advanced Placement Physics I - Grades 9-12 - Credits 1.3

Course # 409AP

Meets 1.3 of 3.0 credits of Science State Graduation Requirement (if first Physics course taken)

Prerequisite: Concurrent enrollment in or completion of Algebra II

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion), work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply science practices. The laboratory program will include procedures, experiments, and projects designed to illustrate physical principles, data collection methodologies, and the appropriate analysis of physical data. Lab procedures will include data collection using classical and computer-interfaced data collection equipment, and computer-simulated data. This course is part of an accelerated program for students who have demonstrated content mastery in previous science courses. Academic rigor will be significant, and students will experience challenging coursework.

Advanced Placement Physics II - Grades 10- 12 - Credits 1.3

Course # 410AP

Prerequisite: Advanced Placement Physics I

AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply science practices. Lab procedures will include data collection using classical and computer-interfaced data collection equipment, and computer-simulated data. This course is part of an accelerated program for students who have demonstrated content mastery in previous science courses. Academic rigor will be significant, and students will experience challenging coursework.

Environmental Science - Grades 10-12 - Credits 1.0
Course # 416

Meets 1 of 3 credits of Science State Graduation Requirement

This 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 environmental problems, both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. This course will help students assess situations and apply scientific knowledge and skills to make responsible decisions. These goals will be achieved through a systematic and coordinated application of classroom activities and laboratory experiences. Most of the content within this course focuses on the theme of Earth's sustainability. As students go through each of the units, they also address the impact humans have had on planet Earth. As students explore the different themes of the course, they try to investigate solutions to various environmental problems. Major emphasis is placed on how environmental science can help students make informed decisions and how these choices can lead to various outcomes. The major studies of this course include the creation of planet Earth, the atmosphere, the oceans, ecosystems, human population dynamics, environmental health, agriculture, water resources, biodiversity decline, energy challenges, atmospheric pollution, changing climate, and the discussion of our role in the sustainability of our planet.

AP Environmental - Grades 11-12 - Credits 1.0

Course # 416AP

Meets 1.3 of 3.0 credits of Science State Graduation Requirement (if first Environmental Science course taken)

Prerequisite: Biology

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The following themes provide a foundation for the structure of the AP Environmental Science course: 1. Science is a process. Science is a method of learning more about the world. Science constantly changes how we understand the world. 2. Energy conversions underlie all ecological processes. Energy cannot be created; it must come from somewhere. As energy flows through systems, at each step, more of it becomes unusable. 3. The Earth itself is one interconnected system. Natural systems change over time and space. Biogeochemical systems vary in ability to recover from disturbances. 4. Humans alter natural systems. Humans have had an impact on the environment for millions of years. Technology and population growth have enabled humans to increase both the rate and scale of their impact on the environment. 5. Environmental problems have a cultural and social context. Understanding the role of cultural, social, and economic factors is vital to the development of solutions. 6. Human survival depends on developing practices that will achieve sustainable systems. A suitable combination of conservation and development is required. Management of common resources is essential.

Space Science - Grades 9-12 - Credits 1.0

Course # 422

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement

Students study astronomy from a historical and technical perspective. Beginning with ancient sky observers (Egyptian, Greek, Roman) to modern measurement devices (radio & infrared telescope). They will study the history and development of the race to space; what the universe is made of (dark matter and energy), the formation of the universe (Big Bang), and how galaxies form. Stellar evolution and properties (white dwarfs, neutron stars, red giants) and properties and qualities of the planets in our own solar system and their underlying science principles, will be explored.

Food Science - Grades 9-12 - Credits 1.0

Course # 423

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement

This course is project and phenomenon-based, where students keep a scientific journal to measure the outcomes of experiments. This course will involve biology by learning about, growing, caring for, and eating plants; chemistry by analyzing the makeup of food, calories, reactions, fertilizer, and cooking; physics by learning about types of light for growing, packaging food, and using electricity to cook or cool foods; and environmental science by incorporating water, carbon, and nitrogen cycling, sustainability, and best practices for food use and consumption.

Physics of Sports - Grades 9-12 - Credits 1.0

Course # 424

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement

Prerequisite: Algebra I

This course is a study of the physics concepts (forces, momentum, acceleration, etc.) and equations relating them behind the motion of flying and spinning projectiles (humans, too) in sports such as soccer, tennis, basketball, baseball, football, track and field, etc. We will also include rolling/sliding objects along flat surfaces, such as in billiards and bowling. The focus will be on how to understand motion in sports and, perhaps, gain a competitive advantage through a better knowledge of the concepts and some mathematics, but not on physics derivations.

College Prep Anatomy and Physiology - Grades 11-12 - Credits 1.0

Course # 410CP

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement

This course focuses on the structure and function of the single-cell organism up to and including the parts of the human organism. A phylogenetic approach will be used to describe the development of various anatomical structures. Inquiry, lecture, and laboratory will be part of the course. Topics such as cytology, histology, comparative anatomy, genetics, and embryology will also be taught in the course.

Honors Anatomy and Physiology - Grades 11-12 - Credits 1.0 NCAA
Course # 410H

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement

This course includes a focus on the structure and function of the human body, as it pertains to how the body systems relate to one another in organization, adaptation, and homeostasis. A phylogenetic approach will be used to describe the development of various anatomical structures. Inquiry, lecture, and laboratory are the three integral parts of this course**.** Topics such as cytology, histology, comparative anatomy, genetics, and embryology will also be taught in the course.

Forensics - Grades 11-12 - Credits 1.0 NCAA
Course # 417

Prerequisites: Physics & Chemistry (or corequisite of Biology)

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement

Forensics is the application of science to law. The primary focus of this class is how various inquiry-based scientific disciplines are applied to civil and criminal law proceedings. Students examine common day "CSI Effect" and work to dispel myths and misconceptions about the processes and analytics used to solve crimes. The course integrates physics, chemistry, biology, civil & criminal law, reading, and writing in day-to-day lectures, activities, and hands-on experiences. Students regularly analyze evidence, apply scientific practices, and present their findings. This course heavily focuses on reading case studies and case law. Emphasis is also placed on being able to write, defend, and present conclusions in a concise manner supported by evidence and lab experiences. Students teams complete tasks simulating the team nature of forensics investigations and the importance of assigning roles and managing workload properly. Topics include but are not limited to, the following: an introduction to civil and criminal law; crime scenes & protocols; physical and trace evidence, specifically including hairs and fibers; fingerprints; human remains involving entomology (bugs), anthropology (bones), and odontology (teeth); serology involving blood typing, blood spatter, and drugs & toxicology; fires & explosions including arson, explosives, and ballistics; DNA; forgeries, document analysis and cyber forensics.

Honors Civil and Architectural Engineering - Grades 9-12 - Credits 1.0
Course #425H

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement

Prerequisite: or concurrent enrollment in Geometry

Students are introduced to important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architectural design software (CAD). Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Through both individual and collaborative team activities, projects, and problems, students will solve problems as they practice common design and development protocols such as project management and peer review. Students will develop skills in engineering calculations, technical representation, and documentation of design solutions according to accepted technical standards, and the use of current 3D architectural design and modeling software to represent and communicate solutions.

College Prep Principles of Engineering - Grades 11-12 - Credits 1.0 NCAA
Course # 419

Prerequisite: Physics, Chemistry, and Algebra II

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement

Principles Of Engineering (POE) is a high school-level survey course of engineering utilizing the Project Lead the Way Curriculum. The course exposes students to some of the major concepts that they will encounter in a post-secondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers. POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem-solving skills based on engineering concepts. Students will employ engineering and scientific concepts in solving engineering design problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn to document their work and communicate their solutions to their peers and members of the professional community.

Honors Principles of Engineering - Grades 11-12 - Credits 1.0 NCAA
Course #419H

Prerequisite: Physics, Chemistry, and Pre-Calculus

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement

Principles Of Engineering (POE) is a high school-level survey course of engineering utilizing the Project Lead the Way Curriculum. The course exposes students to some of the major concepts that they will encounter in a post-secondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers. POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem-solving skills based on engineering concepts. Students will employ engineering and scientific concepts in solving engineering design problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn to document their work and communicate their solutions to their peers and members of the professional community.

