Lacey Township High School

Program of Studies
2026-2027

Lacey Township High School
73 Haines Street
Lanoka Harbor, NJ 08734

Telephone: 609-971-2020 Fax: 609-242-0873 CEEB Code: 310-677

Revised August 2026

BOARD OF EDUCATION

Kimberly S. Klaus, President
Steve Gouin, Vice President
Dan Bell, Board Member
Salvatore Armato, Board Member
Dr. Meg Forney, Board Member
Brandon Hurley, Board Member
Kerry Opitz, Board Member

DISTRICT ADMINISTRATION

Dr. Jeffrey Brewer, Superintendent
William W. Zylinski, Assistant Superintendent
Constance Stewart, Interim Business Administrator/Board Secretary
Joseph Bond, Director of Student Services
Michelle Amos, District Supervisor - Grades K-5
Dr. Mallory Krakovsky, District Supervisor of Grades Preschool - K and Special Education Grades Preschool - 5
Margaret Malloy, District Supervisor - Grades 6-12
Jason England, District Supervisor of Technology
Aimee DelVento, Director of Athletics

HIGH SCHOOL ADMINISTRATION

Jason R. King, Principal
Michele England, Assistant Principal
Edward Subokow, Assistant Principal
Aimee DelVento, Supervisor of Health/PE
Margaret Molloy, Supervisor of Math, Science, & STEM
Dr. Jamie Sassano, Supervisor of ELA, Social Studies, & LAH
Melissa Franzosi, Supervisor of School Counseling

Table of Contents

Mission Statement **5**
Introduction **5**
Students with Disabilities (504) **6**
Affirmative Action **6**
Guidance & Counseling Department **7**
Change of Counselor Policy 7
Guidance & Counseling Department Staff 7
State and District Graduation Requirements **8**
New Jersey State Graduation Requirements 8
Lacey Township High School Graduation Requirements** 9
NJ High School Graduation Assessment Requirements 10
Academics **12**
Grading System 12
Explanation of Grades 12
Standardized Grading Policy 12
Grade Weighting Categories 12
Assessment Guidelines 12
Transfer of Grades and Credits 13
Midterm and Final Exams 13
Interim Progress Reports 14
Report Cards 14
Class Rank/G.P.A. 14
Sample G.P.A. Calculation 15
Grade Numerical Values 15
Honor Roll 15
Credit Withdrawal 16
Incomplete Grades 16
Academic Interventions and Basic Skills **16**
Advanced Placement/Honors Program **16**
Advanced Placement (AP) Program 16
Payment for AP Exams 17
Honors Program 18
Athletic Eligibility **19**
Student Eligibility for Participating in Sports 20
NCAA Eligibility Information 20
Core Courses for Initial NCAA Eligibility 21
Naviance **23**
Lacey Academies **24**
Lacey College Academy - A Partnership with Ocean County College 24

Leadership Academy of Humanities 26
Lacey Science, Technology, Engineering, & Mathematics Academy (STEM Academy) 27
OCC Early College Program **27**
The Scheduling Process **29**
Change of Course Policy 29
Course Withdrawal 30
Course Offerings and Descriptions by Department **31**
Art 31
Business 34
English 36
Family & Consumer Science 41
Industrial Technology 43
Leadership Academy of Humanities 49
Mathematics 53
Performing Arts Department 61
Physical Education/Health 65
Science 68
STEM Academy 74
Social Studies 78
World Languages 81
Special Education Department 84
Ocean County Vocational Technical School 85

Mission Statement

The mission of Lacey Township High School, a school community built on strong values and lasting tradition, is to ensure a customized learning experience designed to fortify students with resiliency, compassion, and a commitment to lifelong learning in the ever-changing world.

Introduction

Lacey Township High School, with an enrollment of approximately 1,200 students, offers a wide range of educational opportunities for students in grades 9 through 12, through a comprehensive program of curricular and co-curricular studies. Courses are offered for those who expect to continue their education after high school and for those who plan to seek employment immediately after graduation. All students are provided with an equal opportunity to achieve their maximum potential through the programs offered regardless of race, color, creed, religion, sex, and national origin, social or economic background.

An important decision for the high school student is the choice of curricular offerings and program of studies. Counselors will assist each student in selecting courses, which correspond to individual needs, interests, and abilities. Each student should select courses with great care in view of the following: future educational/career goals, graduation requirements, and areas for the exploration and development of special talents and interests. Student planning should be designed for the entire four years in high school. However, annual evaluation must be conducted for possible modifications in light of changes in future plans.

This curriculum guide has been compiled as a reference for parents and students in scheduling courses at Lacey Township High School. In addition to a summary of all courses, this guide contains information about graduation requirements, grading procedures, student services, etc. Decisions on course selections should be firm because it will be difficult to make changes at a later date. It is important to note that after all registrations have been completed, the school reserves the right to drop courses for insufficient enrollment. In such cases, students will be placed in an alternate subject. However, every effort will be made to avoid such situations.

Since no publication can answer all questions, parents and students are encouraged to visit the school website at lths.laceyschools.org or contact the Guidance & Counseling Department at 609-971-2020 extension 2013 or visit their website at www.laceyschools.org/lths. The registration process will begin with a general student orientation during which information will be shared. Students should then go onto the portal and input their elective preferences in priority order. It is hoped that this publication will prove helpful and that students will make full use of the many opportunities offered at Lacey Township High School. The entire staff extends best wishes for happiness and success to all learners.

Students with Disabilities (504)

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. The Lacey Township School District is responsible for preventing discrimination in policy, programs, and practices regarding personnel and students.

The Lacey Township School District is responsible for identifying, evaluating, and affording equal access of appropriate educational services for students who are deemed eligible for Section 504 services. Parents or guardians of children who believe their child has a disability that requires modifications or accommodations to his or her educational program should contact the building principal or submit a written request to: Melissa Franzosi, Supervisor of School Counseling and 504 Coordinator, 73 Haines St., Lanoka Harbor, NJ 08734.

Affirmative Action

The Lacey Township Board of Education reaffirms its policy to ensure equal educational opportunity for all students and to prohibit discrimination because of sex, race, color, creed, religion, ancestry, national origin, social or economic status, or disability in the educational programs and activities, not limited to but including course offerings, athletic programs, guidance and counseling, test and procedures, parenthood, sexual orientation and marital status, through an intensive affirmative action program which shall be an integral part of every aspect of educational policies and programs to the maximum extent possible.

The Board of Education also reaffirms its policy to ensure equal employment opportunity for all persons to prohibit discrimination in employment because of sex, race, color, creed, religion, national origin, age, domicile, marital status, or non-employment in the public education system of the school district. An intensive affirmative action program shall be an integral part of every aspect of employment, not limited to but including upgrading, demotion or transfer, recruitment or recruitment advertising, layoff or termination, rates of pay, or other forms of compensation including fringe benefits, employment selection or selection for training and apprenticeship promotion or tenure.

Complaints alleging violations of the District's Affirmative Action Policy shall be reported to the building principal or principal's designee and the school's Affirmative Action/Title IX Officer. Incidents/concerns may be reported to Mr. Joseph Bond, District Affirmative Action at 200 Western Blvd., P.O. Box 216, Lanoka Harbor, NJ, 08734.

Guidance & Counseling Department

The Guidance & Counseling staff is located in the high school to provide students, parents, and teachers with a variety of services, which enable the student to participate fully in the educational program. Each member of the Guidance & Counseling staff has been trained to provide assistance to parents and students. These include five school counselors and one student assistance counselor. In addition, the Guidance & Counseling Department works very closely with the Child Study Team, comprised of two social workers, a learning disabilities teacher consultant, and a school psychologist. For questions or an appointment, call 609-971-2020 extension 2013.

Each student is assigned to a counselor. Conferences between the student and counselor are held throughout the year. The main purpose of the counseling services is to assist each student in reaching their potential academically, socially, and emotionally. Assistance is given to students in methods of self-analysis and improvement based on information that is available from the results of tests, grades, teachers' ratings, parental consultation, etc.

The Guidance & Counseling staff, in coordination with other departments, provides assistance to parents and students in many areas such as: academic planning, orientation to the school, assessment on both an individual and group basis, career counseling and planning, personal and social counseling, college, technical, trade school school planning and placement, and financial aid and scholarship information. The Child Study Team, in contrast, identifies learning struggles, develops Individual Educational Plans for special education students. Both departments, though separate entities, work well together to aid our whole student body.

Change of Counselor Policy

Students will be assigned to a counselor based on the student's last name or specialized academy (ie OCC). Specific counselor requests will not be honored, unless the student has an older sibling who has worked with a different counselor. To make such a request, the parent/guardian should email the Supervisor of School Counseling. It is strongly recommended that this be done during the summer prior to the start of the school year to help ensure continuity of student services. Counselor changes, other than described above, are generally not granted. Such requests are considered by administration only.

Lacey Township High School
Guidance & Counseling Department Staff
609-971-2020 x2013

Staff Name	Staff Email	Ext.	Position
Mrs. Melissa Franzosi	mfranzosi@laceyschools.org	2013	Supervisor of Guidance & School Counseling
Mrs. Christine Ayers	cayers@laceyschools.org	2011	Counselor/College Academy Coordinator
Mrs. Kelly Brown	kbrown@laceyschools.org	2709	Student Assistance Coordinator
Mrs. Stephanie Cook	scook@laceyschools.org	2017	School Counselor
Mrs. Nicole Cruz	ncruz@laceyschools.org	2018	School Counselor
Mrs. Danielle Fioretti	dfioretti@laceyschools.org	2035	School Counselor
Ms. Carly Londrigan	clondrigan@laceyschools.org	2010	Counselor/AP Coordinator
Ms. Flo McClung	fmcclung@laceyschools.org	2013	Administrative Assistant./Scholarships
Mrs. Michele Stillman	mstillman@laceyschools.org	2012	Administrative Assistant./Registrar

State and District Graduation Requirements

New Jersey State Graduation Requirements

New Jersey State Minimum[1] Graduation Requirements by Content Area 120 credits (N.J.A.C. 6A:8-5.1)

Content Area	Credits and additional requirements
English Language Arts	**20 credits**
Mathematics	**15 credits including:** • Algebra I or the content equivalent[2] • Geometry or the content equivalent[2] • 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	**15 credits with at least 5 credits 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	**15 credits including:** • 5 credits in world history • Integration of civics, economics, geography and global content in all course offerings • *N.J.S.A.* 18A:35-1 and 18A:35-2
Financial, Economic Business, and Entrepreneurial Business Literacy	**2.5 credits**
Health, Safety, and Physical Education	**15 credits over four years including:** • 3 ¾ credits in health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week each year • *N.J.S.A.* 18A:35-5, 18A:35-7 and 18A:35-8
Visual and Performing Arts	**5 credits**
World Languages	**5 credits**
Technology	**Integrated throughout all courses**
21st Century Life and Careers	**5 credits**

Note: The chart above was made accessible. The visual chart on the second page of this document has the same information in the chart above, but is not accessible.

***New Graduation Requirement beginning with the class of 2025: Completion of the Free Application for Federal Student Aid (FAFSA) or Opt-Out Waiver FAFSA-for NJ Graduation.**

Lacey Township High School Graduation Requirements**

Required/Recommended Coursework				
	Freshman	**Sophomore**	**Junior**	**Senior**
Core Subject Courses	English 9	English 10	English 11	English 12
	Math	Math	Math	*Math elective
	Science	Science	Science	*Science elective
	World History	US History 1	US History 2	*Social Studies elective
PE/Health	PE/Health 9	PE/Health 10	PE/Health 11	PE/Health 12
World Language	Spanish French German	*World Language (optional)	*World Language (optional)	*World Language (optional)
Elective Credits Per Year	*10 credits	*15 credits	*15 credits	*30 credits
Required Elective Options within 4 years	5 credits in Visual or Performing Arts, 5 credits in 21st Century Life & Careers 2.5 credits in Financial, Economics, Business & Entrepreneurship Literacy			
State Testing	***See explanations of state testing requirements on the next page.***			

****In addition to attendance, test, and curricular-specific requirements, students in Lacey Township High School must earn no less than 120 credits to graduate, unless otherwise specified in an Individualized Education Plan (IEP).**

NJ High School Graduation Assessment Requirements

In order to receive a high school diploma in New Jersey, the New Jersey Department of Education mandates that students demonstrate graduation proficiency in both English Language Arts (ELA) and mathematics. There are multiple ways through which graduation proficiency may be demonstrated. The first pathway is the New Jersey Graduation Proficiency Assessment, mandatorily administered during junior year. The second pathway is broader.

The most updated guidance from the NJDOE states that to demonstrate graduation readiness, each student must achieve a score of 725 on the English language arts (ELA) and mathematics components of the assessment. Students who take but do not meet the minimum required score on each component of the assessment will have the opportunity to receive additional supports and may take the following steps: • Retake the ELA and/or mathematics components of the NJGPA in the summer or fall of 2025; or • Access an alternative pathway available to their graduating class (i.e., Portfolio Appeal).

First Pathway: NJGPA

ELA	Mathematics
New Jersey Graduation Proficiency Assessment ELA ≥ 725 (Graduation Ready)	New Jersey Graduation Proficiency Assessment Mathematics ≥ 725 (Graduation Ready)

Second Pathway: Menu of Substitute Competency Tests

Note: This (second) pathway is only available to students who completed the New Jersey Graduation Proficiency Assessment in grade 11.

Students who sat for the New Jersey Graduation Proficiency Assessment in grade 11 and did not demonstrate proficiency are able to demonstrate proficiency in ELA and/or mathematics by meeting the designated cut score on one of the assessments on the menu of substitute competency tests in the table for the second pathway (below).

Important Note:

- Beginning on Monday, January 28, 2019, classic ACCUPLACER tests were no longer available. QAS replaced ACCUPLACER Elementary Algebra

Second Pathway: Menu of Substitute Competency Tests

ELA	Mathematics
One of the following: ● ACT Reading ≥ 17 ● Accuplacer WritePlacer ≥ 5 ● Accuplacer WritePlacer English Second Language ≥ 4 ● PSAT10 Evidence Based Reading and Writing (EBRW) ≥ 420 ● PSAT10 Reading ≥ 21 ● PSAT/NMSQT EBRW ≥ 420 ● PSAT/NMSQT Reading ≥ 21 ● SAT EBRW ≥ 450 ● SAT Reading ≥ 23	One of the following: ● ACT Math ≥ 17 ● Accuplacer Elementary Algebra ≥ 49 ● Accuplacer Next-Generation QAS ≥ 250 ● PSAT10 Math Section or PSAT/NMSQT Math Section ≥ 420 ● PSAT10 Math or PSAT/NMSQT Math ≥ 21 ● SAT Math Section ≥ 440 ● SAT Math Test ≥ 22

Third Pathway: Portfolio Appeal(s)

Note: This pathway is only available to students who completed the New Jersey Graduation Proficiency Assessment in grade 11.

Students who completed the New Jersey Graduation Proficiency Assessment in grade 11 and did not demonstrate proficiency are able to demonstrate proficiency in ELA and/or mathematics through a portfolio appeal in grade 12.

If a student should fail to meet the requirements of the first or second pathway, a third pathway requires a sampling of student work. This is called the portfolio appeal and must be completed by the student and submitted to the State for graduation. Those requiring a portfolio will complete the work under the supervision of a coordinating teacher.

Academics

Grading System

Report cards will be issued quarterly through both Student and Parent Portals and shall indicate a grade and seven comments for each course. Progress reports may be issued midway through each quarter through both Student and Parent Portals.

Explanation of Grades

90-100	Outstanding Achievement	I	Incomplete
80-89	Above Average Achievement	CW	Credit Withdrawal
70-79	Average Achievement	WF	Withdrawal Failing
65-69	Minimal Achievement	WP	Withdrawal Passing
Below 65	Unacceptable Achievement (Failing)		

Standardized Grading Policy

Lacey Township High School follows a standardized grading policy to ensure instructional consistency and academic transparency. Student grades are calculated based on specific category weightings and minimum assessment requirements each marking period.

Grade Weighting Categories

The following weightings are applied to all courses to determine the marking period average:

Category	College Preparatory (CP)	Honors
Major Assessments	40%	50%
Minor Assessments	30%	30%
Homework / Classwork	30%	20%

Assessment Guidelines

To provide students with multiple opportunities to demonstrate mastery, teachers typically adhere to the following assessment counts per marking period:

- **Major Assessments:** Minimum of 3 Assessments
- **Minor Assessments:** Minimum of 5 Assessments
- **Homework/Classwork:** Minimum of 15 and a Maximum of 40 Assignments

Note: Advanced Placement (AP) and Ocean County College (OCC) courses follow their own specific, board-approved grading policies.

In a full year course, students will have the opportunity to <u>earn</u> a safety net grade of <u>55</u> during marking period 1. Grades reflecting the true numeric value of work done by students will be issued during marking periods 2, 3 and 4, as well as the midterm and final examinations. In a semester course, no grade lower than a 55 will be issued during marking periods 1 and 3. All health and driver education classes will reflect the true numeric value of the work done by the student.

In order to earn the safety net grade of a 55, students and families will be required to meet with teachers, counselors, and administrators and attend at least two after-school enrichment tutoring sessions in order to obtain the safety net.

At the end of the first three marking periods, a student may be issued an *incomplete* (I) when course requirements have not been completed. The student will have the opportunity to complete the work by the middle of the following marking period. If the work is not completed within the allotted time, the Incomplete may be changed to a failing grade. An incomplete for the fourth marking period and in place of a final grade may be issued only under the following conditions:

1. The teacher has communicated the student's lack of progress to the student, parent, and counselor in a timely manner. The counselor will also notify the parent.
2. Upon written approval from an administrator.

As a general rule, late work will not be accepted. Students will receive a zero/incomplete for all work not turned in on time. Required assignments (ex. Assignments, Projects, Term papers, Science Fair, etc.) must be completed in order to receive credit in the course. Major course projects will not be scheduled during the same marking period.

Transfer of Grades and Credits

Students shall receive credit for courses and/or programs from other certified institutions as determined by the LTHS credit system. Students may be granted credit for courses taken in a college or university if prior approval is granted by the superintendent of schools.

Midterm and Final Exams

1. In a full year course, midterm and final exams are administered. The 2 grades are then averaged to compute the exam average. The exam average counts for 20% of the final grade.

2. In a semester course, only a final exam is given. The final exam counts for 20% of the final grade.

3. Seniors who have grades of 90 or higher in each marking period and a midterm grade of 80 or above may opt out of their final exam.

Interim Progress Reports

If midway through a marking period a student is in danger of failing a subject or is not progressing satisfactorily, an interim report will be made available online through the Student/Parent Portal. The progress reporting system has been instituted to give students an opportunity to bring their performance up to a satisfactory or passing level.

The interim reports may also be utilized by the staff to make parents/guardians aware of students who have done outstanding work or have performed beyond the expected level or have demonstrated extra effort and work.

Parents are encouraged to analyze these interim reports when made available and to bring any questions or concerns to the attention of the counselor or teacher involved.

