LENAPE REGIONAL HIGH SCHOOL DISTRICT

Program of Studies

2027-2028

www.lrhsd.org

Excellence in Education

Foreword

This curriculum guide has been prepared to assist students in selecting subjects best suited to meet their individual needs and abilities. Please refer to the Requirements for Graduation. **Each student must earn a minimum of 120 credits.* The school program of each student is an individual matter necessitating cooperative planning by parents, student and school. Careful consideration should be given by all concerned to ensure the best possible selection of a school program.

Students are requested to contact their counselors in the event they have questions relative to curriculum planning for next year.

Matthew D. Webb
Superintendent of Schools



TABLE OF CONTENTS

Page

Course Planning Worksheet 1
Choosing Your Curriculum 3
Requirements for Graduation 3
Levels of Instruction 3
Special Education Services 4
Option Two Program 4
Three-Year Program 5
CAP Program
(Rowan College at Burlington County & Rowan University) 5
Failure (Re-Scheduling) 5
Program Beyond Four Years 5
Report Cards 5
Grading System 5
Schedule Changes 6
Rank in Class 7
Recommendations for Entrance into College 8
Attendance 9
High School Athletic Eligibility 9
Co-Curricular Activities Eligibility 10
College Athletic Eligibility 10

COURSE OFFERINGS

Art 11
Business 13
English 17
Family & Consumer Sciences 21
Mathematics 23
Music 27
Physical Education/Health 29
Science 31
Social Studies 34
Technology Education 38
Career Pathways: Lenape - Metalworking; Cherokee - Carpentry; Seneca – Automotive
World Languages 45
Project Lead the Way (PLTW) 48
JROTC 50

Course Planning Worksheet

9th Grade	Credits	10th Grade	Credits	11th Grade	Credits	12th Grade	Credits
1. English l		1. English 2		1. English 3		1. English 4	
2. Math		2. Math		2. Math		2. Elective	
3. Science		3. Science		3. Science		3. Elective	
4. World Language		4. Elective		4. Elective		4. Elective	
5. World History		5. US History 1		5. US History 2		5. Elective	
6. PE & Health		6. PE & Health		6. PE & Health		6. PE & Health	
Visual/Performing Arts or 21st Century Life and Careers or Career Technical Education		7. Visual/Performing Arts or 21st Century Life and Careers or Career Technical Education		7. Financial, Economic Business and Entrepreneurial Literacy		7. Elective	
8. Elective		8. Elective		8. Elective		8. Elective	
Total Credits		**Total Credits**		**Total Credits**		**Total Credits**	

These are the recommended course sequences. However, if your student has a unique situation please reach out to their school counselor or the supervisor to discuss options.

Math -15 Credits including Algebra 1, Geometry and either Algebra 2 Functions or Algebra 2 Data Science.

Science -15 Credits in evidence-based science courses that develop the full range of the grade 9-12 NJSLS for Science.

Social Studies - 15 credits including one year of U.S. History 1, U.S. History 2, and one year of a World History (9th) or World Cultures class (12th grade).

Financial, Economic Business and Entrepreneurial Literacy - 2.5 Credits

120 CREDITS NEEDED TO GRADUATE

Required Courses

English .....20 Credits/4 yrs.
Math .....15 Credits/3 yrs.
Science .....15 Credits/3 yrs.
U.S. History .....10 Credits/2 yrs.
World History/World Cultures ..... 5 Credits/1 yr.
World Language ..... 5 Credits/1 yr.
P.E. and/or Health ..... 5 Credits per yr.
Financial Literacy .....2.5 Credits/ ½ yr.
Visual/Performing Arts ..... 5 Credits/1 yr.
21st Century Life and Careers or
Career-Technical Education ..... 5 Credits/1 yr.

Grade standing is determined by credits earned:

To achieve **l0th grade** status (sophomore) - **29** credits

To achieve **11th grade** status (junior) - **58** credits

To achieve **12th grade** status (senior) - **91** credits or earn enough credits to complete graduation requirements by June of that school year.

See page 2 for a list of courses that meet the Financial Literacy, Visual/Performing Arts and 21st Century Life/Careers or Career-Technical Education requirements. Lunch will be scheduled in addition to the eight periods selected.

In order to be eligible to graduate all students must meet the New Jersey Graduation Proficiency Assessment ☐ Met ☐ Not Met

Visual Performing Arts, 21st Century Life and Careers or Career-Tech Ed and Financial, Economic Business and Entrepreneurial Literacy
Lenape Regional High School District Course List

For the 5-Credit Requirement for Visual/Performing Arts:

- **All Art Courses:** Foundations of Art, Creative Arts Media, Creative Arts Media 2, Sculpture, Art Major, Advanced Placement Studio Art, Contemporary Art and Ideas
- **All Music Courses:** Orchestra, Foundations in Band, Concert Band, Jazz Band, Wind Ensemble, Piano Lab 1, Choir, Music Appreciation, Music Theory (1), AP Music Theory, String Ensemble, Jazz Improvisation, Music Production (1, 2), Guitar
- **Technology Education Courses:** Creative Digital Media, Exploring Creative Digital Media, Studio Photography, Creative Photography, Broadcasting Media, Cinematic Storytelling, Tech Design/CAD Fundamentals, Drafting and Design 2, Architectural Design
- **STEM:** Introduction to Engineering Design (IED), Project Lead the Way
- **Business Education Courses:** Web Design, Exploring Web Design, Graphic Presentations, Exploring Graphic Presentations, Digital Animation
- **Family Consumer Science Course:** Interior Design, Fashion and Clothing (1, 2, 3)
- **JROTC Courses**

For the 5-Credit Requirement for 21st Century Life and Careers or Career-Technical Education:

- **All Business Education Courses:** Accounting (1, 2, 3, 4), AP Business with Personal Finance, Business Communication and Computer Applications, Business Law, Exploring Computer Applications, Employment Strategies, Entrepreneurship, Introduction to Business, Exploring Introduction to Business, Sales and Marketing, Web Design, Exploring Web Design, Digital Animation, Graphic Presentations, Exploring Graphic Presentations, Personal Finance, Study Skills & Career Awareness, Sports, Entertainment & Hospitality Marketing, Retail Careers
- **All Family Consumer Science Courses:** Fashion and Clothing (1, 2, 3), Foods and Nutrition 1, Advanced Foods, Culinary Arts, Interior Design, Introduction to Family and Consumer Sciences, Life Skills, Living Skills, Child Development
- **All Technology Education Courses:** Auto Technology, Auto Lab 1 (Seneca only), Auto Lab 2 (Seneca Only), Alignment Fundamentals[1] (Seneca Only), Automotive Diagnostics[1] (Seneca Only), Tech Design/CAD Fundamentals, Drafting and Design 2, Architectural Design, Construction, Building and Contracting (Cherokee only), Advanced Construction and Carpentry (Cherokee Only), Electronics Technology (1, 2), Engineering Design, Creative Digital Media, Exploring Creative Digital Media, Studio Photography, Creative Photography, Broadcasting Media, Cinematic Storytelling, Metal Welding (Lenape only), Capstone in Metal Working (Lenape Only), Metal Working (Lenape Only), Technology Today, Exploring Technology Today, Woodworking (1, 2, 3, 4), Exploring Woodworking (1, 2), Car Care[1], Home Improvement[1]
- **Music Courses:** Music Production (1, 2)
- **Mathematics Courses:** Computer Programming 1, AP Computer Science A, Computer Science Discoveries, Computer Science Principles
- **STEM Project Lead the Way:** Introduction to Engineering Design (IED), Computer Integrated Manufacturing (CIM – Lenape only), Aerospace Engineering (AE – Lenape only), Civil Engineering and Architect (CEA – Cherokee only), AP Computer Science Principles (CSP - Seneca and Shawnee only), Environmental Sustainability (ES – Seneca and Shawnee only), Principles of Engineering (POE), PLTW Capstone.
- **JROTC Courses**

For the 2.5 Credit Requirement for Financial, Economic Business and Entrepreneurial Literacy:

(Unless noted, these are 5 credit courses)

- **Business Education Courses:** Accounting (1, 2, 3, 4), AP Business with Personal Finance, Entrepreneurship, Introduction to Business, Exploring Introduction to Business, Personal Finance, Sales and Marketing, Strategies for Success in High School and Life[1] (Seneca Only)
- **Social Studies Course:** AP Economics, Financial Literacy[1]
- **Mathematics Course:** Consumer Math[2]
- **JROTC:** Leadership Education Training IV (Lenape only); Aerospace Science and Leadership III (Seneca only)

[1]Semesterized course with 2.5 credits.
[2]This course does not meet the math graduation requirement.

(Rev. 11/2026)

Choosing Your Curriculum

Graduation requirements are designed to give students a well-balanced program for acquiring the skills, attitudes, and knowledge needed to reach their full potential. A diversified and flexible curriculum is available. A wide range of electives, if wisely selected, will help students explore and develop their own interests and abilities. After meeting "requirements", students may choose any subject they wish from the curriculum, being restricted only in those areas that must follow a prescribed sequence.

Although counselors assist students in choosing curriculum and vocational options, **the ultimate responsibility for this planning belongs to the student and parent/guardian(s).** Accepting the right to make decisions carries responsibilities. Examine closely the contributions you are willing and able to make to a particular course, as well as the benefits you can derive. Weigh the difficulty of your total course load. Also, consider the demands of commitments outside the classroom. Make choices for the right reasons.

When selecting courses, past performances, results on standardized tests, and future plans should be among the indicators factored into a final decision. Parent and/or current teacher consultation is encouraged. Parents give their approval by submitting the course requests via the online Genesis portal after discussing options with their child.

Requirements for Graduation

In order to qualify for a state-endorsed diploma, a student must have completed the selected program of study appropriate to his/her needs and abilities and must have earned a minimum of 120 credits which include the required subjects listed on the Course Planning Worksheet. Students must successfully complete state assessment requirements.

No courses may satisfy more than one of the requirements. Course expectations (District Proficiencies and/or NJ State Core Proficiencies) will be clearly set forth in writing for any course required for graduation and will be available to the student or his or her parents/guardians upon request to the classroom teacher.

The Board of Education will provide opportunities for remediation to students who fail to meet required proficiencies.

Levels of Instruction

The honors curriculum is designed to provide the highly motivated and self-disciplined student with an opportunity to pursue a variety of subject areas in an intensely challenging academic environment. The coursework will be sophisticated and demanding, frequently requiring the student to participate in independent research, to analyze facts and evaluate information. The student must also anticipate that each honors course selected will require an extensive time commitment beyond the scheduled classroom. A student who reflects the appropriate intellectual mindset, who can demonstrate a superior academic effort and is willing to dedicate the required time for each selected Honors (HON) class should be successful in this program. The levels of instruction are:

HON: Honors – Requires a strong command of basic skills and is extremely rigorous. This is equivalent to the demands of a college level course.

ACC: Accelerated – Requires a good command of basic skills and the ability to perform in a rigorous program at a rapid pace. This is a college prep course.

CP: College Prep – Requires a command of basic skills and is moderately paced. This is a college prep course.

MOD: Modified – Reinforces and builds upon basic skills.

PR: Pullout Replacement – Special Education.

Special Education Services

The Lenape District offers a complete range of programs for students who have been determined to be "Eligible for Special Education and Related Services."

Resource Center programs: Integral to these programs is a curriculum stressing study, organizational skills, and transition planning. Resource center teachers are in close contact with the students' mainstream teachers.

- In-class support
- Pull-out support
- Pull-out replacement instruction in content areas

Inclusion: The vast majority of classified students are being served in regular programs with support or minimal pullout, with a varying degree of in-class support. The objective is to provide every student with an opportunity to receive education in the least restrictive environment with programs designed to meet his or her individual needs.

Self-contained programs: These programs are for students requiring a much more concentrated instructional program. There are various and separate programs serving students with severe learning, developmental, and emotional difficulties. Some mainstreaming may occur as appropriate.

Other services provided:

- Speech and language therapy
- Psychological counseling
- Parent of Special Education Students (POSES) Support group
- Child Study Teams based within each school
- Support groups for students

Sequoia Alternative Program: A district program for classified and non-classified students who require a highly structured learning environment with intense academic remediation and instruction, interactive discipline and counseling, and varied opportunities for social and emotional development. All students have an IEP (Individualized Education Plan) or an IPP (Individual Program Plan) which is reviewed yearly. A case manager from the Child Study Team and/or a mentor is assigned to work with the student, parent(s), and teachers.

Out of District placements: Proposed for students who need more intensive services in a more restrictive setting, than can be provided at the four high schools or Sequoia. As determined appropriate by the IEP team, students may receive specialized programs in public or private special education settings.

For students who do not receive Special Education but require an Accommodation Plan:
Section 504 Services: The District complies with all provisions of the "Rehabilitation Act -Section 504" and "Americans with Disabilities Act -ADA, 1992." A student may be referred to the school's 504 Coordinator through the Counseling Center to determine eligibility and receive assistance.

Option Two Program

N.J.A.C. 6A:8-5.1(a)1ii, commonly known as "Option Two", permits district boards of education to establish curricular activities or programs aimed at achieving the New Jersey Student Learning Standards for promotion and graduation purposes. Option Two serves as an alternative to traditional high school courses. The following programs are available to the students of the Lenape Regional High School District as alternative means of obtaining the necessary credit for graduation:

1. College/Vocational Courses
2. Distance Learning
3. Work/Internship
4. Community Service
5. Proof of Proficiency
6. Credit for Courses Completed Prior to Grade Nine
7. Summer School Original Credit
8. Tutoring for Original Credit
9. Independent Study
10. Firefighter/EMT
11. LDTV Communications
12. Physical Education

Option Two programs will allow students to obtain credit for learning experiences outside of the traditional classroom environment. These experiences provide real-world connections not available in the school setting. Students may be permitted late arrival or early release from the school day in order to participate in some of the approved Option Two programs. For more information about the Option Two Program, please visit the district website at www.lrhsd.org or contact your counselor.

Three-Year Program

It is possible to graduate high school in three years by participating in an accelerated curriculum. Administrative approval is required for this track. See your school counselor for details and application procedures. Students considering the Three-Year Program must apply in writing to the principal by August 15^{tph} of their second year in high school. Students considering the Three-Year Program will need to participate in various Option Two Programs.

Rowan College at Burlington County & Rowan University CAP Program

College Accelerated Program (CAP)
Courses, which have been distinguished by an asterisk and described as "RCBC or RU CAP Courses," offer students the option of obtaining Rowan College at Burlington County or Rowan University Credits at the same time they earn high school credits. These courses are taught during the normal school day by members of the Lenape Regional High School District staff, who also are certified through RCBC or RU. Students who take these courses and want to receive college credits will be required to complete the RCBC or RU registration process and pay the RCBC or RU tuition. RCBC or RU credits are widely accepted by colleges and universities nationwide. It is recommended you research the policies of colleges you are considering and find out if your CAP credit will transfer. RCBC and Rowan University reserve the right to discontinue dual enrollment at their discretion. Please see the online Program of Studies for more information, www.lrhsd.org.

Failure (Re-Scheduling)

Students who do not receive remediation in a summer school, by distance learning or by private tutoring for required courses, must contact the counseling center by the end of June to be rescheduled. Students will be scheduled without consultation if this is not accomplished. (Note: Failure to receive remediation may affect eligibility for fall and winter sports.)

Program Beyond Four Years

General education students who have not successfully completed the high school program within the normal four years may continue to attend until they graduate or reach the age of 20, whichever occurs first.

Special education students who are continually working toward IEP goals and objectives are eligible to continue until the age of 21.

Nothing shall preclude the acceptance of course credits from other secondary schools or programs acceptable under state or local board of education rules.

Graduation and the awarding of diplomas shall occur only at the completion of the school year.

Report Cards

Reports of students' marking period grades are issued four times per year. All students and parents/guardians have access to monitor student progress throughout the year via the online grading system, Genesis Student Information Parent Access. Report Cards for the first three marking periods will not be mailed home since grades are accessible online via the Genesis parent access module. **For more information on the Parent Module please visit the district website at www.lrhsd.org. Families without Internet access may request a paper copy of the marking period reports by contacting the Counseling Center.**

Grading

A = Excellent (90-100%)
B = Good (80-89%)
C = Average (70-79%)
D = Poor (60-69%)
F = Failure (59% and below)

P = Passing (60-100%)
WP = Withdraw Passing
WF = Withdraw Failing
I = Incomplete

Schedule Changes

The district schools conduct extensive orientation programs in subject and subject level variations in the course of study. To minimize disruptions of student schedules and to maintain class size balance and continuity of instruction, changes in student programs must be reasonably restricted.

Prior to the original program selection by the students, the schools conduct departmental programs describing subjects and subject level differences to provide students with reliable information to select their subjects.

Student's selected programs for the ensuing year are submitted for individual inspection in the winter of the preceding year. These are proofs of the student's requests. Changes, additions, and/or deletions are permitted where possible as outlined in the change of schedule regulation below.

Regulation 2264: Change of Schedule

The Lenape Regional High School District offers a comprehensive educational program to meet the needs and interests of all students. The Master Schedule is developed from course requests submitted in the late winter/early spring and is finalized in August in order to set student and teacher schedules and to set class sizes throughout the district. There is always the possibility that a class will close early due to heavy enrollment or that a class will not be scheduled due to an insufficient number of students electing that subject. Counselors meet with students and teachers to give input and recommendations as students are making their selections.