Health Professions I: Introduction to Health Professions - Grades 10 -12 - Credits 1.0
Course # 47

Priority will be granted to students who complete the course interest form

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement

Health Professions I develop skills and knowledge that apply to any healthcare profession. The students interact with various professions and histories associated with the fields of medicine through a collaborative and inquiry-based environment. Students obtain skills and knowledge necessary to treat and care for injuries utilizing critical thinking and problem-solving skills and demonstrate applied practical skills applicable to real-world situations. Content within this course includes the history of medicine, medical liability, technology in medicine, and medicine's evolution. Students take vital signs such as pulse, respiration, temperature, blood pressure, and percent oxygen concentration while also interpreting the results. For students to be familiar with OSHA regulations, blood-borne pathogens are introduced so they can protect themselves and others from exposure. Students gain knowledge in the use of emergency equipment, emergency and extrication procedures, and protocols involved with life-threatening and non-life-threatening medical conditions. Skills and knowledge are demonstrated by placing students in various real-world scenarios where they analyze and apply appropriate emergency skills, such as stabilization and extrication techniques that would pertain to moving an injured or ill person.

Health Professions II: Kinesiology and Injury Recognition - Grades 11-12 - Credits 1.0
Course #48

Prerequisite: Health Professions I with C or better

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement

Health Professions II builds upon the fundamentals established in Health Professions I: Introduction to Health Professions. This course is for those students who wish to pursue a career in the field of medicine. This course will place a strong emphasis on kinesiology, anatomy, and injury recognition. Content within this course focuses on creating a solid background in Anatomy and Kinesiology that will carry over into the remaining units of the course. Students obtain extensive knowledge of the articular system and the motions created at the joint articulations of that system. The concepts discussed provide the knowledge necessary to treat illnesses and injuries in the appendicular and axial regions of the body. Components covered include discovering the tissues of the body, understanding the tissue healing cycle, how joint structure affects movement, and recognition and care of injuries for various joints of the body. Students develop an understanding of the Stages of Healing and apply that knowledge toward assessing injuries and the use of modalities in treating injuries therapeutically. The accumulation of knowledge is utilized to analyze various medical and health-related topics involving 21st-century concepts that can be utilized in the workforce and in everyday life. Students apply knowledge and skills gained to various careers involving diagnostic and therapeutic care. Knowledge gained assists students in introductory college-level courses in the Health Professions.

Honors Health Professions II: Kinesiology and Injury Recognition - Grades 11-12 - Credits 1.0
Course # 48H

Prerequisite: Minimum of B in Health Professions I; Note: Scheduling preference to SHP students
School of Health Professions students: Concurrent enrollment in Anatomy and Physiology
Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement

Injury Recognition and Kinesiology is intended for those students who wish to pursue a career in Health Care. Content within this course will focus on creating a solid background in Anatomy and Kinesiology that will carry over into the remaining units of the course. Students will develop skills in Injury treatment and prevention through an interdisciplinary approach. Assessment baseline skills will be established to prepare them for the Seminar experience. Students will gain extensive knowledge that allows them to think critically about anatomy and how the body functions. Modern issues in Health Care will also be discussed to enhance real-life situations that will prepare students for a wide variety of experiences they may face working in the medical field. Students will be able to apply knowledge and skills gained to various careers involving diagnostic and therapeutic care. Knowledge gained can be applied to introductory college-level courses in the health professions. The accumulation of knowledge will then be utilized to analyze various medical and health-related topics involving 21st-century concepts that can be utilized in the workforce.

Veterinary Science - Grades 11-12 - Credits 1.0
Course # 415

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement

This course is structured to provide students with a variety of experiences that will provide a foundation in animal science by introducing them to the characteristics of animals and their biological classification. The anatomy and physiology of animals and their role and impact on the environment will also be studied. Students learn through a combination of classroom activities, including hands-on experiments, projects, and the integration of technology that provide experiences similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, or industry personnel, face in their respective careers. Students will study specific topics related to career options, veterinary terminology, and animal classification. They will also discover the workings of the various physiological systems present in different types of animals. Along with this, students will assess the nutritional value of certain animal diets and discuss the marketing procedures behind specific types of foods. Students will also be able to engage in debate and research on interesting topics related to artificial selection, sanitation procedures, infectious diseases, and proper animal care.

Honors Veterinary Science - Grades 11-12 - Credits 1.0
Course #415H

Prerequisite: Minimum of B in Health Professions I; Note: Scheduling preference to SHP students
School of Health Professions students: Concurrent enrollment in Anatomy and Physiology
Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement

Veterinary science is the study and integration of the biology and management of animals, highlighted by the disciplines of nutrition, physiology, reproduction, genetics, and behavior. Animals provide companionship, food, and fiber, and serve as valuable research models. This course is structured to provide students with a variety of experiences that will provide a foundation in veterinary science by introducing them to the characteristics of animals, their anatomical & behavioral differences, biological classification and their ecological importance. Students will have an opportunity to learn from experts and specialists in the field and be able to observe and learn in clinical settings. Students will engage in debate and research on interesting topics related to artificial selection, sanitation procedures, infectious diseases, and proper animal care. As part of the School of Health Professions, students will take their learning further, concentrating on topics specific to veterinary science careers, terminology, and animal classification.

Note: Students who take this course will be eligible to participate in off-site experience at local veterinary centers during their senior year of the Health Professions Seminar.

Honors Health Professions III: Seminar and Practicum - Grade 12 - Credits 1.3
Course # 49

Prerequisites: Minimum of C in Anatomy & Physiology and Health Professions II (Traditional Track) or Veterinary Science (Veterinary Science Track)

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement

Health Professions Seminar and Practicum is a senior level course that is the final phase of the Health Professions Program. This course allows students to expand current content knowledge and to utilize acquired practical skills and knowledge from Health Professions I and Health Professions II. During semester one, students will be introduced to new content that will enable them to expand upon their medical terminology. The content will focus on interpreting and writing SOAP notes, diseases and disorders of various regions of the body, and treatments associated with those disorders. Students develop and master evaluations, charting, and observation skills that will be necessary for data collection, interpreting results, and practicum hard skills. Students gain knowledge in the use of emergency equipment, emergency and extrication procedures, and protocols involved with life-threatening and non-life-threatening medical conditions. Skills and knowledge are demonstrated by placing students in various real-world scenarios where they analyze and apply appropriate emergency skills, such as stabilization and extrication techniques that would pertain to moving an injured or ill person. During this portion of the course, students will be certified in First Aid and CPR. Students will analyze medical journals and write using American Psychological Association (APA) formatting. During the second semester, students rotate among clinical orthopedic specialists and various other healthcare professionals through a partnership with medical organizations. Students will journal their real-world experiences to share and discuss them with the supervising teacher to help prepare them for 21st-century career skills and concepts. Classroom discussions will focus on professionalism and skills.

Note: *Students who plan to take online RCSJ courses must also meet the required prerequisites of the college.*

PHYSICAL EDUCATION & HEALTH

Physical Education & Health - Grade 9 - Credits 1.0
Course # 41
Meets 1.0 of 4.0 credits of PE & Health State Graduation Requirement
Grade 9 Physical Education instruction focuses on social and emotional learning through student participation, basic skills, and cognitive development of individual and team sports, and through physical fitness and lifelong related activities, which focus on a lifelong commitment to being healthy. Students will develop a greater sense of teamwork and sportsmanship through various sports, such as soccer, flag football, badminton, volleyball, basketball, tennis, softball, recreational games and activities, and team-building activities. Students will participate in teacher-guided Mindfulness practices and gain skills to help manage stress and improve mental health. Fitness-related activities are introduced using the Wellness Center and group fitness activities. Training principles and the five components of fitness are the focus: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.

Grade 9 Health Education begins with a focus on wellness that teaches general health skills involving topics such as personal growth, social and sexual health, and strategies to cope with stress. Units will then progress to pregnancy and parenting, community health services and support, and health conditions, diseases, and medicines. These skills will be applied to various discussions involving sexuality, relationships, interpersonal communication, and character development.