Report Cards

There are 4 marking periods during the school year. Report cards are made available online through the Student/Parent Portal to the students/parents/guardians. Report cards include the grades earned, midterm and final exam grades, and comments related to the student's progress in each course.

Parents are urged to carefully examine all the information included on the report card. It is recommended that any concerns or questions be directed to the child's counselor or, in the case of a specific course, to the teacher.

Class Rank/G.P.A.

Class rank is calculated at the conclusion of each year. It will also be calculated at the midyear point for juniors and seniors. Rank calculated at the conclusion of the 2nd marking period of each school year will include the midterm assessment. Additionally, rank is calculated at the conclusion of the 4th marking period of every school year to include the final assessment. For the purposes of determining valedictorian and salutatorian, class rank will be calculated an additional time at the conclusion of the 3rd marking period during a student's senior year.

Unresolved incomplete grades may turn into a zero if not made up within mandated time; this will impact class rank and GPA.

Class rank is determined by the grade point average. Students are ranked within their own grade level only. Grade point average is computed by dividing the Total Quality Points by Total Credits Attempted. Quality points for each course are determined by multiplying the grade weight by the credits earned. The formula for determining grade point average is:

$$\text{G.P.A.} = \frac{\text{Total Quality Points}}{\text{Total Credits Attempted}}$$

Sample G.P.A. Calculation

Subject	Grade	Quality Points (x)	Credits		
English 9 Honors	95	4.5	5	=	22.5
World History Honors	87	3.5	5	=	17.5
Biology	98	4	5	=	20
Geometry Honors	83	2.5	5	=	12.5
French 1	96	4	5	=	20
Health 9	91	3	1.25	=	3.75
Choir 1	98	4	5	=	20
Engineering and Design 1	82	2	5	=	10

Total: 126.25/36.25 = 3.482 G.P.A.

Grade Numerical Values

AP/OCC		Honors		Non-Honors	
Grade Range	**Grade Weight**	**Grade Range**	**Grade Weight**	**Grade Range**	**Grade Weight**
90 - 100	5	**90 - 100**	4.5	**90 - 100**	4
80 - 89	4	**80 - 89**	3.5	**80 - 89**	3
70 - 79	3	**70 - 79**	2.5	**70 - 79**	2
65 - 69	2	**65 - 69**	1.5	**65 - 69**	1
Below 65	0	**Below 65**	0	**Below 65**	0

Honor Roll

1. Honor Roll - Average of 3.0 or better in all subjects with no grade lower than a 77
2. High Honor Roll - Average of 4.0 or better in all subjects with no grade lower than an 84
3. In calculating the average for honor roll, quality points/credits are not utilized.
4. Incomplete (I) and Credit Withdrawal (CW) grades preclude a student from honor roll.

Credit Withdrawal

Course credit will be withdrawn if the student has not attended the minimum number of class meetings. Course credit will also be withdrawn if a student has excessive cuts. Please refer to the student handbook for future information pertaining to loss of credit/attendance.

Incomplete Grades

A status of "I" on the report card is given by a teacher and approved by administration when a student has been given extended time to complete the requirements of a course. The "I" must be resolved as soon as possible in order to avoid course failure. ***The missed assignments/grades behind the incomplete will turn into a zero if not made up within mandated time. An unresolved incomplete will affect honor roll, rank, and GPA.***

Academic Interventions and Basic Skills

Academic intervention and/or basic skills classes are intended to remediate students so that they will be able to fulfill the state-mandated graduation requirements. The State Department of Education requires remediation for students identified as being at risk of failing the state mandated assessments. ***Vocational school students who are in jeopardy of not passing state-mandated testing will be required to participate in basic skills and/or intervention classes as directed by the administration.***

Advanced Placement/Honors Program

Advanced Placement (AP) Program

The Advanced Placement (AP) Program is affiliated by the College Board and coordinated by the local AP Coordinator. The program allows students to take college-level classes which could earn them college credit, should they receive an eligible score on the respective test. AP exams are administered in May and are scored on a scale of 1-5, with a score of 3 or above considered passing for many colleges/universities. Scores are released in the summer following test completion.

Students interested in receiving possible college credit for AP courses should consult with their school counselor for information regarding the AP examination. Any student wishing to take an AP examination in a subject not offered as an LTHS class must see their counselor.

The following Advanced Placement courses are currently offered at Lacey Township High School:

AP Studio Art: 2-D Design
AP Studio Art: 3-D Design
AP Studio Art: Drawing

AP English Language & Composition
AP English Literature & Composition

AP Macroeconomics
AP Psychology
AP US Government & Politics

AP Biology
AP Chemistry
AP Environmental Science
AP Physics 1
AP Computer Science A
AP Computer Science Principles

AP Calculus AB
AP Calculus BC
AP Statistics

Payment for AP Exams

All students must take AP exams for AP classes in which they are enrolled. The Lacey Township School District has implemented a payment structure for AP exams which is cumulative over a student's high school career. The district will pay for one (1) AP Exam for any student during his or her four years of high school. Additionally, the district will collect $60 for each additional AP exam the student takes. If the student elects to take additional AP courses, the school district will also reimburse the student for the additional AP Exam fees if the student earns a score of 3, 4 or 5 on that respective exam. Please be advised that scores for the AP exams are not reported by College Board until mid-July and reimbursement will not occur until the start of the next school year. The reimbursements of fees are only for AP exams paid through Lacey Township High School. See the next page for an example of this concept.

Example:

Below you will see a sample of a high-achieving student's advanced coursework, which maximizes opportunities to take AP classes. For the first AP class, the district pays the whole fee. For subsequent/future classes, the district pays a partial fee of $37, while the student pays $60/AP test. If the student receives a 3, 4 or 5 on any AP tests that he or she takes, the $60 is reimbursed in full by the district for each exam with a 3, 4 or 5.

Grade	Course	Cost
Grade 9	AP World History (first AP exam)	District Cost - $97 Student Cost - $0
Grade 10	AP Biology	District Cost - $37 Student Cost - $60* *Reimbursed for 3, 4 or 5 on Exam
Grade 11	STEM AP Physics AP Language & Composition	District Cost - $74 Student Cost - $120* *Reimbursed for 3, 4 or 5 on Exam
Grade 12	AP Psychology AP US History AP Literature & Composition	District Cost - $111 Student Cost - $180* *Reimbursed for 3, 4 or 5 on Exam

The Guidance & Counseling Department and your child's AP teacher will notify you and your student when payment is due and will stay in touch throughout the AP Exam period to provide reimbursement where applicable. For more information on AP Exams, please see the College Board website.

Honors Program

Courses designated as honors level are designed to provide concentrated exploration into a particular subject area. Expanded reading assignments, research activities, and independent projects are typical assignments in an honors level course. Courses designated as honors are assigned additional grade weight as described under Class Rank. Honors level courses will be offered according to sufficient student enrollment, scheduling considerations, and teacher availability.

Major criteria for placement include teacher recommendation, motivation, achievement on standardized tests, student marking period grades, midterm and final exam grades, reading and writing proficiency, and the ability to work independently. Students must maintain an 80 average or higher to continue to be recommended for an honors course or achieve a 90 average or higher in a college prep course to be recommended for an honors level course. Placement recommendations are reviewed annually according to the multiple criteria identified above.

If a student desires to take an honors course, but is not recommended for it, she/he can petition the placement by accessing the Petition for Honors Coursework form (the form can be obtained by your school counselor in the guidance office at either the middle or high school). The completed form must be submitted to the guidance office for the department supervisor to review.

A student needs to recognize the additional academic demands of the considered honors courses before submitting the requisite paperwork to gain admittance into the course(s). It is recommended that the student speak with the teacher of the desired honors course before pursuing the placement. Any change of placement must begin with the department supervisor of the relevant content area.

Honors level courses are offered in many of the subject areas. Please review the respective subject area offerings for selection options.

Athletic Eligibility

New Jersey State Interscholastic Athletic Association Eligibility Rules apply to all Freshmen, Junior Varsity, and Varsity Teams

ELIGIBLE if a student has not reached the age of 19 prior to September 1st.
ELIGIBLE during the first semester (September 1 to January 31) if a student has passed 25% of the credits required by the State of New Jersey for graduation, during the immediately preceding academic year
ELIGIBLE FOR SPRING SPORTS (second semester - February 1 to June 30) if a student has passed the equivalent of 12-1/2% of the credits required by the State of New Jersey at the close of the preceding semester (January 31). Full year courses shall be equated as one-half of the total credits passed during the immediately preceding semester.
ELIGIBLE if transfer because of a change of residence by parents or as approved by the Executive Committee.
ELIGIBLE if no influence used to retain or secure a student.
ELIGIBLE to represent his/her present school if a student's parents move to another district maintaining secondary school of equal grade or higher provided he/she remains properly enrolled. Any subsequent transfer will be subject to the transfer provisions.
NOT ELIGIBLE after the completion of 8 semesters following a student's entrance into the 9th grade, regardless of the fact that a sports season may not be completed.
NOT ELIGIBLE after the class in which a student is originally to enrolled graduate, regardless of transfers during the 3 or 4 year period.

State eligibility for the fall semester (fall and winter seasons) in Lacey Township will be the final grades recorded at the end of the school year, including all summer school grades. Eligibility for the spring semester will be based on the numeric average for the first two marking period grades of the school year. All averages ending in .5 or above will be rounded up to the next whole number (e.g. 82.5 - 83) to determine this average.

It is the responsibility of the student-athlete to keep track of his/her eligibility status. Should there be a question, students and parents are encouraged to contact the Guidance Department regarding enforcement of the rules and by-laws of the NJSIAA.

All incoming freshmen are eligible to participate in all interscholastic athletic competition during the first semester (1st and 2nd marking periods of the school year). This mandate is applied to all fall and winter sports. Future participation is dependent upon the student meeting the following eligibility requirements:

To be eligible for interscholastic athletic competition during the first semester (1st and 2nd marking periods of the school year) in the second, third, and fourth years of high school, a student must have passed at least 25% of the State of New Jersey required credits for graduation for the preceding academic year (i.e. 120 credits to graduate; therefore, students must pass 30 of these credits). This mandate is applied to all fall and winter sports.

To be eligible for interscholastic athletic competition during the second semester (3rd and 4th marking periods of the school year) students must be passing at last 25% of the State of New Jersey required credits for graduation for the first semester (1st and 2nd marking periods excluding the midterm grade) of the current academic year (i.e. 120 credits to graduate; therefore, students must be passing classes which are equivalent of 30 credits in their current schedule). This mandate is applied to spring sports.

Student Eligibility for Participating in Sports

High School students must pass 30 credits during the preceding year to be eligible for participation in any sport in the fall and winter.

Eligibility for sports will be determined as follows:

- **Fall Activities: End of prior school year's final grades.**
- **Winter Activities: End of prior year's final grades.**
- **Spring Activities: Current school year's 1st and 2nd marking period grades**

FOR SENIOR-ATHLETES: It is recognized that students may accelerate their academic programs during their first three years of secondary schooling. Consequently, such students may be eligible in the second semester of their senior year even when they carry less than 12 1/2% (15 credits) of the State minimum (120 credits) during the first semester provided they are meeting their school district's graduation requirements and are passing all courses in which they are enrolled at f the start of the first semester. Students should be cautioned not to register for the minimum credits (15) in their first semester of their senior year, since a failure of just one course will result in ineligibility in the second semester. Waivers will not be considered for a senior who does not attain 15 credits and who fails a subject in his/her first semester, unless that senior is passing all subjects in the subsequent marking period.

NOTE: Incoming grade 9 students are eligible to participate in all co-curricular activities during the first and second marking periods if they have been promoted from grade 8. Determinations of eligibility under any of the above may be appealed to the high school principal who shall consider any mitigating or extenuating circumstances.

NCAA Eligibility Information

Students interested in competing in collegiate-level athletics can create an account through the NCAA Eligibility Site or NAIA Site.

NCAA Student-Athlete Guide

NCAA Timeline for Division I & II Athletes

Divisions I and II Core-Course Planning Worksheets

Core Courses for Initial NCAA Eligibility

	ENGLISH		***MATHEMATICS***	
	AP English 11 Language & Composition		Advanced Algebra & Trigonometry	
	AP English 12 Literature & Composition		Algebra 1	
	AP Seminar		Algebra 1 Honors	
	Creative Writing 1		Algebra 2	
	Dual Enrollment Fndntls of Pub Speak 154		Algebra 2 Honors	
	Dual Enrollment English I 151		AP Calculus AB	
	Dual Enrollment English II 151		AP Calculus BC	
	English 9		AP Computer Science	
	English 9 Honors		AP Computer Science Principles	
	English 10		AP Statistics	
	English 10 Honors		Calculus Honors	
	English 11		Dual Enrollment Intro to Statistics 156	
	English 11 Honors		Geometry	
	English 12		Geometry Honors	
	English 12 Honors		Modeling with Math	
	Humanities English 10 Honors		Pre-Calculus	
	Humanities English 9 Honors		Pre-Calculus Honors	
			Prob & Stats	
	SOCIAL SCIENCES		Senior Math	
	AP Macroeconomics		STEM Algebra 2 Honors	
	AP Psychology		STEM Geometry Honors	
	AP United States History		STEM Pre-Calculus Honors	
	AP US Government & Politics			
	AP World History		***NATURAL/PHYSICAL SCIENCES***	
	Criminology		AP Advanced Biology	
	Current World Studies		AP Advanced Chemistry	
	Dual Enrollment General Psychology (172)		AP Advanced Physics	
	Dual Enrollment Intro to Sociology 181		AP Environmental Science	
	Dual Enrollment US History from 1877		Biology	
	Dual Enrollment US History to 1877 (173)		Biology Honors	
	Humanities US History Honors		Chemistry	
	US History 1		Chemistry Honors	
	US History 1 Honors		Dual Enrollment Environmental Sci 152	
	US History 2		Engineering & Design I	
	US History 2 Honors		Engineering & Design II	
	World History		Engineering & Design III	
	World History Honors		Environmental Science	

	ADDITIONAL		***NATURAL/PHYSICAL SCIENCES (cont)***	
	AP Spanish		Forensic Science	
	French 1		Forensic Science Honors	
	French 2		Human Anatomy	
	French 3		Human Anatomy & Physiology Honors	
	French 3 Honors		Marine Biology/Oceanography	
	French 4 Honors		Microbiology Honors	
	German 1		Physics	
	German 2		Physics Honors	
	German 3		Principals of Chemistry	
	German 3 Honors		STEM 3 Physics Honors	
	German 4 Honors		STEM AP Physics	
	Spanish 1		STEM Biology Honors	
	Spanish 2		STEM Chemistry Honors	
	Spanish 3		STEM Core 1 Honors	
	Spanish 3 Honors		STEM Core 2 Honors	
	Spanish 4 Honors		STEM Core 3 Honors	
			STEM Core 4 Capstone Honors	
			STEM II Chemistry Honors	

Naviance

Naviance is a computer based program that assists students with college and career planning. Naviance offers all types of learners the opportunity to self-evaluate and explore ideas for the future. The platform can be accessed via the school website using the same account and password information needed to log on to the portal (without the email portion of the username). Once in Naviance, students will be exposed to opportunities to set goals, create a resume, assess strengths, explore careers, search for colleges, and apply for scholarships.

The Self- Discovery section of Naviance includes a variety of assessments aimed toward helping students understand their strengths and weaknesses, learn more about their personality, what careers are best suited for them, etc. The goal is to have every student, starting in 9th grade, taking these assessments and using that information to make values-based decisions that will positively impact their high school experience and future career paths.

The Career section gives students the opportunity to explore career clusters and pathways. The clusters are large groupings of similar professions that allow students to learn about many different types of careers under a similar umbrella of interest. Students can also search for specific careers and gather information regarding salary, level of education and potential college majors, skills and experience, and its relation to their personality types identified through Self- Discovery.

The College tab is the main section of focus for Naviance and will be used extensively in junior and senior year to aid in the college application process. Students will find a SuperMatch college search feature that helps identify which colleges throughout the country that have the specifications the student is looking for. Students can save their favorite colleges and use Naviance to further research the schools, their deadlines, majors, costs, student life and activities, sports, location, and much more. Once a student is ready to apply to college, they will match Naviance to their Common Application and work with their counselor to send transcripts and letters of recommendation. Naviance makes the process a whole lot easier!

Naviance also has a Scholarship search function to find more ways to pay for college. There's a Planner tab for adding in tasks and goals. Lastly, there is an option to create a resume, which is a great idea for every student, including those who want to attend college and those who are seeking different avenues, like military, trade school or employment. The resume builder walks students through the steps and sections that should be included. It's a great tool!

For more information, including accessing the system, please contact your counselor.

Lacey Academies

Embedded in the Lacey Township High School curriculum exists four academies created to provide students with opportunities to extensively explore the areas of science and engineering, gain a fuller understanding of leadership and politics, experience on-line learning, or earn an Associate's degree before high school graduation. Students enrolled in the academies are exposed to higher level classes designed to challenge their skills, heighten their curiosity, and sharpen their creativity.

Lacey College Academy - A Partnership with Ocean County College

The Lacey College Academy provides students with the opportunity to earn 60 college credits while completing their junior and senior year of high school. Students who complete the 60 credit program will also be awarded an Associate of Arts degree from Ocean County College, with a major in Liberal Arts. It is important to note that this achievement permits program completers to earn their Associate's degree prior to their high school diploma.

In addition to the information below, readers may review the most recent version of the Lacey College Academy manual here.

Academic Commitment

General Information about Ocean County College's Early College program can be found here.

Once admitted to the Lacey College Academy at Lacey Township High School, students may enroll in courses according to the following guidelines:

- Only Lacey Township High School juniors who are in good standing may participate in the degree program. Good academic standing is defined as students who possess at least 60 credits, with no grade lower than a 3.0 in a core content area subject,

Dual Enrollment (Embedded Classes)

Students enrolled in the LTHS-OCC College Academy will receive credit for classes from Lacey Township High School and Ocean County College. Class rank and GPA, however, will be calculated using OCC classes taken in the fall semester ONLY.

Financial Commitment

Students and parents will be responsible for making tuition payments directly to Ocean County College. Students are not eligible for financial aid because the federal government currently does not provide loans or aid for students taking college courses in high school due to the reduced tuition. Failure to make tuition payments will prevent registration for future semesters and may result in the removal from the LTHS-OCC College Academy Program.

The Early College rate*, as determined by Ocean County College, will apply to all classes in this program (OCC classes = 3 credits), excluding additional course and registration fees, plus required books and materials. *Subject to change.

Attendance

The OCC/LTHS attendance policy allows for 7 absences in any semester course. An 8th absence can potentially result in withdrawal of Lacey credit. The teacher and administration will evaluate special circumstances. Lates are not permitted and may be treated as absences.