Schedule change decisions will be governed by the following guidelines:

It is in the student's best interest to have the appropriate schedule in place at the time school opens. Every effort is made to provide students with a schedule commensurate with state and district guidelines and personal post graduate plans prior to the opening of school in September. **A request made by a parent or guardian for a change in schedule must be submitted to the Counseling Center prior to August 1.** Changes will be honored based on course availability.

Students who have requested a course and have not been scheduled for the course may see their counselors during the first week of school to correct the error.

Students are required to work to their fullest potential prior to making a request for any schedule change. Students must demonstrate that they have attempted to fulfill all course expectations, e.g., completion of all assignments, seeking extra help, and have met all other conditions established by the instructor.

All students will be scheduled for a minimum of seven classes.

Level Changes - These are changes within the same subject area. Class changes between departments are not considered level changes. Level changes may be considered within the following timelines:

- **Full Year Courses** - Level changes will be considered between the first school day in October and one week after first marking period report cards have been issued and again for one week after first semester report cards have been issued.

- **Semester Courses** - Level changes will be considered during the month of October for first semester courses and February for second semester courses.

- **Course Changes** - The investigation into the possibility of course changes for full year and first semester courses may begin with the third week of school and continue up to the sixth week of the semester. For second semester courses only, students will have the month of February to investigate and make changes. Once enrolled, students are responsible for all course expectations. This includes coursework covered prior to the student's enrollment. The student is responsible for developing a work completion schedule with the instructor.

- **Course Drops** - Students scheduled for eight (8) courses may investigate the possibility of a drop to study hall beginning on the first school day in October continuing until one week after the first marking period report cards have been posted. For second semester courses only, students will have the month of February to investigate the possibility of a drop to study hall.

- Withdrawal from any course will result in the recording of a WP (withdraw passing) or WF (withdraw failing) on the student's permanent record.

- A change of teacher within the same course is not permitted. However, extenuating circumstances sometimes arise that may necessitate the need to consider a change. A teacher change may be made only by the principal after careful review of the supervisor's recommendation.

- No schedule change will be considered without teacher input. When a teacher determines it is in the student's best interests to remain in the course, a parent conference must be held before any further consideration is given to the request.

- Parental permission is necessary for **ALL** changes except those resulting from clerical error.

- Any change in schedule may adversely affect **Athletic Eligibility and/or College admissions**.

Rank In Class

Lenape Regional High School does not publish or release class rank. We believe that our students' levels of achievement are more equitably and fully communicated through multiple measures than a single figure transcript statistic.

Waiver:
Recognizing there may be limited circumstances in which students may be adversely affected without the release of class rank, a waiver may be completed by the parent/legal guardian and student requesting that either weighted or unweighted class rank be released to a specific college/university. Weighted class rank is based on the weighted grade point average and unweighted class rank is based on the regular grade point average.

Some examples as indicated below:
1. If the student will not receive consideration for admission without the release of individual class rank.
2. If the student will not receive consideration for a scholarship, or admission to a particular program or provided a benefit without the release of class rank.
3. If the student will not receive consideration for recognition in certain local, State or national programs of recognition without the release of rank.

There will be two formats for a students' Grade Point Average: The regular grade point average (GPA) and weighted grade point average (wGPA).

1. **Calculating the regular GPA**
   The regular GPA shall be computed on the basis of all subjects taken within the school day. Grade points will be awarded on a 4.0 scale with A=4, B=3, C=2, D=1, and F=0. The final grade for the course shall be multiplied by the number of credits completed for each course. The total points for all courses completed are then divided by the total credits completed to determine the GPA.
2. **Calculating the wGPA**

- Only leveled academic courses from any of the five academic areas (English, World Language, Math, Science and Social Studies) or other courses designated as Advanced Placement (AP) will be included in the wGPA.

- The wGPA shall be calculated by dividing the total weighted quality points by the total credits of the courses completed in the core academic area.

- Weighted quality points shall be calculated by multiplying the final grade for the core academic course by the number of credits completed for each core academic course using the following 6.0 scale:

HON:	A=6	B=5	C=4	D=3	F=0
ACC:	A=5	B=4	C=3	D=2	F=0
CP/MOD/PR:	A=4	B=3	C=2	D=1	F=0

- Core academic courses taken through a Summer School Remediation program shall be computed as a College Prep (CP)-D.

- Core academic courses taken through an Option Two program shall be counted in the wGPA only if the student has successfully taken the district Proof of Proficiency assessment for that course.

Recommendations For Entrance To College

A. General Requirements

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

1. **High School Record** -This includes an evaluation of the number of academic units which a student has completed, the levels of academic units, and the grades earned. All of this is combined to determine each student's grade point average.
2. **Testing Information** -This includes the SAT Reasoning Test and SAT Subject Tests and/or The American College Test (ACT) and possibly the Advanced Placement Evaluations. These test scores need to be submitted directly to the college from the testing agency.
3. **Recommendations** -It is the responsibility of the student to request recommendations.
4. **Non-Academic Activities** -This includes the number of activities, the level of involvement, and the projected contribution to the college in non-academic areas.

In the academic areas, there are many variations which a student may select. It should be noted that many colleges expect students to have completed at least 16 academic units in high school. One academic unit refers to any full year course in English, Social Studies, Mathematics, Sciences, and World Languages. Individual colleges make their own determination as to what level of instruction constitutes an academic unit for admission.

B. Course Requirements: 4 Year Colleges

Most 4-year colleges require a **minimum** of 16 Academic Units:

1. English .....4 yrs. (4 units)
2. Algebra 1 & 2 and Geometry.....3 yrs. (3 units)
3. U.S. History 1 & 2/World Cultures or World History.....3 yrs. (3 units)
4. Environmental Science, Biology, Physics or Chemistry .....3 yrs. (3 units)
5. French, Spanish, Latin, Italian or of the same language .....2 yrs. (2 units)
6. Electives: Academic subjects only, i.e., 1 yr. (l unit), English, Mathematics, Social Studies, Science and Languages.

C. Course Requirements: Two-Year Colleges

Most Two-year colleges require high school graduation.

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

Establish personal goals. Even though they may be revised, students should have some specific educational, occupational, and personal objectives toward which they are working.

1. Honestly evaluate personal strengths, interests, aptitudes, and needs.
2. Learn the requirements for entrance to the college or school of choice or to the kind of work planned after graduation.
3. During the eleventh grade, visit the colleges or vocational resources of interest.
4. Consult parents, teachers, and school counselors in order to benefit from their experience and the wealth of information that they can make available. Talk with citizens of the community who are currently working in the profession or vocation of interest.
5. Select the subjects which are to be included in the pattern of studies. Choose those which will contribute most toward helping to achieve established goals.

Attendance

Compulsory attendance at school is a long-standing state policy and has been upheld by the courts of New Jersey and the U.S. Supreme Court as a matter of public concern and legislative regulation.

The Lenape District Board of Education has an obligation to require that the students be present in school in order that they may be taught. This policy is for the benefit of the students, their parents, and the community at large.

The length of the academic year is generally limited to 180-182 days for students. The curriculum is designed to achieve a maximum educational effect within the limited number of school days. Therefore, any absence from school jeopardizes the ability of a student to complete the prescribed course of study satisfactorily. Maximum attendance is a prescribed condition upon which all courses of study are based.

Documentation should be submitted immediately following an absence. Absence from school jeopardizes the ability of a pupil to satisfactorily complete the prescribed course of study and violates the statues requiring children to regularly attend school (NJSA 18a-38:25). Credit will not be granted for courses passed if a student's unexcused absences exceed nine (9) days in a school year subject to Section G (Appeals) and Section I (Credit Completion Program) of Board Regulation #5200 -Pupil Attendance. No-credit status is a temporary condition predicated upon the attendance of the pupil. If extenuating circumstances exist for reasons of sickness or hardship, an attendance appeals committee may be petitioned by parents/guardians concerning no-credit status. The attendance appeals committee meets at the end of each semester. Otherwise, students who miss more than nine unexcused days in a school year; may register to complete the course requirements for classes successfully passed in a credit completion program. Students absent more than 45 unexcused days are not eligible for credit completion.

A complete list of the attendance policy regulations appears in the District student handbook and is available on the websites of the high schools.

High School Athletic Eligibility

New Jersey Interscholastic Athletic Association Eligibility Rules apply to all boy and girl varsity, junior varsity, sophomore, and freshman teams which will be representing a high school. STUDENTS MUST ACCEPT RESPONSIBILITY FOR MAKING SURE THAT THEY MEET THE NJSIAA ELIGIBILITY REQUIREMENTS. If students have any questions or concerns after reading the eligibility rules, or if, at any time, they think they may be in jeopardy of falling below the minimum required credits for athletic eligibility, they should contact their school counselor, athletic director or team coach immediately!

Students are ELIGIBLE if they have not reached the age of 19 before September 1 of the current school year. Students are ELIGIBLE to represent their high school for 8 consecutive semesters following entrance to ninth grade. Students are academically ELIGIBLE for athletic competition if the following criteria is met:

1. **Fall and Winter Sports:** All incoming freshmen are eligible for athletic competition during the first semester. Students in grades 10, 11, and 12 are eligible for athletic competition during the first semester if they passed 25% of the credits (30) required by the State of New Jersey for Graduation (120), during the immediately preceding academic school year.
2. **Spring Sports:** To be eligible for athletic competition during the second semester (Feb. 1 to June 30), ALL STUDENTS must have passed 15 credits at the close of the preceding semester. Full-year courses shall be equated as one-half of the total credits. In most cases, pupils must pass six courses in the first semester of each year to be eligible for spring participation.

Student athletic eligibility following a transfer is determined by the following criteria:

1. **It is the student's first transfer:** Students are entitled to one penalty-free transfer during the first six semesters after their initial high school enrollment, provided that the transfer occurs on or before the Start of Practice Date of the sports season in which the transfer occurs.
2. **Transfers occurring after the Start of Practice:** Students who transfer after the Start of Practice Date will be subject to a 30-day period of ineligibility (or ½ the maximum number of contests in that sport, whichever is less).
3. **Transfers occurring after the Competition Start Date:** In addition to the period of eligibility stated above, any student who transfers after the Competition Start Date will not be eligible for the NJSIAA postseason competition in that sport.
4. **A student's second or subsequent transfer:** Students who transfer a second or subsequent time will be subject to a 30-day period of ineligibility (or ½ the maximum number of contests, whichever is less) for all NJSIAA sanctioned sports in which the student participated during the 12 months preceding the transfer.
5. **Senior transfers:** Senior transfers are subject to a 22-day period of ineligibility (or ⅓ the maximum number of contests, whichever is less) in each sport in which they participated during or after their third season of eligibility, during the 12 months preceding the transfer.
6. **General application:** This transfer rule applies to athletes of all levels of participation (not just varsity athletes) and is applicable to all NJSIAA-sanctioned sports in which the student participated during the 12 months preceding the transfer. Transferring students may participate in a new sport without penalty. The period of ineligibility will begin on the competition start date of each sport. For students who transfer after the competition start date, the period of ineligibility will begin on the date of enrollment into the school.

Students are NOT ELIGIBLE after the class in which they originally enroll graduates.

Students are NOT ELIGIBLE except as defined by the NJSIAA, if they have accepted any cash or merchandise prizes (this may especially occur in bowling or golf).

Check the NJSIAA website at njsiaa.org for further information regarding high school athletics and eligibility.

Co-Curricular Activities Eligibility

The minimum academic eligibility requirements for students to participate in co-curricular activities are the same as those established for athletics.

All co-curricular activities are year-round activities; therefore, students will be determined to be eligible for these activities based on the first semester eligibility requirements.

Students not eligible on September 1 may participate in the co-curricular activity during the second semester, if they meet the second semester eligibility requirements.

College Athletic Eligibility

Student athletes who want to practice and play sports their freshman year in a National Collegiate Athletic Association (NCAA) Division I or Division II College must satisfy the initial requirements of the NCAA. The NCAA adopted new standards for core courses and academic eligibility. Academic courses taken in the Lenape Regional High School District designated as HON or ACC meet the new criteria, as a core course, set forth by the NCAA. For further details about the conditions for initial eligibility, refer to one of the following web sites: **www.ncaa.org**, **www.eligibilitycenter.org**

Course Offerings

PLEASE NOTE: The following listed courses are generally available throughout the District. However, there are instances where specific courses may be limited to only one or two locations. Such occasions occur when:

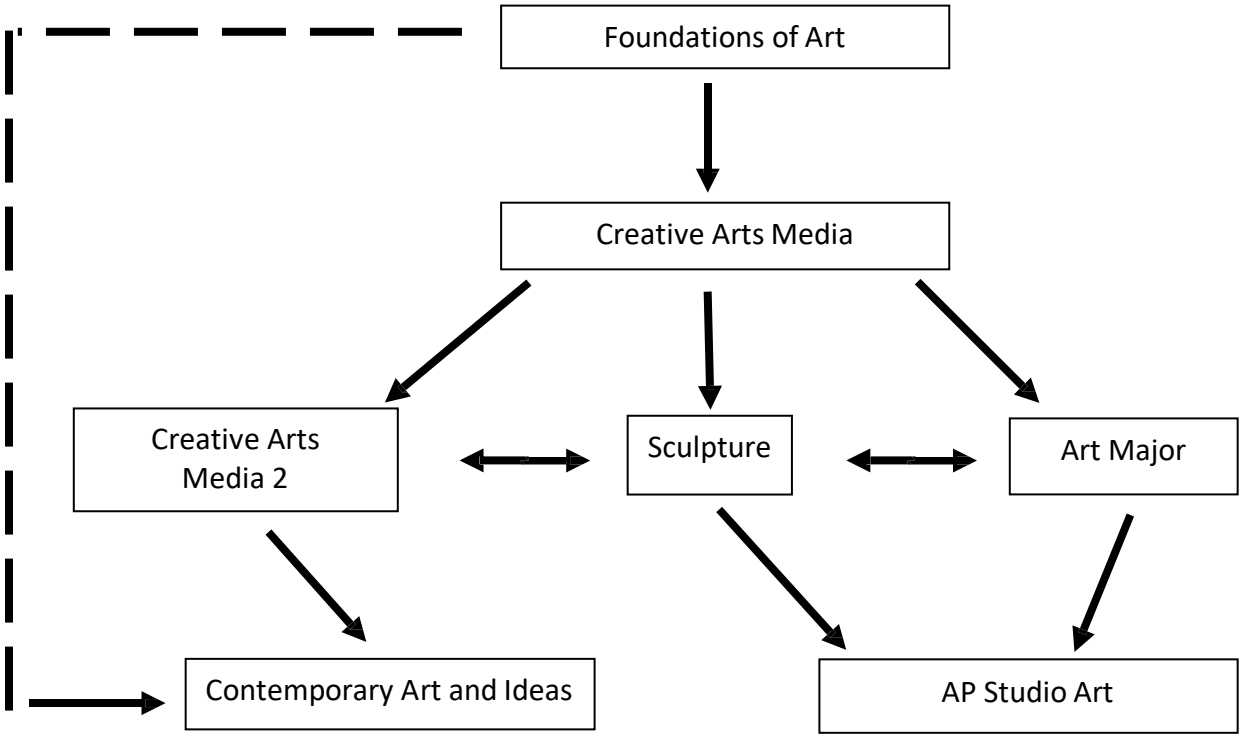
1. There are facility limitations at a site.
2. The District is experimenting with a course at a site to evaluate it for inclusion in the curriculum.
3. There may be a demand for a specific course at one site and not at the others.
4. There are variations in pre-high school preparations among sending districts.

It must also be remembered that only when a sufficient number of registrations take place is it possible to operate a course. Courses listed on the following pages with an * asterisk are courses that may provide the option of obtaining Rowan College at Burlington County (RCBC) and Rowan University (RU) credits simultaneously along with the high school credits.

Art

All Art courses meet graduation requirements for Visual/Performing Arts.

Lenape Regional High
School Art Department
Course Flow Chart



Foundations of Art
Teaches drawing, design, and 3-dimensional art, which may include: perspective, painting, portraiture, still life, color theory, clay and sculpture. Students develop awareness of elements of art. Incorporates art history, production, criticism and aesthetics.

Exploring Art
Teaches basic drawing and design skills. Students develop a basic understanding of elements of art and principles of design. Incorporates art history, production, criticism and aesthetics, through practical, hands-on applications. Emphasis will be placed on basic skills, small group instruction, and/or individualized attention.

Creative Arts Media
Creative Arts Media is a second level, visual art course, where students will apply and expand upon previous knowledge from Foundations of Art. Students will utilize the principles of design to creatively explore various arts media. Arts media will include, but not be limited to, advanced drawing techniques, figure drawing, pottery, color theory, painting, and sculpture. A key component of this course is student-driven, creative, problem solving. This class will produce an intermediate portfolio preparing students for the upper-level courses, such as: Art Major and Sculpture. The prerequisite course is Foundations of Art.