Physical Education & Health - Grade 10 - Credits 1.0
Course # 42
Meets 1.0 of 4.0 credits of PE & Health State Graduation Requirement
Grade 10 Physical Education will consist of movement skills and concepts, various team sports, fitness activities, lifelong sports/activities, and mindfulness. During these activities, students will further their development and understanding of the five major fitness components. (cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition) Team sports & lifelong activities will include but are not limited to - badminton, pickleball, volleyball, basketball, tennis, flag football, soccer, and softball. Physical fitness activities will include but are not limited to - the use of the wellness center, weight lifting, fitness equipment, and other various activities to develop all components of fitness. These activities will aid in furthering students' development in teamwork and sportsmanship.

Grade 10 Driver's Education introduces students to the rules of the road, teaching them how to become safe and mature drivers. This course will give students the knowledge to safely navigate New Jersey roadways and teach them how to have a positive and safe attitude toward their driving privilege. Topics that will be covered during this course include personal safety, defensive driving skills, the dangers of distracted driving, New Jersey rules/regulations/penalties, the effects of drinking and drugs on driving, sharing the road with others, organ donation, graduated driver's license laws, and the responsibility of a driver. At the end of this course, students will be administered the New Jersey State Permit Exam along with the New Jersey Motor Vehicle Commission to assess their knowledge.

Physical Education & Health - Grade 11 - Credits 1.0
Course # 43
Meets 1.0 of 4.0 credits of PE & Health State Graduation Requirement
Grade 11 Physical Education will engage in three major areas of study in Physical Education: movement skills and concepts, physical fitness, team, individual and dual sports, and lifelong activities. In each class, students will participate in a comprehensive lesson related to one of the three units on a cyclical basis. After the comprehensive lesson, students will move to an assigned unit that incorporates one or all of the three courses of study. Sportsmanship, cooperation, and wellness will be integrated with all areas of study. Students will also focus on various motivations for being active and demonstrate the ability to design and lead a rhythmic activity.

Grade 11 Health focuses on emotional health and will explore health-related areas such as nutrition, alcohol & tobacco and other drugs, dependency, substance disorders & treatments, health conditions, diseases & medicines. Students will be prepared to make educated decisions about their physical, mental, and social well-being. Taking responsibility for one's own health is an essential step towards maintaining a healthy lifestyle.

Physical Education & Health - Grade 12 - Credits 1.0
Course # 44
Meets 1.0 of 4.0 credits of PE & Health State Graduation Requirement
Grade 12 Physical Education will engage students in three major areas of study: physical and lifelong fitness, individual & dual sports, and movement skills and concepts. Students will be assessed based on their understanding of the units listed above throughout the year. Sportsmanship, strategy, and movement concepts will be integrated throughout all areas of study. Students will participate in teacher-guided Mindfulness practices and develop skills to help manage stress and improve mental health. Fitness-related activities are introduced using the Wellness Center and group fitness activities. Training principles and the five components of fitness are the focus: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.

Grade 12th Health will assist students in exploring personal growth and development, health conditions, diseases and medicines and safety, and first aid care. Students will be equipped with the skills and knowledge to perform tasks such as before giving care, cardiac and breathing emergencies, and first aid care. Taking responsibility for the care of oneself and others is an essential step in maintaining a healthy lifestyle.

Unified Physical Education & Health - Grades 9-12 - Credits 1.0
Course #041U Unified 9; 042U Unified 10; 043U Unified 11; 044U Unified 12
Credits 1.0
Meets 1.0 of 4.0 credits of PE & Health State Graduation Requirement

This inclusive course provides a unique opportunity for students with and without disabilities to participate in developmentally appropriate activities, including physical fitness, sports, and other educational opportunities. Students work together to increase competence and confidence in various physical and team activities. The Unified Physical Education course supports the development of leadership skills for all students and the empowerment of all students to foster an inclusive class and school-wide environment. Students can apply to be part of the program each year.

The Health component of this course is aligned with the Health curriculum and course of study for each grade level. For more information about applying for Unified Health & PE, please contact your child's school counselor.

WORLD LANGUAGES

French I - Grades 9-12 - Credits 1.0
Course # 200
Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement
In French I, students work at the novice-mid proficiency level within three essential modes: interpretive, interpersonal, and presentational. Students demonstrate understanding of spoken and written communication within the appropriate cultural context. Students present by oral and/or written communications to listeners and readers. Students engage in direct oral and written communication with others. The French I course emphasizes the following key areas: comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students build proficiency through dialogues, readings, drills, interacting with various audio-visual materials, games, cultural dramatizations, and role-playing. Besides increasing the student's awareness of French culture and civilization, understanding and tolerance of cultural differences will be emphasized.

French II - Grades 9-12 - Credits 1.0
Course # 201
Prerequisite: French I
Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement
In French II, students will transition from the Novice-Mid Level to the Novice-High Level. They will demonstrate further proficiency in speaking, listening, reading, and writing skills. French II is a course designed to give students the ability to comprehend and communicate in simple, everyday language and some understanding of the French way of life.

Advanced French II - Grades 9-12 - Credits 1.0 NCAA
Course# 201A
Prerequisite: French I
Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement
In French II Advanced, students will transition from the Novice-Mid Level to Intermediate Low Level. The students will demonstrate further proficiency in speaking, listening, reading, and writing skills. French II Advanced is a course designed to give the students the ability to comprehend and communicate in simple, everyday language, and some understanding of the French way of life. In this advanced course, additional emphasis will be placed on the use of the target language in the classroom.

Honors French III - Grades 10-12 - Credits 1.0 NCAA DUAL CREDIT
Course# 202H
Prerequisite: French II or Advanced French II
Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement
In French III Honors, students will transition from the Novice-High Level to the Intermediate-High Level. The course includes further study of grammar with increased attention paid to speaking, writing, and reading comprehension skills to develop students' practical proficiency in each area. Through oral and written communication, the students present information, concepts, and ideas to an audience of listeners or readers. Students engage in direct verbal and written communication with others. In addition, an emphasis will be placed on the following key areas: comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness.

Advanced Placement (AP) French Language and Culture - Grade 12 - Credits 1.0 NCAA DUAL CREDIT
Course # 204AP
Prerequisite: Honors French III
Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement
In Advanced Placement (AP) French, students will transition from the Intermediate-Mid Level to the Intermediate-High. This course is a rigorous program with an emphasis on refinement of advanced grammar and individual reading and writing projects, and the target language will be the primary form of communication. The course will emphasize using French for active communication and literature and culture. Students will understand spoken French in various contexts through reading, writing, speaking, and listening exercises and authentic materials, including various digital resources. Assorted activities and methods will be utilized to prepare students for the AP French Language and Culture Exam.

Spanish I - Grades 9-12 - Credits 1.0 NCAA
Course # 209
Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement

In Spanish I, students work at the novice-mid proficiency level within three essential modes: interpretive, interpersonal, and presentational. Students demonstrate understanding of spoken and written communication within the appropriate cultural context. The students present through oral and written communications to listeners and readers. Students engage in direct oral and-written communication with others. The Spanish I course emphasizes the following key areas: comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. The students will build proficiency through dialogues, readings, drills, and a variety of audio-visual materials, games, cultural dramatizations, and role-playing. Besides increasing the student's awareness of French culture and civilization, understanding and tolerance of cultural differences will be emphasized.

Spanish II - Grades 9-12 - Credits 1.0 NCAA
Course # 210
Prerequisite: Spanish I
Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement
In Spanish II, students will transition from the Novice-Mid Level to the Novice-High Level. The students will demonstrate further proficiency in speaking, listening, reading, and writing skills. Spanish II is a course designed to give the students the ability to comprehend and communicate in simple, everyday language, and some understanding of the way of life in different Latino countries.

Advanced Spanish II - Grades 9-12 - Credits 1.0
Course 210A

Prerequisite: Spanish I

Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement

In Spanish II Advanced, students will transition from the Novice-Mid Level to Novice-High Level in Spanish II Advanced. The students will demonstrate further proficiency in speaking, listening, reading, and writing skills. Spanish II Advanced is a course designed to give students the ability to comprehend and communicate in simple, everyday language and some understanding of the way of life in different Latino countries. In this advanced course, additional emphasis will be placed on the use of the target language in the classroom.