Grading

Courses taken as a part of the Lacey College Academy Program will be recorded on a student's high school transcript and Ocean County College transcript. The final grades of the fall semester courses ONLY will carry the weight of an Advanced Placement (AP) course. In addition, please note the following:

- No grades will be issued for the 1st and 3rd marking periods because OCC only issues final grades at the end of each semester.
- Students are responsible for sending an official transcript from OCC to the colleges to which they are applying by contacting the Ocean County College Registration and Records Office at 732-255-0304.
- Grades earned from this the OCC embedded classes taken at LTHS will appear on the students' high school and OCC college transcript. Courses completed on any OCC campus will only appear on the student's OCC transcript.

Students and parents are encouraged to investigate credit transfer requirements to other institutions of higher learning regarding OCC courses as each institution has specific rules and policies.

Leadership Academy of Humanities

The Leadership Academy of Humanities (LAH) seeks to create everyday leaders. This academy supports excellence in education through a diverse, dynamic, and student-centered academic environment that emphasizes engaged learning. Students develop and apply knowledge through the following multiple disciplinary perspectives: historical and theoretical inquiry, critical analysis, creative cultural examination, and quantitative and qualitative research. Its students, in close collaboration with faculty and staff, develop specialized knowledge, rigorous critical thinking, clear and effective writing, the habits of lifelong learning, and the ability to understand and interpret the cultures of the world.

For their freshman and sophomore years, selected students take their ELA, History, and Leadership Core Elective classes as a cohort in order to build teamwork and leadership, as well as a comprehensive understanding of the humanities.

For their junior and senior years, students will have the option of taking a variety of AP classes or seek an associate's degree through the LTHS-OCC Lacey Township High School College Academy. Depending on the path they take, they can earn between 18 and 60 college credits. Although students in the LAH have the opportunity to choose one of two pathways for their junior and senior years, they must be enrolled in the Leadership Core Elective courses to maintain their LAH student status. Students who complete the Leadership Academy of Humanities program will also receive special honors at graduation.

Major criteria for placement include teacher recommendation, motivation, achievement on standardized tests, student marking period grades, midterm and final exam grades, reading and writing proficiency, and the ability to work independently. Students will have the opportunity to enter the academy at the beginning of their 9th or 10th-grade years and will be required to take a knowledge survey on historical and English topics. Students enrolled in the Leadership Academy of Humanities must take the required courses for that grade level. Please see this presentation for a detailed overview and course sequence.

Lacey Science, Technology, Engineering, & Mathematics Academy (STEM Academy)

Lacey Township High School offers a four-year cohort program for students interested in the STEM fields. The goal of the Science, Technology, Engineering and Mathematics Education Academy (STEM) is to foster coursework and collaboration in these academic areas in order to produce professional graduates for the workforce. Students are required to be enrolled in specific aligned math, science, and engineering courses. Students are also encouraged, but not required, to explore the many opportunities in advanced math and science courses. Participants will be offered the opportunity to compete in engineering competitions against other students in Ocean County. Emphasis is placed on students' ability to collaborate and use critical thinking skills to solve authentic, real life STEM problems. Projects developed by a team of high school teachers and Lakehurst Naval Air Base engineers will be integrated. Please see this presentation for a detailed overview and course sequence.

OCC Early College Program

Through the Early College Program, high school students can get a "jump start" on their college education. Any rising junior or senior who wishes to enroll as a part-time college student at OCC may do so with the permission of his/her high school counselor or principal. Students who take only one course per semester in both the junior and senior years will have completed an entire semester of college prior to graduating from high school. This can translate into tremendous savings in terms of time and money. Ocean County high school students have the advantage of receiving a Board of Trustees scholarship which provides for reduced tuition. More importantly, students participating in this program gain an invaluable measure of self-confidence in knowing they can do college level work.

General guidelines for participation in the OCC Early College Program:

- A recommendation from a counselor or principal of the high school is required.
- Students must have achieved a GPA of at least 3.0 or higher by the end of their sophomore year.
- Students must be on the typical path to graduation, meet all attendance requirements, and demonstrate a high potential to succeed in special areas related to college courses.
- General Information about Ocean County College's Early College program can be found here.

Applying for admission to Ocean County College:

- Meet with your high school counselor. Discuss whether or not this program is a good fit for you, as well as which class(es) you should take. The OCC Academic Advising Office can assist in your course selection.
- Students should complete this Early College registration form.
- If you have any questions about the Early College Program, please contact the OCC Admissions Office at 732-255-0400 Ext. 2960 or email: occadmissions@ocean.edu.

Helpful Hints for Early College Students:

You are commended for taking the initiative to begin your college education while still in high school. Students in this program have reported high degrees of satisfaction with the quality of instruction and ability to get a "Jumpstart" on their college degree.

While you are attending Ocean County College you are considered a college student, with all the rights and responsibilities that entails. As we do with all students, the college will protect your privacy by sharing information with you only. Release of any information to others (except your high school) will be only with your express written consent.

As a college student you will have the opportunity to interact with faculty both before and after class. You must take the initiative to speak to the faculty member and arrange a mutually convenient time to meet. Contact information for your instructor is also available on the course syllabus you will receive on the first day of class.

The Advising Center on the main campus is available for academic advice. OCC recommends students choose a class from the "List of Approved General Education Courses." These courses may be applied toward an OCC degree or may be transferred to a four-year college or university. However, there is no guarantee if or how the credits will transfer. When transferring, students should always research the school to which they will be transferring for specific information. Course descriptions for these and all other courses can be found on the college website at www.ocean.edu. Please also refer to the following link: https://njtransfer.org/.

Examples of General Education Courses are:

US History

Public Speaking

Psychology, Sociology, Anthropology

Art History, Music, Theatre.

Books and materials can be purchased at the College Bookstore on the OCC campus or online from the Bookstore at http://bookstore.ocean.edu/home.aspx, or any other available resource .

As a general rule, plan to study 2 hours for every one hour of class. A class that meets 3 hours a week will require 6 hours a week of study time.

Free tutoring is available through OCC's Math and English labs on the main campus and at the Southern Education Center. Students may contact the area dean of the specific department for tutoring in other subject areas.

It is important to understand all grades earned in the Early College Program are reflected on your permanent OCC transcript and will follow you throughout your academic career. If you are struggling in a course, we encourage you to speak to your professor regarding your progress. Should you decide to withdraw from a course, it is your responsibility to complete and submit an Add/Drop form (available in the Registration and Records Office).

IMPORTANT: Every semester has a withdrawal deadline. Exact dates can be found here.

Distance learning courses are not recommended for high school students (especially for your first class or a class taken during your junior year of high school). You can check our **web site** to research further your individual readiness to take online courses. **Please note:** There is no reduced tuition for Early College students registered in Distance Learning courses.

The Scheduling Process

The scheduling process begins at the conclusion of midterm exams for the following academic year. Teachers of core content classes (English, Math, Science, and Social Studies) will submit placement recommendations at the close of marking period two. Counselors will then meet with students, beginning with the junior class, to discuss the process and provide a general overview of course offerings. All classes must be taken in proper sequence and students must meet all prerequisites for courses. Students cannot enroll in the next level of a course without passing the previous level.

Counselors will provide students with scheduling information specific to their grade level and program. Students are encouraged to review this information with their parents. Students are required to meet with their counselors to discuss and finalize the recommendations and electives chosen. Parents are encouraged to participate in these meetings. Once all students have met with their counselors, the school master schedule is developed and student schedules are generated.

Course Petition: If a student desires to take an honors course, but is not recommended for it, she/he can petition the placement by accessing the Petition for Honors Coursework form (the form can be obtained by your school counselor in the guidance office at either the middle or high school). The completed form must be submitted to the guidance office for the department supervisor to review.

Schedule Hotline: An email "hotline" will be available in **August**, but please note that course changes will only be granted based on the strict "Change of Course Policy" outlined below.

Change of Course Policy

When selecting courses, students should give careful consideration to the choices they make. Once a student's schedule has been finalized, changes will only be made in the following circumstances:

- A course was omitted.
- A required course was missing from the student's schedule.
- Two courses were scheduled at the same time.
- The student was scheduled for a teacher with whom the student had failed a course previously.
- An incorrect level of a course was scheduled.
- A course requested was canceled due to low enrollment.
- A student recovered credits in summer school and needs to be scheduled for another course.
- A student has registered for a sequence course and has failed the prerequisite course.

Please note, specific teacher requests will not be granted.

In the event changes in schedules must occur once the school year has begun, the following procedures will be in effect the first two weeks of the semester.

- ➢ The student should discuss any planned change with the teacher whose subject he or she wishes to drop. The student must obtain the teacher's written approval to be dropped from the course as well as the department supervisor's approval.
- ➢ The student must meet with their school counselor who will work with the student and the parent on the course change request.
- ➢ The student must continue to follow the schedule and continue to do the work until an administrative decision has been made regarding the particular request.

Schedule changes can only happen if there have been extenuating circumstances preventing the original schedule from being followed. In these cases, the conditions noted in Change of Course Policy will be followed. Schedule changes can only occur during the first two weeks of the start of the course unless the change is administratively authorized.

Course Withdrawal

For students withdrawing from a course, the deadline will be two weeks into the first marking period. For students taking a half-year course in the second semester, the deadline for withdrawing from the class will be two weeks into the third marking period. Students will not drop a course after that point without teacher recommendation and administrative approval. The grade recorded will be either a WP or WF, depending upon the grade at the time of withdrawal. ***Students are advised that a WP or WF in a course can negatively impact GPA and rank.***

Course Offerings and Descriptions by Department

Please be advised that not all elective courses may be offered.
Course offerings are subject to change based on enrollment, staffing, and other district factors.

Art

The Art Department offers students the opportunity to explore the fine arts through sequential courses. The major emphasis in the art program is to develop concepts and skills through the beginning levels that will allow students to eventually concentrate in a specific area through a personalized instructional program.

*Legend: College Prep (CP), Honors (H), Advanced Placement (AP)
Visual Art (V), Performing Arts (P), Career Education (C) and Financial Literacy (F)

Ceramics I (CP) (V) **Full Year**
Prerequisite: None **5 Credits**
Grades 10-12

Ceramics 1 is an introductory course and satisfies the art graduation requirement, covering the three basic methods of hand building and wheel throwing techniques. Students will produce ceramic/clay art work using pinch, slab, and coil techniques. Students will learn the basic vocabulary of ceramics as well as methods of surface treatment, drawing 3D forms, firing, and other related aspects. Art history, aesthetics and art criticism will be incorporated throughout the course. Creativity and quality craftsmanship are emphasized.

Ceramics II (CP) (V) **Full Year**
Prerequisite: Ceramics II **5 Credits**
Grades 11-12

The objective of this course is to broaden the knowledge, skills and sensibilities in working with the ceramic medium. Students will continue with advanced hand building and wheel throwing techniques as well as more in depth and experimental glazing techniques. Students will have considerable freedom of personal expression through their own artistic choices. A focus on exploration and in-depth concepts emphasizing famous and/or contemporary artists through their 3-D sculptures will foster student portfolio building skills in Ceramics II.

Fine Art I (CP) (V) **Full Year**
Prerequisite: None **5 Credits**
Grades 9-12

Fine Art I is designed to provide a foundation for advanced courses and satisfies the art graduation requirement. Emphasis is placed on understanding the Elements of Art and Principles of Design as a basis for composition. Students will explore a variety of artists, art processes and materials such as drawing, painting, printmaking, and two & three-dimensional design. Student artwork will reflect aesthetics & cultural and historical contexts. Willingness to get involved in the creative process is a more important requirement than the student's talent or previous experience.

Fine Art II (CP) (V) **Full Year**

Prerequisite: Fine Art I and/or consultation with and permission of instructor, based on coursework student has completed and future plans.

5 Credits
Grades 10-12

A second year course that provides an opportunity for students to expand on the drawing and painting concepts introduced in Fine Art I. Emphasis is placed on experiences with design principles, drawing techniques and painting skills leading to the development of abilities that are necessary for advanced art courses. Students are given more in depth problems to solve creatively while becoming more adept through a broad exposure to various media.

Fine Art III (CP) (V)

Prerequisite: Fine Art II and/or consultation with and permission of instructor, based on coursework student has completed and future plans.

Full Year
5 Credits
Grades 11-12

An upper level course designed for the student who wishes to further develop skills and techniques that were introduced in previous drawing and painting courses. This is a desirable course for any student wishing to develop a portfolio for college. *It is expected for any student intending to participate in an art show/competition*. Students will be continually encouraged to expand their creative ideas as well as their technical potential. The course will approach drawing and painting utilizing various techniques and materials.

Portfolio Development (CP) (V)

Prerequisite: Fine Art III and/or consultation with and permission of instructor, based on coursework student has completed and future plans.

Full Year
5 Credits
Grade 12

In this course (previously titled Fine Art IV), advanced students will focus on portfolio development as they continue to develop skills in producing high quality works of art. Emphasis is placed on creating more complex visual statements. A wide range of materials and processes will be further explored, and students will have the opportunity to focus on a chosen subject or medium. The course is intended for advanced students creating a portfolio, but not taking the AP exam.

AP Studio Art: 2-D Design: Graphic Design (G) OR Photography (P) Focus (AP) (V)

Prerequisite: Successful completion of Graphic Design and Photography III with a grade of 80 or higher or teacher approval. It is highly recommended that the student has their own personal DSLR camera.

Full Year
5 Credits
Grade 12

AP 2-D Art and Design is an advanced, college-level course designed for highly motivated students pursuing in-depth study in graphic design and/or photography. This course follows the College Board AP 2-D Art and Design framework, emphasizing conceptual inquiry, sustained investigation, skill development, and intentional decision-making within two-dimensional media. Students develop a Sustained Investigation centered on a personally meaningful theme or question, explored through either graphic design, photography, or a hybrid approach. Throughout the course, students demonstrate growth in visual problem-solving, technical execution, and conceptual depth, while making informed choices about materials, processes, and presentation.

Students pursuing a graphic design concentration explore advanced visual communication through branding, typography, illustration, and experimental design. Emphasis is placed on concept-driven work, audience awareness, hierarchy, color theory, and professional design standards. Students utilize industry-standard software including Adobe Photoshop, Illustrator, and InDesign to create refined, original work that demonstrates intentionality and craftsmanship.

Students pursuing a photography concentration develop mastery of DSLR or mirrorless camera systems, lenses, lighting equipment, and advanced post-processing techniques. Emphasis is placed on visual storytelling, composition, lighting control, and conceptual photography. Students explore a range of photographic approaches such as portraiture, editorial, conceptual, environmental, and experimental photography, using Adobe Lightroom and Photoshop for professional-level editing and workflow.

AP 3D Art and Design (AP) (V) **Full Year**
Prerequisite: Fine Art III, Graphic Design III, Photography III or consultation with and permission of instructor, based on coursework student has completed and future plans. **5 Credits**
Grade 12

This course is offered to the advanced art student. AP 3-D Art and Design is an introductory college-level three-dimensional design course. This portfolio is designated for work that focuses on the use of three-dimensional (3-D) elements and principles of art and design, including point, line, shape, plane, layer, form, volume, mass, occupied/unoccupied space, texture, color, value, opacity, transparency, time, unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, connection, juxtaposition, and hierarchy. Students should consider how materials, processes, and ideas can be used to make work that involves space and form. For more information, please click the following link: AP 3-D Art and Design.

AP Drawing Art and Design (AP) (V) **Full Year**
Prerequisite: Fine Art III, Graphic Design III, Photography III or consultation with and permission of instructor, based on coursework student has completed and future plans. **5 Credits**
Grade 12

This course is offered to the advanced art student. AP Drawing Art and Design is an introductory college-level drawing design course. This portfolio is designated for work that focuses on the use of mark-making, line, surface, space, light and shade, and composition. Students should consider marks that can be used to make drawings, the arrangement of marks, the materials and processes used to make marks, and relationships of marks and ideas. Students can work with any materials, processes, and ideas. Drawing (analog and digital), painting, printmaking, and mixed media work are among the possibilities for submission. Still images from videos or film are accepted. Composite images may be submitted. For more information, please click the following link: AP Drawing.

Business

The Business Education Department offers a variety of programs that provide students with the opportunity to receive the greatest depth of knowledge in each area of business possible at the high school level. With a vocational orientation in all course offerings, students should develop job entry-level skills. At the same time, course offerings prepare college-bound students to pursue future business courses at the postsecondary level. The program of studies will contribute to the overall growth and development of each student in the areas of goal definition, work ethics and social interaction.

Students are required to meet 2.5 credits of Financial, Economic, Business and Entrepreneurial Literacy. Courses marked with an asterisk (*) meet this requirement.

*Legend: College Prep (CP), Honors (H), Advanced Placement (AP)
Visual Art (V), Performing Arts (P), Career Education (C) and Financial Literacy (F)

Business Honors (H) (C) (F) — **Full Year**
Prerequisite: Exploratory Business with a 90 average in all four marking periods — **5 Credits**
Grades 11-12

This course is designed to implement real-world business cases and scenarios. Students will use their prior knowledge of business to explore current situations in the business field and the solutions and strategies taken to solve them. This course will expose interested students to the professionalism of the business world outside of the classroom and increase awareness of the core functions of modern business. DECA activities are integrated into this course.

Exploratory Business* (CP) (F) (C) — **Full Year**
Prerequisite: None — **5 Credits**
Grades 10-12

This course is intended to prepare students for life after high school by providing them with the knowledge and fundamentals that they will need to succeed in the "real world" whether they are college or vocational bound. The following topics are addressed: (1) Career Planning - increase student awareness of career opportunities, educational options, financial funding, and preparation for securing future employment. (2) Workplace Readiness Skills – Interviewing Preparation, Resume and Cover Letter writing, and Employment Success Traits. (3) Consumer Awareness – comparison-shopping, automobile and insurance knowledge, consumer agencies, and smart shopper tips. (4) Banking and Credit – improving the understanding and use of money and credit, maintaining a checking account through credit and banking scenarios, understanding the dangers of identity theft and credit card misuse. (5) Budget Planning – utilizing all aspects learned to explore and practice simulated "living on your own" scenarios. Whether you are entering high school or getting ready to graduate, this is a course that will help you to be a winner in the "Game of Life!"

Workplace Readiness (C)
Prerequisite: None

Full Year
5 Credits
Grade 11-12

The Workplace Readiness Program is a full year course that incorporates professionalism and preparedness for life after graduation, whether it be a four year college, community college, a skilled trade school, the military, or jumping right into the workforce. This course will start off with learning about attitudes, goal setting, and life management as the students prepare for the real world ahead of them. We next move into team building, leadership, and mentoring as our students will need to know how to socially interact in the workforce. Students will develop their resume package which includes their resume, cover letter, and a reference sheet; all the tools needed to successfully apply for employment. Each student will learn about etiquette and how to dress for success in the workplace. They will also explore job searching skills and interview preparation. Along the way we will also discuss time and stress management techniques that will ensure the future workforce candidate proper preparedness for their lives outside of high school.