***Creative Arts Media 2**
Builds on concepts learned in previous courses. Students learn advanced techniques of fine art. Attention given to development of problem solving, decision-making, and critical thinking skills. In addition to skill building exercises, students complete finished projects in a variety of two-and three-dimensional media. Many projects are self-directed, and students are frequently given the opportunity to make decisions regarding subject matter and choice of media. Units of study may include drawing, painting, sculpture, printmaking, illustration, design, art history, and career opportunities. Students gain a deeper appreciation of art and a basis for lifelong artistic endeavors. Prerequisites: Foundations of Art and Creative Arts Media. **May be offered as RCBC CAP Course.*

Sculpture
Students will learn additive, subtractive and manipulative methods of overall sculpture with a variety of methods, techniques and mediums. Once Sculpture is completed, students can pursue any higher-level art class, including AP Studio Art, as a 3D Design student. Prerequisites: Foundations of Art and Creative Arts Media.

***Art Major**
A single class period to juniors and seniors who have successfully completed and shown exceptional ability in the prerequisite courses of Foundations of Art and Creative Arts Media. Students will develop portfolios that can be used as entrance requirements for college level art programs. Students will have the opportunity to explore college options and investigate career goals in the arts field. Creative interpretation of subject matter, observational drawing, figure drawing, color theory, applied design, sculpture, printmaking, computer graphics, art history, and art criticism are strongly emphasized in this course. **May be offered as RCBC CAP Course.*

Contemporary Art and Ideas
Single period art class which explores contemporary art styles, ideas, artists and practices. Students will have the opportunity to create and study different forms of art that are current in today's society in both 2D and 3D mediums. With an emphasis on creativity, students will work to fuse traditional art forms with new practices in painting, sculpting, drawing, upcycled art, urban art, working with fabric and textiles and contemporary digital art. This course is open to seniors who have successfully completed Foundations of Art.

***AP Studio Art** **HON**
Single period class equivalent to a first year college studio art class. *Open to seniors who have shown exceptional ability in art.* Emphasis on critical decision making, independent studio work, investigation of formal and conceptual issues, and development of technical skills concerning the visual art elements. Students will be prepared to submit a portfolio of work and slides to the College Board for scoring. Could receive college credits or advanced placement standing depending upon their scores and policies of individual colleges. **May be offered as RCBC CAP Course.* Prerequisite: Art Major or Sculpture.

Business Education

All Business Education courses meet graduation requirements for 21st Century Life and Careers or Career-Technical Education. Courses with *(●) also meet Visual/Performing Arts requirements. Courses with a (+) also meet the Financial, Economic Business and Entrepreneurial Literacy requirements.*

Business Education

Suggested Course Sequence

Interested in General Business Courses?

Business Communication & Computer Applications†
Business Law
Intro to Business
Study Skills and Career Awareness
Accounting I
Personal Finance
Sales and Marketing
AP Business with Personal Finance

Interested in Accounting and Finance?

Business Communication & Computer Applications†
Accounting I
Accounting II
Accounting III
Accounting IV
Personal Finance
AP Business with Personal Finance

Interested in Marketing?

Business Communication & Computer Applications†
Intro to Business
Graphic Presentations
Entrepreneurship
Sales and Marketing
Sports, Entertainment and Hospitality Marketing
AP Business with Personal Finance

Interested in Management?

Business Communication & Computer Applications†
Business Law
Accounting I
Intro to Business
Entrepreneurship
Personal Finance
AP Business with Personal Finance

Interested in Computers and Design?

Business Communication & Computer Applications†
Web Design†
Graphic Presentations†
Digital Animation†
Video Game Design (Sem)†

Life Skills for All Interests!

Business Communication & Computer Applications†
Intro to Business
Study Skills and Career Awareness
Personal Finance
Employment Strategies
Entrepreneurship
AP Business with Personal Finance

Some courses are offered by grade level – check with your school Counselor for details

All Business courses satisfy the 21st Century Life and Careers Graduation requirement

† Course taught in computer lab

Accounting 1 +
Accounting is the language of business and is therefore required to attain a college business degree. Get a head start by learning the basic principles of accounting by taking this introductory course. This class covers the accounting cycle, emphasizing the skills necessary to record, classify, interpret and analyze business activities for both service and merchandising businesses organized as proprietorships and corporations. Problems, projects, and business simulations are used. Students are introduced to computerized accounting systems. This course fulfills the Financial Literacy graduation requirement.

Accounting 2 +
Reviews basic accounting principles and develops advanced topics such as payroll, inventory, uncollectible accounts, depreciation, and accruals. Emphasis on corporate/partnership accounting. Students work on computer applications for spreadsheets and automated accounting. Prerequisite: Accounting 1. This course fulfills the Financial Literacy graduation requirement.

***Accounting 3 +**
Foundation for further study of accounting. Students attain knowledge of more complex and diverse accounting topics such as taxes, analysis of financial statements, career opportunities, cost accounting, spreadsheet applications, and computer accounting systems. Prerequisite: Accounting 2. **May be offered as RCBC CAP Course.* This course fulfills the Financial Literacy graduation requirement.

***Accounting 4 +** **HON**
Advanced academic level course. Students complete a variety of projects using QuickBooks and Advanced Excel accounting software while focusing on building a strong foundation in advanced accounting concepts. Prerequisite: Accounting 3 **May be offered as RCBC CAP Course.* This course fulfills the Financial Literacy graduation requirement.

AP Business with Personal Finance +
AP Business with Personal Finance is an introductory, college-level course equivalent to a one-semester college introduction to business course. Students explore core business disciplines—including entrepreneurship, marketing, finance, accounting, management, and strategy—through real-world business application, business case studies, and project-based learning. Simultaneously, students master and apply comprehensive personal financial principles including budgeting, risk management, credit, borrowing, saving, and investing. Students will be prepared to take the College Board's Advanced Placement Test.

Business Communication & Computer Applications
This course is designed to prepare students to utilize essential communication and technical skills significant to 21st century life. Students will gain proficiency in Microsoft Office Suite including Word, PowerPoint, Excel, Access, Outlook and will learn to apply these skills to achieve an organization's business goal and create authentic learning experiences to transfer knowledge into real-world experiences. Students taking this course may be able to take Microsoft Office Specialist (MOS) exams and earn industry recognized certification.

Exploring Computer Applications
Covers skill development for keyboarding, word processing, databases, spreadsheets, desktop publishing, slide presentations, and Internet technology. Special emphasis will be given to practical activities to teach students to research, analyze, and synthesize information. Emphasis will be placed on basic skills, small group instruction, and/or individualized attention.

Business Law
This course is an introduction to legal principles and procedures. It includes an introduction to business law, ethics, crimes, torts, contracts, the uniform commercial code, sales, product liability and consumer protection. Any student interested in pursuing a business and/or legal degree should strongly consider taking this course.

Community Based Training **PR**
Designed to expose students with identified disabilities to exploratory, practical work experiences in the community. This is a cooperative school/work experience. *Available through the Child Study Team.*

***Digital Animation ●**
Want to create professional animations? This course is designed to teach students the basics of animation. Students will bring characters or graphic ideas to life utilizing a drawing tablet, animation software, and the principles of animation. Students will plan and storyboard an original animation and utilize basic techniques including: frame-by frame animation, tweens, sounds, character rigging, and interactivity. It is a fun and exciting course which will challenge your creativity. **May be offered as RCBC CAP Course.*

Employment Strategies
Designed to prepare students with the skills for success in developing an appropriate post-high school plan. Areas of concentration include career research, application process, communication/interview skills, social skills, financial literacy, career related technology skills and job shadowing. The student will be able to use personal and interpersonal skills during real life role playing scenarios. This course is highly recommended for those students considering taking Option Two in their senior year.

Entrepreneurship +
Intended for students planning to enter college in business fields, such as accounting, business administration or management. Teaches factors that a new business owner must consider, such as demographics, legal requirements, financial considerations, and operational functions. Participants develop their own business plans and are eligible to be members of DECA (an association of marketing students). This course fulfills the Financial Literacy graduation requirement.

***Graphic Presentations ●**
Are you creative and enjoy working on the computer to design a variety of publications? Tap into your imagination while generating a variety of print and digital media products such as Instagram ads, posters, snowboards, video game covers, billboards and logos. Enhance your publications while mastering industry standard software packages. Graphic Presentations is a fun and unique course that will challenge your creativity! **May be offered as RCBC CAP Course.*

Exploring Graphic Presentations ●
Teaches basic design concepts and applies these strategies to real-world projects using a variety of industry standard software packages. Students will create presentation documents such as letterheads, logos, invitations, flyers, brochures, advertisements, etc. Students will also learn to use a digital camera and scanner. Emphasis will be placed on basic skills, small group instruction, and/or individualized attention.

Introduction to Business +
Explores various topics in the business world. Specific areas of study include economic systems, management, marketing, advertising, banking and credit, ethics, international business, and career exploration. Develops computer literacy, consumer, and communication skills. This course fulfills the Financial Literacy graduation requirement.

***Exploring Introduction to Business**
Explores various topics in the business world. Specific areas of study include economic systems, management, marketing, advertising, banking and credit, ethics, international business, and career exploration. Develops computer literacy, consumer, and communication skills. This course fulfills the Financial Literacy graduation requirement. Emphasis will be placed on basic skills, small group instruction, and/or individualized attention.

Keyboarding/Computer Applications PR
Includes basic keyboarding and word processing skills as well as databases and spreadsheets. Desktop publishing, PowerPoint presentations, Internet technology and safety are course topics. *Available through the Child Study Team.*

Personal Finance +
Students develop a sound basis for personal financial literacy in this year-long course. Students learn wages, benefits, employment-protection legislation, and how to read a paycheck. They learn to manage, utilize, and reconcile checking and savings accounts, including electronic banking. Personal decision-making regarding career, credit, transportation, housing, investment, and risk management choices will be covered. Additional resources utilized will include guest speakers, personal finance software, on-line games, programs, etc. This course fulfills the Financial Literacy graduation requirement.

Prevocational Skills PR
Designed to prepare students for employment in the community. Units within the course include career exploration, vocational skills, ability assessments, job-finding skills, social and employability skills, and money management. Students will participate in job sampling in the classroom and/or school building. *Available through the Child Study Team.*

Retail Careers (Cherokee/Lenape/Seneca) PR
Transfer of skills from the school store setting to a real life setting is a major goal. As "employees" of the Lenape or Cherokee school stores, students develop skills in cash register operation, accurate money exchange, stocking shelves, facing merchandise, monitoring inventory, shrinkage control, and customer service. *Available through the Child Study Team.*

***Sales and Marketing +**
Introduces the broad field of sales and marketing providing students with basic information to develop interest in this career area. Students learn, through small groups, projects and research, the basics of marketing, selling, and advertising. They also may participate in the operation of the school store and in DECA (an association preparing emerging leaders and entrepreneurs in marketing, finance, hospitality and management). This course fulfills the Financial Literacy graduation requirement. **May be offered as RCBC CAP Course.*

Sports, Entertainment, and Hospitality Marketing
The sports, entertainment, and hospitality industries represent one of the fastest growing segments of the U.S. economy. This specialized course offers students the opportunity to learn advanced concepts of marketing and management in the sports, entertainment and hospitality industries. Focus is on the study of marketing as it relates to event management, sponsorship, promotion, strategic planning, endorsements, marketing plans, hotel/restaurant/convention planning, and legal and ethical issues. Students are given the opportunity to participate in DECA (an association for marketing students).

Study Skills and Career Awareness
Addresses the life skills needed for success in high school, college and career. Areas of concentration include time-management, organization, study habits, note taking, test taking, learning styles and critical thinking skills. Students explore how diversity, attitude, listening, ethics and communication are integral parts of the workplace needed for a fulfilling career. Career research, employment documents, interviewing techniques and SAT vocabulary practiced. Internet resources and guest speakers are an essential part of this course.

Web Design ●
Do you want to create your own personal place on the Internet to start an online business or personal social site but don't know where to start? The course progresses from introducing basic web design principles to students independently creating websites. In this Web Design course, students will organize, create, and manage a website using HTML, HTML5 and CSS. Industry standard software is used to create and enhance a variety of graphic elements such as logos, banners and favicons within a website.

Exploring Web Design ●
Introduces web design as a communication and research/reference tool. Covers introduction to web design, essential terms and technologies, issues and policies, key reference sites, and design development of HTML. Enables students to author and edit Web Pages; to create image files using scanner and digital camera; and to create audio files and presentations. Emphasis will be placed on basic skills, small group instruction, and/or individualized attention.

SEMESTERIZED BUSINESS COURSES

Strategies for Success in High School and Life + (Seneca only)
This course is designed to prepare students for the workforce using simulations concerning "real life" scenarios. The course will help students become aware of diversity, ethics, and professionalism in the workplace that can be applied throughout high school and higher learning. This course fulfills the Financial Literacy graduation requirement. **Part of ASE Automotive Certification Program at Seneca High School.

Video Game Design
Have you ever been curious about how video games were created? Video Game Design provides students with an introduction to the design and development of video games. Students will learn how to craft a compelling interactive experience through rules by learning the fundamentals of games through play, analysis, strategy, and deconstruction. Throughout the semester, students will design, test, and refine their own games by working independently and part of different collaborative teams.

HON:	Honors –	Requires a strong command of basic skills and is extremely rigorous. This is equivalent to the demands of a college level course.
ACC:	Accelerated –	Requires a good command of basic skills and the ability to perform in a rigorous program at a rapid pace. This is a college prep course.
CP:	College Prep –	Requires a command of basic skills and is moderately paced. This is a college prep course.
MOD:	Modified –	Reinforces and builds upon basic skills.
PR:	Pullout Replacement – Special Education.	

English

Ninth grade students are required to pass English 1. Tenth, eleventh and twelfth grade students are required to pass English 2, English 3 and English 4, *respectively,* ***and may take semesterized courses in addition to those courses. New Jersey Student Learning Standards are addressed in all English courses.***

English 1 **HON, ACC, CP, PR**

This course is a thematic exploration of universal experiences, perspectives, emotions, and attributes of the human condition: windows and mirrors, empathy and understanding, conflicts and consequences, and the power of words. Students will examine and analyze short stories, the novel, drama and poetry, as well as non-fiction and other various media using (podcasts, TED Talks, etc.). Independent Reading is required throughout the year. Students are also introduced to basic rhetoric as well as several writing modes, including research. As students write more extensively, they become more critical readers, and as they read more, they learn to identify and incorporate the tools of master writers. *PR level is available through the Child Study Team.*

English 2 **HON, ACC, CP, PR**

This course is a thematic study of American literature as represented through "Voices of Rights and Equality," "Voices of Identity," "Voices of Responsible Citizenship," and "Voices of Community." Coursework expands upon the teachings of English I, with continued emphasis on the development of writing, research, documentation, comprehension, critical thinking, technology, and presentation skills. *PR level is available through the Child Study Team.*

***AP English Language and Composition** **HON**

This course allows students to write in many forms-narrative, exploratory, expository, and argumentative -on many different subjects from personal experiences to public policies, from imaginative literature to popular culture. Equivalent to a first year college course, students taking this course will be prepared to take the College Board's Advanced Placement test in Language and Composition. Students may receive college credit or advanced standing depending upon their test scores and individual college policy. **May be offered as RCBC CAP Course.*

English 3 **ACC, CP, PR**

Focuses on philosophical themes (heroism, leadership, societal pressure, the nature of humanity), as portals to strengthening writing, reading and speaking skills. Literature studied includes non-fiction in addition to poetry, drama and fiction from a diverse and global selection of writers. Rhetorical analysis and research skills are emphasized. Students will create a rough draft of a personal narrative to use for their college application essay. *PR level is available through the Child Study Team.*

***AP English Literature and Composition** **HON**

This course is equivalent to a first year college English course, students taking this course will be prepared to take the College Board's Advanced Placement Test in Literature and Composition. Students may receive college credit or advanced standing depending upon their test scores and individual college policy. **May be offered as RCBC CAP Course.*

English 4 **ACC, CP, PR**

This course explores the connection between literature and identity formation. The literature focuses on different genres of American, British, and world literature as they relate to intrapersonal and interpersonal relationships. It continues to stress critical thinking and applies writing skills previously developed in English 1, 2, and 3 to a college application essay, an argument, and a rhetorical analysis. A literacy research unit leading up to or during the 4th marking period represents a culmination of skills in reading, writing, andresearch. *PR level is available through the Child Study Team.*

Humanities Seminar **ACC**

Designed to teach students to develop their ability to see art, listen to music, and read literature. In addition to developing criteria for aesthetic judgment, the course emphasizes evaluation of the historic, social, and philosophical significance of ideas, institutions, and works of human expression. The course will demonstrate the evolution of crucial themes and ideas and relate them to current issues and attitudes. Students will develop skills necessary for communication of ideas to others.

Individual Studies **PR**

Designed for students in need of individualized or small group instruction in study skills. Areas of study include note-taking, outlining, test taking skills, organization, listening skills, following directions, career exploration, post-secondary preparation, civic duties and life skills when appropriate and use of technology to complete research. Students will develop self-advocacy portfolios to provide insight and reflection about their learning styles and personality traits. Students will write resumes, prepare for CST senior IEP exit meetings and practice interview techniques. These students will also receive support in their academic classes. *Available through the Child Study Team.*

Reading **PR**

Designed for students in need of individual, small group, and direct instruction in the area of reading. Individualized instructional approaches are utilized based on the identified needs of the students. This is a pass/fail course. *Available through the Child Study Team.*

SEMESTERIZED ENGLISH COURSES

Celebrating Diversity

Focuses on the belief that all people have inherent qualities that can be used to make positive contributions to society. Emphasis will be placed on learning and understanding the importance of tolerance and respect for people regardless of culture, race, religion, sexual orientation, socioeconomic status, body image, or disability. Students will read various genres of literature, watch media presentations, participate in class discussions, and complete projects.