Honors Spanish III - Grades 10-12 - Credits 1.0
Course # 211H

Prerequisite: Spanish II or Advanced Spanish II

Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement

In Honors Spanish III, students will transition from the Novice-High Level to the Intermediate-High Level. The course includes further study of grammar with increased attention paid to speaking, writing, and reading comprehension skills to develop students' practical proficiency in each area. Through oral and written communication, the students present information, concepts, and ideas to an audience of listeners or readers. Students engage in direct verbal and written communication with others. In addition, an emphasis will be placed on the following key areas: comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness.

Advanced Placement (AP) Spanish Language and Culture - Grade 11-12 - Credits 1.0
Course # 213AP

Prerequisite: Honors Spanish III

Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement

In Advanced Placement Spanish, students will transition from the Intermediate-Mid Level to the Intermediate-Mid level in Advanced Placement Spanish. This course is a rigorous program with an emphasis on advanced grammar refinement and individual reading and writing projects. The course will emphasize using Spanish for active communication and literature and culture. The target language will be the primary mode of communication. Students will understand spoken Spanish in various contexts through reading, writing, speaking, and listening exercises and authentic materials, including various digital resources. Assorted activities and methods will be utilized to prepare the student for the AP Spanish Language and Culture Exam.

Italian I - Grades 9-12 - Credits 1.0
Course # 230

Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement

In Italian I, the students work at the novice-mid proficiency level within three essential modes: interpretive, interpersonal, and presentational. Students demonstrate understanding of spoken and written communication within the appropriate cultural context. Students present by oral and/or written communications to listeners or readers. Students engage in direct oral and/or written communication with others. The Italian I course emphasizes the following key areas: comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. The students will build proficiency through dialogues, readings, drills, and a variety of audio-visual materials, games, cultural dramatizations, and role-playing. Besides increasing the student's awareness of French culture and civilization, understanding and tolerance of cultural differences will be emphasized.

Italian II - Grades 9-12 - Credits 1.0
Course # 231

Prerequisite: Italian I

Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement

In Italian II, students will move from Novice-Mid Level to Novice-High. The students will demonstrate further proficiency in speaking, listening, reading, and writing skills. Italian II is a course designed to give the students the ability to comprehend and communicate in simple, everyday language, and some understanding of the Italian way of life.

Advanced Italian II - Grades 9-12 - Credits 1.0 NCAA
Course 231A
Prerequisite: Italian I
Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement

In Italian II Advanced, students will transition from the Novice-Mid Level to Novice-High in Italian II Advanced. The students will demonstrate further proficiency in speaking, listening, reading, and writing skills. Italian II Advanced is a course designed to give students the ability to comprehend and communicate in simple, everyday language and some understanding of the Italian way of life. In this advanced course, additional emphasis will be placed on the use of the target language in the classroom.

Honors Italian III - Grades 10-12 - Credits 1.0 NCAA DUAL CREDIT
Course # 232H
Prerequisite: Italian II or Advanced Italian II
Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement

In French III Honors, students will transition from the Novice-High to the Intermediate-Mid Level. The course includes further study of grammar with increased attention paid to speaking, writing, and reading comprehension skills to develop students' practical proficiency in each area. Through oral and written communication, the students present information, concepts, and ideas to an audience of listeners or readers. Students engage in direct verbal and written communication with others. In addition, an emphasis will be placed on the following key areas: comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness.

Advanced Placement (AP) Italian Language and Culture - Grade 12 - Credits 1.0 NCAA DUAL CREDIT
Course # 234AP
Prerequisite: Honors Italian III
Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement

In Advanced Placement Italian, students will transition from Intermediate-Mid to the Intermediate-High level**.** This course is a rigorous program with an emphasis on the refinement of advanced grammar and individual reading and writing projects, and the target language will be the primary form of communication. The course will emphasize the use of Italian for active communication literature and culture and the consistent use of the target language. Students will understand spoken Italian in various contexts through reading, writing, speaking, listening exercises, and authentic materials, including various digital resources. Assorted activities and methods will be to prepare the student for the AP Italian Language and Culture Exam.

PERFORMING ARTS

Drama: Acting and Performance - Grades 9-12 - Credits 1.0
Course # 128
Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement

In this performance-based course, students will learn the fundamentals of acting to develop the ability to produce free, imaginative, and purposeful behavior on the stage in relation to environments, objects, and other persons. Through improvisation, role-playing, theater games, and dramatic situations, students will apply a variety of performance skills with the goal to explore, develop, and stretch their dramatic and/or comedic talents, imaginations, and creativity. Based on the teachings of Constantine Stanislavsky, this course will include insights from other famous acting teachers such as Uta Hagen, Sanford Meisner, Lee Strasberg, Michael Chekhov, and Stella Adler. This course culminates in in-class performances of selected scenes and monologues and ensemble work from a variety of plays with special focus given to the emotional and sensory requirements in the text. No previous theatrical experience is required, but a passion to perform and a desire to learn the craft of acting is essential. In addition, students have opportunities to audition and participate in the fall play and drama club and to compete in the NJ Dramatic and Forensic League to apply the craft in live performance situations.

Concert Band - Grades 9-12 - Credits 1.0
Course # 700/703
Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement
Concert Band is an instrumental (woodwind and brass) performance class for students with prior musical experience. Students will develop skills in music theory, technique, tone production, music reading, instrumental intonation, and rehearsal/performance procedures. Music of varied styles will be studied and performed. Several day and evening concerts occur throughout the year, and student participation in these performances will be a requirement of the course.

Percussion Ensemble I and II - Grades 9-12 - Credits 1.0
Course # 709/709II
Prerequisite: 709 for 709II
Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement
This course is designed to offer students practical experience in playing percussion instruments in a variety of chamber music settings. The students will have the opportunity to explore the following areas of percussion: Snare Drum and related indefinite pitched drums, Keyboard Percussion, Timpani, Small Accessories (Cymbals & Bass Drum), and Drum Set. This course is designed to explore the traditional, contemporary, and world music literature for the Percussion Ensemble and Concert Band. Percussion Ensemble II is a continuation of Percussion Ensemble I with exposure to more advanced repertoire. Several evening concerts occur throughout the year, and student participation in these performances will be a requirement of the course.

Jazz Ensemble I,II, & Select Jazz Ensemble - Grades 9-12 - Credits 1.0
Course # 701/701A/702
Prerequisite: Prior enrollment in a Kingsway jazz ensemble or by successful audition with the band director
Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement
Jazz Ensemble is an instrumental (saxophone, brass, guitar, bass, piano, and percussion) performance class for students with prior musical experience. Music reading is an absolute requirement of this course. Students will develop skills in technique, tone production, music reading, instrumental intonation, improvisation, and rehearsal/performance procedures. Music of varied styles will be studied and performed. Several day and evening concerts occur throughout the year, and student participation in these performances will be a requirement of the course.

Kingsway Chorale - Grades 9-12 - Credits 1.0
Course # 707C
Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement
Kingsway Chorale is a non-auditioned vocal performance class for students of all ability levels. In this class, students will develop skills in vocal tone production, intonation, musical interpretation, diction, phrasing, part-singing, ensemble performance, and note reading. Music of varied styles and of graduated difficulty will be studied and performed. Several day and evening concerts occur throughout the year, and student participation in these performances will be a requirement of the course.

Dragon Singers - Grades 9-12 - Credits 1.0
Course # 707D
Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement
Prerequisite: Audition or recommendation from KRHS choral director required.
Dragon Singers is an auditioned vocal performance course designed for the advanced high school mixed choral ensemble (Soprano, Alto, Tenor, and Bass). Students selected for this course demonstrate advanced vocal/musical abilities. In this class, students will develop advanced levels of knowledge and application of vocal tone production, intonation, musical interpretation, diction, phrasing, part-singing, ensemble performance, and sight singing. Music of varied styles and advanced repertoire will be studied and performed. Several day and evening concerts will be scheduled throughout the year, and student participation will be a requirement of the course. Students in this course may also audition for and be enrolled in another vocal ensemble (i.e., Treble Chorus).

Treble Chorus - Grades 9-12 - Credits 1.0
Course # 707A
Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement
Prerequisite: Audition or recommendation from KRHS choral director required.
Treble Chorus is an auditioned vocal performance course designed for Soprano and Alto voices. Students selected for this course demonstrate advanced vocal/musical abilities. Students will develop advanced knowledge and skills in vocal tone production, intonation, musical interpretation, diction, phrasing, part-singing, and ensemble performance. Several day and evening concerts occur throughout the year and student participation in these performances will be a requirement of the course. Students in this course may also audition for and be enrolled in another vocal ensemble (i.e., Kingsway Chorale).