English

The English program at Lacey Township High School follows the New Jersey Student Learning Standards to develop students' reading and language skills to ensure that, upon graduation, they are fully prepared for college/careers and for a lifetime of learning. As students move through high school, they build reading skills with exposure to and analysis of increasingly complex texts, and they build writing skills through the writing of increasingly complex pieces and through writing in various forms. Research skills are taught at every level of the program. The ultimate goal of the program is to help students become critical thinkers and readers and effective communicators and to provide a seamless transition for students into the world of college or careers. ***Required courses in English 9, 10, 11, and 12 must be taken sequentially.***

Major criteria for placement include: teacher recommendation, motivation, achievement on standardized tests, student marking period grades, midterm and final exam grades, reading and writing proficiency, and the ability to work independently. Students must maintain an 80 average or higher to continue to be recommended for an honors course or achieve a 90 average or higher in a college prep course to be recommended for an honors level course. Placement recommendations are reviewed annually according to the multiple criteria identified above.

If a student desires honors level coursework but is not recommended for it, she/he can petition for placement by accessing the Petition for Honors Coursework form (the form can be obtained by your school counselor in the Guidance office at either the middle or high school). The completed form can be submitted to Guidance for the department supervisor review.

*Legend: College Prep (CP), Honors (H), Advanced Placement (AP)
Visual Art (V), Performing Arts (P), Career Education (C) and Financial Literacy (F)

English 9 (H) (CP) — **Full Year**
Prerequisite: None — **5 Credits**
Grade 9

In this course, students get an overview of various literary genres and their elements. Readings are varied in content and in form as students study the craft of writing and the reading skills necessary to interpret it. The study of writing moves from the development of effective paragraphs early in the year to the process of combining effective paragraphs in focused, well-structured essays as the year progresses. Students are also introduced to narrative writing in various forms. The elements of effective writing, including the study of sentence structure and the choices good writers make, are included in the course of study. Vocabulary development is also a key component of the course. Skills required by the New Jersey Student Learning Standards and NJGPA - English testing are addressed.

Humanities English 9 (H) — **Full Year**
Prerequisite: LAH Application Acceptance — **5 Credits**
Corequisite: Enrollment in Leadership in the Humanities I — **Grade 9**

In this first year, Leadership Academy World Literature course students will explore and enhance their global cultural awareness by examining global literary perspectives and traditions. This course, in conjunction with their World History and Leadership Core courses, will provide an opportunity for discussion and a deeper understanding of other cultures. In an increasingly global society, this opportunity to explore other cultures is extremely valuable to a developing leader. Throughout this

course of study, students will have the opportunity to develop an understanding of the richness of global diversity through a study of some of the world's finest literature.

Advanced Placement Seminar (AP) **Full Year**
Prerequisite: Successful completion of English 9 Honors, Humanities English 9 Honors, or Department Approval **5 Credits**
Grade 10-12

AP 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 in order to craft and communicate evidence-based arguments. *When completed by sophomores, this course fulfills the graduation requirement otherwise met by English 10.*

English 10 (H) (CP) **Full Year**
Prerequisite: Successful completion of English 9 **5 Credits**
Grade 10

Students continue the development of critical reading skills through a focus on World Literature, including non-fiction. The writing component of this course focuses on the production of effective essays for a variety of purposes and audiences and on the development of narrative writing skills. Students continue to build awareness of grammar and language, and they begin to develop research skills and the ability to include research in their own writing. Vocabulary development is also a key component of the course. Skills required by the New Jersey Student Learning Standards and NJGPA - English testing are addressed.

English 11 (H) (CP) **Full Year**
Prerequisite: Successful completion of English 10 **5 Credits**
Grade 11

Students continue the development of critical reading skills through a focus on American Literature, including non-fiction. The writing component of this course focuses on production of effective essays for a variety of purposes and audiences and on narrative writing in various forms. Students continue to build awareness of grammar and language, and they continue to build their research skills and their ability to include research in their own writing. Vocabulary development is also a key component of the course. Skills required by the New Jersey Student Learning Standards and NJGPA - English testing are addressed.

Advanced Placement English 11 – Language and Composition (AP) **Full Year**
Prerequisite: Successful completion of English 10 Honors, Humanities English 10 Honors, or Department Approval **5 Credits**
Grade 11

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. While writing represents a significant component of the course, the core skill required is the ability to read well. Reading and writing activities in the course develop students' understanding of how language functions rhetorically and deepens their knowledge and control of formal conventions of written language. (This information comes directly from The College Board.)

Students who are successful in this course will transition into AP Literature and Composition for Grade 12 English. Multiple criteria as identified for all honors courses are considered for placement in this course. The college level expectations in this course should be carefully evaluated before considering this placement. Please see this link for more information on AP Language and Composition from the College Board.

English 12 (H/CP) **Full Year**
Prerequisite: Successful completion of English 11 **5 Credits**
Grade 12

This course focuses on college/career readiness. Students hone and apply their critical reading skills to a variety of novels and nonfiction texts, including those by contemporary authors, as well as selections from the British Literature text. They polish their writing skills by writing about the readings as well as contemporary issues, and they **complete a research project as a requirement for graduation**. Vocabulary development is also a key component of the course. Skills required by the New Jersey Student Learning Standards are addressed.

Advanced Placement English 12 – Literature and Composition (AP) **Full Year**
Prerequisite: Successful completion of English 11 Honors, Advanced Placement English 11 or Department Approval **5 Credits**
Grade 12

This is a college level course in literature and composition. It follows the scope and sequence of topics outlined by the College Entrance Examination Board (CEEB) for the Advanced Placement English course. Multiple criteria as identified for all Honors courses are considered for placement. The advanced nature of this course presupposes a high aptitude in and enthusiasm for the analysis of literature and the writing of analytical material. Students are required to complete a formal research project based on a literary topic and are required to read at least one Shakespearean play. Please see this link for more information on AP Literature and Composition from the College Board.

*Before seeking AP placement, students should carefully consider and remember the following:

- AP English is not just another level of English. It is a college level course that is designed to prepare students to take the AP exam, the results of which are reported to the college to which the students apply.

- ➢ Unlike Honors English, the course content in AP English is based on strict CEEB standards, and students need advanced reading, writing, and analytical skills beyond the honors level to be successful.
- ➢ More independent work is assigned in AP English than in Honors English, and a greater commitment of time is required in the AP level course.

Leadership in the Humanities I (H) (P) **Full Year**
Prerequisite: LAH Application Acceptance **5 Credits**
Grade 9

This introductory course of the Leadership Academy of Humanities will provide an opportunity for students to develop both intrapersonal and interpersonal speaking, listening and writing skills necessary to develop a solid leadership foundation. Focusing on global issues, students will engage in experiential learning exercises such as small group projects, written reflections and audio-visual presentations. Active school involvement and service learning experiences will also be strongly encouraged.

Leadership in the Humanities II (H) (V) **Full Year**
Prerequisite: LAH Application Acceptance or an 80 or higher in AP World History and Humanities English 9 Honors. Successful completion of Leadership in the Humanities I **5 Credits**
Grade 10

Students continue to gain leadership ability through developing 21st-century communication skills. Focusing on digital media production and publication, students will investigate the contemporary issues involving the United States to publish their findings in authentic contemporary platforms. Students will engage in a variety of research methods to support academic inquiry for the college and career-bound student.

Leadership in the Humanities III (H) (C) **Full Year**
Prerequisite: An 80 or higher in Humanities English 10 Honors, Humanities US History Honors,and Leadership in the Humanities II **5 Credits**
Grade 11

In this course, students will become familiar with different ways of exercising leadership, their own strengths and weaknesses, and how they can best work with others in a leadership context. They will learn and apply leadership skills in a hands-on practical way that encourages them to challenge their own beliefs and assumptions about what constitutes leadership. This course offers a comprehensive review of contemporary issues and perspectives on leadership, including multidisciplinary and systems-oriented approaches as well as classic theory, and the "great man" theory," moving to the examination of evolving contemporary beliefs. The emphasis is on application of concepts in actual leadership settings and situations. Topics include development of leadership theories, personal assessment and development, values and ethics, motivation, power, followership, group dynamics, multiculturalism in leadership, conflict resolution, performance excellence, and the change process. Through a process of readings, self-discovery, group observations, and case studies, the student will identify, observe, analyze, and apply new leadership behaviors. The course will explore the knowledge base and skills necessary to be an effective leader in a variety of settings. Students will assess their personal leadership qualities and develop a plan to enhance their leadership potential.

Leadership in the Humanities IV (H) (C) **Full Year**
Prerequisite: An 80 or higher in AP English 11: Language and Composition **5 Credits**
andLeadership in the Humanities III **Grade 12**

This course is a culmination of the Leadership Academy program of study in which students conduct an action research project to address an area of concern or need within the school and/or larger community. Students will reflect upon their development as a leader intrapersonally and within the context of the cohort and overall school community. Students will explore qualitative research methods and apply those skills to the investigation of an identified area of need. Publication or presentation of the research findings is followed by the development of an action project that addresses the need in a manner supported by research data.

Creative Writing 1 (CP) (C) **Full Year**
Prerequisite: None **5 Credits**
Grades 11-12

The student who has a strong interest in developing a talent for writing is encouraged to elect this course. The basic tools of the creative writer are examined, and each student samples various modes of writing such as the short story, one-act play, magazine writing and poetry. The chief aim is to help students develop a style and a writing specialty. Class members will be asked to submit their best works for publication to a variety of outlets including the school literary magazine. The course will also emphasize the development of a style and writing specialty. Students work cooperatively to analyze and critique the submissions of colleagues. Students will continue to submit their best works for publication both for in-house publications and for literary magazines.

Digital Publications (CP) (V) (C) **Full Year**
Prerequisite: None **5 Credits**
Grades 10-12

Digital Publications is a 21st century, project-based course designed for students who are interested in exploring the real-world applications of the arts, focusing on design and how it pertains to a variety of contemporary technologies, such as digital photography, Adobe, and Windows MovieMaker. Students will acquire knowledge and explore the elements of design with practical considerations of the correct and current technologies to complete a successful design project. Class participants will be instructed in the process of how to complete numerous computer-based projects, beginning with the original concept/story- board, to designing and completing the final project. Students will research and analyze the historical and cultural context of design, design technologies and how they have developed through time. Students will employ the conventions of art criticism to process, and judge design pieces using their knowledge of the elements of art and principles of design. Students will be asked to think critically to meet deadlines, track goals and utilize multimedia to market and disseminate information that aligns with and models an actual business.

Family & Consumer Science

The discipline of Family and Consumer Sciences focuses on enabling individuals and families to meet the challenges of living and working in today's society. Subject areas of Culinary Arts, Introduction to Teaching teach critical thinking and basic skills while allowing for individual differences and creativity. Classes stress contemporary skills and technical/practical application of them.

*Legend: College Prep (CP), Honors (H), Advanced Placement (AP)
Visual Art (V), Performing Arts (P), Career Education (C) and Financial Literacy (F)

Introduction To Culinary Arts (CP) (C) — **Full Year**
Prerequisite: None — **5 Credits**
Grades 10-12

Introduction to Culinary Arts is a basic course in the study of food preparation and the science of nutrition. Students will study the techniques and procedures used in food preparation, the basics of nutrition and learn the principles of planning balanced and attractive meals for people with different nutritional needs. Students will demonstrate the proper use and care of a wide variety of kitchen equipment. Safety and sanitation techniques will be applied at all times.

Creative Culinary Arts (CP) (V) (C) — **Full Year**
Prerequisite: Successful completion of Introduction to Culinary Arts — **5 Credits**
Grades 11-12

Creative Culinary Arts is an advanced level foods course for the student who chooses more advanced training in the techniques and preparation of food. Students will dissect the components of a meal and prepare foods that are creative, imaginative and nutritious. Holiday cooking will be incorporated. Students will practice effective time management skills in the completion of all classroom and individual projects. Technology and the way it interfaces with the study of food will be incorporated. A strong emphasis is placed on safety techniques and strategies. Related career opportunities will be investigated.

Education I: Education of the Toddler (CP) (C) — **Full Year**
Prerequisite: None — **5 Credits**
Grades 9-12

In this Introductory course, students will explore current career opportunities in early childhood education as well as examine the responsibilities and traits of successful teachers. Students will study the characteristics of children at different ages as well as their physical, intellectual, social, and emotional development. Students will also observe and work with children in a play school setting.

Education II: Education of the Preschooler (CP) (C) — **Full Year**
Prerequisite: Successful completion of Introduction to Education I — **5 Credits**
Grades 10-12

This course will focus on the in-depth study of the intellectual, physical, social and emotional growth of the preschooler. Emphasis will be placed on numerous aspects of the education field with much of the course being allocated to the establishment and operation of a preschool learning laboratory for

community children. This class is suggested for anyone who spends time with children and/or may be considering a career working with children in any capacity.

Education III: Internship (CP) (C) **Full Year**
Prerequisite: Successful completion of Introduction to Education II **5 Credits**
Grades 11-12

This capstone course will prepare students, through a service based learning experience, for a career in education. Students will need to have an understanding and appreciation of child development as it relates to the school age child. Through a variety of experiences, students will learn about the many aspects of a career in teaching as they spend time each week working in our elementary schools.

Education IV: Internship (with potential Dual Enrollment) (CP) (C) **Full Year**
Prerequisite: Successful completion of Introduction to Education III **5 Credits**
Grade 12

This Capstone student internship course is a collaborative approach among educators, parents, and students. Education IV: Internship 2 will provide a supervised, in-depth learning experience that offers students the opportunity to explore a career in teaching and education. Through this program students will gain an understanding of what it is like to work in a school setting, the importance of professionalism and what it takes to succeed in the classroom. They will also gain an understanding of expectations in education while making a personal connection with mentor teachers and their students. Students will be instructed on these topics in the classroom and will have the opportunity to apply these practices in the elementary, middle, or high school classrooms. This will not only help them to understand the link between academics and teaching but will also give them the necessary experience to decide if education is their calling while building a better resume. Students will develop employability skills and good work habits which in turn will build their self-esteem and confidence. This program is designed to develop the skills that can not solely be learned in the classroom.

Student Internship - Multiple Disabilities/Autism Programs (CP) **Full Year**
Prerequisite: Teacher Recommendation, Interview **5 Credits**
Grade 12

The internship for the Multiple Disabilities/Autism Programs is based upon the philosophy of integrating mainstreamed students with special education self-contained students. The purpose of this program is to have the student interns assist the students in those programs to become more acclimated to their surroundings. The course focuses on the following learning skills: consumer science, following directions, socially appropriate behaviors, self-awareness, computer skills, art, music, academics, recreation, job awareness, and life skills. On occasion, student interns will assist on trips to mentor the program students, as well as assist the teacher with daily lessons and activities.

Industrial Technology

The program provides both a theoretical and a practical approach to the study of industrial technology as a means for producing a better human-made world. Particular attention will be paid to shop safety, use and care of hand and power tools and the reading of and working from a working drawing or sketch. The student will be given the opportunity to select a project and develop or expand on the design. These programs offer an opportunity to develop an interest in industrial arts, develop hand tools and machine tool skills, understand and develop the need for orderly procedures, learn safe working habits, and learn to appreciate good design and quality workmanship.

*Legend: College Prep (CP), Honors (H), Advanced Placement (AP)
Visual Art (V), Performing Arts (P), Career Education (C) and Financial Literacy (F)

Digital Design (CP) (V) (C) — **Full Year**
Prerequisite: None — **5 Credits**
Grades 9-12

Students enrolled in this course can expect to extend their fundamental knowledge of 21st Century Skills and technologies. The class curriculum will challenge students to investigate and incorporate creative solutions to establish marketable skills through internet research utilizing free and accessible online applications. This project-based class incorporates digital resources and skills to cultivate and manage their digital identity. Projects will include creating email and website designs, memes, pixel art, Pitch Decks, multimedia presentations, and gaming as an educational tool. Students will also plan, storyboard and edit stop motion and 2D animations. Skills will be acquired by setting personal learning goals, working independently and also contributing to group projects in order to work effectively toward a common design.

Digital Media Production I (CP) (C) (V) — **Full Year**
Prerequisite: None — **5 Credits**
Grades 9-12

This course is the first in a series of four, which introduces all aspects of creating a video/media program. Students will develop the skills needed to correctly and safely operate professional video cameras, editing software, digital recording devices, audio mixers and lighting systems. The course incorporates a variety of marketable skills including digital file management, event production and setup, use of Apple computers and Adobe editing software. Students will plan, storyboard, film, edit and transmit programs to the community via local Comcast Channel 21 and the WLTS YouTube Channel. All students are required to complete a minimum of four hours of lab time, in addition to class time, each marking period.

Digital Media Production II (CP) (C) (V) — **Full Year**
Prerequisite: Successful completion of Digital Media Production I — **5 Credits**
Grades 10-12

Students will begin to learn the role of Producer in the second course in this series. As a producer, students will be required to write prospectuses for each project. By expanding the studio experience to include community, elementary/middle schools, municipality and business related experiences, students will learn to plan and organize complex projects. Students will be team members who interface with the public, both during and after school, to produce the best product available. All

students are required to complete a minimum of five hours of lab time, in addition to class time, each marking period.

Digital Media Production III (CP) (C) (V) — **Full Year**
Prerequisite: Successful completion of Digital Media Production II — **5 Credits**
Grades 11-12

In this media production course, students will grow in the role of Producer. Students will be required to refine their story-telling skills and produce larger scale shows to promote school and community activities. Students will be encouraged to participate in film festivals and produce media for local organizations. The importance of pre-production planning and multi-tasking will be a major emphasis of this course. All students are required to complete a minimum of eight lab hours, in addition to class time, each marking period.

Advanced Digital Media Production (CP) (C) (V) — **Full Year**
Prerequisite: Successful completion of Digital Media Production I & Instructor Approval — **5 Credits**
Grade 12

The final course of the series studies the role of the Operations Manager. Students will act in a supervisory role during their senior year. All tasks and duties normally performed by Television Studio administration such as hiring, budget, advertising, coordination of resources and scheduling will be completed by students. Students will be given the opportunity to improve their portfolio with a variety of projects and by taking a leadership role with their team. Leadership skills are necessary to be successful in the field of digital media production. All students are required to complete a minimum of eight lab hours, in addition to class time, each marking period.

Digital Media Production Intern Program (CP) — **Full Year**
Prerequisite: Successful Interview with Instructors — **5 Credits**
Grades 10-12

Selected students will work independently and with students to produce projects, learn studio production and showcase each individual's talents. The class will provide students with a core understanding of Digital Media Production and provide teachable opportunities to students who would like to enter the educational field after high school.

Graphic Design and Photography I (CP) (V) (C) — **Full Year**
Prerequisite: None — **5 Credits**
Grades 9-12

This introductory course combines the creative worlds of graphic design and digital photography. Students will explore design fundamentals such as the elements of art, principles of design, typography, layout, color theory, and branding, while also learning how design impacts media, advertising, and visual communication. At the same time, students will develop photography skills using DSLR and phone cameras, learning key settings like aperture, shutter speed, ISO, white balance, and exposure. Emphasis will be placed on composition, lighting, and storytelling through images. Using software like Adobe Photoshop, Illustrator, Lightroom, and InDesign, students will develop 21st-century skills completing hands-on projects that build creativity, visual literacy, and problem-solving skills. The course also covers digital workflow, file management, ethical practices,

and presentation skills. By the end of the course, students will create a portfolio that reflects their growth as both designers and photographers.