Creative Drama

Creative Drama focuses on three aspects of theatre-technique, communication, and cultural context. Students will examine movement, expression, characterization, and staging. They will read a number of plays from different time periods and cultures, and they will participate in pantomime, monologues, and scene writing, performance and evaluation.

Creative Writing

Designed for students who like to write and wish to learn more about how to express themselves imaginatively in the short story, the poem, and the one-act play. In addition to the study of particular literary devices and techniques, there is much reading and keeping of personal journals as sources of ideas. Students are encouraged to submit their work in contests and in publications. A command of basic writing skills isnecessary.

Discussion and Debate

Utilizing current events and issues as the basis for an exchange of ideas, attitudes, and beliefs, students will engage in conversation, discussion and Public Forum and Lincoln-Douglas debate formats. Developing their research, active listening and speaking skills, students will also locate, weigh and cite credible, timely evidence as well as practice logical thinking, prepare and support contentions and counterarguments, formulate rebuttals, employ questioning techniques and speak extemporaneously.

Journalistic Writing
Journalistic writing will show students how to write and evaluate different types of journalism, making them more conscious consumers of news, while also teaching a foundation of skills and forms used in journalistic writing. Topics will vary from world news to school events, politics to sports. Students will learn how to evaluate news sources, identify the manipulation of facts within news writing, and evaluate bias in news reporting by examining news reports from print, online, and television sources. Students will also learn to write for both print and television news. The class relies heavily upon projects as a resource for both learning and applying newly acquired knowledge. Journalistic writing is designed not only for the aspiring journalist, but also the discerning viewer.

Holocaust and Genocide Studies
Educates students about the period of time called the Holocaust from 1933 to 1945. Students will get an overview of the time period and will read personal accounts in a variety of genre. Fiction as well as non-fiction will be included. Students will also work on projects, see videos, participate in class discussions, and write essays and reports. Emphasis will be placed on learning to accept others and tolerance of different cultures in order to eliminate future genocides.

Mass Media
Probes the nature of communication: why people need to communicate and how they do it. Students examine newspapers, magazines, radio, television programs, and film to assess the media's influence on daily lives. They investigate techniques used to sway individual decisions, and also evaluate how public and individual opinions are formed.

Crimes, Clues and Confessions
Explore the thrilling world of mysteries in the semesterized English elective, where students delve into the captivating realms of crimes, clues, and confessions. This course combines the intrigue of fictional detective stories with the gripping narratives of real-life mysteries. Through engaging discussions, critical analysis, and interactive activities, students will unravel the secrets behind criminal masterminds. Immerse yourself in a blend of fiction and non-fiction narratives, sharpen your critical thinking skills, and embark on a captivating journey to uncover the truth behind some of the most puzzling cases.

Mythology
Concentrates on various world mythologies demonstrating universal archetypes and themes and how they connect to each other and to modern society. These themes are reviewed and discussed through various readings as well as writing assignments, speaking assignments, and projects. Works will include worldwide multi-cultural, and classical creation and hero myths.

Poetry
Includes many forms of poetry: narrative, descriptive, sonnet, ode, limerick, riddle, etc. Students interpret poems orally and in writing. The writing of original poems may be required.

Public Speaking
Helps students acquire confidence and poise before an audience. Emphasis is on organization, structure, research, and delivery of speeches. Techniques for effective speaking are stressed. Students are encouraged to develop original thoughts into effective public messages.

SAT Prep
Prepares students for the verbal and math sections of the SAT. Nine weeks will be spent on verbal and nine weeks on math. The critical reading, writing, vocabulary, and logical reasoning skills needed on the SAT will be addressed. Specific test-taking strategies for the SAT will also be presented. Completing this course is in no way a guarantee of desired results on the SAT. Open to second semester sophomores, all juniors, and first semester seniors. Credits will not count toward English or Math requirements for graduation. Students will be graded on a pass/fail basis. Students will complete a portfolio of practice tests, work samples, and skill sets which will be assessed by the instructor using a pre-established rubric. This is a pass/fail course.

Science Fiction- Fantasy- Horror
Fiction based in imaginary worlds whose rules, with regard to magic or technology, are different than our own. The course explores concepts such as magic, the rise of dystopian societies, the effects of technology on civilization, various creatures and aliens, time travel, and even the zombie apocalypse. This course will encourage students to apply the theories, concepts and themes of science fiction, fantasy, and horror in order to better understand the present, as well as to grasp both the possibilities and the pitfalls of the future.

Storytelling in Sports
Storytelling in Sports is an English elective centered on three perspectives of the sporting experience: the Coach, the Player, and the Fan. Through literature, nonfiction, and multimedia, students will explore how individuals approach "the game" and the ways that leadership, competition, perseverance, teamwork, identity, and community influence their experiences.

English as a Second Language (ESL)

This comprehensive course is designed to support **Multilingual Learners (MLs)** at all proficiency levels, from those with entering and emerging skills to those developing, expanding, and bridging their English fluency. The curriculum focuses on the core domains of listening, reading, speaking, and writing, utilizing theme-based content to help students navigate both everyday social situations and rigorous academic environments. This course focuses on the following components:

- **Communication & Fluency:** Students build essential conversational skills and vocabulary, moving from basic interpersonal communication to the mastery of standard English and complex linguistic structures.
- **Literacy & Academic Success:** The course emphasizes reading comprehension, fluency, and process writing. As students progress, the focus shifts toward meeting the specific academic needs required for success in challenging content-level courses.
- **Cultural Competency:** Instruction highlights the cultural knowledge and practices of the United States while honoring and integrating the native cultural backgrounds of the students.
- **Continuous Growth:** Students are prepared for a seamless transition into general education classes. Those who exit the program based on state requirements and multiple measures will continue to be monitored to ensure sustained academic achievement.

ESL 1
All theme-based content and activities are centered around improving listening, reading, speaking, and writing skills. The objective is for MLs with entering and emerging English language skills to become increasingly communicative in order to navigate everyday situations in and out of school. Conversational skills, vocabulary expansion, the use of standard English, improvement of reading and listening comprehension and fluency, sentence writing skills and cultural knowledge and practices of America, as well as students' native countries are emphasized.

ESL 2/3
The Intermediate and Advanced ESL course continues to develop the areas of emphasis in ESL 1. This course more particularly addresses the academic needs of MLs who are developing, expanding and bridging English proficiency and who are enrolled in more challenging content level courses. Students continue to focus on improving their reading, process writing, speaking and listening comprehension, vocabulary and fluency skills Students who exit ESL through multiple measures and state requirements will continue to be monitored for successful performance in the general classes.

Family and Consumer Sciences

All Family and Consumer Sciences Courses meet graduation requirements for 21st Century Life and Careers. Interior Design and Fashion and Clothing 1, 2, 3 also meet graduation requirements for Visual/Performing Arts.

Child Development
Discover the fascinating world of child development in this hands-on, comprehensive course. Students explore the remarkable journey of human development from pregnancy through the early school years, gaining valuable insights that can shape personal and professional futures. Through interactive projects, guest speakers, and observation opportunities, students gain practical experience in early childhood education. Students can develop valuable skills, whether planning a childcare, education, or pediatrics career.

Fashion and Clothing 1
Explore the world of fashion while developing practical skills you can use for a lifetime! Students will learn sewing machine safety and operation, how to read and interpret patterns, basic clothing construction, and pattern modifications. Through hands-on projects, students will explore textiles, clothing care, personal style, and wardrobe planning while building their creativity and design skills. Projects may vary based on student experience and ability. Students will also discover career opportunities in fashion, design, and related fields. Intro to Family Consumer Sciences is recommended as a background to this course. Meets Visual/Performing Arts requirement.

Fashion and Clothing 2
Take your fashion and sewing skills to the next level! Students will explore advanced clothing construction, fashion history, and the fashion industry through hands-on sewing projects and creative design assignments. Topics include using an overlock serger, altering ready-to-wear garments, designing fashions for today's consumers, and exploring fashion trends and styles throughout history. Students will also learn about career opportunities in the fashion industry. Prerequisite: Fashion and Clothing 1. Meets Visual/Performing Arts requirement.

Fashion and Clothing 3
This course has students focus on building a cohesive collection through market and trend research, drafting slopers, pattern drafting and garment construction. Students have creative freedom to explore their interests and make them come to life while continuing to learn about the fashion industry. Prerequisite: Fashion and Clothing 2. Meets Visual/Performing Arts requirement.

Foods and Nutrition 1
This course focuses on a study of nutritional needs throughout the life cycle with an emphasis on the needs of adolescents. Material is presented with a comprehensive approach of academic exploration and practical application that includes diet self-analysis, healthy food preparation techniques, and better food choices. Students prepare a wide range of foods using a variety of food preparation techniques, tools, and equipment. This course prepares students for life after high school and is necessary for taking either Advanced Foods or Culinary Arts. Introduction to Family Consumer Sciences is recommended as a background to this course.

Advanced Foods
This course provides a more comprehensive understanding of the various topics in food preparation, safety, and sanitation, along with a focus on the traditions and cooking styles of foreign regions including Eastern and Mediterranean Europe, the Middle East, and African and Asian nations. An in-depth study of the regional foods and cooking styles of the United States is included. Students improve problem-solving, decision-making, and critical thinking skills. Practical applications of course content will be emphasized. Prerequisite: Foods and Nutrition 1.

Culinary Arts
This course offers variety of advanced food preparation techniques as well as a comprehensive overview of Culinary Arts. Topics include: baking and pastry, cake decorations, garnishing, stocks, soups, sauces, and various major preparation techniques. Presentation and the mastery of specialized equipment are emphasized. Careers in many areas of the industry are also discussed. Prerequisite: Foods and Nutrition 1.

Interior Design
This course teaches the elements and principles of design and how they apply to home decorating, architectural styles, period furniture, wall arrangements, and accessories in a comprehensive manner. Students learn to arrange furniture, design floor plans, elevations, and kitchens, and select window treatments and lighting for efficiency and aesthetics. Students develop decision-making skills that can be applied to present and future lifestyles.

Introduction to Family Consumer Sciences
This course provides general knowledge of life skills. The units of this full-year course are personal development, foods and nutrition, clothing/sewing, housing and interior design, child development, and career awareness. This course is recommended before taking Foods and Nutrition 1, Advanced Foods, Culinary Arts, and Fashion and Clothing 1, 2, 3.

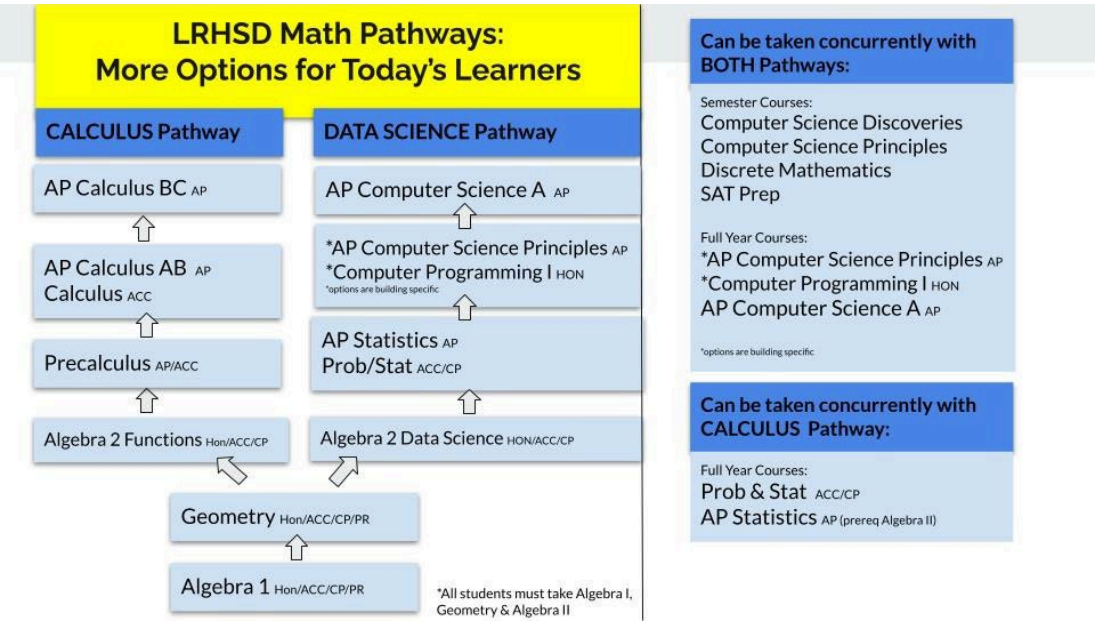
Exploring Life Skills
This course provides general knowledge of life skills. The units of this full-year course are cooking, nutrition, sewing, child development, relationships, careers, housing and interior design. Emphasis is placed on basic skills, small group instruction, and individualized attention.

Living Skills **PR**
This course is designed to provide general knowledge of independent living skills. The units are safety, consumer skills, clothing, foods and nutrition, social skills, and household management. *Available through the Child Study Team.*

Mathematics Education

Algebra I, Geometry, and Algebra II are graduation requirements. In the LRHSD, students have a unique opportunity to choose a math pathway beginning at the Algebra II Level.

Students should strongly consider consulting their counselor and math teacher and researching college admissions and the required math courses for their potential undergraduate majors before deciding.



In mathematics, there are many different possible course sequences, as indicated by the image below. Please consult with your math teacher and counselor to discuss any questions you may have.

LRHSD Mathematics Course Sequences

NOTE: As a graduation requirement, all students must complete Algebra 1, Geometry, and Algebra 2 (Functions or Data Science)

9th Grade*	10th Grade	11th Grade	12th Grade
Algebra 1	Geometry	Algebra 2 Functions[2] OR Data Science	Pre-calculus[3] and/or Prob/Stat or AP Stat
Geometry[1]*	Algebra 2 Functions[2] OR Data Science	Pre-calculus[3] and/or Prob/Stat or AP Stat	Calculus AB OR ACC AND/OR Prob/Stat or AP Stat
Algebra 2 Functions[2] OR Data Science	Pre-calculus[3] and/or Prob/Stat or AP Stat	Calculus AB OR ACC AND/OR Prob/Stat or AP Stat	AP Calculus BC AND/OR Prob/Stat or AP Stat

***Doubling up is permitted with Geometry AND Algebra 2. Contact math supervisor with questions.**

1. **Algebra 1 in Middle School is a pre-requisite**
2. **Algebra 2 Functions is the course to enroll for the Calculus Pathway and is a pre-requisite course for Pre-Calculus.**
3. **If you complete Algebra 2 Data Science, you will be required to complete a summer on-line course to enroll in Pre-Calculus.**

Mathematics Electives Full Year:

Math Support Lab can be taken concurrently with Algebra I or Geometry.
Computer Programming I Honors can be taken at any time after completion of Algebra I.
AP Computer Science A can be taken after completion of Computer Programming I.
Probability & Statistics (AP, ACC or CP) can be taken after completion of Algebra II.

Mathematics Electives Semesterized:

Computer Science Discoveries & Computer Science Principles can be taken at any time.
Discrete Math and SAT Prep can be taken at any time after completion of Geometry.

HON:	Honors –	Requires a strong command of basic skills and is extremely rigorous. This is equivalent to the demands of a college level course.
ACC:	Accelerated –	Requires a good command of basic skills and the ability to perform in a rigorous program at a rapid pace. This is a college prep course.
CP:	College Prep –	Requires a command of basic skills and is moderately paced. This is a college prep course.
MOD:	Modified –	Reinforces and builds upon basic skills.
PR:	Pullout Replacement – Special Education.	

Algebra 1 **HON, ACC, CP, PR**
Lays the groundwork for all mathematics study by establishing the concepts of set theory, axioms, and properties of the real number system. Equations and inequalities are studied with emphasis on transforming verbal statements into mathematical symbols. Polynomials, rational algebraic expressions, graphing, linear/quadratic equations and radicals are also examined. *PR level is available through the Child Study Team.*

Math Support Lab
Designed to provide additional support for students enrolled in Algebra 1 or Geometry who are identified as in need of support in Algebra 1 or Geometry. Credits for this course do not satisfy math requirements for graduation. This is a pass/fail course. **Corequisite: Algebra 1 or Geometry**

Algebra 2 Data Science **HON, ACC, CP**
Builds on the algebraic foundation of Algebra 1 in Semester 1. Involves the study of analyzing and interpreting functions and their graphs-including quadratic, polynomial, exponential, and logarithmic. Semester 2 introduces students to data science. Students will learn to be data explorers in project-based units, through which they will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more.
Prerequisite: Algebra 1 and completion of or concurrently taking Geometry.