Piano I - Grades 9-12 - Credits 1.0
Course # 715
Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement
This course is designed to introduce students with little or no experience with Piano. Students will learn to locate pitches, read music, and understand basic music theory. The varied repertoire provides students with the opportunity to work with many different types and styles of music, thus allowing them to be exposed to different expressive qualities and technical demands.

Piano II - Grades 9-12 - Credits 1.0
Course # 716
Prerequisite: Piano I or teacher recommendation
Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement
This course is designed to introduce students with some experience with piano or music theory to intermediate piano skills. Students will learn to locate pitches, read music, and understand basic music theory. The varied repertoire provides students with the opportunity to work with many different types and styles of music, thus allowing them to be exposed to different expressive qualities and technical demands.

Guitar I - Grades 9-12 - Credits 1.0
Course # 722
Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement
During Guitar, students will learn the various techniques and skills necessary to become a proficient guitarist. Topics covered will include guitar technique, electric and acoustic guitar history, and music theory knowledge as it applies to the guitar. Students will gain the skills necessary to learn popular songs through reading music or by ear, and the ability to create their musical pieces through improvisation.

Guitar II - Grades 10-12 - Credits 1.0
Course # 723
Prerequisite: Guitar I or teacher recommendation.
Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement
Guitar II expands on the foundational skills established in Guitar I, offering students with prerequisite guitar experience the chance to further develop their proficiency and musicianship. Students taking Guitar II will already have knowledge of open chords and bar chords, as well as how to read tablature notation. Topics covered in Guitar II will include guitar technique builders, electric and acoustic guitar history, tips and tricks for using guitar gear like amps and effects pedals, as well as music theory knowledge as it applies to the guitar. Course topics include advanced guitar techniques, deeper exploration of electric and acoustic guitar history, and a more in-depth study of music theory as it applies to the guitar. Students will improve their ability to learn popular music by reading standard notation or playing by ear. Students will strengthen their creative expression through improvisation and composing original musical ideas.

Introduction to Music Technology - Grades 9-12 - Credits 1.0
Course # 720
Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement
In this course, students will discover and explore introductory concepts used in music sequencing, notation, and recording. No prior musical experience is required, however, having training on an instrument or voice is helpful. Students will create music using sequencing/editing/notation software, synthesizers, and drum machines. Students interested in the current methods of music creation and production should consider taking this course.

Music Technology II - Grades 10-12
Course # 721
Credits 1.0
Prerequisite: Intro to Music Technology
Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement
Music Technology II builds on the foundational skills acquired in Intro to Music Technology. In this course, students refine their proficiency with digital audio workstations (DAWs), audio editing, and recording techniques. Through hands-on projects, students will create original pieces across a variety of genres, sharpen their technical expertise, and collaborate in real-world production scenarios. Emphasis is placed on refining technical and creative skills to prepare students for advanced music technology applications. By the end of the course, students will be prepared for future opportunities in music technology—whether pursuing it in college, as a hobby, or as a launching pad for a career in the audio industry.

AP Music Theory - Grades 11-12 - Credits 1.0
Course # 710AP
Prerequisites: At least one year of high school band/choir or private lessons and teacher recommendation. Students should have the ability to read musical notation fluently. Piano I is highly recommended.
Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement
This course corresponds to one semester of an introductory college music theory course. Topics include musicianship, musical material, and procedures. Musicianship skills include dictation, listening skills, sight singing, and keyboard harmony. Musical materials skills include interpreting scores and being able to recognize various processes or music as they are heard or presented in scores. Developing aural skills is the primary objective. Keyboard harmony skills include notation and realization of traditional harmony. Although there are no prior course prerequisites, students should be able to read and write musical notation, and it is strongly recommended that the student has acquired at least basic performance skills in voice or on an instrument.

VISUAL ARTS

Art I - Grades 9-11 - Credits 1.0
Course # 730
Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement
Students taking this class will have the opportunity to explore many different mediums and concepts in art. The first semester primarily consists of basic drawing skills and techniques such as observing contour, tone and value, color, figure drawing, perspective, and composition. The second semester uses a range of mediums, both two-dimensional and three-dimensional, such as painting, printmaking, sculpture, textile design, ceramics, and mixed media. Students will also study different art movements and artists.

Art II - Grades 10-12 - Credits 1.0
Course # 731
Prerequisite: Art I
Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement
This is the second year for art elective students. All techniques learned in Art I will be reviewed and reinforced throughout the course in both 2-dimensional and 3-dimensional media. Students will be introduced to historical and contemporary artists and approaches. In addition, the students will be expected to develop their work to be more involved in media and creativity.

Advanced Art II - Grades 10-12 - Credits 1.0
Course # 737
Prerequisite: Art I and teacher recommendation
Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement
This course is offered to serious art students who exhibit an unusual amount of interest and technical skills in the field of art and who may plan to pursue a career in art and design after graduation. The primary function of this course is to prepare students for future study and help them to develop their talent and knowledge of art. In Advanced Art I, during the first semester, a great deal of emphasis will be placed on drawing and design. Students will be exposed to a wide variety of exercises, techniques, subjects, and media. Students in all advanced art courses will be given an opportunity to explore the computer as a means of researching and producing art. Students are encouraged to work from life or photo references taken by the student, placing emphasis on ownership and originality of each artwork. The second semester will be spent on more advanced media and techniques, with individualized attention given to the weaknesses and needs of each student, especially in the areas of painting.

Advanced Art III - Grades 10-12 - Credits 1.0
Course # 738
Prerequisite: Advanced Art II and teacher recommendation
Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement
This course is offered to serious art students who exhibit an unusual amount of interest and strong technical skills in the field of art and plan on taking AP Studio Art their senior year or who may plan to pursue a career in art and design after graduation. This course acts as a Pre-AP Studio Art course; all of the artworks created in this course can be applied to the Quality section of the AP Studio Art Exam. The primary function of this course is to prepare students for future study and help them to develop their talent and knowledge of art. Students in all advanced art courses will be given an opportunity to explore the computer as a means of researching and producing art. A great deal of emphasis will be placed on utilizing references from different sources, working from life, or taking original photo references with a camera. Students will be exposed to a wide variety of exercises, techniques, subjects, and media. Students are strongly encouraged to develop strong conceptual ideas and use their personal voice through their art-making process. Much of this course will be focused on more advanced media and techniques, with individualized attention given to the weaknesses and needs of each student, especially in the areas of painting.

Cartooning & Animation - Grades 9-12 - Credits 1.0
Course # 732A
Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement
Students taking this class will learn about the history of Cartooning through reading and writing while honing their drawing and cartooning skills as they learn new techniques. A strong emphasis in this course will be placing cartooning art projects in their historical context, as well as on reading and writing for successful story-telling. We will cover character design, comic strips, comic books, political cartoons, manga, graphic novels (novels told through drawings), and animation. Students should be prepared to not only create artwork in this course, but also to read, write, and take written tests on historical and technical aspects of Cartooning throughout the course.

Applied Art - Grades 10-12 - Credits 1.0
Course # 733
Prerequisite: any art course
Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement
This advanced art course will cover a concentrated study of problem-solving through mostly 3-dimensional design and construction. Students will be expected to create objects utilizing multiple media while incorporating art history, elements and principles of design, and other visual theories taught in class. Sculptural techniques utilizing papier- mâché, paper crafts, metals, ceramics, Mosaic, and fibers/fabric/dyeing/stitching will be covered. Students can expect to learn vocabulary, techniques, and processes used throughout visual history and ways to apply these in their own unique and original contemporary works.

Ceramics I - Grades 10-12 - Credits 1.0
Course # 734
Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement
This course is designed for students with moderate art knowledge who are interested in developing hands-on skills while broadening their artistic awareness. Clay is an extremely versatile medium that lends itself to a wide variety of possibilities for artistic expression. In Ceramics, the students will learn construction techniques, surface decorating treatments, glazing, proper tool use, and safety in the ceramic studio. The major emphasis will be placed on hand-building techniques, including coil, slab, pinch, and sculpture. Students will also learn cultural, historical and traditional information affecting potters worldwide.

