

OPTION II, Special Programs, Pathways

COURSE OFFERINGS

Course Title (Code)	Grade Level	Length
OPT200 Freshman Seminar	9	Semester
OPT105 Option II	11,12	Semester
OPT115 Self-Directed Learning	11, 12	Semester
OPT105/110 Work-Based Learning	11, 12	Semester
OPT157 Senior Experience	12	Full Year/Half-day PM
OPT175 College Coursework	11, 12	Semester
CTE100 Foundations in Education	9, 10,11,12	Full Year
CTE110 Tomorrow's Teachers	11,12	Full Year
CTE120 Teaching Fieldwork	12	Full Year
ADM125 Tomorrow's Leaders	12	Semester

Option II Program Criteria

What criteria must students meet to participate in Option II? Students seeking to participate in Option II must:

- Be in good academic standing AND on track for successful completion of all graduation requirements. If not, students may be removed from the Option II program.
- Participate in the Option II Showcase at the conclusion of the academic year.
- Must have participated in courses offered at RHS in the field of their choosing prior to being sent to an internship location.
- Develop his/her specific Option II plans with the Option II coordinator, school counselor, and/or a member of the Option II committee.

Seniors seeking to take college courses in addition to the 40 credits at RHS may enroll through the [Challenger Program](#) at the County College of Morris (CCM) or any other accredited college or university.

Questions regarding the Option II program should be addressed to the current Option II Coordinator, Mr. Stephen Cullis at scullis@rtnj.org or ext. 6525.

OPTION II PROGRAM

The New Jersey Department of Education (NJDOE) acknowledges that all students do not need to achieve the New Jersey Student Learning Standards (NJSLS) in the same way. Randolph High School also acknowledges that the NJSLA and the requirements for graduation can be met in a variety of ways. Therefore, through utilization of N.J.A.C. 6A: 8-5.1(a)ii, commonly known as "Option II," students may earn credit toward graduation by participating in rigorous and relevant learning experiences as an alternative to the traditional instructional setting. Such experiences may include, but are not limited to: interdisciplinary or theme-based programs, self-directed learning, distance learning, accredited college coursework, concurrent enrollment at colleges, universities, trade schools or certificate programs, internships, service learning, co-curricular or extra-curricular programs, and/or other structured learning experiences. Option II allows for the design and implementation of programs to meet the needs of all students.

Participation in RHS Option II Program is predicated on the learning plan approval process through which you will meet with Option II Coordinators to discuss an individualized learning plan and schedule your Option II class for the following year. It is strongly suggested that all learning plans are approved prior to **June 2024** for the following school year. All students who participate in an Option II experience must also agree to the terms of the Option II Integrity Contract. Details regarding specific options, eligibility and the application and approval process must be obtained through the Option II Program webpage or directly through the Option II Coordinators.

For course selection purposes in February and March, ALL potential Option II students should only select from the following course numbers:

OPT110 For a Full Year of Option II – 5.00 Credits

or

OPT105 For a Half Year of Option II – 2.50 Credits

Note: Exceptions include Tomorrow’s Teachers (CTE110) and Freshmen Seminar (OPT200)

Upon meeting with the Option II coordinator and deciding upon a program together, the coordinator will contact the Counseling Department to enter the correct code into the student’s schedule.

OPTION II COURSE SELECTION

Freshmen Seminar OPT200

Freshmen Seminar is a semester course for ninth graders that is designed to help students maximize their time at Randolph High School. The course awards 2.5 of the 5 required credits for 21st Century Life and Careers needed toward graduation. Freshmen identify and develop career and college readiness skills. They do this by participating in both individual and group activities that help them explore their interest and abilities. They also meet with Tomorrow’s Leaders who help guide them through the transition from middle school to high school and expose them to the available resources at the high school. The course culminates in an experiential learning project where students identify a community need and design a plan to address that need. Students leave the class with a greater grasp of the 21st century skills needed in their high school career and beyond.