Algebra 2 Functions **HON, ACC, CP**
Builds on the algebraic foundation of Algebra 1. Involves the study of analyzing and interpreting functions and their graphs – including quadratic, polynomial, exponential, logarithmic, rational, radical and piecewise. Students will also explore statistics and probability, as well as arithmetic and geometric sequences. **Prerequisite: Algebra 1 and completion of or concurrently taking Geometry.**

Geometry **HON, ACC, CP, PR**
Based on Euclid's elements of deductive reasoning which emphasizes the geometry of the plane surface. Area, volume, congruent triangles, polygons, and constructions are studied. Algebraic applications of geometric concepts are frequent. **Prerequisite: Algebra 1**. *PR level is available through the Child Study Team.*

***AP Pre-Calculus** **HON**
AP Precalculus is an advanced placement course designed by the College Board to prepare high school students for college-level mathematics by focusing on how functions model real-world change. Students explore a variety of function types—including polynomial, rational, exponential, logarithmic, and trigonometric functions—by analyzing their behaviors and data representations **Prerequisite: Algebra 2 Functions (highly recommended) or Algebra 2 Data Science AND Precalculus Readiness Summer Course**. **May be offered as RCBC CAP Course.*

***Pre-Calculus** **ACC**
Based on the study of functions. It begins with a review of Algebra 2, continues with trigonometric functions and their applications, and concludes with several topics in advanced algebra. **Prerequisite: Algebra 2 Functions (highly recommended) or Algebra 2 Data Science AND Precalculus Readiness Summer Course.** **May be offered as RCBC CAP Course.*

***Calculus** **ACC**

Designed for students with mathematical aptitude who have an understanding of Pre-Calculus and the desire to study Calculus in college. The year begins with a review of elementary functions followed by a study of limits, differential calculus and beginning integral calculus. **Prerequisite: Pre-Calculus** **May be offered as RCBC CAP Course.*

***AP Calculus AB** **HON**

This course will explore the key concepts, methods and applications of single variable calculus including graph analysis, limits, continuity, derivatives, antiderivatives, integrals and The Fundamental Theorem of Calculus. Students taking this course will be able to take the College Board Placement Test in AB Calculus and could receive college credit or advanced standing depending upon their score and the policy of the college. **Prerequisite: Pre-Calculus.** **May be offered as RCBC CAP Course.*

***AP Calculus BC** **HON**

This course expands on the key concepts, methods and applications of single variable calculus learned in AP Calculus AB. Additional methods of antidifferentiation are presented as well as polynomial approximations, series, Taylor Series, parametric equations, polar coordinates and vectors. Additional topics may include vector-valued functions, functions of several variables and multiple integration. Students taking this course will be able to take the College Board Placement Test in BC Calculus and could receive college credit or advanced standing depending upon their score and the policy of the college. **Prerequisite: AP Calculus AB**. **May be offered as RCBC CAP Course.*

***Probability and Statistics** **ACC, CP**

Divided into three categories: descriptive statistics, probability, and inferential statistics. The course includes application for college bound students for all academic areas. **Prerequisite: Algebra 2**. **ACC level may be offered as RCBC CAP Course.*

***AP Statistics** **HON**

The four major themes of this course are exploratory analysis, planning and conducting a study, probability and statistical inference. Specific topics include analysis of univariate and bivariate data, data collection techniques, sampling, the difference between a study and an experiment, random variables, probability distributions, the normal distribution, point estimation and tests of significance. Students taking this course will be able to take the College Board Advanced Placement Test in Statistics and could receive college credit or advanced standing depending upon their score and the policy of the college. **Prerequisite: Algebra 2**. **May be offered as RCBC CAP Course.*

Computer Programming 1 **HON**

Designed to be an introductory programming course. The concepts taught will include input/output operations, arithmetic operations, accumulating and displaying totals, comparing, array processing, searching and sorting, string processing, file processing, and report generation. Emphasis will be on problem-solving techniques and logic. **Prerequisite: Completion of Algebra 1.** Credits for this course do not satisfy math requirements for graduation.

***AP Computer Science A** **HON**

Designed as a second year programming course to teach problem-solving heuristics, algorithm development using top-down design, and good programming style and techniques through an object-oriented approach to be extended to future programming languages that may be studied. Students will enhance their knowledge of input/output operations, arithmetic operations, accumulating and displaying totals, comparing, array processing, searching and sorting, string processing, file processing, and report generation. Emphasis on problem-solving techniques and logic. **Prerequisite: Computer Programming 1 or AP Computer Science Principles**. Credits for this course do not satisfy math requirements for graduation. **May be offered as RCBC CAP Course.*

Consumer Math **CP, PR**

Designed to prepare students to deal with situations in their daily lives that require knowledge of comparing and reconciling savings accounts and checking accounts, renting apartments, purchasing housing, determining real estate taxes, buying cars, investigating insurance options, etc. This course satisfies the personal financial literacy graduation requirement. This course does not satisfy math requirements for graduation. *PR level is available through the Child Study Team.*

Introduction to Algebra 2 PR
This course builds on foundations of Algebra 1 and Geometry to study systems of linear equations, functions, polynomials, quadratic equations, complex numbers, and discrete mathematics. Students develop fundamental algebraic skills and learn to apply problem-solving strategies to real-world contexts. PR level is available through the Child Study Team.

Algebra 1 (SC) PR
Through key units on expressions, linear equations, sequences, systems, and linear functions, students learn to solve multi-step problems, analyze data patterns, and construct mathematical models representing real-world scenarios. PR level is available through the Child Study Team.

Consumer Math (SC) PR
This is a practical mathematics course designed to equip students with essential personal finance and independent living skills. PR level is available through the Child Study Team.

Geometry (SC) PR
This course's emphasis is on mastery and application of measurement, similarity, congruence and foundations of geometry designed to build spatial reasoning and real-world problem solving skills.

Introduction to Algebra 2 (SC) PR
Through unit instruction covering advanced number sense, quantitative reasoning, graphing, and linear equations, students learn to apply mathematical models, order of operations, and data organization to workplace and everyday scenarios. PR level is available through the Child Study Team.

SEMESTERIZED MATH COURSES

Computer Science Discoveries
This is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. It is a course for all students with no experience in computer programming or computer sciences. This would be the first course for students to take in the line of Computer Science courses to help students prepare for CS Principles. The content includes Problem Solving and Computing, Animations and Games, and The Design Process and focuses on the logical thinking process.

Computer Science Principles
This is an 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, big data, digital privacy and security, and the societal impacts of computing. It will be a course for students with no experience in computer programming or computer sciences. The content includes Introduction to Programming Concepts and Building Apps and focuses on computer languages.

Discrete Mathematics
Designed to examine non-traditional topics in mathematics with a focus on problem solving. Enables students to examine unique historical and modern topics including graph theory, logic, election theory, apportionment, game theory, cryptography and set theory. All of these topics will assist students with applying mathematics to real world contexts while enhancing problem-solving skills and techniques. Designed for students with interests in mathematics. Prerequisite: Geometry.

SAT Preparation
A one-semester elective which prepares students for the verbal and math sections of the SAT. Nine weeks will be spent on verbal and nine weeks on math. Critical reading, writing, vocabulary and logical reasoning skills needed on the SAT will be addressed. Specific test-taking strategies for the SAT will also be presented. Completing this course is in no way a guarantee of desired results on the SAT. Credits for this course do not satisfy math or English graduation requirements. This is a pass/fail course. Open to second semester sophomores, all juniors, and first semester seniors who have completed both Algebra 1 and Geometry.

Music

All Music courses meet graduation requirements for Visual/Performing Arts.

Orchestra
For students who play a string instrument (violin, viola, cello or bass) and read music. Special attention will be given to the development of technique, intonation, sight-reading and tone production. Literature of all periods is performed, including one concert with full orchestra (strings combined with band students who play wind, brass and percussion instruments.) Performance in festivals and concerts for the school and community are requirements for the course.

Concert Band
For students who play an instrument (wind or percussion) and read music. Special attention will be given to development of techniques, intonation, sight reading, tone production and playing experience as a member of a performing ensemble. Performances at concerts and festivals are requirements of this course.

Foundations in Band
Designed for students who are interested in learning how to play a wind instrument. It includes learning playing technique, how to read music and all other basic concepts of performance. This course will also meet the fine arts requirement now mandated by the State of New Jersey for graduation of all incoming freshmen. Students may be required to rent or purchase an instrument.

Jazz Band
Designed for students who are interested in the performance and mastery of literature written for Jazz Band. Offered to advanced instrumental students. All students must audition for the class and will be recommended by the director for admission into this course. Emphasis is on advanced instrumental techniques, performance of jazz music for the ensemble, and preparation for regional and college auditions. Performances at concerts, competitions, and festivals are requirements of this course.

Wind Ensemble
Wind Ensemble is available to woodwind, brass, and percussion instrumentalists who have completed an audition process with their director. The curriculum emphasizes advancing instrumental techniques, musicianship, and performance. The group will study and perform standard band literature throughout the school year. Preparation for regional band and college auditions is encouraged but not required.

Piano Lab
Designed for the student who has very little or no piano experience. In this course, the student will learn to read and write music; perform on the piano; compose and improvise music; and incorporate music history, music of different cultures, and music of modern society in the assigned pieces of music. *This course is currently under revision. Upon Board approval the description of the course will be modified to align with the revised curriculum and current New Jersey Student Learning Standards.*

Music Appreciation
A survey of music from its origins to contemporary compositions. Requires much listening to music in class with subsequent discussion and analysis. Students will study the basic elements and history of music, different musical instruments and selections from a wide variety of musical styles.

Music Theory 1
Provides elementary training in reading, writing, analyzing, and performing music. Prior experience in reading music suggested.

***AP Music Theory**
Advanced Placement Music Theory is for the accelerated music student pursuing a career in music. Basic musical skills and knowledge learned in Music Theory 1, such as clefs, rhythms, and notation, will be refined and enhanced. While students will study written theoretical topics like counterpoint, diatonic and chromatic harmony, part writing and harmonic and melodic analysis, students will spend the majority of their time working on developing their ability to aurally identify intervals, chord qualities, and dictate melodies. Students will also study music history, focusing on Western classical music, and will learn some basic composition and orchestration skills. Students taking this class are eligible to take the Advanced Placement examination in Music Theory. Prerequisite Music Theory 1 (Final grade of A or B) **May be offered as RCBC CAP Course.*

String Ensemble
Offered to more advanced string students. Instruments in the ensemble include violins, violas, cellos and basses. Emphasis is placed on the development of advanced technique, musical interpretation and music reading skills. Literature of all periods is performed, including one concert with full orchestra (strings combined with band students who play wind, brass and percussion instruments). Performance in festivals and concerts for the school and community are required and membership in the Lenape Regional Orchestra is highly recommended.

Jazz Improvisation
Offered to instrumentalists with at least one year experience in the band program in the high school. **All** students must audition for the class and will be recommended by the director for admission into the course. This class explores the skills that it takes to improvise the jazz idiom. Students must be able to read written notation. Students will be required to learn some traditional theory and history of jazz and will perform in class, as well as community functions.

Music Production 1
Provides an overview of, and hands-on experience with digital audio workstations such as Garage Band and Logic Pro. Extensive class time is devoted to gaining a practical understanding of musical concepts which will help with the creation of compositions, orchestration, recording, and performance. Other technology covered includes synthesis and sampling. No prior experience with performing or creating music is needed in order to take this class. This course satisfies the fine and performing arts requirement or the technology requirement for graduation. *This course is currently under revision. Upon Board approval the description of the course will be modified to align with the revised curriculum and current New Jersey Student Learning Standards.*

***Music Production 2**
An extension of Music Production 1, taking an in depth look at subjects covered in that class, with emphasis placed on digital audio and Multi-Media elements. Students will work toward creating original audio/video portfolios. Prerequisite: Music Production 1. **May be offered as a RCBC CAP Course. This course is currently under revision. Upon Board approval the description of the course will be modified to align with the revised curriculum and current New Jersey Student Learning Standards.*

Choir
Specific choir section depends upon an audition as a prerequisite. Members of the non-audition choir will learn about vocal techniques to improve the quality of one's voice, as well as singing a variety of pop, musical theater, and classical styles of choral music. Choir is open to all grade levels, and several performances will take place throughout the year. An ability to sing and hear at the highest level of accuracy and musicianship, as determined by the director, is expected. Frequent voice testing will take place to secure understanding of, and ability to sing repertoire. Choral/Vocal literature of different styles and periods will be performed.

Guitar
Guitar is a course for any student to either begin or further their study of the guitar. Students will first learn the basic chords commonly used in popular music which leads to further independent study of music of personal interest. Students will learn the basic tuning techniques, alternative tunings, as well as basic home repair on the guitar including but not limited to; restringing a guitar, pick removal and routine maintenance. This course will prepare students for a variety of performance outlets beyond the classroom that can result in a lifetime of musical exploration. This course is unleveled and available to all students.

Physical Education/Health

Physical Education and Health are state-mandated programs required to be taken during each year of enrollment in school.

- *All Freshmen will automatically be placed in Physical Education 1 and Health 1. Sophomores, Juniors and Seniors have the opportunity to choose six different elective Physical Education courses. They will automatically be placed in Health 2, 3 or 4.*
- *Students entering grades 10, 11 and 12 may apply for an Option 2 exemption from Physical Education for a semester. The student must be playing an LRHSD sport or in marching band or compete in a competitive club sport outside of the LRHSD. The exemption only applies to the semester of PE; each student is still required to take a semester of Health.*

Dance
This course will provide students with the opportunity to experience a variety of dance genres, dance related fitness activities, learn basic techniques of dance styles, and choreography while focusing on coordination, flexibility, cardiovascular and muscular endurance. The purpose of this course is for students to develop, learn and continue practicing this lifetime activity to maintain a healthy active lifestyle.

Individual and Dual Sports
This course is designed to include several components of fitness such as cardiovascular fitness, muscular endurance, muscular strength, flexibility, balance, agility, and coordination. The purpose of this course will be to promote activities that students will be able to perform throughout their lifetime to stay active and physically fit. Activities include but are not limited to: tennis, golf, frisbee golf, archery, pickleball, badminton, and 2v2 volleyball.

Mind and Body Wellness
This course will provide students with the opportunity to increase their flexibility, cardiovascular endurance, muscular strength, and muscular endurance through yoga activities and circuit training. Students will also actively engage in guided meditation and relaxation techniques which have been proven to help reduce stress and anxiety, increase concentration, and build self-confidence. Activities include but are not limited to: yoga, meditation, breathing techniques, walking and mindfulness.

Personal Fitness
This course will emphasize developing and maintaining healthy lifestyle habits on an individual basis. Its focus will be geared towards overall wellness. This would include topics such as nutrition, positive emotional development, weight management, and training techniques and habits. Students will have an opportunity to increase their flexibility, cardiovascular endurance, muscular strength, and muscular endurance through weight training, calisthenics, and plyometric activities. Activities include but are not limited to: weight training, stretching, proper warm-up/cool down, conditioning, interval training, HIT training, and fitness walking.

Physical Activity, Leadership and Service (PALS)
This course will provide students an opportunity to participate in higher level adventure education elements such as the climbing walls and ropes as well as learn teamwork, communication, and leadership skills through various types of physical education and adventure education activities. In addition, students will engage in unique activities apart from the more common physical education activities and will be given the opportunity to assist students who need additional modifications during their physical education classes. This course will expose students to activities and skill sets that can be used in future education, career, and life experiences. Activities include but are not limited to: lead up games, trust activities, follow-up activities from 9th grade adventure education, higher level adventure education elements such as the climbing walls and ropes course, and teaming with students who need additional modifications as they participate in individual, dual, or team sports.

Team Sports
This course is designed to demonstrate the importance of teamwork, cooperation, communication, and strategy. In addition, students will be able to improve their cardiovascular fitness, muscular endurance, muscular strength, flexibility, balance, agility, and coordination. Activities include but are not limited to: flag football, softball, soccer, ultimate frisbee, kickball, handball, basketball, pillow polo, and volleyball.

Physical Education 1
Emphasizes physical fitness and the importance of developing/maintaining lifetime physical fitness habits. Portions of the courses stress the development of teamwork, trust, cooperation, strategy, leadership and problem-solving skills as well as building self-esteem and self-confidence. Physical education activities emphasize skill development and knowledge of team sports, sportsmanship and safety. In addition, physical fitness activities are routinely included in the weekly physical education program.

Health Education 1
Includes family living, responsible decision making, character education, and physical, social, and mental growth and development. The course also includes knowledge about the effects of drugs, alcohol, and tobacco on the individual, family, and society. In addition, current newsworthy issues, including AIDS, are examined with respect to their impact on the individual, the family and society. *PR level is available through the Child Study Team.*

Health Education 2
Covers New Jersey State Motor Vehicle laws with emphasis on the following areas: Graduated Driver License Program, rules and regulations, defensive driving tactics, consequences of distracted driving, basic vehicle control, and the dangers associated with drugs, alcohol and driving. *PR level is available through the Child Study Team.*

Health Education 3
Covers basic first-aid knowledge and emergency first-aid techniques, including CPR for infants, children, and adults. It also focuses on basic nutrition and physical fitness concepts. There is an emphasis on the impact of positive fitness and nutrition decisions, while illustrating the negative impact that drugs, alcohol, and tobacco will have on the student's wellbeing. *PR level is available through the Child Study Team.*

Health Education 4
A study of the various stages of life between birth and death. The course also integrates problems associated with substance abuse and their effects on pregnancy, marriage, family living, finances, parenting, quality of life, and life expectancy. Other health problems are reviewed with respect to their impact on the individual, the family, and society. *(All state mandates are met in the four-year health program.) PR level is available through the Child Study Team.*

Health Education 1, 2, 3, 4 PR
Includes family living, responsible decision-making, character education, and physical, social, and mental growth and development. This course includes knowledge about the effects of drugs, alcohol, and tobacco on the individual, family, and society. Current newsworthy issues, including AIDS, are examined. The course also covers first-aid knowledge and emergency techniques, basic nutrition, physical fitness and movement concepts. A study of various stages of life between birth and death are explored. After individualized assessment from teachers, parents, and the CST, the New Jersey State Motor Vehicle laws with emphasis on defensive driving and seat belt safety will be addressed. *Available through the Child Study Team.*

Adaptive Physical Education
Physical Education Program designed to meet the needs of student's specific physical needs. *Available through the Child Study Team.*

Sports Medicine
Designed to allow college prep students an opportunity to learn about sports medicine, human anatomy and physiology, and various allied health professions. The course is geared toward providing the students with a strong knowledge base and hands-on skills in the area of sports medicine. Any student considering advancing their education in biology, pre-med, or related sports medicine/allied health should make this course part of their high school educational experience.