Advanced Ceramics II - Grades 11-12 - Credits 1.0
Course # 736
Prerequisite: Ceramics I
Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement
In Advanced Ceramics, students will continue to build off of the skills and techniques the student has learned and acquired in Ceramics. Students will complete more in-depth investigations within the medium, including self-research and investigation. The goal of Advanced Ceramics is a more student-centered approach with a choice of building methods and themes. Ceramic artists and historical concepts will be discussed. Students taking this course are interested in the medium and furthering their artistic skills through a variety of rigorous advanced-level projects. Wheel techniques will be incorporated. Projects range from new techniques, building on past techniques, and self-investigation and inquiry, which support conceptual projects. Students will produce an advanced-level portfolio and body of work within the medium of clay.

Art Appreciation - Grades 9-12 - Credits 1.0
Course #729
Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement
In this course, students will explore various visual art forms and their historical and cultural contexts. This course does not require any prior experience with the visual arts. Art appreciation includes an in-depth study of the fundamental elements of art and a creative exploration of materials and techniques. Starting with a brief overview of prehistoric art through the Renaissance, then moving on to the study of modern and contemporary art, students will learn about and experiment with the materials and techniques used to create the art they are studying. Fields of the artistic investigation will include painting, printmaking, sculpture, drawing, and design. This course will also include art theory and criticism and the crossover between art and other disciplines.

Photography - Grades 10-12 - Credits 1.0
Course # 735
Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement
Photography will give students an in-depth look into photography and how to use a camera. Students will build a foundation of photography as they learn how to properly use a DSLR camera and its many functions. They will take photos outside and around the school to demonstrate a knowledge of photography. Some of the skills they will learn include how to tell a story using imagery, matting photographs, Adobe Photoshop, Adobe Lightroom, and much more. Students will learn the many intricacies of using a DSLR such as understanding aperture, shutter speed, ISO, focal length, and exposure. Assignments include shutter speed photos, portraits, advertisements, story books, and more.

Digital Design & Illustration I - Grades 10-12 - Credits 1.0
Course # 741
Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement
Digital Design & Illustration is offered as part of, and in addition to, the traditional art curricula. Students will discover graphic design as a process of visual communication and problem-solving using typography, photography, and illustration. Graphic designers create and combine symbols, images, and text to form visual representations of ideas and messages. They use typography, visual arts, and page layout techniques to create visual compositions. This course will use appropriate graphics software, including Adobe Illustrator and Photoshop, to teach the fundamental technology of vector (digital drawing) and raster (photographic) images. Students will use this computer software as an art tool to produce logos, illustrations, tessellations, t-shirt designs, advertisements, and manipulated photographic images. Students will become familiar with techniques and skills, gaining hands-on experience most valuable for the design industry.

Digital Design & Illustration II - Grades 11-12 - Credits 1.0
Course # 742

Prerequisite: Digital Design & Illustration I

Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement

Digital Design and Illustration II is offered as a second-year Digital Art elective. Students will further develop career-oriented digital skills with an emphasis on current trends in Graphic Design and Illustration. Students will continue to utilize Adobe Illustrator and Adobe Photoshop software as art tools to plan and create advanced digital illustrations and designs. Students will be encouraged to work at an advanced level, explore and develop personal styles and techniques, and work independently on a variety of projects, including but not limited to t-shirt designs, vector portraits, information graphics, typography, editing personal photos, and package design solutions.

Advanced Placement Studio Art Drawing - Grades 11-12 - Credits 1.0
Course #747

Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement

This course is offered to serious art students who exhibit an unusual amount of interest and technical skills in the field of art and who may plan to pursue a career in art and design after graduation. This is a college-level studio art course and helps students build a portfolio of work displaying a variety of subjects and mediums through mastery of drawing skills and concepts. Students in all advanced art courses will be given an opportunity to explore the computer as a means of researching and producing art. During the first semester, a great deal of emphasis will be placed on a sustained investigation where students work in preferred mediums. Students will be exposed to a wide variety of exercises, techniques, subjects, and media. During the second semester, students will continue to focus on their concentration, a Sustained Investigation of a particular theme, topic, or style. Students will then create some individual works to add to their Quality portion of the portfolio for the exam. Students mostly work independently in this course and should be highly motivated and have strong time management skills. Students will be expected to produce a large number of works both in the classroom and at home. Students may choose to take the AP Studio Art exam, which is a combination of uploading images of works onto the College Board site and physically mailing five original works to be scored. A qualifying score may earn a student college credits depending on the institution.

Advanced Placement Art History - Grades 10-12 - Credits 1.0
Course # 744AP

Recommendation: Students benefit from a strong World History and/or Art background.

Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement

This course focuses on developing students' art historical skills as they examine and analyze major forms of artistic expression from a variety of cultures from ancient times to the present. While visual analysis is a fundamental tool of the art historian, the course also emphasizes understanding how and why works of art function in context, considering issues such as patronage, gender, and the functions and effects of works of art. Students investigate how imagery has shaped our perceptions and behavior throughout time, providing insight into the past and into our own age and culture. This course is part of an accelerated program for students who have demonstrated content mastery in previous history courses. Academic rigor will be significant, and students will experience challenging coursework. A qualifying score may earn a student college credits depending on the institution.

BUSINESS, COMPUTER SCIENCE, COLLEGE & CAREER

Wealth Management - Grade 9 - Credits 0.5
Course # 600

Meets 0.5 of 0.5 credits of Financial, Economic, Business, and Entrepreneurial Literacy State Requirement

This project-based financial literacy course develops student understanding and skills in such areas as economic decision-making, time value of money, financial management, and types of investments. Students acquire an understanding and appreciation of the need for personal financial management and investing. To encourage immediate implementation of financial management skills, Wealth Management utilizes an ongoing project for course delivery and reinforcement. Course content is sequenced so students can fully understand their role and responsibility in their financial future. Throughout the course, students are presented with problem-solving situations for which they must apply academic and critical-thinking skills.

College & Career Seminar - Grade 9 - Credits 0.5
Course # 602

Meets 0.5 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement; KRHS Graduation requirement
**Students in Team Scholastics, NJROTC, BLA or S.T.E.M. Academy enroll in anchor elective to satisfy this requirement.*

This course is required for all incoming freshmen and will focus on building students' understanding of the sixteen career clusters and how Kingsway's elective offerings can support and/or develop their college and career interests. Students will gain insight into the relationship between college and career and their educational planning. Aspects of the district's educational planning tool, Naviance, will be integrated into instruction and key skills for success in high school including goal setting, time management, organizational skills, self-advocacy, etc.

Business Leadership Academy Seminar - Grade 9 - Credits 1.0
Course # 612

**Replaces College & Career Seminar requirement*
Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement

This full-year course is required for all students enrolled in the Business Leadership Academy and replaces the College & Career Seminar requirement for freshmen. This course is designed to support the exploration of specific careers related to business and introduce students to service learning while building supportive relationships among cohort members.

S.T.E.M. Academy Seminar - Grade 9 - Credits 0.5
Course # 009

**Replaces College & Career Seminar requirement*
Meets 0.5 of 1.0 credits of 21st Century Life and Careers Graduation Requirement

This semester course is required for all students enrolled in the S.T.E.M. Academy and replaces the College & Career Seminar graduation requirement for freshmen. This course supports the exploration of specific careers related to Science, Technology, Engineering, and Mathematics and introduces the student to service learning while building supportive relationships among inter-academy cohort members.

Scholastic Seminar 9 - Grade 9 - Credits 1.0
Course # 130A

**Replaces College & Career Seminar requirement*
Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement

This first sequence of the Team Scholastic Elective is a yearlong academic course that prepares students for college and career readiness and success. Students receive instruction utilizing a rigorous college preparatory curriculum and tutor-facilitated study groups, strengthening metacognitive development, analytical reading and writing, communication skills, and academic success skills. Students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Students will increase awareness of their personal contributions to their learning, and their involvement in their school and larger community through extracurricular activities and community service. Students will prepare for and participate in college entrance and placement exams while refining study skills and test-taking, note-taking, and research techniques.