Graphic Design and Photography II (CP) (V) (C) **Full Year**
Prerequisite: Successful completion of Graphic Design and Photography I **5 Credits**
Grades 10-12

Graphic Design and Photography II expands upon foundational skills introduced in Level I, focusing on intermediate design concepts and more intentional design and photographic practices. Students deepen their understanding of visual communication through advanced typography, layout systems, branding, and design thinking. Emphasis is placed on refining workflow within Adobe Photoshop, Illustrator, and Lightroom while introducing more complex tools, effects, and non-destructive editing techniques. In photography, students move beyond basic camera operation to explore manual control with confidence, including metering modes, lens selection, depth of field control, motion, and advanced lighting techniques. Studio lighting, off-camera flash, and natural light manipulation are introduced. Students analyze composition more critically and develop visual narratives through themed photo assignments. Project-based learning encourages creative problem-solving, critique, and revision. Students begin curating and refining a portfolio, learning how to evaluate their own work and apply constructive feedback. Ethical image use, copyright, and design responsibility continue to be reinforced as students create more polished and intentional visual work.

Graphic Design and Photography III (CP) (V) (C) **Full Year**
Prerequisite: Successful completion of Graphic Design and Photography II with a grade of 80 or higher. **5 Credits**
Grades 11-12

Graphic Design and Photography III is an advanced course designed for students seeking greater creative independence and technical mastery. Students engage in more complex design challenges that emphasize concept development, audience awareness, branding systems, and professional layout standards. Adobe Photoshop, Illustrator, Lightroom, and InDesign are used at an advanced level, incorporating precision tools, vector illustration, advanced masking, retouching, compositing, and multi-page design. Photography instruction focuses on mastery of camera systems, lenses, and lighting equipment. Students work extensively with studio setups, portrait lighting patterns, environmental lighting, and creative lighting effects. Emphasis is placed on intentional image-making, visual storytelling, and developing a cohesive photographic style. Students explore genres such as portraiture, product photography, conceptual photography, and editorial-style work.

Critique, reflection, and revision play a central role as students defend creative choices using appropriate design and photographic vocabulary. Students begin developing a focused body of work or thematic series, strengthening both technical execution and conceptual depth. Portfolio development becomes more intentional, preparing students for college programs, AP coursework, or creative career pathways.

Graphic Design and Photography IV (CP) (V) (C) **Full Year**
Prerequisite: Successful completion of Graphic Design and Photography III with a grade of 80 or higher. It is highly recommended that the student has their own personal DSLR camera. **5 Credits**
Grade 12

Graphic Design and Photography IV is a capstone-level course intended for highly motivated students pursuing advanced creative work, portfolio development, and potential postsecondary study in art, design, or photography. Students operate with a high level of independence, engaging in self-directed projects that reflect personal interests, artistic voice, and professional goals. Advanced design work focuses on brand identity systems, complex layouts, conceptual illustration, and refined visual communication using Adobe Photoshop, Illustrator, Lightroom, and InDesign. Students manage complete design projects from concept through final presentation, emphasizing consistency, craftsmanship, and professional standards. Photography instruction emphasizes mastery of equipment and technique, including advanced studio lighting, creative use of modifiers, long exposures, advanced post-processing, and experimental techniques. Students produce cohesive photographic series that demonstrate strong narrative, technical excellence, and artistic intent. Throughout the course, students participate in critiques, artist statements, and portfolio reviews. Emphasis is placed on professional practices such as client-based work, deadlines, presentation, and ethical considerations. By the end of the course, students complete a polished digital and/or physical portfolio suitable for college admissions, scholarships, exhibitions, or entry into creative industries.

Woodworking Design & Construction I (CP) (C) (V) **Full Year**
Prerequisite: None **5 Credits**
Grades 9-12

This course covers the use of hand tools, power tools, and machine tools. Projects will be constructed which require the use of all tools and machines. A working knowledge of joint construction, adhesives, and abrasives will be developed as projects are built. The course is coupled with related shop math and textbook requirements. Students will be expected to complete specific projects selected by the instructor. Emphasis will be placed on basic hand tools and machine utilization with the students becoming acquainted with safe operating practices of the drill press, band saw, router, lathe, power hand sanders, jigsaw, and surface plane. Safety will be stressed as a very important part of the class throughout the year in the Woodworking Design and Construction program.

Woodworking Design & Construction II (CP) (C) (V) **Full Year**
Prerequisite: Successful completion of Woodworking Design & Construction I **5 Credits**
Grades 10-12

This course requires the student to incorporate geometric functions and layout procedures in the development of a specified project. A more in-depth use of power tools combined with the use of jigs and fixtures will be incorporated to construct casework or cabinet projects using sophisticated joinery and finishing. Grades will be determined by periodic tests and project quality.

Woodworking Design & Construction III (CP) (V)(C) **Full Year**
Prerequisite: Successful completion of Woodworking Design & Construction II **5 Credits**
Grades 11-12

The course emphasizes advanced layout and design considerations. Students will be required to select a project of their choice and submit working drawings for instructor approval. Students will be instructed in advanced machine operations and woodworking techniques such as laminating, inlaying, bending and veneering. Students will be allowed supervised use of all machines in the shop. Grades will be determined by periodic test and project quality.

Woodworking Design & Construction IV (CP) (V)(C) **Full Year**
Prerequisite: Successful completion of Woodworking Design & Construction III **5 Credits**
Grade 12

This course is designed to offer students in woodworking an advanced and in-depth study of cabinetmaking and carpentry. The students will complete individual and group projects incorporating woodworking skills related to construction of furniture, cabinets, and other projects using hand tools as well as a variety of power tools and equipment. Classroom instruction will include basic carpentry skills related to construction of wooden building frames, exterior and interior trim, flooring, roofing and siding. Information covering career opportunities and employment placement related to cabinetmaking and carpentry will be presented throughout the year.

Engineering and Design I (CP) (C) **Full Year**
Prerequisite: None **5 Credits**
Grades 9-12

Engineering and Design 1 is a project based learning class that focuses on the development of basic engineering skills such as hand sketching, drawing creation, reading a drawing, group collaboration, communication skills, and 3D modeling. The Engineering section of the course will use computer programs such as Autodesk AutoCAD and Autodesk Inventor, which is widely used in engineering fields today. The architecture portion of the course will focus on creating residential structures, creating floor plans, and understanding basic construction concepts through the use of a program called Revit. Engineering and Design 1 is an elective course, and is especially valuable for students interested in the fields of engineering, construction, industrial technology, architecture, and computer modeling.

Engineering and Design II (CP) (C) **Full Year**
Prerequisite: Successful completion of Engineering and Design I or STEM I **5 Credits**
Grades 10-12

This course includes further study of technology and 3D modeling principles. Emphasis is placed on the development of spatial relationships, computer skills, physical models, model safety, and model efficiency. You will also be exposed to the world of 3D printing, and have several projects designed around the utilization of this technology. The content of this course is heavily dependent on students' problem solving skills. Students will be using the skills previously learned in Engineering and Design 1 to bring the project from concept to testing. These projects will incorporate aspects of industrial engineering and mechanical engineering design, marketing, material use, and feasibility. Students will understand through collaborative work how to create advanced models, blueprints, schematics, sectional views, material uses, manufacturing processes, and professional work skills.

All of the necessary equipment, which might be used by a draftsman in the field, is available at no expense to the student in order to provide the best technological and practical experience as possible.

Engineering and Design III (CP) (C) **Full Year**
Prerequisite: Successful completion of Engineering and Design II or STEM II **5 Credits**
Grades 11-12

This course will enhance the students' problem solving skills. Emphasis will be placed on the students ability to expand on previously learned engineering concepts through a self selected project. Further, students will engage in concept modeling and the creation of realistic computer models while using AutoCAD and 3DS Max software. The course will develop the use of 3D walk-throughs', wireframe modeling, shading, mapping, and introduce the student to basic animation. All of the necessary equipment, which might be used by a draftsman in the field, is available at no expense to the student in order to provide the best technological and practical experience as possible.

Leadership Academy of Humanities

The Leadership Academy of Humanities (LAH) seeks to create everyday leaders. This academy supports excellence in education through a diverse, dynamic, and student-centered academic environment that emphasizes engaged learning. Students develop and apply knowledge through the following multiple disciplinary perspectives: historical and theoretical inquiry, critical analysis, creative cultural examination, and quantitative and qualitative research. Its students, in close collaboration with faculty and staff, develop specialized knowledge, rigorous critical thinking, clear and effective writing, the habits of lifelong learning, and the ability to understand and interpret the cultures of the world.

*Legend: College Prep (CP), Honors (H), Advanced Placement (AP)
Visual Art (V), Performing Arts (P), Career Education (C) and Financial Literacy (F)

LAH Freshman Year

In addition to enrollment in a World Language during freshman year, LAH students are required to take the following courses:

AP World History (AP) **Full Year**
Prerequisite(s): LAH Application Acceptance **5 Credits**

AP World History is designed to be the equivalent of a two-semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. 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.

Humanities English 9 Honors (H) **Full Year**
Prerequisite: LAH Application Acceptance **5 Credits**

In this first year, Leadership Academy World Literature course students will explore and enhance their global cultural awareness by examining global literary perspectives and traditions. This course, in conjunction with their World History and Leadership Core courses, will provide an opportunity for discussion and a deeper understanding of other cultures. In an increasingly global society, this opportunity to explore other cultures is extremely valuable to a developing leader. Throughout this course of study, students will have the opportunity to develop an understanding of the richness of global diversity through a study of some of the world's finest literature.

Leadership in the Humanities I (H) (P) **Full Year**
Prerequisite: LAH Application Acceptance **5 Credits**

This introductory course of the Leadership Academy of Humanities will provide an opportunity for students to develop both intrapersonal and interpersonal speaking, listening and writing skills necessary to develop a solid leadership foundation. Focusing on global issues, students will engage in experiential learning exercises such as small group projects, written reflections and audio-visual presentations. Active school involvement and service learning experiences will also be strongly encouraged.

LAH Sophomore Year

In addition to enrollment in a World Language during sophomore year, LAH students are required to take the following courses:

Humanities US History 1 (H) **Full Year**
Prerequisite: LAH Application Acceptance or an 80 or higher in AP World History and Humanities English 9 Honors. Enrollment in Leadership in the Humanities I **5 Credits**

Students will be offered a comprehensive study of the development of the United States from exploration and colonization through the Roaring Twenties. Major emphasis will be placed on the development of the government as well as the cultural, economic, and social factors that have influenced the growth of the country. This course is designed for the student seeking rigorous study to be prepared for college and career. Skills required by the New Jersey Student Learning Standards are addressed.

Leadership in the Humanities II (H) (V) **Full Year**
Prerequisite: LAH Application Acceptance or an 80 or higher in AP World History and Humanities English 9 Honors. Enrollment in Leadership in the Humanities I **5 Credits**

Students continue to gain leadership ability through developing 21st-century communication skills. Focusing on digital media production and publication, students will investigate the contemporary issues involving the United States to publish their findings in authentic contemporary platforms. Students will engage in a variety of research methods to support academic inquiry for the college and career-bound student.

Advanced Placement Seminar (AP) **Full Year**
LAH Application Acceptance or an 80 or higher in AP World History and Humanities English 9 Honors. Enrollment in Leadership in the Humanities I **5 Credits**

AP 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 in order to craft and communicate evidence-based arguments. *When completed by sophomores, this course fulfills the graduation requirement otherwise met by English 10.*

Advanced Placement Macroeconomics (AP) (F) **Full Year**
Prerequisites: Successful completion of Algebra 1 & World History **5 Credits**

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

Leadership Academy students who wish to schedule an elective other than AP Macroeconomics may submit a written appeal to Dr. Tim Dowd, 6-12 District Supervisor, at tdowd@laceyschools.org.

LAH Junior Year

In addition to enrollment in the following junior year LAH courses, students are greatly encouraged to take a third year of a World Language:

Advanced Placement United States History (AP) **Full Year**
Prerequisite: An 80 or higher in Humanities English 10 Honors, Humanities US History Honors, and Leadership in the Humanities II or History teacher recommendation **5 Credits**

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 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,and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

Leadership in the Humanities III (H) (C) **Full Year**
Prerequisite: An 80 or higher in Humanities English 10 Honors, Humanities US History Honors, and Leadership in the Humanities II **5 Credits**

In this course, students will become familiar with different ways of exercising leadership, their own strengths and weaknesses, and how they can best work with others in a leadership context. They will learn and apply leadership skills in a hands-on practical way that encourages them to challenge their own beliefs and assumptions about what constitutes leadership. This course offers a comprehensive review of contemporary issues and perspectives on leadership, including multidisciplinary and systems-oriented approaches as well as classic theory, and the "great man" theory," moving to the

examination of evolving contemporary beliefs. The emphasis is on application of concepts in actual leadership settings and situations. Topics include development of leadership theories, personal assessment and development, values and ethics, motivation, power, followership, group dynamics, multiculturalism in leadership, conflict resolution, performance excellence, and the change process. Through a process of readings, self-discovery, group observations, and case studies, the student will identify, observe, analyze, and apply new leadership behaviors. The course will explore the knowledge base and skills necessary to be an effective leader in a variety of settings. Students will assess their personal leadership qualities and develop a plan to enhance their leadership potential.

Advanced Placement English – Language and Composition (AP) **Full Year**
Prerequisite: An 80 or higher in Humanities English 10 Honors, Humanities US History Honors,and Leadership in the Humanities II **5 Credits**

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. While writing represents a significant component of the course, the core skill required is the ability to read well. Reading and writing activities in the course develop students' understanding of how language functions rhetorically and deepens their knowledge and control of formal conventions of written language. (This information comes directly from The College Board.)

LAH Senior Year

LAH students are required to take the following courses:

Leadership in the Humanities IV (H) (C) **Full Year**
Prerequisite: An 80 or higher in AP English 11, AP US History or OCC US History, and Leadership in the Humanities III **5 Credits**

This course is a culmination of the Leadership Academy program of study in which students conduct an action research project to address an area of concern or need within the school and/or larger community. Students will reflect upon their development as a leader intrapersonally and within the context of the cohort and overall school community. Students will explore qualitative research methods and apply those skills to the investigation of an identified area of need. Publication or presentation of the research findings is followed by the development of an action project that addresses the need in a manner supported by research data.

Advanced Placement United States Government and Politics (AP) **Full Year**
Prerequisite: An 80 or higher in AP English 11, AP US History or OCC US History, and Leadership in the Humanities III **5 Credits**

AP U.S. Government and Politics provides a college-level, nonpartisan 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 study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

Mathematics

Mathematics is an important part of everyday living. Practical application of basic mathematical skills is essential in business, industry and the home. Advanced mathematics courses are required for all science, math and engineering related careers. Our mathematics program follows the New Jersey Student Learning Standards to ensure that all students develop the mathematics fluency and reasoning necessary for college/career readiness.

Major criteria for placement include: teacher recommendation, motivation, achievement on standardized tests, student marking period grades, midterm and final exam grades, reading and writing proficiency, and the ability to work independently. Students must maintain an 80 average or higher to continue to be recommended for an honors course or achieve a 90 average or higher in a college prep course to be recommended for an honors level course. Placement recommendations are reviewed annually according to the multiple criteria identified above.

If a student desires honors level coursework but is not recommended for it, she/he can petition the placement by accessing the Petition for Honors Coursework form (the form can be obtained by your school counselor in the Guidance office at either the middle or high school). The completed form can be submitted to Guidance for the department supervisor review.

IMPORTANT NOTE TO SENIORS: Most colleges and universities expect applicants to have completed four years of math while in high school; therefore, it is strongly advised that students complete a mathematics course in their senior year. For most students at Lacey, the fourth year math course they take will follow Algebra II. No one particular course can be automatically recommended. Careful consideration needs to be given regarding which of these courses students elect to take, and their ultimate decisions should be based on their current progress, mathematical aptitude and ability, and future college and career plans.

*Legend: College Prep (CP), Honors (H), Advanced Placement (AP)
Visual Art (V), Performing Arts (P), Career Education (C) and Financial Literacy (F)

Algebra I (CP) **Full Year**
Prerequisite: Teacher Recommendation **10 Credits**
Grades 9-12

This 10 credit class allows for a deeper and extended understanding of critical, foundational Algebra concepts. Through the Mathematical Practice Standards students engage in discovery based activities, problem solving, mathematical modeling, and reasoning. This course is designed to provide students with an appreciation of algebra as a language of quantitative relations and a method of logical thinking. Through an understanding of algebraic structure, the role of deductive reasoning in mathematics is developed. Topics studied include solving open sentences, verbal problems, mathematical relations and variation, graphical representations and methods, rational number exponents, properties of exponents and roots, data analysis and basic probability.

Algebra I (H)
Prerequisite: Teacher Recommendation

Full Year
5 Credits
Grades 9

This course allows for a deeper and enriched understanding of critical, foundational Algebra concepts. Through the Mathematical Practice Standards students engage in discovery based activities, problem solving, mathematical modeling, and reasoning. This course is designed to provide students with an appreciation of algebra as a language of quantitative relations and a method of logical thinking. Through an understanding of algebraic structure, the role of deductive reasoning in mathematics is developed. Topics studied include solving open sentences, verbal problems, mathematical relations and variation, graphical representations and methods, rational number exponents, properties of exponents and roots, data analysis and basic probability.

Geometry (CP) (H)
Prerequisite: Successful completion of Algebra I and teacher recommendation

Full Year
5 Credits
Grades 9-12

This course continues to emphasize deductive mathematical reasoning and uses Euclidean geometry as the model. Geometry is a mathematical system built upon definitions and conjectures. From these, statements will be proven about relationships of geometric figures. The topics of plane, solid, and coordinate geometry will be taught in an integrated approach. Additionally, the foundations of trigonometry and geometric probability will be discussed. Throughout the course, emphasis will be placed on the Mathematical Practice Standards and applying and developing critical thinking skills as they relate to logical reasoning and argument.

Algebra II (CP) (H)
Prerequisite: Successful completion of Algebra I, Geometry, and teacher recommendation

Full Year
5 Credits
Grades 9-12

This course will include such topics as elementary algebra, linear functions, polynomial functions, matrices, the real number system, exponential functions and logarithms. Additionally, the foundations of trigonometry and analytical geometry may be extended to include conic sections. Logistic functions and more in-depth data analysis and probability will be covered. This course will prepare students for Precalculus and other more advanced courses in mathematics.

Modeling with Math (CP)
Prerequisite: Successful completion of Algebra I, Geometry, and teacher recommendation; this course is in lieu of Algebra 2

Full Year
5 Credits
Grades 11-12

How do you figure out the worth of your car? How can you accurately model the curve of the ball when shooting a basketball? How do you measure the square footage needed to cover a curve? This is a course that will allow students to create mathematical connections and solutions to real world situations. This course will engage students in designing practical solutions to real world problems that require students to use and build upon the concepts and skills acquired in Algebra 1 and Geometry. This course is intended to replace Algebra 2. Students who have successfully completed Algebra 2 are not permitted to register for this course.