HON:	Honors –	Requires a strong command of basic skills and is extremely rigorous. This is equivalent to the demands of a college level course.
ACC:	Accelerated –	Requires a good command of basic skills and the ability to perform in a rigorous program at a rapid pace. This is a college prep course.
CP:	College Prep –	Requires a command of basic skills and is moderately paced. This is a college prep course.
MOD:	Modified –	Reinforces and builds upon basic skills.
PR:	Pullout Replacement – Special Education.	

Science

Every New Jersey public school graduate must successfully complete a minimum of three years of science. The LRHSD graduation requirements are that all students must take three science classes. Students are encouraged to take more than the minimum requirement. Our core science courses are Biology, Chemistry, Environmental Science and Physics. Depending on their college plans and math aptitude, those students interested in a science-related college major may double up in science in order to take AP or advanced science classes. All AP science classes are six credit courses. Six credit courses incorporate an additional lab period once a cycle as a continuous allotment of instructional time designated to allow teachers to incorporate laboratory-based activities that extend beyond the standard 57-minute class period. Technology is infused throughout the science program. Students in their junior year will be responsible for taking the NJDOE Student Learning Assessment in Science, a comprehensive science test that will assess the New Jersey Student Learning Science Standards.

Astronomy **ACC**

This course studies the origin and makeup of the universe. Topics covered may include the earth's motions, the solar system, stars, galaxies, and cosmology. Processes will be explained using basic physics. Labs are integrated within standard class time. Mathematical applications occur, and completion of Algebra 1 and geometry is needed. Intended for students who have finished chemistry and are at least concurrently completing their third science course. This course does not satisfy the science requirement for graduation.

Environmental Science **ACC, CP, PR**

This course is an experiential exploration of the physical and biological aspects of the natural environment, both local and global, allowing students to discover their personal interrelationships with their surroundings and, using scientific methods, to develop a respect and sense of stewardship for the environment. Students should have completed Biology and Chemistry. *PR level is available through the Child Study Team.*

***AP Environmental Science** **HON**

This course will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will identify and analyze environmental problems both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Topics include energy conservation, human impact on the earth, environmental problems and sustainability. Students should have completed Biology and Chemistry. **May be offered as RCBC CAP Course.*

Biology **HON, ACC, CP, PR**

Basic survey course in the life sciences. Topics include: biochemistry, cell biology, energy, genetics, evolution, ecology and diversity of life. Students gain an appreciation of the interdependence of all living things and human impact on the biosphere. Successful completion of Algebra 1 is recommended for HON and ACC students. *PR level is available through the Child Study Team.*

***AP Biology** **HON**

The key concepts and related content that define the AP Biology course are organized around a few underlying principles which encompass the core scientific principles, theories and processes governing living organisms and biological systems. They are Evolution, Cellular Processes, Genetics and Interactions between Biological Systems. Students will also become proficient in the science practices which enable students to collect evidence and use it to develop testable explanations and predictions. This course is offered as a second-year biology course and is for the student who excelled at first-year Biology. This course is equivalent to two semesters of college biology. Students will be prepared to take the College Board's Advanced Placement Test. Completion of chemistry is recommended.
**May be offered as RCBC CAP Course.*

Human Biology **ACC**

This is a second-year biology course that offers an in-depth study of selected topics in human biology. Problem solving, mathematical analysis of data, and critical thinking are important aspects of Human Biology. This course includes molecular biology and biotechnology; cellular process, histology, anatomy and physiology; immunology, bacteriology and pathology. The course includes dissections. It is recommended for students with a strong interest in these areas of biology as well as those interested in the medical field. It is recommended for students who have successfully completed Biology and have completed or are currently taking Chemistry. This course does not satisfy the science requirement for graduation.

Chemistry **HON, ACC, CP**

Focuses on the nature and behavior of matter and utilizes mathematical skills in problem solving and laboratory experiences. Major topics include: atomic structure, chemical elements, compounds, reactions, gas laws, and applications of the periodic chart. Basic techniques are developed in laboratory experiments. Successful completion of Algebra 1 and geometry are recommended for HON and ACC students.

***AP Chemistry** **HON**

The key concepts and related content that define the AP Chemistry course are organized around a few underlying principles which encompass the core scientific principles, theories and processes governing chemical systems. Those principles are: the structure of matter, bonding, chemical reactions, kinetics, thermodynamics and chemical equilibrium. Students will also become proficient in the science practices which enable students to collect evidence and use it to develop testable explanations and predictions. This course is offered as a second-year course and is for the student who excelled at first-year chemistry. Equivalent to a first-year college course. Students will be prepared to take the College Board's Advanced Placement Test. **May be offered as RCBC CAP Course.*

Advanced Chemistry **ACC**

A second-year chemistry course which covers in more detail much of the material from the first year course. Particular emphasis is placed on the mathematics involved. Laboratory experiences reinforce standard techniques relating to the material covered in class. Recommended for students planning careers in the sciences or medicine. This course does not satisfy the science requirement for graduation.

Integrated Science **PR**

Hands-on, critical thinking-based course with emphasis on life skills and work place readiness skills. Students are exposed to three areas of science: chemistry, physics and environmental science. Available to juniors and seniors after the completion of environmental science and biology. *PR level is available through the Child Study Team.*

***AP Physics 1** **HON**

This course is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; and fluids. Students will also become proficient in the science practices which enable students to collect evidence and use it to develop testable explanations and predictions. Students will be prepared to take the College Board's Advanced Placement Test. Students should have completed or be currently taking pre-calculus. **May be offered as RCBC CAP Course.*

Physics **ACC, CP**

Emphasizes concepts and theory in classical physics. Topics may include: motion, forces, energy, wave behavior and its applications, electricity, magnetism. This course involves laboratory applications of physics concepts. Successful completion of Algebra 2 is recommended for ACC.

***AP Physics C** **HON**

Students will learn to apply differential and integral calculus in order to solve problems associated with kinematics, Newton's Laws of motion, work, energy, power, momentum, circular and rotational motion, and electricity and magnetism. Students will also become proficient in the science practices which enable students to collect evidence and use it to develop testable explanations and predictions. Offered as a second-year course and is for the student who excelled at first-year physics. Equivalent to a first year college course. Students will be prepared to take the College Board's Advanced Placement Test. Students should have completed or be currently taking calculus. **May be offered as RCBC CAP Course.*

***Genetics** **HON**

This course stresses current developments and applications in the field of genetics. Topics may include molecular and cellular biology, inheritance patterns, chromosome behavior, and abnormalities, biotechnology, genetics of cancer, developmental biology, and experimental design. Students who elect this course should enjoy problem-solving and be motivated to work independently. Laboratory activities emphasized and integrated into the coursework. Chemistry is a prerequisite. In addition, a second year of Biology is recommended. This course does not satisfy the science requirement for graduation. **May be offered as RCBC CAP Course.*

Physical Science **PR**

A hands-on science course where students will draw evidence-based conclusions. Students are exposed to physical and chemical changes, motion, energy, renewable resources and technology. *Available through the Child Study Team.*

Social Studies Required Courses

The Social Studies courses outlined below meet the State of New Jersey's graduation requirements.
(5 credits in World History and 10 credits in U.S. History 1 & 2)

9th grade

World History
Optional: Select Social Studies electives



10th grade

US History I
Optional: All Social Studies electives



11th grade

US History II
Optional: All Social Studies electives



12th grade

Optional: All Social Studies electives

World History **ACC, CP**

An analysis of world history (1350-present) in order to understand our contemporary issues of environment, population shifts, political institutions, global markets and world religions as responsible and informed global citizens. The curriculum focuses on developing a student's ability to use historical thinking skills to analyze and assess the development of, long-term impact of, and legacy of historical events on various groups of people around the globe

***AP World History** **HON**

Develops understanding of global changes and consequences throughout history and compares ancient societies. Builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills using primary sources. Students may choose to take the World History AP test in May. **May be offered as RCBC CAP Course.*

***U.S. History 1** **HON, ACC, CP, MOD, PR**

An in-depth analysis of United States history up to Imperialism, which focuses on the social changes, territorial expansion, industrialization, and conflicts over power that helped shape the United States. **HON may be offered as RCBC Cap Course. PR level is available through the Child Study Team.*

***AP U.S. History (U.S. History 2)** **HON**

An in-depth analysis of the history of the United States from Imperialism to the present, which focuses on the roles of change, conflict, diversity, scarcity, interdependence and authority in shaping and affecting the 20th Century.
**HON May be offered as RCBC CAP Course.*

U.S. History 2 **ACC, CP, PR**

An in-depth analysis of the history of the United States from the Progressive Era to the present, which focuses on the roles of change, conflict, diversity, scarcity, interdependence and authority in shaping and affecting United States history into the 21st Century. *PR level is available through the Child Study Team.*

SOCIAL STUDIES ELECTIVES

***AP United States Government and Politics** **HON**

AP United States Government and Politics studies the key concepts and institutions of the political system and culture of the United States. Students will read, analyze and discuss the U.S. Constitution and other documents as well as complete a research or applied civics project. These students will be able to take the College Board's Advanced Placement Test and could receive college credit or advanced standing depending upon their scores and the policy of the college. **May be offered as RCBC CAP Course in some locations.*

Humanities Seminar

Designed to teach students to develop their ability to see art, listen to music, and read literature. In addition to developing criteria for aesthetic judgment, the course emphasizes evaluation of the historic, social, and philosophical significance of ideas, institutions, and works of human expression. The course will demonstrate the evolution of crucial themes and ideas and relate them to current issues and attitudes. Students will develop skills necessary for communication of ideas to others.

***AP European History** **HON**

The study of European history since 1400 introduces students to cultural, economic, political and social developments that played a fundamental role in shaping the world today. Offered to those students who display special abilities in Social Studies. Equivalent to a first year college course. These students will be able to take the College Board's Advanced Placement Test and could receive college credit or advanced standing depending upon their scores and the policy of the college. **May be offered as RCBC CAP Course.*

***AP Psychology** **HON**

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

Psychology
Introduces students to basic concepts of the discipline of psychology. Ideas discussed promote understanding of human behavior from both a biological and social perspective. Emphasis placed on viewing psychology as a science encouraging intellectual curiosity and critical evaluation of everyday issues.

***AP Economics: HON**
Microeconomics and Macroeconomics
Designed for students who are excellent readers, have well-developed skills in research, written and oral communications, an awareness of current events, and a particular interest in the social sciences. This course fulfills the personal financial literacy requirement for graduation. **May be offered as RCBC CAP Course.*

MICROECONOMICS:
Focuses on the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. Primary emphasis is on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

MACROECONOMICS:
Focuses on principles of economics that apply to an economic system as a whole. Particular emphasis is on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, economic growth and international economics.

Sociology
Examines and analyzes how societies, communities, and smaller groups are organized and maintained and, most importantly, how they affect human behavior. Students examine how societal elements such as class, culture, race, gender, family, medicine, business, technology, education, religion, and government affect their lives. Emphasis on deepening students' understanding of both their own experiences and the complexity of social phenomena in contemporary American society. *This course is currently under revision. Upon Board approval the description of the course will be modified to align with the revised curriculum and current New Jersey Student Learning Standards.*

World Geography
Centers on the physical characteristics of the countries: location, climate, topography, products and resources, population, and trade. Skills in map analysis and interpretation of climate data are featured.

Human Behavior
Provides at-risk students with the skills needed to experience greater success both in school, in life and in the workplace. Emphasis on helping students build a positive self-image by learning to accept responsibility for their actions, understanding the effect their actions will have on others, and learning to build positive relationships based on effective communication. *Available through the Child Study Team.*

SEMESTERIZED SOCIAL STUDIES ELECTIVES

Characteristics of Knowledge Acquisition
This course will focus on how human beings think, process information and acquire skills. Discussion of learning philosophies and theories and applications in a variety of settings will be addressed. Methods of inquiry, reflection, motivation, creativity and critical thinking will be explored. **May be offered as RCBC CAP Course.*

Constitutional Law
Examines and addresses the basic rights and freedoms of American citizens, as well as issues of discrimination and criminal law. General course content outlines the history and development of the Constitution and the Bill of Rights. Selected Supreme Court decisions from 1803 to current time will be analyzed and discussed in a historical perspective and how they apply to current situations.

Current Events
Every day, something big is happening somewhere: an election, a conflict, a new law, a viral story that turns out to be completely made up. In Current Events, you'll learn to make sense of the headlines. We'll start by discussing how you can spot bias, check sources, and tell the difference between credible reporting and clickbait. Then we'll go behind the news to explore the history, politics, and economics that shape how the U.S. government responds to a crisis. Finally, we'll zoom out to see how geography, culture, and global power struggles impact events on a global scale. By the end, you'll be able to follow the news with confidence and hold your own in any conversation about what's happening in the world today.

Diverse America
This course is designed to spotlight people who are often overlooked in traditional history courses. Students will be equipped with the tools to discuss, analyze, and independently research the challenges faced and contributions made by diverse groups throughout America's development.

Financial Literacy
This course will teach key economic principles that are necessary to properly prepare students for personal and civic financial literacy and to interact in the global community. This course fulfills the personal financial literacy requirement for graduation.

Gender, Culture and Society
Students in this semester class will be able to critically analyze a variety of gender based, contemporary social issues and be able to formulate and articulate opinions on these topics. A large emphasis is based on discussion and examining various viewpoints of each issue.

History of American Education
This course provides an in-depth study of American Education from 1600 to the present, discussing preschool through post-secondary education. It focuses on the social forces, sources of conflict, major educational figures, and patterns of schooling during each time period. In addition, the course will highlight the ways in which diversity has been accommodated, marginalized and/or rejected in American education. **May be offered as RCBC CAP Course.*

Modern United States Wars
Examines American involvement in the major wars of the 20th Century, including the Spanish-American War, World Wars I and II, the Korean, Vietnam, and Persian Gulf wars. Analyzes and compares factors which influenced American participation in these conflicts, and examines how these wars affected American political, economic, and social institutions. Issues including the Holocaust, the internment of Japanese-Americans, and segregation in the military will be discussed. Provides in-depth look at the battles, technology, and weaponry of each war, as well a show the soldiers were viewed by Americans on the home front.

The Native American Experience
The Native American Experience will allow students the opportunity to examine contributions and accomplishments of Native American individuals and communities. Emphasis will be placed on written, visual, and musical pieces developed by Native Americans. Students will also explore the social impacts that Native Americans made in the fields of political change and environmental conservatism. Students will have the opportunity to examine the uniqueness of Native American culture, while identifying its presence within the larger American culture and our immediate community.

United States Foreign Affairs
Traces the development of American foreign policy of the Twentieth Century. Provides in-depth look at significant trends and attitudes including those of the Cold War (American-Soviet relations), the American role as the political and economic leader in the Western world, and the current and future role of America in international affairs. Issues such as nuclear weapons, global trade, and the increasing worldwide demand for oil are discussed. Examines the attacks on September 11, the War on Terror, national security, human rights issues and awareness, and the role the United Nations plays in foreign affairs.

Technology Education

All Technology Education Courses meet graduation requirements for 21st Century Life and Careers or Career-Technical Education. Courses with (●) also meet Visual/Performing Arts requirements.

Automotive Technology (Double Period – Cherokee and Seneca only)
Emphasis is on the internal combustion engine, ranging from the simplest two-cycle to complex automobile engines. Practical hands-on experience is a part of the classroom activity. An overview of automotive careers is included.

Auto Lab 1 and Auto Lab 2 (Seneca Only)
In the ASE Automotive Certification Program at Seneca High School, the Double Period is presented as two separate courses: Automotive Lab 1 and Automotive Lab 2.

Alignment Fundamentals (Seneca Only – Semesterized)
This course is designed to give future technicians, or students interested in vehicle service, the information needed to learn the fundamentals of automotive alignment. Students will be exposed to four wheel alignment theory, instrument operation and common adjustment methods found on domestic and imported passenger cars and light trucks. The class will include an overview of common suspension and steering systems and instruction on proper inspection procedures.

Automotive Diagnostics (Seneca Only – Semesterized)
This course is designed to give future technicians, or students interested in vehicle service, the information needed to learn the skills to diagnose vehicles efficiently both with and without the use of on board diagnostics equipment. The course will teach in depth use of the on board diagnostic equipment that has been recently introduced into the automotive shop. The students will learn to communicate by speaking with the "customers" of the vehicle. This course will enable students to implement techniques learned in previous automotive classes.