Scholastic Seminar 10- Grade 10 - Credits 1.0
Course # 131A

Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement

This second sequence of the Team Scholastic Elective is a yearlong academic course that prepares students for college and career readiness and success. Students receive instruction utilizing a rigorous college preparatory curriculum and tutor-facilitated study groups, strengthening metacognitive development, analytical reading and writing, communication skills, and academic success skills. Students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Students will continue their involvement in their school and larger community through participation in extracurricular and community service. In the 10th grade year, students will continue to refine their academic learning plans and goals, increasing awareness of their actions and behaviors, and developing an increased ability to self-monitor, self-regulate, and manage time. Students will expand their writing portfolio to include analyzing prompts, supporting arguments and claims, character analysis, and detailed reflections. Lastly, students will narrow down their college and careers of interest based on personal interests and goals.

Scholastic Seminar 11 - Grade 11 - Credits 1.0
Course # 132A

Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement

This third sequence of the Team Scholastic Elective is a yearlong academic course that prepares students for college and career readiness and success. Students receive instruction utilizing a rigorous college preparatory curriculum and tutor-facilitated study groups, strengthening metacognitive development, analytical reading and writing, communication skills, and academic success skills. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking, and research. The eleventh-grade Team Scholastics Elective course is the first part of a junior/senior seminar course that focuses on writing and critical thinking expected of first and second-year college students. In addition to the academic focus of the elective seminar, there are college-bound activities, methodologies, and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans. Students will also continue their involvement in their school and larger community through participation in extracurricular activities and community service.

Scholastic Seminar 12 - Grade 12 - Credits 1.0
Course #: 133A

Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement

This fourth and final sequence of the Team Scholastic Elective is a yearlong academic course that prepares students for college and career readiness and success. Students receive instruction utilizing a rigorous college preparatory curriculum and tutor-facilitated study groups, strengthening metacognitive development, analytical reading and writing, communication skills, and academic success skills. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking, and research. In the twelfth-grade Scholastics Elective course, students will continue to refine their academic learning plans and goals, create legacy projects, including service learning projects/mentoring, as well as develop an increased ability to self-monitor, self-regulate, and manage time. Students will expand their writing portfolio. Lastly, students will prepare for college with inquiry-based collaborative study groups utilizing higher-order thinking questioning techniques.

Global Technology Awareness - Grades 9 -12 - Credits 0.5
Course # 012

Meets 0.5 of 0.5 credits of 21st Century Life and Careers State Graduation Requirement

This semester course provides students with an essential understanding of the role and impact of social and digital media in our lives today as they prepare to navigate a complex world. The course explores students' digital footprint, the history and impact of social media, and the uses of digital and media literacy to consume and produce multimedia projects. Students will have the opportunity to apply and demonstrate proficiency in concepts learned in class by engaging in projects designed to investigate social and digital media to solve real-world problems.

Business Management and Marketing - Grades 11-12 - Credits 1.0
Course # 611

Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement

Business Management and Marketing is intended for students who plan to attend college and may desire to obtain a degree in business or start a business of their own. The course provides students with insight into the personal characteristics of a manager, management styles and functions of management, management-level decision-making policies, and current-day problems faced by management. Using technology in the classroom, students analyze case studies about current business management situations and prepare presentations. Additionally, students will study the fundamentals of marketing, the sales process, the development and promotion of a product, the creation of a customer profile, target marketing, and brand strategy. Working individually or as a team member, students will develop and demonstrate a marketing plan. Business ethics and customer care are emphasized. Throughout the year, students will explore the disciplines of self-leadership, presentation skills, self-promotion, the interview process, employment letters, resumes, etc.

Principles of Accounting - Grades 10-12 - Credits 0.5
Course # 060
Meets 0.5 of 0.5 credits of Financial, Economic, Business, and Entrepreneurial Literacy State Graduation Requirement OR 21st Century Life and Careers State Graduation Requirement
This course is designed to introduce students to basic accounting. Emphasis is on the classification of accounts, learning the basic types of entries to be made in journals, becoming familiar with the various types of journals used in the business world, posting worksheets, adjusting and closing entries, and financial reports. Bank reconciliations, payroll deductions, and payroll taxes for both employees and employers will be explored. Students will also gain a general knowledge of the different occupations in accounting.

Principles of Economics - Grades 10-12 - Credits 0.5
Course # 061
Meets 0.5 of 0.5 credits of Financial, Economic, Business, and Entrepreneurial Literacy State Graduation Requirement OR 21st Century Life and Careers State Graduation Requirement
This semester-based elective is an introduction to fundamental micro and macroeconomic concepts. Major topics include supply and demand, prices, market structures, financial markets, money and banking, monetary and fiscal policy, government regulations, and comparative economic systems. There will be an emphasis in this course on economic literacy, and a major goal will be to develop an understanding of the vocabulary, analytical techniques, and quantitative skills used by economists. Students will become familiar with analyzing economic models, graphs, and data. Furthermore, students will apply economic theory to the real-world issues of economic development, market structures, the environment, and the impact of technology. This course is required for all students entering the Business Leadership Academy.

Honors Principles of Marketing - Grades 11-12 - Credits 0.5
Course # 062H
Meets 0.5 of 0.5 credits of Financial, Economic, Business, and Entrepreneurial Literacy State Requirement OR 21st Century Life and Careers State Graduation Requirement
During this semester course, students will learn marketing, advertising, and promotional skills essential to the business industry. Students will explore the processes of developing consumer audiences and moving products from producers to consumers. Special emphasis is placed on understanding buyer behavior and dynamics, marketing campaigns and strategic planning, advertising methods, sales operations and management, consumer relations, retailing, and applications to specific products and markets. Students learn in-depth promotional strategies with hands-on activities that include formulating storyboards, print layouts, and diverse media campaigns. As part of this course, students will explore marketing specific to the fashion, hospitality, tourism, and sports and entertainment industries. This course is required for all students entering the Business Leadership Academy.

Honors Business Law and Ethics- Grades 11-12 - Credits 0.5
Course # 063H
Meets 0.5 of 0.5 credits of 21st Century Life and Careers State Graduation Requirement
During this semester course, students will explore the basic principles of our legal system as it applies to business, ethics, and individual and corporate social responsibility. Liability, contract and sales law, torts, consumer rights, ethical decision-making, and legal obligations will be emphasized. The course will explore the government's role in regulating and monitoring businesses engaged in banking, retail sales, investment, manufacturing, internet sales, and service industries. Students will gain an understanding of why and how contracts are used in business and explore ethical decision-making processes within business systems. Throughout this course, students will engage in and learn from various case study analyses, presentations, guest speakers, hypothetical applications of law and ethics, and debate. This course is required for all students entering the Business Leadership Academy.

Introduction to Computers - Grades 9-12 - Credits 0.5
Course # 627
Meets 0.5 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement
This is a semester course focused on understanding computer applications in-depth. The content includes the study of programs such as Microsoft Word, Excel, Access, and PowerPoint in this fast-paced course. Students will work towards being more proficient at keyboarding.

Computer Science Essentials - Grades 9-12 - Credits 1.0
Course # 628
Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement
In Computer Science Essentials, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites and learn how to make computers work together to put their design into practice. They'll apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them. Computer Science Essentials helps students create a strong foundation to advance to Computer Science Principles, Computer Science, and beyond.

Cybersecurity - Grades 9-12 - Credits 1.0
Course # 625
Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement
The Cybersecurity course is a full-year course designed to expose high school students to the ever-growing and far-reaching field of cybersecurity. Students accomplish this through problem-based learning, where students role-play and train as cybersecurity experts. This course gives students broad exposure to the many aspects of digital and information security while encouraging socially responsible choices and ethical behavior. It inspires algorithmic thinking, computational thinking, and especially "outside-the-box" thinking. Students explore the many educational and career paths available to cybersecurity experts, and other careers that comprise the field of information security.

AP Computer Science Principles - Grades 9-12 - Credits 1.0
Course # 628AP
Prerequisite: Algebra I; Recommended: Some prior knowledge of Computer Science
Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement
Using Python® as a primary tool, students learn the fundamentals of coding, data processing, data security, and task automation while learning to contribute to an inclusive, safe, and ethical computing culture. The course promotes computational thinking and coding fundamentals and introduces computational tools that foster creativity. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, data visualization, cybersecurity and simulation. The College Board recognizes PLTW as an endorsed provider of curriculum and professional development for AP® Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP's offerings are aligned with the AP Curriculum Framework standards and the AP CSP assessment.