Students will engage in mathematical modeling-using mathematical approaches to understand and make decisions about real-world phenomena. Modeling mathematics is challenging, rewarding and will increase students' confidence in mathematics, their ability to reason and problem solve, and their ability to persevere in challenging mathematical problems. Tasks are designed to draw on student interests and relevant experiences, which allows teachers an ideal opportunity for integrating students' mathematical lives into the curriculum.

This course covers a range of topics, such as, linear and nonlinear functions, problem solving, data analysis, matrices, probability and statistics. Upon completion of this course, students will have gained a deeper understanding of a wide range of mathematical concepts and gain the confidence and perseverance to prepare for higher level math courses, college, and 21st century careers.

Probability & Statistics (CP) **Full Year**
Prerequisite: Algebra II & Teacher Recommendation **5 Credits**
Grade 12

This course is well suited for the student who intends to pursue a non-math related college major. Probability and Statistics is a course that may be required in college for many non-math related majors (e.g. social sciences, elementary and non-math/science education, public relations, nursing, etc.). It includes the topics of organizing, analyzing, and presenting data; permutations and combinations; elementary probabilities (including both independent and conditional probability); binomial and other distributions; elements of estimation; hypothesis testing; sampling theory; correlation and regression; and statistical influence. A graphing calculator will be emphasized and is strongly recommended. The use of technology is infused in instruction and used to analyze, problem solve and communicate mathematical information.

Senior Math (CP) **Full Year**
Prerequisite: Successful completion of Geometry and Algebra II **5 Credits**
Grade 12

This course is an ideal math course for high school seniors who plan to attend a two or four year college. It provides a comprehensive overview of mathematical ideas as they relate to a variety of disciplines and real-world situations. Students will learn from detailed, step-by-step examples, applied technology and critical thinking strategies. Concepts include set theory, logic, probability and statistics.

Advanced Algebra & Trigonometry (CP) **Full Year**
Prerequisite: Successful completion of Algebra I, Geometry, Algebra II, and teacher recommendation **5 Credits**
Grades 11-12

An alternative to Pre-calculus, Advanced Algebra and Trigonometry is also an advanced mathematics course and is college preparatory. "AA & T" is designed to strengthen students' higher-level algebraic skills and introduce the trigonometric skills that would be necessary in a 2- or 4-year college Algebra or Precalculus course, which can often be required for many non-math related majors. In addition to advancing the study of topics introduced in Algebra II, other areas of study will include polynomial functions, trigonometry, exponential and logarithmic functions, and sequence and series. A great deal of time will be spent reviewing and strengthening the skills required to be successful on college placement tests.

Pre-Calculus (CP) (H) **Full Year**
Prerequisite: Successful completion of Algebra I, Geometry, Algebra II and teacher recommendation **5 Credits**
Grades 10-12

Pre-calculus is designed to provide the essential mathematical background necessary to be successful in the study of Calculus. It is a rigorous course and is intended solely for students who plan to eventually take Calculus and who expect to major in areas involving higher mathematics, which include the sciences, computers, economics, engineering, and some business majors. The subject matter consists of the in-depth study and analysis of functions, trigonometry, exponential and logarithmic functions, regression and curve fitting, and polynomial functions. A graphing calculator will be emphasized and is strongly recommended. The use of graphing technology is integrated throughout this course, and topics are developed through the infusion of real-world applications and problem solving.

Calculus (H) **Full Year**
Prerequisite: Successful completion of Precalculus (H/CP) and teacher recommendation **5 Credits**
Grades 11-12

This college level course is designed to allow students the opportunity to preview the course before college. Calculus, as a study of sophisticated methods of calculation, is approached analytically. Topics include differentiation of algebraic and transcendental functions. These skills will be applied to graphing rates of change, and computation of areas and volumes. A graphing calculator will be emphasized and is strongly recommended.

Advanced Placement Calculus AB (AP) **Full Year**
Prerequisite: Pre-Calculus (Honors) and teacher recommendation **5 Credits**
Grades 11-12

This is a college level course in differential and integral calculus. It follows the scope and sequence of topics outlined by the College Entrance Examination Board (CEEB) for the Advanced Placement Calculus AB course. The advanced nature of this course presupposes a high aptitude in and an enthusiasm for abstract mathematics, including willingness to complete problem assignments on a regular basis. A graphing calculator will be emphasized and is strongly recommended. Click the following link for information about AP Calculus AB.

Advanced Placement Calculus BC (AP) **Full Year**
Prerequisite: AP Calculus (AB) and teacher recommendation **5 Credits**
Grade 12

This is a college level course in the calculus of functions of a single variable. It includes all topics taught in Calculus AB plus additional topics. It follows the scope and sequence of topics outlined by the College Entrance Examination Board (CEEB) for the Advanced Placement Calculus BC course. A graphing calculator will be emphasized and is strongly recommended. Click the following link for information about AP Calculus BC.

Advanced Placement Statistics (AP) **Full Year**
Prerequisite: Completion of Algebra II with a "B" or better **5 Credits**
Grades 11-12

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. A graphing calculator will be emphasized and is strongly recommended. Click the following link for information about AP Statistics.

Computer Science Discoveries (CP) (C) **Full Year**
Prerequisite: Teacher Recommendation **5 Credits**
Grades 9-12

Computer Science Discoveries is an introductory course to computer science. In this course, students will engage in problem solving, programming, physical computing, user centered design, and data. The course will be taught through inquiry and discovery, with an emphasis on logical thinking and problem solving. Students will have opportunities to build their own websites, apps, animations, games, and physical computing systems. The course also focuses on emergent technologies, such as artificial intelligence and machine learning.

Advanced Placement Computer Science A (AP) (C) **Full Year**
Prerequisite: Completion of Algebra I and Teacher Recommendation **5 Credits**
Grades 11-12

The use of technology has become a necessary skill for students. AP Computer Science A is equivalent to a first-semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. Click the following link for information about AP Computer Science A.

Advanced Placement Computer Science Principles (AP) (C) **Full Year**
Prerequisite: Completion of Algebra I and Teacher Recommendation **5 Credits**
Grades 10-12

Computing affects almost all aspects of modern life, and all students deserve an education that prepares them to pursue the wide array of intellectual and career opportunities that computing has made possible. AP Computer Science Principles (APCS Principles) curriculum is a full-year, rigorous, entry-level course that introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the internet, big data, digital privacy and security, and the societal impacts of computing. Through investigation of these topics, the students are challenged to explore how computing and technology can impact the world. Click the following link for information about AP Computer Science Principles**.**

OCC/Lacey College Academy

Students enrolled in the LTHS-OCC College Academy are scheduled for selected core courses in pursuit of the Associates in Art degree. Descriptions of those courses are listed below. Students are encouraged to access the Ocean County College Course Catalog at the following link for more information: Academic Programs and Courses.

COMM 154 - Fundamentals of Public Speaking **3 OCC credits (5 LTHS credits)**

This course introduces students to basic communication theory and public speech performance skills. Emphasis is on researching, organizing, outlining, evaluating, and delivering informative, demonstrative, and persuasive speeches.

ENGL 151 - English I **3 OCC credits (5 LTHS credits)**
Prerequisite: Satisfactory placement test score/or successful completion of required developmental courses.

Students will compose and revise expository essays totaling 3500 words, minimum. Through a series of primarily text-based writing assignments, the course reinforces and stresses the further development of critical reading and thinking, ethical reasoning, the writing process, and information literacy.

ENGL 152 - English II **3 OCC credits (5 LTHS credits)**
Prerequisite: ENGL 151

This course introduces students to the study of fiction, poetry and drama, and requires written assignments (totaling 3500 words, minimum), including at least one documented essay, that build on the writing and research skills developed in ENGL 151. With ENGL 151, this course fulfills the 6-credit graduation requirement in English Communication.

HUMN 201 Postmodernism and the Arts **3 OCC credits (5 LTHS credits)**
Prerequisite(s): ENGL 151

This interdisciplinary course focuses on the connections among literature, art, and music during the postmodern era lasting from 1945 to the present. Students will study, discuss and write about a variety of works as they relate to historical events, societal change, and the rich diversity of this period.

HIST 173 - United States History to 1877 **3 OCC credits (5 LTHS credits)**

A survey of the history of the United States from the discovery of the Western Hemisphere to the end of the Reconstruction period (1877). The course includes political, social and economic factors important in the foundation of America.

HIST 174 - United States History from 1877 **3 OCC credits (5 LTHS credits)**

This course traces developments since the end of the Civil War with emphasis on reconstruction, the industrialization of America and her emergence as a world power, the two World Wars.

MATH 151 - A Survey of Mathematics **3 OCC credits (5 LTHS credits)**
Prerequisite: Algebra II with a minimum grade of "C"

A mathematical course for liberal arts students. Topics include: sets, probability, logic systems of numeration, groups, and mathematical systems.

MATH 156 - Introduction to Statistics **3 OCC credits (5 LTHS credits)**

This introductory level course introduces general concepts of basic statistical tools including descriptive statistics, frequency distributions, probability, probability distribution, sampling theory, sampling techniques, inferential statistics, analysis of variance, correlation, and simple regression. Excel data analysis and/or one major statistical software package is introduced to aid calculations required for many of the techniques used in this course. Students are expected to do one or more writing assignments in an applied field and complete a data-based project as part of the course requirements.

PSYC 172 - General Psychology **3 OCC credits (5 LTHS credits)**

This introductory course focuses on the study of behavior and cognitive processes. Emphasis is on neuroscience, states of consciousness, human development, sensation and perception, learning, memory, intelligence, emotion and motivation, personality, psychological disorders, psychotherapy, and social behavior.

SOCI 181 Introduction to Sociology **3 OCC credits (5 LTHS credits)**

This course presents the fundamental concepts, sociological perspectives, and methods of social research. Course topics include culture, socialization, deviance, social class, race and ethnicity, and gender and sexuality.

BIOL 101 - The Pine Barrens **3 OCC credits (5 LTHS credits)**

An investigation into the ecological aspects of the natural history of the New Jersey Pine Barrens. The course will explore the geography, plants and animals of New Jersey's most famous wilderness. Students must provide their own transportation for required monthly field trips to the Pine Barrens. Code 4 course fee.

ENVI 152 - Environmental Sci **4 OCC credits (5 LTHS credits)**

Corequisite(s): ENVI-152L

An introduction to current environmental problems and the processes used to analyze them from perspectives of the biological, geological, and social sciences. Field and laboratory experiences incorporated into the course. Students will be required to travel to offsite laboratory locations. It is highly recommended that students enrolling in this course have completed high school biology and high school chemistry. Code 5 course fee.

STSC 150 - Student Success Seminar **2 OCC credits (5 LTHS credits)**

This comprehensive course is designed to build a solid foundation for a successful college experience. This seminar based course will help students develop the emotional and intellectual skills necessary to work toward graduation and their chosen career. In addition to learning to develop a self-motivated academic passion, students can expect to develop their critical thinking and academic skills. The course will also enable students to connect to the campus community through an analytical and information literacy component and service learning experience. Code 1 course fee.

Performing Arts Department

The Music Department offers students experiences in instrumental and/or vocal music. Instruction will be provided on an individual, small group, and large group basis. Opportunities are provided for students with or without training or experience. To complement the classroom instructional phase of the program, students are encouraged to participate in the marching/concert band and/or the choir. Special ensembles, vocal and instrumental, will be formed based upon student interest and request.

*Legend: College Prep (CP), Honors (H), Advanced Placement (AP)
Visual Art (V), Performing Arts (P), Career Education (C) and Financial Literacy (F)

Concert Band Overview

These courses are designed to develop the necessary skills needed for concert band. Emphasis will be placed on large ensemble playing incorporating the development of performance skills, fundamentals of music reading, familiarity of most commonly used scales, proper playing technique, basic ear training, and introduction to basic band repertoire. Participation in concerts throughout the year is expected.

Concert Band I (CP) (P)
Prerequisite: Successful Membership in Middle School Band or Departmental Permission (Audition)
Full Year
5 Credits
Grades 9-12

Concert Band II (CP) (P)
Prerequisite: Concert Band I
Full Year
5 Credits
Grades 10-12

Concert Band III (CP) (P)
Prerequisite: Concert Band II
Full Year
5 Credits
Grades 11-12

Concert Band IV (H) (P)
Prerequisite: Concert Band III
Full Year
5 Credits
Grade 12

Concert Choir Overview

The following courses in choral singing will emphasize and develop vocal technique, music notation, reading terminology, rhythms, sight and sound intervals, diction, sight-reading, and choral repertoire. Concert preparation and participation throughout the year are expected.

Concert Choir I (CP) (P)
Prerequisite: None

Full Year
5 Credits
Grades 9-12

Concert Choir II (CP) (P)
Prerequisite: Concert Choir I

Full Year
5 Credits
Grades 10-12

Concert Choir III (CP) (P)
Prerequisite: Concert Choir II

Full Year
5 Credits
Grades 11-12

Concert Choir IV (H) (P)
Prerequisite: Concert Choir III

Full Year
5 Credits
Grade 12

Select Ensemble (H) (P)
Prerequisite: Vocal audition & 2 years of choral singing at the high school level

Full Year
5 Credits
Grades 11-12

Music Technology (CP) (P) (C)
Prerequisite: None

Full Year
5 Credits
Grades 9-12

Music technology is the study and use of music software and recording equipment. Students interested in a career in music production or a degree in music at the college level should take this class. Students enrolled will learn how to work with various microphones/ soundboards, digital loops/effects, editing and album production, copyright law, podcasts, and film music.

Guitar I (CP) (P)
Prerequisite: None

Full Year
5 Credits
Grades 9-12

This elective course for beginning guitarists with little or no experience on the instrument allows students to learn open chords, power chords, moveable chords, single note (melody) playing, accompaniment techniques, and a variety of playing techniques and styles, including both pick style and finger style approaches to the guitar. The course also includes music fundamentals, theory, songs, performances, listening, improvising, and learning to read standard music notation as well as tablature. In addition, students will be encouraged to attend performances, as well as perform or compete themselves.

Guitar II (CP) (P)
Prerequisite: Successful completion of Guitar I with a final average of 84 or Higher

Full Year
5 Credits
Grades 10-12

This course is for intermediate guitarists who have completed Guitar 1. Students will develop music reading skills, chord progressions, and techniques suitable to various music styles. Intermediate repertoire will be explored, rehearsed, and performed. Students will work independently and in groups to develop technical rehearsal and performance skills. Students will listen to performers from various styles and time periods and will work to develop skills appropriate to those styles and time periods. Students will participate in group and solo performances throughout the year.

History of Rock and Roll (CP) (P)
Prerequisite: none

Full Year
5 Credits
Grades 9-12

From the beginning with the Blues to the many different kinds of music that have come from Rock this course will have students learn the origins of this genre of music to what it has become today. You name it, from Elvis to the Beach Boys, to the British Invasion, to Fusion, to Rap; students will be taking a look and experiencing all of it and learning about it. This course will also have the music that changed and supported time periods/decades and will also discuss and demonstrate the instruments used in the different types of bands.

Musical Theatre I (CP) (P)
Prerequisite: None

Full Year
5 Credits
Grades 9-12

Students will learn the fundamentals of theatre performance with an emphasis on the actor's tools of body, voice, and mind as well as crucial elements of theatrical storytelling. Using a combination of improvisational games and theatre exercises, students will become comfortable with public speaking and stage performance. Students will learn script analysis as a tool to enhance character development.

Musical Theatre II (CP) (P)
Prerequisite: Successful completion of Musical Theatre I, or Departmental Permission, Audition

Full Year
5 Credits
Grades 10-12

Building on the basic performance skills developed in Musical Theatre 1, students will further explore script analysis and styles of acting through the study and performance of major dramatic works of the 20th and 21st centuries. Additionally, students will learn basic roles and elements of theatre production including, but not limited to, scene design and lighting.

Musical Theatre III (CP) (P) **Full Year**
Prerequisite: Successful completion of Musical Theatre II, or Departmental Permission, Audition **5 Credits**
Grades 11-12

Building on the skills and knowledge gained in Musical Theatre 2, students will intensely practice and refine performance skills for full-body storytelling through physical theatre techniques including mime, vaudeville, and stage combat. Script analysis is furthered through the study and performance of dramatic works from the ancient Greeks to Shakespeare and beyond. Theatre 3 students will write an original 10-minute play and may have the opportunity to perform in student-directed one-act plays at the end of the year.

Musical Theatre IV (H) (P) **Full Year**
Prerequisite: Successful completion of Musical Theatre III, or Departmental Permission, Audition **5 Credits**
Grade 12

Building on the skills and knowledge gained in Theatre 3, students will have the opportunity to direct ensemble scenes through the analysis and design of original or pre-existing dramatic works. Preparation for the directing project will be conducted through dramatic criticism of live and video-recorded performance and the analysis of contemporary and historical dramatic text.

Physical Education/Health

The Physical Education program for grades nine through twelve will encompass areas of study and participation in activities that are evident in our society today. These activities are broken down into three general categories: team sports, physical fitness and lifetime activities. Although team sports are important, we only participate in them for a short time in our lives. Students, therefore, must become familiar with activities they can enjoy as adults. An appreciation and understanding of skills in these categories and the value of activity for life will be stressed. The upper grades in particular will have the opportunity to learn and participate in lifetime activities. Safety in the use of equipment and participation in activities will be included in the instructional program and stressed at all times.

The Health program will provide for those areas of study as prescribed by the state as well as addressing itself to the social problems and concerns that are facing society today. The curriculum will include drug, tobacco, and alcohol education (mandated ten clock hours each year), environmental studies, human growth and development, driver and safety education, responsible personal behavior, understanding yourself, wellness and First Aid/CPR. Student involvement in discussion, projects and research will be stressed. Healthful and safe living is both vital and basic to the well being of mankind.

Every student is required to satisfactorily complete a course in Health and Physical Education during each of his four years in high school. Students who cannot participate in the Physical Education program must present a medical excuse from a physician. This excuse is valid only for the period of time indicated by the physician. An alternate writing assignment will be given in place of physical activity to these students during this time period. This assignment will be a one page paper written by the student detailing the student's summarization and opinion on an article or passage related to sports, physical education, and health in today's world. A copy of the article must be attached to the assignment. This assignment must be completed for each day the student has Phys. Ed. and is on long term medical. Any student who fails Health or Physical Education must make up the failure. The Physical Education section of the course is worth 3.75 credits and the Health section of the course is worth 1.25 credits. Physical Education and Health courses should be taken sequentially.

Physical Education & Health 9 (CP) **Full Year**
Prerequisite: None **5 Credits**
Grade 9

This course will include a wide range of activities: soccer, field hockey, floor hockey, gymnastics, aerobics, muscular strength training, volleyball, archery, golf, badminton, circuit weight training, softball and a fitness pre and post test each marking period. Each Physical Education class will include a dynamic warmup before we get into our daily activity. The warm-up will include a full-body stretch and a series of calisthenic exercises developing students' motor skills. Emphasis will be placed on the development of fundamental skills and an awareness of the components of personal fitness along with health and wellness. Students will define and apply their own personal fitness goals through the use of various programs, individual and group projects.