Construction, Building and Contracting (Cherokee Only)
Construction, Building, and Contracting is the second year in the four-year Construction, Building, and Carpentry Career Pathway Program. The program is designed to allow students leaving high school the ability to directly enter the workforce or continue their education in the building trades. This second year, following Woodworking One, will act as a hands-on building block for those students interested in pursuing a career as a carpenter, electrician, plumber, mason, roofer, general contractor, construction site manager, architect, or engineer. Prerequisites include successful completion of Woodworking 1 along with an application process to enter the Career Pathway Program.

Advanced Construction and Carpentry (Cherokee Only)
This is the third year course in the 4-year career pathway program. This course will continue to build upon the skills and knowledge obtained previously. The course will include the use of the design process, business concepts in construction, and the manufacturing of projects/materials. Drafting/sketching using computer based programs such as REvit, Onshape Sketch-Up and Fusion 360 will be included. Instruction and skills surrounding the sue of blueprints within the field will be addressed. Additional content will include but not limited to; design, installation, repair, framing, foundations, electrical, plumbing, roofing, flooring, and sheetrock. The course will also provide a foundation to the quickly changing realm of sustainable "green" design in construction. Woodworking 1 and Construction, Building, and Contracting will be the required prerequisites along with the completion of the application/acceptance to the career pathway program.

Carpentry/Construction Capstone (Cherokee Only)
Carpentry career pathway capstone course is designed as the final year culminating course in the 4-year career pathway program. Students will research and design a project proposal to be completed throughout the course that will include the use of the design process, business concepts in construction, and the manufacturing of projects/materials. Instruction and skills will include (but not be limited to) design, installation, repair, framing, foundations, electrical, plumbing, roofing, flooring, drywall and the use of blueprints. The course will also provide a foundation to the quickly changing realm of sustainable "green" design in construction. Woodworking 1, Construction, Building/Contracting, and Advanced Construction/Carpentry will be required prerequisites along with the completion of the application process and acceptance to the career pathway program.

Carpentry/Construction Internship (Cherokee Only)
This course is for a 4th year student in the Carpentry career pathway program for students looking for placement in an internship in the Carpentry/Construction field. Students will secure an internship placement in the Carpentry/Construction field. The program will allow students experience in these fields focusing on skill development projects through the Option 2 program. Students will be required to provide their own transportation to the internship placement.

***Tech Design and CAD Fundamentals●** (this course replaces Drafting and Design 1)
Tech Design is an introductory course that teaches students the basics of engineering, architecture, and design through hands-on projects, computer aided design (CAD) software, product design, and various digital fabrication tools (including 3D printers and laser cutters). Students will learn steps of the design process, basic sketching and hand-drawing techniques, digital drafting in AutoCAD, and 3D modeling. This course is a great choice for any student who enjoys being creative, solving problems, designing, or making things. *May be offered as RCBC CAP Course.*

Architectural Design●
Students will develop technical and creative skills to completely design and draw residential plans. All facets of the house design will be explored. Problem solving solutions to specific design problems and creation of models are an integral aspect of this course. Drawings will be completed by hand, the use of industry standard computer-aided design software such as AutoCAD, and Revit. Prerequisite: Drafting and Design 1 and 2. Students can take Architectural Design and Engineering Design simultaneously.

***Engineering Design●**
Focuses on applying the engineering design process, principles and standards in a problem solving, project based environment. Students will complete a series of engaging and socially relevant design challenges that require purposeful application of STEM concepts. Each design challenge will enhance creativity and critical thinking skills while developing multiple solutions, refining the most probable of solutions into models and ultimately presenting a finished product. Students will learn more advanced techniques and skills with a 3D parametric modeling program such as Inventor. All designs will involve completed drawings and ideas by hand and the use of industry standard computer-aided design software such as AutoCAD and Inventor. Prerequisite: Drafting and Design 1 and 2. Students can take Architectural Design and Engineering Design simultaneously. **May be offered as RCBC CAP Course.*

Electronics Technology 1
Electronics Technology 1 is the first of two courses that encompasses science, technology, engineering, and math concepts related to the design and application of electrical principles and topics including circuit characteristics, electronic components, and testing equipment. This is achieved through a variety of design, inquiry, and project based learning activities employed through the course of study.

***Electronics Technology 2**
Electronics Technology 2 applies topics from the first year course to digital electronic and robotics concepts. Topics in this course require the use of troubleshooting methods, integrated circuits, digital logic, microcontrollers, and robotics through a variety of design, inquiry, and project based learning activities. It is recommended that students have completed Algebra 1. Prerequisite: Electronics Technology 1. **May be offered as RCBC CAP Course.*

Metal Fabrication (Lenape Only)
Students will have hands-on opportunities to work toward becoming a CNC machinist with a focus on CNC milling machines and lathes. The following topics will be covered: safe use of tools and machines, hand mills & lathes, Computer-Aided Drafting and Computer-Aided Manufacturing programming, G&M-Code, set-up and operation of CNC machining and turning centers, technical drawing reading, manufacturing math principles, and machine tool theory. The processes and practices taught in this course are of benefit for the hobbyist or the student considering a career in any phase of manufacturing. Prerequisite: Metalworking

Metal Welding and Assembly (Lenape Only)
In this course students will be introduced to the various types of metal welding and assembly techniques. Topics will include manufacturing fastening techniques such as threaded and non-threaded fastening, compression fitting, and permanent fastening methods. Safe and effective practices in welding will be a focus. Also covered will be the many careers and positions that a successful welder may pursue and how to obtain a welding certification in the industry. The processes and practices taught in this course are of benefit for the hobbyist or the student considering a career in any phase of manufacturing. Prerequisite: Metalworking

Metalworking (Lenape Only)
Comprehensive course providing experiences in many metal working areas, including sheet metal construction, foundry, bench metal, ornamental ironwork, arc and gas welding, and machining. Students are instructed in the use of hand and power metal working equipment for the construction of selected projects. Also included in the instruction is shop safety, reading plans, precision measurement, and metal properties, processes andclassifications.

Capstone in Metalworking (Lenape only)
The Metalworking capstone is an open-minded practicum course in which students work and practice technical skills in the process of creating a chosen product, to seek certification for job ready skills. Students will perform research and see independent projects that will prepare them for manufacturing and production based skills. After carefully designing the skill sets, they will prepare a plan of action proposal in order to achieve the certification requirement. Students will present and defend their proposal to a panel of professionals. Students will work closely with experts and will continually hone their organizational, communication, and interpersonal skills that will make them valuable assets in a desired career. The Capstone course is a high level course that is appropriate for students that have had two previous levels of metalworking courses and who are interested in any technical career path in the manufacturing, production, or quality control fields.

Creative Digital Media●
The Creative Digital Media course is an introductory course that combines digital video production, photography and graphic design. This course will serve as a starting point for students who want to experience both of the different media creation outlets of still photography and/or video media. In this course, students will get hands-on experience in all aspects of digital media creation which can help them choose their path forward between photography and video. Students will also learn how to create entertaining and educational material to be expressed through a variety of applications and social media platforms.

Exploring Creative Digital Media●
Emphasis will be placed on basic skills, small group instruction, and/or individualized attention. Exploring Creative Digital Media is an introductory course that combines digital video production, photography and graphic design. This course will serve as a starting point for students who want to experience both of the different media creation outlets of still photography and/or video media. In this course, students will get hands-on experience in all aspects of digital media creation and learn how to create entertaining and educational material to be expressed through a variety of applications and social media platforms.

Studio Photography ●
Studio photography builds upon the knowledge and skills gained in Creative Digital Media and covers all aspects of photographic production. In this course, students will master the digital camera and postproduction software in order to enhance creative ability, imagination, experimentation and intention. Emphasis will be placed on the creative and critical thinking needed to capture captivating images covering a variety of challenging subjects and visual concepts. Knowledge including lighting choices, styles and lens considerations will expand student opportunity and growth. Course photographs will be presented in a curated portfolio and displayed in a peer exhibition. Prerequisite: Creative Digital Media.

***Creative Photography●**
Creative photography encompasses both documentary and fine art approaches. Students will investigate the connections between storytelling, aesthetic expression, and conceptual depth. Through documentary photography, students will craft powerful stories that capture real-life moments and convey deeper meanings within social contexts. Fine art photography will provide an avenue for students to express personal concepts and emotions through visual media. Additionally, students will develop a book portfolio that highlights their work, focusing on the significance of layout, image sequencing, and text to enhance storytelling. Prerequisite: Creative Digital Media. **May be offered as RCBC CAP Course.*

***Broadcasting Media●**
Broadcasting Media will focus on studio production, field production, and sports broadcasting with an emphasis on the production process and producing professional quality content. With the use of professional broadcasting equipment, students will craft scripts, expand camera skills, capture detailed audio, develop a professional work ethic and broaden their ability to create content. Content created throughout this course will be published and distributed. Prerequisite: Creative Digital Media. Students who take Creative Digital Media and Broadcasting Media are eligible for the Option 2 experience with LDTV. **May be offered as RCBC CAP Course.*

***Cinematic Storytelling●**
In this course, students will explore and master the art and craft of cinematic storytelling, discovering the intricate ways in which audio and visual elements converge to create compelling narratives. Using state-of-the-art equipment, students will create captivating films with strong narrative impacts. Prerequisite: Creative Digital Media. Students who take Creative Digital Media and Cinematic Storytelling are eligible for the Option 2 experience with LDTV. **May be offered as RCBC CAP Course.*

Technology Today
Instills awareness of the technology that surrounds today's rapidly changing environment. Thinking, problem solving, and design skills are developed through a variety of class projects. Students learn and apply skills in the communications, manufacturing, construction, bio-technology, and transportation areas.

Exploring Technology Today
Instills awareness of the technology that surrounds today's rapidly changing environment. Thinking, problem solving, and design skills are developed through a variety of class projects. Students learn and apply skills in the communications, manufacturing, construction, bio-technology, and transportation areas. Emphasis will be placed on basic skills, small group instruction, and/or individualized attention.

Woodworking 1
This course introduces students to general shop rules, safety procedures, and the use of basic hand tools. As students progress, they will learn new techniques and how to operate a variety of portable and stationary power tools. Teacher led projects will increase in complexity throughout the year.

Exploring Woodworking 1
Teaches use of hand tools in the procedures of cutting common wood joints. Safety practices in the use of hand held and stationary power equipment is enforced. Students construct teacher prescribed and individual woodworking projects. Emphasis will be placed on basic skills, small group instruction, and/or individualized attention.

Woodworking 2
Assumes basic knowledge of hand tool use, and power equipment safety procedures and operation, and individual projects of a higher level of advancement and proficiency are constructed. Career opportunities in woodworking are presented. Prerequisite: Woodworking 1 and Exploring Woodworking 1.

Exploring Woodworking 2
Assumes basic knowledge of hand tool use, and power equipment safety procedures and operation, and individual projects of a higher level of advancement and proficiency are constructed. Career opportunities in woodworking are presented. Emphasis will be placed on basic skills, small group instruction, and/or individualized attention. Prerequisite: Woodworking 1 and Exploring Woodworking 1.

Woodworking 3
Teaches use of hand tools, power equipment, safety procedures, and line production. Career opportunities in woodworking are presented. Finer cabinetry methods of construction will be stressed. Students work on projects and high levels of proficiency are expected. A knowledge of basic woodworking is required. Prerequisite: Woodworking 1 and 2.

Woodworking 4
Advanced level class where students have the opportunity to strengthen their skills through theory and practical applications in labs. Students will develop their problem solving, decision-making, and critical-thinking skills. Units of study will include lumber types, period studies, shop applications, finishing, and safety. This course will prepare students for possible home projects as well as career opportunities and development. Prerequisite: Woodworking 1, 2 and 3.

SEMESTERIZED COURSES

Car Care
Designed for the future and current vehicle owners or operators who want to learn how to safely and properly maintain their vehicles. In addition to theory instruction, students will have the opportunity for actual hands-on activities.

Home Improvement
Designed for future homeowners or apartment tenants who want to learn how to properly maintain their residences. In addition to theory instruction, students will have the opportunity for actual hands-on activities.

Automotive Service Excellence (ASE) Entry-Level Certification Program (Seneca Only)

NOTE: The foundation course from the Pathway to Automotive Service Excellence (ASE) Entry-Level Certification Program is ASE Auto Lab 1. This course is offered by invitation only to 9th graders who meet acceptance criteria. This program is only offered at Seneca High School, but is open to all students in the Lenape Regional High School District and through the Lenape Regional High School District nonresident tuition program at Seneca.

The ASE Entry-Level Certification Program is designed to give apprentices the opportunity to blend work experience with a robust curriculum that will lead to an ASE Entry-Level Certification. The certification is contingent upon successfully passing the assessments and is valid for two (2) years. The ASE certifications gives apprentices a streamlined path to a professional certification following high school. During their junior and senior years, apprentices in the program will have the option to attend classes during the AM or PM wheel and accumulate work experience at local automotive businesses as part of our Option Two program.

The ASE Program's Curriculum is aligned with the ASE Entry-Level Standards for Automobiles which includes ten (10) assessments in Automatic transmission/Transaxle, Automobile Service Technology, Brakes, Electrical/Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Maintenance and Light Repair, Manual Drive Train and Axles, and Suspension and Steering.

The Pathway to Automotive Service Excellence (ASE) Entry-Level Certification Program is intended to prepare students for a head start in a career to be an automotive technician or to work in the automotive-related fields.

Year 1	• Car Care (Sem) • Strategies for Success in High School and Life (Sem)
Year 2	• ASE Auto Lab 1 • Consumer Math for Auto (optional)
Year 3	• ASE Auto Lab 2
Year 4 **	• Alignment Fundamentals (Sem) • Automotive Diagnostics (Sem)
** Apprenticeship by design when students turn 17	

Construction, Building, and Carpentry Career Pathway Program (Cherokee Only)

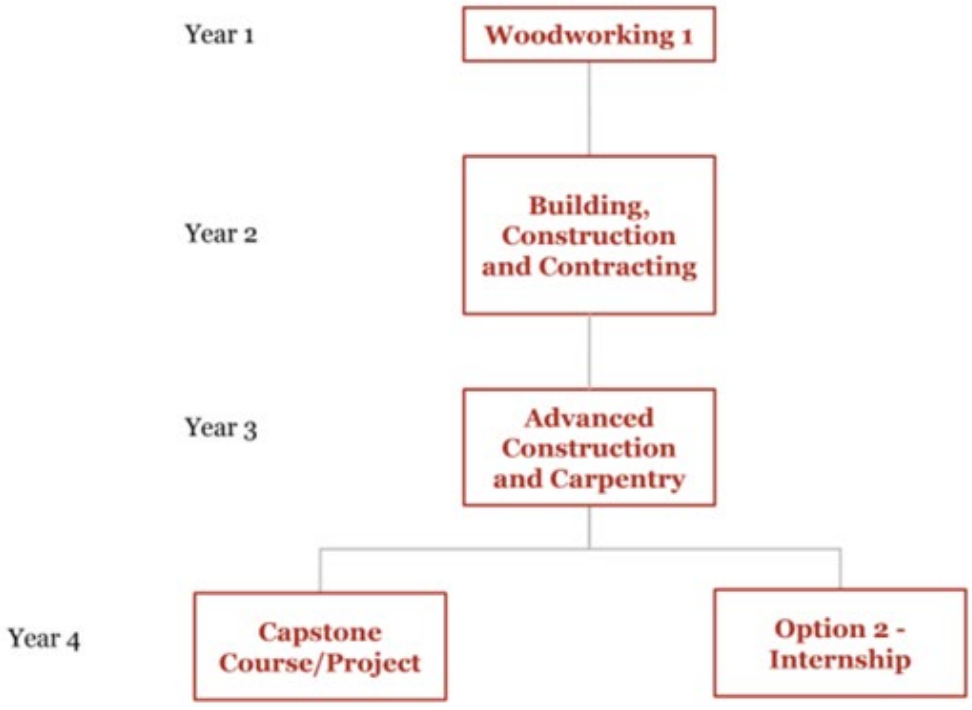
Note: The foundation course for the Construction, Building, and Carpentry Career Pathway Program is Woodworking One. This course is open to all students across all four high schools. Following successful completion of Woodworking One, eligible students can apply for acceptance to the CBC Career Pathway Program, offered exclusively at Cherokee High School, but open to all students within the district.

The CBC Career Pathway Program is designed to provide students with a four-year experience in the building trades. Upon successful completion of the program, students will have hands-on skills and knowledge in the areas of construction, contracting principles, rough and finish carpentry, electrical, plumbing, and masonry. In addition, students will be able to read and design blueprints, use layout tools, coordinate between different roles found on a job site, and understand many of the career opportunities available to them after graduation.

During the first year of the program, students will learn traditional woodworking techniques, and gain experience in jobsite and machine safety. This will be built upon in the second- and third-year courses that will focus on residential and commercial construction. In their fourth year, students will have the opportunity to intern with various local companies as part of our option two program while those who remain at the school will complete a Capstone project.

This four-year program will provide students with a head start in entering the workforce or in continuing on to higher education in the fields of architecture, engineering, and construction management.