AP Computer Science A - Grades 10-12 - Credits 1.0
Course # 629AP
Prerequisite: AP Computer Science Principles or Teacher Recommendation
Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement
AP Computer Science A (CSA) is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. Fundamental topics in this course include the design and development of solutions that use control structures, data structures, and object-oriented programming using the Java programming language, the analysis of potential solutions, and the ethical and social implications of computing systems. The CSA curriculum, provided by PLTW, is designed to align with the College Board Computer Science A framework.

Television/Media Production I: Software Applications - Grades 9-12 - Credits 1.0
Course # 635
Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement
This introductory class is designed to provide students with a strong foundation in the basic methods, principles, and tools associated with television and media production. Designed as a Prerequisite to the advanced Television/Media Production classes, this course will explore the role of media in our society, the structure of story-telling, elements of a production, production phases, and the various roles of those involved in the production. Students will learn how to use industry-standard software such as Final Cut Pro and Adobe Premiere to help them develop engaging media products, deliver them through various media outlets and devices, and analyze their own work and the work of others.

Television/Media Production II: Studio I - Grades 10-12 - Credits 1.0
Course # 636
Prerequisite: Television/Media Production I
Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement
This course is designed to enhance student's knowledge of the various methods of video communication. Students will expand their comprehension and utilization of the audio and video production software Final Cut Pro, with an emphasis on fixed/studio productions. Students will use studio equipment, including television cameras, an audio mixing board, a lighting board, a teleprompter, a character generator, a computer, and video software. Students will be able to communicate, evaluate, and create different forms of media. The students will begin to participate in the production of KDTV, our daily-taped news program, which will be shown at the start of each day. This will include the filming, editing, and reporting of school events that involve academics, sports, clubs, performing arts, etc. In addition to the news format, game shows, talk shows, and other fixed recording environments will also be studied.

Television/Media Production III - Grades 11-12 - Credits 1.0
Course # 637
Prerequisite: Television/Media Production II
Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement
This course is designed to give students a working knowledge of a typical television station and its departments and give hands-on training in Broadcast Television. The curriculum is competency-based, with skills and associated tasks mirroring industry requirements. The students will receive training in career-related areas such as crew productions, communications, and safety practices. Students will receive training in industry-specific skills related to advanced camera operation, advanced lighting design, technical directing, and advanced editing. Students will be responsible for Kingsway's television programming and operating the station's various components. Production work and job searching will also be explored. The major production is KDTV, our daily-taped news program, which is shown at the start of each day. Students will continue building directing, producing, and editing skills by independently creating projects throughout the course.

NAVY JUNIOR RESERVE OFFICER TRAINING CORPS (NJROTC)

Naval Science I - Grades 9-12 - Credits 1.0
Course # 870
**Requires Program Application*
**Replaces College & Career Seminar requirement*
Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement
This course is an introduction to the meaning of citizenship. Students will learn the elements of leadership, the value of scholarship in attaining life goals, the importance of a healthy lifestyle, how to control stress, principles of first aid, and an overview of Naval ships and aircraft. These elements are presented at the fundamental level. Core course content includes an introduction to the NJROTC program, the NJROTC uniform, an introduction to military drills and ceremonies, an introduction to leadership, citizenship, and government, an introduction to fitness and first aid, and an introduction to the US Navy.

Naval Science II - Grades 10-12 - Credits 1.0
Course # 871
Prerequisite: Naval Science I
Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement
This course broadens the understanding of students in operative principles of leadership learned in Naval Science I. Students learn about teamwork, using order and discipline to accomplish objectives. Students gain a more in-depth knowledge of Naval ships and aircraft. Marine navigation and seamanship are introduced. Core course content includes ongoing instruction towards leadership, an introduction to maritime history, the Revolutionary War, Civil War, World War I, World War II, Cold War Era, an introduction to nautical sciences, maritime geography, oceanography, meteorology,

astronomy, and physical sciences.

Naval Science III - Grades 11-12 - Credits 1.0
Course # 872
Prerequisite: Naval Science II
Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement
This course builds on the principles discussed in Naval Science II. The course introduces Cadets to the technical areas of naval science and the role of the U.S. Navy in maritime history. Core course content includes sea power, national security, naval operations, military law, and international law at sea, an introduction to ship construction and damage control, organization, basic seamanship, and continued instruction in leadership, citizenship, and discipline.

Naval Science IV - Grade 12 - Credits 1.0 | *To Be Offered in School year 2026-2027*
Course #873
Prerequisite: Naval Science III
Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement
This course focuses on practical leadership. Students in this course will have the opportunity to lead under supervision. Students will have the opportunity to work with other junior Cadets as mentors and leaders. There is a strong emphasis on preparation for life after high school. Core course content includes theoretical and applied aspects of leadership, motivational techniques, goal setting and development, and ACT/SAT preparation courses.

FAMILY AND CONSUMER SCIENCE

Introduction to Child Development - Grades 10-12 - Credits 1.0
Course # 756
Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement
This course offers an in-depth study of human growth and development from conception through age six. Major theories related to children's physical, cognitive, social, and emotional growth are examined, and benchmarks of human development are identified and discussed. Students learn how parents and childcare providers can meet the needs for healthy growth and development through the completion of projects and in-class activities. Students are encouraged to examine their childhoods and think about how they might affect their future parenting skills. Through a weekend with the Real Care Baby, students will better understand the time, patience, and knowledge required to raise a child. Recommended for students interested in being a teacher, daycare provider, nurse, doctor, or parent.

Creative Living - Grades 9-12 - Credits 0.5
Course # 750
Meets 0.5 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement
Everyone has wants and needs when it comes to their clothes and living space. Creative living with textiles is a way for students to express themselves in their clothing and interior design skills. Students will learn about elements and principles of design by making lifestyle decisions in planning a wardrobe, clothing maintenance and repair skills, ways to decorate a home on a budget, and being creative with what you have. These hands-on projects allow students to express their styles of interior design, fashion, and sewing projects. Hand and machine sewing basics will be taught.

Food and Nutrition - Grades 11-12 - Credits 0.5
Course #751
Meets 0.5 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement
This course is a hands-on focus on the science of food and Nutrition. Experiences will include food safety and sanitation, food preparation, and dietary analysis to develop a healthy lifestyle with pathways to career readiness. The classwork will focus on the kitchen basics, such as measuring and following a recipe and commonly used tools and equipment. Students will demonstrate basic food preparation techniques in practical lab experiences and analyze the finished product. Students will create food items using ingredients provided and recipes selected within a given period.

Art of Baking - Grades 11-12 - Credits 0.5
Course # 076
Prerequisite: Food and Nutrition
Meets 0.5 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement
This hands-on course focuses on the art and science of baking. In it, students will build upon knowledge acquired from Foods and Nutrition coursework, focusing on a wide array of baked goods and confections. This course is a study of baking fundamentals, including dough, quick breads, pies, cakes, and cookies. Students apply knowledge and skills of how basic ingredients function, baking/pastry vocabulary, and mixing techniques to produce baking/pastry products. Students will develop basic bread and pastry skills using tried and true techniques to make breads, muffins, biscuits, pies, cakes, pastries, and specialized desserts. Attention to detail and artistic flair are key skills that develop during this class. Plated desserts, international baked foods, and decorated cakes are highlighted in this semester-long course.

Global Cuisine - Grades 11-12 - Credits 0.5
Course # 077
Prerequisite: Food and Nutrition
Meets 0.5 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement
Food can take you on a journey to other lands and cultures without leaving your kitchen. In Global Foods, students examine food history to see how it influences how we eat today. Students research the sights, sounds, and tastes of a specific country and its cultural influences. Recipes are selected using local ingredients, enabling students to replicate the dishes at home. Students will map food worldwide, comparing how a specific food is prepared and eaten in many countries. Finally, we will return to the United States to see how food usage changes as it travels through the 50 states. This is a hands-on course preparing recipes from cultures around the world to illustrate native foods and special cooking techniques and skills. Students will have the opportunity to plan, prepare, and taste various global foods such as appetizers, entrees, side dishes, and desserts. Students compare the interrelationship between food habits and culture.