This health component will include concepts in the following units of study: Human Growth and Development, which involves the reproduction system, conception and pregnancy, prevention of pregnancy, termination of pregnancy, and labor and delivery; Responsible Personal Behavior, which involves abstinence, teenage pregnancy, sexual assault/rape, AIDS and other sexually transmitted diseases, communicable diseases and substance abuse; self esteem, values and emotions.

Physical Education & Health 10 (CP) **Full Year**
Prerequisite: Successful completion of Physical Education & Health 9 **5 Credits**
Grade 10

This course is a continuation of many of the activities offered in ninth grade. The emphasis will be placed on refining fundamental skills, introducing game strategies and developing an awareness of how to effectively utilize human resources. This course will also introduce many new activities: tennis, weight training, basketball, volleyball, golf, aerobics, speedball, floor hockey, lacrosse, archery and health and wellness and a fitness pre and post test each marking period.

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

Physical Education & Health 11 (CP) **Full Year**
Prerequisite: Successful completion of Physical Education and Health 10 **5 Credits**
Grade 11

This course focuses on developing and refining skills introduced in Physical Education 9 and 10. Some activities offered include tennis, badminton, weight training, floor hockey, basketball, recreational games, aerobics, archery, golf, football, softball, speedball, volleyball, tennis and a fitness pre and post test each marking period.

This health component will consist of the following units of study: Responsible Personal Behavior, which includes First-Aid and the prevention of most accidents in the home, Introduction to Cardiopulmonary Resuscitation, which involves respiratory/circulatory systems, heart attacks, basic skills of CPR and choking situations; Review of Emergency First-Aid Procedures, which covers the Heimlich maneuver, bleeding and wounds, poisoning, Lyme disease, shock, fractures, bone and joint injuries, heat and cold exposure emergencies and communicable diseases.

Physical Education & Health 12 (CP) **Full Year**
Prerequisite: Successful completion of Physical Education & Health 11 **5 Credits**
Grade 12

This course focuses on mastering the skills developed and refined in Physical Education 11. Some activities offered include tennis, badminton, weight training, floor hockey, basketball, recreational games, aerobics, archery, golf, football, softball, speedball, volleyball, tennis and a fitness pre and post test each marking period.

This health component investigates the following units of study: Understanding Self, which emphasizes self esteem, emotions, values, prejudices, teen suicide, eating disorders, Interpersonal relationships, which deals with relationships, being in love, abstinence, teen pregnancy, other sexual orientations and dating violence; and Responsible Personal Behavior, which investigates adult living, family management, getting married, purposes of a family, family stress and crisis, review of birth control, abortion, parenting, parental responsibilities, substance abuse, AIDS, other sexually transmitted diseases, and rape intervention, breast and prostate cancer and communicable diseases.

Option II - College Academic Cohort (Grades 11 & 12 OCC enrolled students only)

Junior and senior students who are enrolled in the Ocean County College Academy may enroll in the Option II Program to meet the state's physical education requirement. College Academy students must be in good standing in all of their classes, may not have any failing grades, or have any violations of the LTHS Attendance Policy. Junior College Academy students who wish to enter Option II must have received a grade of an A in 9th and 10th-grade physical education. Senior College Academy students who wish to enter Option II must have received a grade of an A in 9th, 10th and 11th grade physical education.

Students must choose a sport/activity from each season (Fall/Winter/Spring) in order to qualify for this program. The sport/activity must occur during the school calendar year, (summer activities are not included) and include a minimum of 3 practices/competitions/sessions per week. The sport/activity must take place for a minimum of 150 minutes per week, the equivalent of two physical education classes, while school is in session. Students who are playing a school sport must meet all NJSIAA eligibility requirements. A bi-weekly check-in with the assigned physical education teacher where signed timesheets are submitted is required. The activity/sport must meet or exceed the current New Jersey Student Learning Standards. Students who participate in this program will receive a grade of Pass (P) or Fail (F) at the conclusion of each quarter. Grades will not advance or negatively impact a student's GPA.

*All students are required to take 11th and 12th grade health respectively. While students are scheduled for health they are not required to participate in sport/activity as the health requirement is in lieu of sport/activity during that period.

Science

Science is an important part of everyday living and an in-depth science education is important for every high school graduate. The science curriculum supports the development of scientifically literate students and encourages students to use scientific processes, knowledge, critical thinking and problem solving skills in personal decision making. Students will actively engage in the scientific and engineering practices and have opportunities to apply scientific knowledge to deepen their understanding of core concepts and ideas. The science curriculum provides science course sequences for students of all levels and career paths.

Science Fair/Projects

Each student enrolled in a science course will be required to successfully complete a curricular related project. All honors level students must complete their project to the science fair specifications. The Science Fair Research Project is designed to help students develop those skills needed to solve problems in a logical, orderly fashion. Students are given an opportunity to explore some area of science, related to the course in which they are enrolled, as they apply the scientific methods to a topic of their choice.

The process utilized to conduct this project will begin in the fall and will culminate in late February with the school-wide science fair. During this time, students are expected to work on this project both in school and at home in order to fulfill all requirements of each step according to an established timeline. To facilitate this work, the Media Center will be open Monday - Thursday from 1:45 pm-2:35 pm.

Major criteria for placement include teacher recommendation, motivation, achievement on standardized tests, student marking period grades, midterm and final exam grades, reading and writing proficiency, and the ability to work independently. Students must maintain an 84 average or higher to continue to be recommended for an honors course or achieve a 92 average or higher in a college prep course to be recommended for an honors level course. Placement recommendations are reviewed annually according to the multiple criteria identified above.

If a student desires honors level coursework but is not recommended for it, she/he can petition the placement by accessing the Petition for Honors Coursework form (the form can be obtained by your school counselor in the Guidance office at either the middle or high school). The completed form can be submitted to Guidance for the department supervisor to review.

*Legend: College Prep (CP), Honors (H), Advanced Placement (AP)
Visual Art (V), Performing Arts (P), Career Education (C) and Financial Literacy (F)

Biology (CP) (H) **Full Year**
Corequisite for CP level: Algebra 1 **5 Credits**
Corequisite for H level: Algebra 1 (H) **Grades 9-12**

Biology will provide students with an understanding of the basic concepts and processes related to the development, maintenance and survival of living organisms. Students are introduced to major biological concepts and principles such as ecological relationships, cell structure and function,

biochemical processes, the origin of life, and the theory of evolution. The students explore specific groups of organisms in a systematic sequence. Emphasis is placed on an awareness of similarities and differences in body structure and function between organisms of various types. The course includes a program of hands-on laboratory explorations to enhance classroom activities.

Advanced Placement Biology (AP) **Full Year**
Prerequisite: Biology (H) & Teacher Recommendation **5 Credits**
Corequisite: Algebra II (CP) (H), Chemistry (H) **Grades 10-12**

Advanced Placement Biology is offered to serious college-bound science students. It is equivalent to an introductory course in biology on the college level. This course emphasizes the integration of all scientific disciplines as they relate to biology. Major topics studied are zoology, botany, human anatomy, cytology, evolution, biochemistry and ecology. Students will develop, practice, and refine critical thinking through laboratory work, reading supplemental and analytic materials and participating in independent activities. Click the following link for information about AP Biology.

Environmental Science (CP) **Full Year**
Prerequisite: Biology & Math **5 Credits**
Grades 10-12

Environmental Science is an elective course that is offered to students with an interest in humankind's interaction with our natural environment. The goal of the course is to develop an understanding of the laws of nature and practical application of these laws in an ever-changing society. Opportunities are provided for students to examine, analyze, evaluate and react to problems in today's world and the future world based on known environmental conditions both locally and worldwide. For each environmental issue discussed, students will prescribe alternative solutions to the problems, as well as examine attitudes and lifestyles affected by the issue. Topics for discussion include: solid and hazardous wastes; air, water, and noise pollution; land use issues; energy sources and alternatives; local ecosystem studies (i.e. Pine Barrens, Barnegat Bay/Atlantic Ocean, etc.); wildlife issues; overpopulation; nuclear war; and more. Due to the nature of these socio-scientific problems, students will assess their values and attitudes on many moral and ethical issues that are raised through discussion, debate, and written reports. Laboratory and field studies will be included in this course.

Advanced Placement Environmental Science (AP) **Full Year**
Prerequisite: Biology (H) & Algebra I (CP) & Teacher Recommendation **5 Credits**
Corequisite: Chemistry **Grades 10-12**

Advanced Placement Environmental Science is offered to the serious collegebound science students. The course is equivalent to an introductory college course in environmental science. This course is interdisciplinary and integrates a wide variety of topics from different areas of scientific study. The students will explore 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 or preventing them. Course topics will include solid waste management, pollution, land use issues, natural resources, alternative energy, and natural ecosystems. Click the following link for information about AP Environmental Science.

Marine Biology (CP) **Full Year**
Prerequisite: Successful completion of Biology, Algebra I, Chemistry or Principles of Chemistry & Teacher Recommendation **5 Credits**
Grades 11-12

Marine Biology/Oceanography Lab is a full-year elective course for students with an interest in the dynamic processes of the ocean. The course is divided into four major areas of oceanography: geological, physical, chemical, and biological. Emphasis is placed on the interaction found within the marine environment. Laboratory and field studies will be included to supplement classroom activities.

Advanced Placement Chemistry (AP) **Full Year**
Prerequisite: Chemistry (H) & Teacher Recommendation **5 Credits**
Corequisite: Algebra 2 (H) **Grades 11-12**

Advanced Placement Chemistry is offered to the serious college-bound science students. It is equivalent to the second semester of an introductory course in chemistry on the college level. This course provides students with an in-depth understanding of chemical systems through extensive laboratory inquiry. The topics covered in the classroom and laboratory work stress the basic principles of intermolecular forces, solutions, chemical kinetics and equilibrium, acids and bases, electrochemistry and organic chemistry. Students will develop, practice and refine critical thinking through laboratory work and independent activities. Click the following link for information about AP Chemistry.

Chemistry (CP) (H) **Full Year**
Prerequisites for CP level: Biology, Algebra I **5 Credits**
Corequisite for CP level: Geometry **Grades 10-12**
Prerequisites for H level: Biology(H), Algebra 1 (H)
Corequisite for H level: Geometry (H)

Chemistry will provide students with an understanding of the nature of matter and of the natural laws, which govern it. The fundamental reactions involved in chemical changes of matter are particularly emphasized. The mole concept, the gas laws, atomic theory, the nature of chemical bonds and energy relationships in chemical reactions are some of the important topics covered in the course. Extensive use of integral laboratory activities will emphasize concepts, organization and proper application of the scientific method.

Principles of Chemical Science (CP) **Full Year**
Prerequisite: Biology, Algebra I & teacher recommendation **5 Credits**
Grades 10-12

This course focuses on the concepts of chemistry that includes theory, mathematical relationships, and the development of laboratory skills. Topics covered include the organization of chemistry, atomic theory, particles of matter, formulas and equations, gasses, solutions, chemical reactions, and ionization.

Human Anatomy (CP) **Full Year**
Prerequisite: Biology, Chemistry or Principles of Chemistry & teacher recommendation **5 Credits**
Grades 11-12

This class is a study of the human body, focusing on gross anatomy, organ systems, and histology. Diagnosis and treatment of medical conditions in conjunction with form-function relationships will be explored. Dissections are a requirement of this course.

Anatomy and Physiology (H) **Full Year**
Prerequisite: Biology & Chemistry or Principles of Chemistry & teacher recommendation **5 Credits**
Grades 11-12

This course addresses scientific benchmarks utilizing independent study, practical applications, critical thinking, and problem solving at a higher, enhanced level. This class, encompassing extensive dissection including but not limited to cells, tissues, muscular structure, and the nervous system, is ideal for the four-year college bound student interested in the health sciences.

Forensic Science (CP) (C) **Full Year**
Prerequisite: Biology & Chemistry or Principles of Chemistry & teacher recommendation **5 Credits**
Grades 11-12

Forensic Science offers students an introduction to crime scene investigations. The course will explore the basic procedures involved in the application of scientific principles and methods utilized to assist in criminal and civil investigations and litigations. Biology, chemistry, and physics will be applied to criminal investigations. Students will investigate, document and process evidence at potential crime scenes. Topics of study include fingerprint analysis, documentation analysis, trace evidence, ballistics, entomology, and handwriting analysis.

Forensic Science (H) (C) **Full Year**
Prerequisite: Successful completion of Biology (CP/H) & Chemistry (CP/H) **5 Credits**
Grades 11-12

Forensic Science offers students an introduction to crime scene investigations. Students will apply scientific principles and methods utilized to assist in criminal and civil investigations and litigations. Students will investigate, document and process evidence at potential crime scenes. As an extension of their learning, students will engage in research and project based learning in topics such as fingerprint analysis, documentation analysis, trace evidence, ballistics, entomology, and handwriting analysis.

Microbiology and Genetics (H) **Full Year**
Prerequisite: Biology (H) and Chemistry (H) or Principles of Chemistry & teacher recommendation **5 Credits**
Grades 11-12

This is a hands-on, lab based course split into a microbiology semester and a genetics semester. The microbiology semester focuses on the classification, physiology, ecology, and genetics of microbes and their impact on human health and environmental impact. Microbes including bacteria are important for our daily life as there are many symbiotic relationships humans have with them. Adversely, there are many microbes which can negatively impact our quality of life. This course studies the differences between the different microbes including bacteria, viruses, algae, and protists and looks at the benefits and harmful impacts of these species on humans and the planet.

The genetics component of the course examines this ever growing and exciting field in biology. Labs and hands-on activities are used to learn about topics such as bioethics, human genetics, heredity, and gene editing technology. This course provides an overview of many great career opportunities that exist in these fields.

Physics (CP) (H) **Full Year**
Prerequisite: Chemistry, Geometry 5 **Credits**
Corequisite: Algebra II **Grades 11-12**
Prerequisites: Chemistry (H)
Corequisite: Algebra 2 (H)

Physics will provide students with a basic understanding of the principles of energy and motion. Topics include: kinematics, dynamics, energy, thermodynamics, optics, sound, electricity, and magnetism. Extensive laboratory activities emphasize concepts, organization and proper application of the scientific method.

Advanced Placement Physics I (AP) **Full Year**
Prerequisite: Physics (H) & teacher recommendation **5 Credits**
Corequisite: Pre-calculus (H) **Grade 12**

Advanced Placement Physics I is offered to serious college-bound science students who plan on a career in science, math, engineering, or computer field. It is equivalent to an introductory course in physics on the college level. Particular emphasis is placed on energy, its sources, transformations, utilization and conservation, electronics and optics. Students will develop, practice and refine critical thinking through extensive laboratory work and independent activities. Click the following link for information about AP Physics 1: Algebra-Based.

Robotics (H) (C) **Full Year**
Prerequisite: Engineering and Design 1 & 2 or STEM Core 1 & 2 **5 Credits**
Grades 11-12

This Robotics course provides opportunities for creativity, designing, building, collaboration, programming, competing, and applications of STEM knowledge. This course will build upon and complement the current STEM Core, Computer Science and Engineering Design classes that students currently have available to them. This Robotics curriculum would culminate all these disciplines into a robust application-based course. The priority will be to provide students with relevant learning and opportunities to solve challenging problems, which are presented to students in college courses and career pathways. Project-based curriculums that focus on collaboration, iterative processes, recovering from failure, and having measurable outcomes will prepare students for the technological world that they will shape. The curriculum is also aligned with OCC ENG-127 and students would qualify to purchase OCC credits.

Cybersecurity (C)
Prerequisite: Algebra 1

Full Year
5 Credits
Grades 9-12

Computer Science, the basis for all computing and technology, drives job growth and innovation. Computational thinking, the problem-solving process inherent in computer science, is an essential skill across every 21st century job and career. Knowledge of computer science enables students to innovate and solve problems using technology to critically engage in public discussions on important issues of national security and to participate in society as a responsible citizen. Cybersecurity will introduce high school students to basic cybersecurity concepts and inspire interest in cybersecurity careers. This course does not require any prerequisite knowledge in computing or cybersecurity. The course is able to be delivered completely on Chromebooks with no specialized equipment. It includes access to a cyber range for online labs. The course incorporates the 2020 New Jersey Student Learning Standards – Computer Science and Design Thinking.

STEM Academy

Lacey Township High School offers a four-year cohort program for students interested in the STEM fields. The goal of the Science, Technology, Engineering and Mathematics Education Academy (STEM) is to foster coursework and collaboration in these academic areas in order to produce professional graduates for the workforce. Students are required to be enrolled in specific aligned math, science, and engineering courses. Students are also encouraged, but not required, to explore the many opportunities in advanced math and science courses. Participants will be offered the opportunity to compete in engineering competitions against other students in Ocean County. Emphasis is placed on students' ability to collaborate and use critical thinking skills to solve authentic, real life STEM problems. Projects developed by a team of high school teachers and Lakehurst Naval Air Base engineers will be integrated. Please see this presentation for a detailed overview and course sequence.

STEM 1	**STEM 2**
STEM Biology Honors STEM Geometry Honors STEM Algebra 2 Honors STEM Core I Honors	STEM Chemistry Honors STEM Algebra II Honors STEM Pre-Calculus Honors STEM Core II Honors
STEM 3	**STEM 4**
STEM AP Physics STEM Pre-Calculus Honors STEM Core III Honors	AP Science Elective/AP Computer Science Calculus Honors/AP Calculus AB or BC STEM Core 4 Honors

In the honors, advanced and AP science programs, special emphasis is placed on problem-solving techniques, the analysis of data, the drawing on inferences, and the application of new knowledge. Laboratory experiments are generally more intricate, and students must demonstrate the ability to work both collaboratively and independently. Student performance is measured in part through performance on written tests and quizzes, homework and class assignments, laboratory projects, and class participation. Placement recommendations are reviewed annually according to multiple criteria.

*Legend: College Prep (CP), Honors (H), Advanced Placement (AP)
Visual Art (V), Performing Arts (P), Career Education (C) and Financial Literacy (F)

STEM Biology Honors (STEM ACADEMY ONLY) **Full Year**
Prerequisite: STEM Academy Acceptance **5 Credits**
Corequisite: Algebra 1(H/STEM) **Grade 9**

Biology will provide students with an understanding of the basic concepts and processes related to the development, maintenance and survival of living organisms. Students are introduced to major biological concepts and principles such as ecological relationships, cell structure and function, biochemical processes, the origin of life, and theory of evolution. The students explore specific groups of organisms in a systematic sequence. Emphasis is placed on an awareness of similarities and differences in body structure and function between organisms of the various types. The course includes a program of hands-on laboratory explorations to enhance classroom activities.