Self-Directed Learning

OPT115

Grades 11 and 12

Semester or Full Year

The Self-Directed Learning (SDL) option is available to a student who wishes to study a content area or level beyond the scope of the RHS curriculum. To enroll in the SDL option, a student must submit an application to the Option II Review Committee for approval. Self-Directed learning can be completed through a variety of academically rigorous pathways. The experience is truly “independent” in that there is a high level of autonomy and requires an increased amount of dedication, responsibility, and accountability on the part of the student. Each student enrolled in the SDL will have a faculty mentor or career-based mentor (if available and/or applicable). A faculty mentor must agree to supervise the student prior to submitting the application to the Option II Review Committee. All SDL students are responsible for developing an individualized learning plan in collaboration with the faculty mentor and the Option II Coordinator. The SDL student is responsible for adhering to or going beyond the objectives and goals of the learning plan. At the conclusion of the program, the student will make a final presentation. All assessments and grades for the SDL program are the responsibility of the student and the faculty mentor. The culminating presentation will count as a final exam and a grade of “satisfactory” is required for credit to be awarded. In all but unique and approved circumstances, SDL experiences will be graded as “satisfactory” or “unsatisfactory” based on adherence to the learning plan, meeting the objectives of the study, and success of the final presentation.

Work-Based Learning (WBL)
Year

OPT110

Semester or Full

A Work-Based Learning Experience (WBL) (N.J.A.C. 6A:19-1.2, NJDOE) is an experiential, rigorous, supervised, educational activity designed to provide students with exposure to the skills, requirements and responsibilities of specific job titles or job groups, and to assist them in gaining employment skills and making career and educational decisions. RHS students who are interested in scheduling a WBL should submit an application through the Option II office. Once the application is accepted, the student is responsible for finding an appropriate worksite, securing a faculty or worksite mentor, and developing an individualized Structured Learning Plan with the Option II coordinator that meets or exceeds certain New Jersey Student Learning Standards. Students will be responsible for all travel to and from the worksite and be prepared to spend at least 4 hours per week at the site, each week that school is in session. If the student's Option II period occurs during the last period of the school day, the student may be able leave campus if all required paperwork is on file with the Option II office and attendance office. All WBL students are required to make a formal presentation at the conclusion of the WBL. The culminating presentation will count as a final exam and a grade of "satisfactory" is required for credit to be awarded. In all but unique and approved circumstances, WBL's will be graded as "satisfactory" or "unsatisfactory" based on adherence to the learning plan, meeting the objectives of the study, and success of the final presentation.

Examples of WBL's include but are not limited to: Internships, Career Shadowing and Job Exploration, Apprenticeships, Service Learning, Project-Based Learning and Interdisciplinary Theme-Based Projects.

Senior Experience (SLE)

OPT157

Full Year/Half Day PM

Senior Experience is a 15-credit rigorous and extensive blended learning program tailored to help the student begin working toward professional and/or life goals. This experience is entirely student-centered and relies on the motivation, interest, and dedication of the student. Senior Experience consists of three main parts:

Academic foundation represents an approach to learning about his or her chosen area of study and incorporates that into the individualized student learning plan. Examples of an academic foundation include but are not limited to: college coursework, online courses, books and other literary resources, lecture series, video resources, etc.

Experiential learning engages the student in real-world, hands-on learning to gain the skills of a trade and understand the nuances of a career field. Working closely with a professional mentor is a crucial part of experiential learning. Examples of experiential learning include but are not limited to: structured learning experiences, service learning, interdisciplinary projects, entrepreneurship, apprenticeship, internships, volunteer work, problem- or project-based learning, employment, etc.

Every student is required to plan, develop, and present a capstone project at the Option II Showcase. The capstone project is a demonstration of learning and should incorporate the academic foundation and experiential learning pieces of the Senior Experience.

Special Programs: Careers in Education Pathway

Foundations in Education

CTE100

Grades 9, 10, 11, 12

Full Year

This full year course is designed to help students pursue their interests in early childhood education. This course will also be helpful as an introduction to Early Childhood Education in college for students wishing to become certified teachers.

Tomorrow's Teachers**CTE110****Grades 11 and 12****Full Year**

The “Tomorrow’s Teachers Program” is a full-year course in which students are exposed to four main themes: Experiencing Learning, Experiencing the Profession, Experiencing the Classroom, and Experiencing Education. A variety of hands-on activities and a strong emphasis on observations and field experiences are required. Field experience placements may be at one of the elementary schools, RMS, or RHS. As one of the dual enrollment courses offered at RHS, students may apply to receive college credit through Rider University for completing the Tomorrow’s Teachers Program.