STEM Chemistry Honors (STEM ACADEMY ONLY) **Full Year**
Prerequisite: Successful completion of STEM Biology Honors, Algebra 1 (H/STEM) Corequisite: Geometry (H/STEM) **5 Credits**
Grades 10-12

Chemistry will provide students with an understanding of the nature of matter and of the natural laws, which govern it. The fundamental reactions involved in chemical changes of matter are particularly emphasized. The mole concept, the gas laws, atomic theory, the nature of chemical bonds and energy relationships in chemical reactions are some of the important topics covered in the course. Extensive use of integral laboratory activities will emphasize concepts, organization and proper application of the scientific method.

STEM Advanced Placement Physics I (STEM ACADEMY ONLY) **Full Year**
Prerequisite: STEM Chemistry Honors **5 Credits**
Corequisite: STEM Algebra 2 Honors **Grades 11-12**

Advanced Placement Physics I is offered to serious college-bound science students who plan on a career in science, math, engineering, or computer field. It is equivalent to an introductory course in physics on the college level. Particular emphasis is placed on energy, its sources, transformations, utilization and conservation, electronics and optics. Students will develop, practice and refine critical thinking through extensive laboratory work and independent activities. Click the following link for information about AP Physics 1: Algebra-Based.

STEM Geometry Honors (STEM ACADEMY ONLY) **Full Year**
Prerequisite: STEM program acceptance **5 Credits**
Grades 9-10

This course continues to emphasize deductive mathematical reasoning and uses Euclidean geometry as the model. Geometry is a mathematical system built upon definitions and conjectures. From these, statements will be proven about relationships of geometric figures. The topics of plane, solid, and coordinate geometry will be taught in an integrated approach. Additionally, the foundations of trigonometry and geometric probability will be discussed. Throughout the course, emphasis will be placed on the Mathematical Practice Standards and applying and developing critical thinking skills as they relate to logical reasoning and argument.

STEM Algebra II Honors (STEM ACADEMY ONLY) **Full Year**
Prerequisite: Successful completion of STEM Geometry Honors **5 Credits**
Grades 9-11

This course may include such topics as elementary algebra, linear functions, polynomial functions, matrices, the real number system, exponential functions and logarithms. Additionally, the foundations of trigonometry and analytical geometry may be extended to include conic sections. Logistic functions and more in-depth data analysis and probability will be covered. This course will prepare students for Precalculus and other more advanced courses in mathematics.

STEM PreCalculus Honors (STEM ACADEMY ONLY) **Full Year**
Prerequisite: Successful completion of STEM Algebra 2 Honors **5 Credits**
Grades 10-11

PreCalculus is designed to provide the essential mathematical background necessary to be successful in the study of Calculus. It is a rigorous course and is intended solely for students who plan to eventually take Calculus and who expect to major in areas involving higher mathematics, which include the sciences, computers, economics, engineering, and some business majors. The subject matter consists of the in-depth study and analysis of functions, trigonometry, exponential and logarithmic functions, regression and curve fitting, and polynomial functions. The use of graphing technology is integrated throughout this course, and topics are developed through the infusion of real-world applications and problem solving.

STEM Core I (H) (C) **Full Year**
Prerequisite: STEM program acceptance **5 Credits**
Grade 9

STEM Core 1 utilizes problem based learning principles to facilitate a variety of projects through a collaborative student community. The curriculum consists of students engaging in hands-on application type projects that encompass various science, technology, engineering, and mathematics concepts. The course is taught in collaboration with the students' biology and math coursework. Students will have an understanding of application, design, construction, modeling and scientific principles involved in real world projects.

STEM Core II (H) (C) (V) **Full Year**
Prerequisite: Successful completion of STEM Core I **5 Credits**
Grade 10

STEM Core II builds upon those previously learned problem based learning principles to facilitate a variety of complex projects through a collaborative student community. The curriculum consists of students engaging in hands-on application type projects that encompass various science, technology, engineering, and mathematics concepts. Students will build upon previous scientific principles such as kinematics, buoyancy, alternative energy, and computer programming through real world applications. The course is taught in collaboration with the students' chemistry and math coursework.

STEM Core III (H) (C) **Full Year**
Prerequisite: Successful completion of STEM Core II **5 Credits**
Grade 11

This problem based learning class will enhance the students' abilities to solve real-world design challenges through the use of the design process and team collaboration. Students will explore various technological systems and manufacturing processes to help reinforce how engineers use science, technology, and math to improve an evolving technological society. The course will build upon the student's computer modeling skills in Autodesk Inventor, and aid in problem solving with hands-on projects to reinforce learned concepts.

STEM IV Capstone (H) (C) **Full Year**
Prerequisite: Successful completion of STEM Core III **5 Credits**
Grade 12

Long-term investigations that are intended to be active learning projects that demonstrate the student's ability to apply their 21st century skills acquired and knowledge gained. The student-driven projects will examine real-world concerns that require significant effort in preparation, planning and implementation resulting in a final portfolio demonstrating their learning and conclusion.

Social Studies

The study of social studies is an integral part of every student's education. The Social Studies Department has developed a course of study that is designed to provide each student with a diverse social studies curriculum both national and international in scope. A comprehensive study of world and national history is provided through a required three-year program emphasizing the social, cultural, economic, and historical factors that have determined our growth. The basic principles of government and citizenship, with its rights, responsibilities and duties, will be thoroughly explored.

All students are required to take World History I, U.S. History I and U. S. History II in order to meet New Jersey State graduation requirements.

Major criteria for placement include teacher recommendation, motivation, achievement on standardized tests, student marking period grades, midterm and final exam grades, reading and writing proficiency, and the ability to work independently. Students must maintain an 84 average or higher to continue to be recommended for an honors course or achieve a 92 average or higher in a college prep course to be recommended for an honors level course. Placement recommendations are reviewed annually according to the multiple criteria identified above.

If a student desires honors level coursework but is not recommended for it, she/he can petition the placement by accessing the Petition for Honors Coursework form (the form can be obtained by your school counselor in the Guidance office at either the middle or high school). The completed form can be submitted to Guidance for the department supervisor review.

*Legend: College Prep (CP), Honors (H), Advanced Placement (AP)
Visual Art (V), Performing Arts (P), Career Education (C) and Financial Literacy (F)

World History I: From Global Encounters to the Modern World (CP) (H) **Full Year**
Prerequisite: None **5 Credits**
Grade 9

The focus of this course is to understand how the historical events starting with worldwide exploration and expansion of trade eventually inspire increased global economic interdependence, population growth, and cooperation leading into the 21st century. Major emphasis will be on the historical, economic, cultural, political, geographical, social, and religious development of the modern world. Current world situations and events will be infused throughout this curriculum. This course is required for all freshmen.

U.S. History I (CP) (H) **Full Year**
Prerequisite: None **5 Credits**
Grade 10

The design of this course is to provide a comprehensive study of the development of our nation from exploration and colonization through The Gilded Age. Major emphasis will be placed on the development of the government as well as the cultural, economic and social factors, which have influenced the growth of the country. This course is required for all sophomores.

U.S. History II (CP) (H) **Full Year**
Prerequisite: U.S. History I **5 Credits**
Grade 11

It is the structure of this course to deal with the changes that brought our country from a rural-isolationistic land to the leading industrial nation of the world. Emphasis will be placed on the study of historical events as well as the investigation of contemporary issues. This course is required for all juniors.

Advanced Placement U.S. History (AP) **Full Year**
Prerequisite: U.S. History I (H), U.S. History II (H) and/or Departmental Permission **5 Credits**
Grade 12

The Advanced Placement United States History program is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with problems and events in United States history. It follows the scope and sequence of topics outlined by the College Entrance Examination Board (CEEB). The program prepares students for intermediate and advanced college courses by making demands upon them that are equivalent to those made by an introductory college course. Click the following link for information about the AP United States History Course.

Social and Behavioral Sciences (CP) **Full Year**
Prerequisite: None **5 Credits**
Grades 10-12

This course will give the student a broad view of psychology and sociology. Psychological topics will include human development, heredity and environment, personality disorders, learning theory and social psychology. Sociological topics will include the culture and values of various groups in society, social control, social institutions, and social structure. Practical and meaningful applications of psychology and sociology will be included in this course. Careers in these fields will also be explored.

Advanced Placement Psychology (AP) **Full Year**
Prerequisite: Social and Behavioral Sciences OR Biology with a final grade of 84 or better, teacher recommendation **5 Credits**
Grades 11-12

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Click the following link for information about AP Psychology.

Advanced Placement United States Government and Politics (AP) **Full Year**
Prerequisite: An 80 or higher in AP English 11, AP US History or OCC US History, and Leadership in the Humanities III **5 Credits**

AP U.S. Government and Politics provides a college-level, nonpartisan 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 study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

Advanced Placement Macroeconomics (AP) (F) **Full Year**
Prerequisites: Successful completion of Algebra 1 & World History **5 Credits**
Grades 10-12

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

Criminology (CP) **Full Year**
Prerequisite: None **5 Credits**
Grades 10-12

The focus of this course will be to examine the nature, categorization, measurement, and causes of crime and the theoretical explanations of criminal behavior. Victimology, the operation of the criminal justice and court systems, the development, organization, and the operation of policing and corrections will also be explored. The course will cover the major areas of criminological study using the integration of a legal and social science approach. Students will utilize critical thinking skills to analyze both historical and contemporary issues concerning law, crime and society's response to it. Students will use individual and cooperative learning activities to develop their analytical and evaluative skills.

World Languages

The World Languages Department offers a four-year program in the study of French, Spanish, and German, depending on class enrollment and teacher availability. Language study is oral/aural, which develops the basic communication skills of speaking/listening and reading/writing needed to express oneself in and comprehend another language. The program also strives to broaden the student's outlook on language, culture, and thought processes and to develop an awareness of the advantages of knowing a second language in contemporary society.

Students interested in skipping a level of world language at the high school must complete the following steps:

- ➢ To be considered for course advancement, the student must complete the request form located on the Guidance website.
- ➢ After receiving approval from the Department Supervisor, it is the student's responsibility to schedule a time and date to complete the assessment.
- ➢ Students will be assessed using the ACTFL speaking and writing rubric for the appropriate level being considered for advancement.
- ➢ Final decisions will be made by the examiner based on student proficiency.

Requests to skip a level should be made no later than June 1st to provide ample time to administer and score the examinations. Additionally, since world language examinations contain an oral component it is essential that students take these examinations while the teachers are still available while school is in session.

All world language courses must be taken sequentially.

Spanish 1-3 CP	German 1-3 CP	French 1-2 CP
Spanish 3 Honors	German 3 Honors	French 3 Honors
Spanish 4 Honors	German 4 Honors	French 4 Honors
AP Spanish	AP German	AP French

The target language will be studied in increasing depth, beginning developmentally with basic speaking and writing grammar. Cultural awareness will be taught, and the immersion experience enhanced by increasing use of the target language in the classroom. Communication and writing skills will be further developed, and expectations for message clarity will increase as the student progresses further in the target language. As the student's mastery of the language continues, stories, poetry, and other writings will be read and reflected upon. The honors student will study the history of the target language in depth, and advanced communicative proficiency will be the instructional goal.

A minimum of two years language study is needed for admission to many colleges; three or more years are highly desirable.

Major criteria for placement include teacher recommendation, motivation, achievement on standardized tests, student marking period grades, midterm and final exam grades, reading and writing proficiency, and the ability to work independently. Students must maintain an 84 average or higher to continue to be recommended for an honors course or achieve a 92 average or higher in a college prep

course to be recommended for an honors level course. Placement recommendations are reviewed annually according to the multiple criteria identified above.
If a student desires honors level coursework but is not recommended for it, she/he can petition the placement by accessing the Petition for Honors Coursework form (the form can be obtained by your School Counselor in the Guidance office at either the middle or high school). The completed form can be submitted to Guidance for the department supervisor review.

*Legend: College Prep (CP), Honors (H), Advanced Placement (AP)
Visual Art (V), Performing Arts (P), Career Education (C) and Financial Literacy (F)

French 1, Spanish 1, German 1 (CP) — **Full Year**
Prerequisite: None — **5 Credits**
Grades 9-12

Primary emphasis in these introductory courses is placed on listening/understanding and speaking in order to develop correct pronunciation and build sufficient vocabulary to converse with comprehension. Topical vocabulary units enable the student to achieve early success in communicating and understanding simple requests or statements about daily living. Instruction in the basic structure of the language enables the student to read short passages and progress from writing simple sentences to composing friendly letters and diary entries. The student is introduced to customs, daily activities, holidays, foods and geography of the country being studied.

French 2, Spanish 2, German 2 (CP) — **Full Year**
Prerequisite: Successful completion of French 1, Spanish 1, German 1 — **5 Credits**
Grades 9-12

Through extensive oral work, this second-level course reinforces and develops further the audio-lingual skills learned the preceding year; there is greater concentration on reading longer passages and writing more complex sentences. Vocabulary, especially idiom development, is expanded, and the study of grammar is intensified. While cultural exposure to history, art and music is expanded, career options to a speaker of a world language are also explored.

French 3, Spanish 3, German 3 (CP) (H) — **Full Year**
Prerequisite: Successful completion of French 2, Spanish 2, German 2 & teacher recommendation — **5 Credits**
Grades 10-12

The four basic communication skills of writing, speaking, listening, and reading are extended and refined in order that students not only understand the literature and conversational aspects of the language, but understand the contributions of countries to the world family. At the third level, students become aware of current events, prominent world known personalities, and the nuances of cultural differences and similarities. Daily practices in speaking the target language are emphasized on this level.

French 4, Spanish 4, German 4 (H) — **Full Year**
Prerequisite: Successful completion of French 3, Spanish 3, German 3 — **5 Credits**
Grades 11-12

Sharpen your skills in your favorite world language. The four basic communication skills of writing, speaking, listening, and reading are extended and refined in order that students not only understand the

literature and conversational aspects of the language, but understand the contributions of countries to the world family. At the third level, students become aware of current events, prominent world known personalities, and the nuances of cultural differences and similarities. Daily practices in speaking the target language are emphasized on this level.

Advanced Placement French (AP) **Full Year**
Prerequisite: Successful completion of French 3 (H) **5 Credits**
Grade 12

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). Click the following link for information about AP French Language and Culture.

Advanced Placement Spanish (AP) **Full Year**
Prerequisite: Successful completion Spanish 4 (H) **5 Credits**
Grade 12

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). Click the following link for information about AP Spanish Language and Culture.

Special Education Department

Special Education is provided through several programs, which include resource room instruction in English, mathematics, science, and social studies. A departmentalized program may provide direct instruction for a student's entire academic program, and an alternative educational program provides instruction and counseling in academics and life skills.

An individualized plan of instruction has been developed for students with identified learning issues. An Individualized Educational Plan (IEP) is developed by the Child Study Team, comprised of a school psychologist, a social worker and a learning consultant, in conjunction with a student's parents/guardian and special education classroom teachers. Recommendations are put forward so that the learner has success in the least restrictive environment with a maximized educational opportunity.

The following instructional programs are part of the LTHS Special Education Curriculum:

I. In-Class Resource

Students with special needs are placed in a general education classroom in which two teachers, a content teacher and a special education teacher, team-teach the students inclusively.

II. Departmental

Students with significant learning disabilities have success in this setting, in which the special education teacher teaches the academic subject.

III. Mainstream

General education classes are also an option and, if appropriate, are detailed in the IEP. A transitional plan for postsecondary success is also discussed and is part of the IEP, developed by the Child Study Team Case Manager in conjunction with other needed parties.

Students with special education needs are given an opportunity based on Child Study Team recommendations and their respective Individual Education Program to participate in small group learning. The Child Study Team is comprised of a learning consultant, a school psychologist, and a social worker, on staff to assist teachers, students, and parents. Eligibility for special education programs are determined by the Child Study Team based upon a comprehensive evaluation. Anyone interested in learning more about these programs should contact the Director of Special Services at (609)-971-2000.

Ocean County Vocational Technical School

www.ocvts.org

OCVTS Student Presentation: CLICK HERE

SHARED TIME: OCVTS offers career majors in over 30 areas for students going on to college or directly to the world of work. OCVTS works hand-in-hand with the high school to provide a complete education for the juniors and seniors attending. The students attend their home school (LTHS) for a half-day and then are transported to their vocational school center (Lakehurst, Brick, Toms River, Jackson, or Waretown). Students enrolled in shared time programs at both Ocean County Vocational Technical School and Lacey Township High School will have exposure to OCVTS's technical education, as well as their education in English, Mathematics, and Science, for consideration to fulfill New Jersey Department of Education's graduation requirements.

FULL TIME: Students accepted to one of the Career Academies – PAA: Performing Arts Academy Theater, Dance and Voice (Lakehurst), MATES: Marine Academy of Technology and Environmental Science (Manahawkin) or ALPS: Academy of Law and Public Safety – attend full time and receive a rigorous four-year college preparatory academic program which fulfills all requirements for high school graduation and admission to competitive colleges and universities.

SHARED TIME PROGRAMS: Full descriptions of Shared Time and Full Time programs may be found in the OCVTS Course Guide which is available in the Guidance Department. Students may also access information about the various programs by clicking the link next to each program.

APPLIED ARTS

Audio for Electronic Media (Tech Prep*)
Design and Visual Communications (Tech Prep*)
Fashion Design and Merchandising

CONSTRUCTION TRADES

Bricklayer, Allied Craftworker & Mason
Building Construction Technology
CIVIL ENGINEERING CADD & SURVEYING
Custom Woodworking & Design
Electrical Trades
Heating, Ventilation, Air Conditioning and Refrigeration (HVAC-R) (Tech Prep*)
Heavy Equipment Operator
Plumbing (Tech Prep*)
Welding

ENGINEERING / COMPUTER & DESIGN

Computer Networking and Cyber Security
Computer Science (Tech Prep*)
Engineering Technology

HEALTH TECHNOLOGIES

Dental Assisting
Health and Fitness Technology (Tech Prep*)
Medical Assistant (Tech Prep*)
Pre-Nursing
Veterinary Assistant

SERVICE OCCUPATIONS

Cosmetology (Tech Prep*)
Culinary Arts (Tech Prep*)
Human Development & Child Care
Legal Studies & Paralegal Practice

TRANSPORTATION TECHNOLOGIES

Automotive Technology (Tech Prep*)
Collision Repair (Tech Prep*)
Diesel Engine Technology (Tech Prep*)
Marine Service Technology

10-MONTH POST-GRADUATION PROGRAMS

Automotive Technology (Tech Prep*)
Certified Medical Assistant
Cosmetology (Tech Prep*)
Cuisine on the Green at Atlantis (Tech Prep*)
Practical Nursing (Tech Prep*)
New Home Construction (Tech Prep*)

SPECIAL SERVICES

Employment Orientation Programs
Vocational Assessment Purpose
Application Procedure
Students Served
Mainstreaming

*Tech Prep: Short for "technical preparation," it is a nationally recognized program which focuses on providing a meaningful education and career preparation during high school, to be followed with coursework to attain an associate degree at a community college or post-secondary institution. Additional information is available by calling the Lacey Township School District Child Study Team Office (609-971-2020 ext. 1021) or the Office of Special Services at Ocean County Vocational Technical School at 732-473-3100 ext. 3326.