Teaching Fieldwork CTE120**Grade 12****Semester or Full Year**

A Teaching Fieldwork option is available to senior students who are considering a career in education or related field. This student must have successfully completed the Tomorrow’s Teachers Program during his or her junior year in order to become a teaching assistant. A student interested in this experience must complete an application for approval by the Option II Review Committee. Once approved, the student will work with a faculty mentor (chosen by the student or recommended) to develop a learning plan that is consistent with the program guidelines and requirements. Teaching assistants are graded as “satisfactory” or “unsatisfactory” based on meeting the objectives of the learning plan and the requirements of the program.

Special Program:**Tomorrow's Leaders****ADM125****Grade 12****Semester Course**

Tomorrow’s Leaders is a semester course for twelfth grade students interested in learning about and implementing leadership skills. The Tomorrow’s Leaders class is designed to be a school-based, primary intervention program to guide freshmen through the transition into high school, provide peer support, and work closely with RHS staff and peers on a variety of engaging projects and activities throughout the semester. Tomorrow’s Leaders will work collaboratively with the students enrolled in the Freshman Seminar classes. The course is designed to equip Tomorrow’s Leaders with the knowledge and skills to become effective leaders and role models in and out of the Freshman Seminar classroom. The course will provide Tomorrow’s Leaders with a conceptual overview of team building, group dynamics, citizenship, history and function of leaders and experiential teaching. Students will leave the course with a greater grasp of the 21st century skills and practices that have been linked to increasing college, career and life success.

RHS Career and Interest Pathways

Each pathway consists of 12.5-15 required credits and additional, optional courses to culminate in a required 20 credits earned. Below is a framework of the mandatory and elective options for students to utilize when planning out the RHS Pathway. Students will work with their counselors and pathway instructors to ensure completion prior to graduation.

Once coursework is completed, students will have this distinction added to their RHS transcript.

Computer Science & Programming Pathway

Course (Required or Optional)	Credits	Prerequisites *
AP Computer Science Principles (required)	5	N/A
AP Computer Science A (required)	5	AP Computer Science Principles
Cybersecurity I	2.5	N/A
Cybersecurity II H	2.5	Cybersecurity I
Robotics I	2.5	N/A
Robotics II H	5	Robotics I

App Development Honors	5	AP Computer Science Principles
Game Design	5	N/A
* Course prerequisites may be waived on a case-by-case basis with teacher recommendation.		

Effectively, students need 20 credits for the pathways distinction. Note that both APs are required.

Interactive Media Pathway

Course (Required or Optional)	Credits	Recommended Year
Computer Graphics and Design I (required)	5	9th or 10th
Computer Graphics and Design II Honors (required)	5	10th, 11th, or 12th
AP Computer Science Principles (required)	5	9th or 10th
Photography I (optional)	5	10th or 11th
Photography II Honors (optional)	5	10th, 11th, or 12th
Intro. To Photography (optional)	2.5	9 th or 10 th
Intro. To Computer Graphics (optional)	2.5	9th or 10th
Digital Marketing	2.5	10th or 11th
Digital and Social Media	2.5	9th, 10th, 11th, or 12th
Total required credits	20	

Business Accounting Pathway

Course (Required or Optional)	Credits	Recommended Year
Intro. To Business or Starting a Business (required)	2.5	9 th or 10 th /11or 12th
Accounting I (required)	5	9 th or 10 th
Accounting II Honors (required)	5	10 th or 11 th
AP Economics/ Business Principles H (optional)	5	11 th or 12 th
*Any other Business Courses in Curriculum Guide (optional)	2.5 or 5	9 th -12th
Total required credits	20	

Business Marketing Pathway

Course (Required or Optional)	Credits	Recommended Year
Intro. To Business / Starting a Business (required)	2.5	9th or 10th
Marketing I (required)	5	9th or 10th
Marketing II Honors (required)	5	10th or 11th
AP Economics/ Business Principles H (optional)	5	11 th or 12th
*Any other Business Courses in Curriculum Guide (optional)	2.5 or 5	9th-12th
Total required credits	20	