Cherokee High School Construction and Carpentry - 4-year Career Pathway

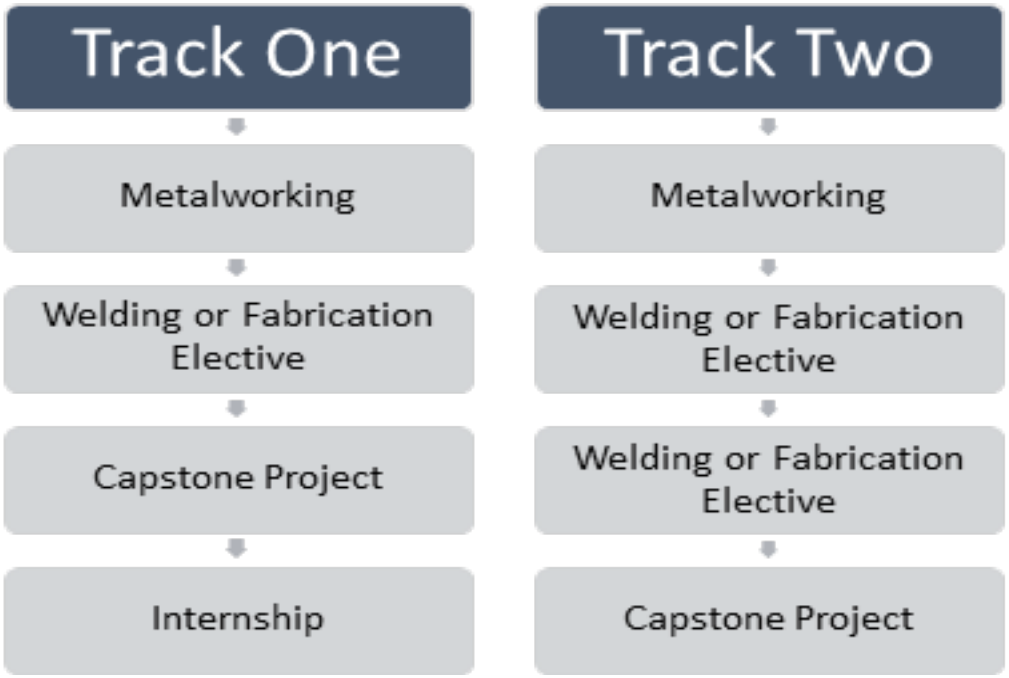


Metals Career Pathway Program (Lenape Only)

Note: The foundation course for the Metals Career Pathway Program is Metalworking. This course is open to all students in the district. Following successful completion of Metalworking (general metalworking techniques and shop safety), eligible students can apply for acceptance to the Metals Career Pathway Program, offered exclusively at Lenape High School, but open to all students within the district.

The Metals Career Pathway Program is designed to provide students with a four-year experience in metalworking. Upon successful completion of the program, students will have the opportunity to experience hands-on skills and knowledge in the areas of sheet metal construction, bench metal, mig, tig, arc, and gas welding, and CAD/CAM operations related to Computer Numerical Control machining. In addition, students will be able to read blueprints, use layout tools, coordinate between different roles found in a shop, and understand many of the career opportunities available to them after graduation.

Students may choose between one of two tracks:



This four-year program will provide students with a head start in entering the workforce or continuing on to higher education in the fields of metal welding and fabrication.

World Languages

All World Languages courses are aligned with the New Jersey Student Learning Standards for World Languages. Graduation requirements mandate at least 5 credits (1 year) in World Languages (WL).

- ***Heritage Speakers*** *(students who speak a language offered by our district in their homes should contact their school's World Languages Department over the summer to take a proficiency test for placement purposes. After evaluation, the WL course will be recommended that will enable the student to be properly challenged.*

French 1
This course is organized into thematic units which reflect AP themes and introduce the sounds, vocabulary, and language functions of French with emphasis on listening, speaking, reading, and writing. Students are expected to use the language in all three communicative modes: interpersonal, interpretive, and presentational. They will be assessed at the Novice-High level by the conclusion of the course. Francophone culture, geography, and social customs are interwoven throughout the curriculum.

***French 2**
This course builds upon the skills learned in French 1 (reading, writing, listening and speaking). Students will continue developing proficiency in these four skills while enhancing their knowledge of French-speaking cultures.
**May be offered as a Rowan University CAP Course.*

***French 3 HON**
This course builds upon the speaking and listening skills acquired in the French 1 and 2 ACC courses. It helps students expand their vocabulary and understand intricacies of grammar. Detailed instruction about the French-speaking world, customs, and institutions is given. Students are introduced to readings in French. **May be offered as Rowan University CAP Course.*

***AP French Language and Culture HON**
This course prepares students to take the AP French Language and Culture examination. Students further their understanding of the French-speaking cultures, read excerpts of literature, acquire in-depth comprehension of formal and informal French, and express ideas orally and in writing with accuracy and proficiency. **May be offered as Rowan University CAP Course.*

Italian 1
This course introduces the sounds, vocabulary, and structure of the language with emphasis on listening, speaking, reading, and writing skills. Through comprehensible input and student dialogue Italian culture, geography and customs are interwoven throughout the course.

***Italian 2**
This course builds upon the grammar and vocabulary of Italian 1. It expands students' speaking, listening, reading, and writing abilities and continues the study of Italian culture. **May be offered as Rowan University CAP Course.*

***Italian 3 HON**
This course furthers the development of speaking, listening, reading, and writing skills through the study of Italian culture, social customs, and short stories. The course continues the sequential study of vocabulary and advanced grammar. **May be offered as Rowan University CAP Course.*

***AP Italian Language and Culture HON**
This course prepares students to take the AP Italian Language and Culture examination. It is designed for students displaying special abilities in Italian and prepares them for further college study. Students gain an understanding of Italian culture, read literary texts, acquire an in-depth comprehension of formal and informal written Italian, compose expository passages, and express ideas orally and in writing with accuracyand fluency. **May be offered as Rowan University CAP Course.*

Latin 1
This course introduces students to Latin as both an ancient and living language. Students explore the everlasting impact of Ancient Rome on the world today. In addition to the language students will also be introduced to the mythology, history, and culture of the ancient Roman world.

***Latin 2**
This course reviews Latin 1 and introduces the students to grammar concepts and vocabulary applicable to Latin 2. Students read Roman authors such as Livy, Julius Caesar, and Plautus and study the culture and history of the Romans. **May be offered as Rowan University CAP Course.*

***Latin 3** **HON**
This course continues the study of Latin vocabulary and reviews Latin grammar. Students focus on reading the prose of Latin authors. The course offers a more in-depth study of the culture, government, and history of the Romans.
**May be offered as Rowan University CAP Course.*

AP Latin **HON**
This course prepares students to take the AP Latin examination. It comprises a detailed study of selections from Vergil's Aeneid and selections from Caesar's Commentarii de Bello Gallico. Students translate literally and develop the ability to comprehend and to critically analyze Vergil's epic narrative poem and Caesar's prose history of the war in Gaul. Focus is also given to the socio-political context of these works which were written during a crucial period in Roman history.

Spanish 1
In this course, learners will experience extensive student interaction in the target language. Students will learn the fundamental structures of the language by engaging in communicative activities and utilizing authentic media and resources. Students will employ a variety of technologies which will serve as useful, creative and motivational tools to develop target language proficiency and cultural awareness and appreciation.

Spanish Communication 1 **MOD**
This course introduces basic vocabulary and conversational skills for common subjects such as greetings, likes and dislikes, personal descriptions, family, school, and community life. Students are also introduced to the culture of the Spanish-speaking world through geography, cuisine, and famous Latine Americans, as well as their contributions to American society. Students make connections with other disciplines and learn cultural awareness based on understanding of and respect for other cultures, past and present.

Spanish 2
The Spanish 2 course focuses on expanding student's communication skills in interpretive, interpersonal, and presentational modes for both practice and assessment. Students will continue to increase their vocabulary and grammar structures in listening, writing, reading, and speaking. Vocabulary and grammatical structures are taught within the context of everyday topics as well as topics and concepts introduced in Spanish 1.Culture is embedded throughout the course and relates directly to the topics studied. **May be offered as Rowan University CAP Course.*

Spanish 3
This course continues the sequential study begun in Spanish 1 and 2. Emphasis is placed on vocabulary development, advanced grammar, speaking, and listening. Further understanding and appreciation of Spanish culture is stressed.
**May be offered as Rowan University CAP Course.*

Spanish 3 **HON**
This course continues the sequential study begun in Spanish 1 and 2 while providing a more rigorous and accelerated approach to language acquisition. Emphasis is placed on advanced vocabulary development, more complex grammatical structures, and the refinement of speaking, listening, reading, and writing skills. Students are expected to demonstrate greater independence, critical thinking, and increased proficiency through extended conversations, interpretive reading and listening activities, and more extensive written and oral assignments. Further understanding and appreciation of Spanish-speaking cultures is stressed through the exploration of authentic materials and cultural perspectives. *May be offered as Rowan University CAP Course.

Spanish 4 **HON**
This course is designed for students interested in continuing their study of Spanish in college. It furthers students' skills in speaking, reading, and writing in Spanish while enhancing their understanding and appreciation of Hispanic literature, art and culture. **May be offered as Rowan University CAP Course.*

AP Spanish Language and Culture **HON**

This course prepares students to take the AP Spanish Language and Culture examination. Students will enhance their understanding of Spanish and Hispanic culture, read selected pieces of literature, acquire in-depth comprehension of formal and informal written Spanish, compose expository passages, and express ideas orally and in writing with accuracy and fluency. **May be offered as Rowan University CAP Course.*

Spanish **PR**

This course introduces students to basic Spanish language and culture. Students will communicate with each other using Spanish phrases. Emphasis will be on Spanish vocabulary and understanding of regions in the world where Spanish-speaking cultures are important. *Available through the Child Study Team.*

Project Lead the Way (PLTW)

NOTE: The foundation course from the Pathway to Engineering program is titled IED (Introduction to Engineering Design). This course is offered by invitation only to 9 graders who meet acceptance criteria.

Science, Technology, Engineering, and Mathematics (STEM) education programs like the one offered by PLTW engage students activities-, projects-, and problem-based (APPB) learning, which provides hands-on classroom experiences. Students create, design, build, discover, collaborate and solve problems while applying what they learn in math and science. They're also exposed to STEM fields through professionals from local industries who supplement the real-world aspect of the curriculum through mentorships and workplace experiences. The curriculum is standards-based, aligned with both Common Core and Next Generation Science Standards.

PLTW's comprehensive curriculum for engineering and biomedical sciences has been collaboratively designed by

PLTW teachers, university educators, engineering and biomedical professionals and school administrators to promote critical thinking, creativity, innovation and real-world problem solving skills in students.

The Pathway to Engineering (PTE) program is intended for grades nine through twelve. PTE explores the design process and links STEM principles to relevant problem-solving activities. Courses complement traditional mathematics and science courses. PTE is designed to prepare students to pursue post-secondary education and careers in STEM-related fields.

Introduction to Engineering Design (Year 1)
Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

Aerospace Engineering **HON**
(Year 2 Lenape only)
This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles.

Computer Integrated Manufacturing **HON (Year 2 Lenape only)**
Manufactured items are part of everyday life, yet most students have not been introduced to the high-tech, innovative nature of modern manufacturing. This course illuminates the opportunities related to understanding manufacturing. At the same time, it teaches students about manufacturing processes, product design, robotics, and automation. Students can earn a virtual manufacturing badge recognized by the National Manufacturing Badge system.

AP Computer Science Principles **HON**
(Year 2 Shawnee and Seneca only)
In Computer Science Principles, students will learn to express their creativity through code, analyze computing innovations and their impacts on our lives. Whether students are seeking a career in the growing field of computer science or learning how computer science is transforming all careers, students will learn the fundamentals of coding, data processing, data security, and automating tasks while learning to contribute to an inclusive, safe and ethical computing culture.

Civil Engineering and Architecture **HON**
(Year 2 Cherokee and Seneca only)
Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3-D architectural design software.

Environmental Sustainability **HON**
(Year 2 Shawnee only)
In ES, students investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply issues, and renewable energy. Applying their knowledge through hands-on activities and simulations, students research and design potential solutions to these true-to-life challenges.

Principles of Engineering **HON**
(Year 3)
Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Students need to be taking Physics concurrently.

PLTW Capstone **HON**
(Year 4)
Students engage in an open-ended research experience in the PLTW Capstone course, a culminating program for those completing PLTW's high school offerings. They collaborate in teams, designing and developing original solutions to well-defined and justified real-world problems.

JROTC: Junior Reserve Officer Training Corps

All JROTC courses meet graduation requirements for 21st Century Life and Careers or Career-Technical Education.
*** JROTC: Leadership Education Training IV (Lenape only); Aerospace Science and Leadership III (Seneca only) also fulfill the Financial Literacy graduation requirement. ***

NOTE: Army JROTC offered at Lenape High School only; Air Force JROTC offered at Seneca High School only

The Junior Reserve Officer Training Corps (JROTC) program is authorized by the enactment of Public Law 88-647 and codification in Title 10 U.S.C., Sec. 2031, which states, "It is a purpose of the Junior Reserve Officer Training Corps to instill in students, in the United States secondary educational institutions, the value of citizenship, service to the United States, and personal responsibility and a sense of accomplishment while instilling in them self-esteem, teamwork, and self-discipline."

JROTC prepares high school students for responsible leadership roles, while making them aware of their rights, responsibilities and privileges as American citizens. The program is a stimulus for promoting graduation from high school and strengthening students for post-secondary success, while providing instruction and rewarding opportunities that will benefit the student, community and nation.

No military commitment is incurred by participation in JROTC.

Scholarship Opportunities: JROTC through its curriculum and leadership training prepares students for a three or four year ROTC scholarship at more than one thousand colleges and universities; to include the USMA West Point and the Air Force Academy. Advanced Pay-Grade: JROTC Cadets who successfully complete two to four years of the program receive an advanced pay-grade should a graduate enlist in any branch of the armed services; both active, reserve, the National Guard, and the U.S. Coast Guard.

Army (Lenape Only)

Leadership Education Training: (LET 1)
JROTC 1 is the foundation of Army JROTC. Introduces JROTC Cadets to a cooperative effort which is divided into several units: Citizenship in Action, Leadership Theory and Application, Foundations for Success, Wellness, Fitness, Service Learning, as well as selected optional subjects. Cadets have the opportunity to participate in JROTC co-curricular activities such as Drill, Color Guard, Raider, and Cadet Challenge Physical Fitness Teams. JROTC Cadets are issued a uniform and wear it as a graded assignment approximately five times per marking period while maintaining grooming standards. There are numerous opportunities to earn ribbons and medals and recognition to include rank and resume-building material. Cadets earn rank and are assigned leadership positions within the battalion throughout their experience in JROTC. JROTC 1 cadets are seldom placed in leadership positions, but do experience some classroom leadership opportunities. All JROTC cadets may participate in a variety of after school activities to include a fall field day where they go to nearby FT Dix for a rugged day of Army type activities, attend a Military Ball formal prom-like dinner, participate in community service and civic events, and build camaraderie in numerous team-building activities. The year ends with the opportunity to attend a five-day overnight field trip and train at the U.S. Military Academy at West Point (JROTC Cadet Leadership Challenge – JCLC). Activities at this summer camp include rafting, rappelling, archery, and obstacle courses.

Leadership Education Training: (LET 2)
Expands on instruction from JROTC 1 and addresses intermediate leadership theory. In addition, cadets learn first-aid and wellness and develop their citizenship skills and understanding of our government. Cadets have the opportunity to participate in JROTC co-curricular activities such as Drill, Color Guard, Raider, and Cadet Challenge Physical Fitness Teams. JROTC Cadets are issued a uniform and wear it as a graded assignment approximately five times per marking period while maintaining grooming standards. There are numerous opportunities to earn ribbons and medals and recognition to include rank and resume-building material. JROTC 2 cadets earn more rank and start finding themselves in squad leader and platoon sergeant positions, as well as assistants on the battalion staff. Prerequisite: Successful completion of LET 1. All JROTC cadets may participate in a variety of after school activities to include a fall field day where they go to nearby FT Dix for a rugged day of Army type activities, attend a Military Ball formal prom-like dinner, participate in community service and civic events, and build camaraderie in numerous team-building activities. The year ends with the opportunity to attend a five-day overnight field trip and train at the U.S. Military Academy at West Point (JROTC Cadet Leadership Challenge – JCLC). Activities at this summer camp include rafting, rappelling, archery, and obstacle courses. Cadets who attended previous camps may be selected as a camp leader.

Leadership Education Training: (LET 3)
Reinforces previous instruction through applied leadership development and applied leadership theory. The course places emphasis on assessing emotional intelligence and developing social skills to promote diversity and acceptance, making decisions and solving problems, career exploration & college planning, and promoting critical thinking in citizenship (leadership decisions, ethical choices, and consequences), and selected optional subjects. Cadets have the opportunity to participate in JROTC co-curricular activities such as Drill, Color Guard, Raider, and Cadet Challenge Physical Fitness Teams. JROTC Cadets are issued a uniform and wear it as a graded assignment approximately five times per marking period while maintaining grooming standards. There are numerous opportunities to earn ribbons and medals and recognition to include rank and resume-building material. JROTC 3 Cadets find themselves in higher leadership positions as officers, platoon leaders, and staff principals. Additionally, JROTC 3 Cadets conduct a staff ride field trip to select U.S. historic locations such as Gettysburg Civil War Battlefield, Washington D.C., New York City 9/11 Memorial, and Philadelphia Independence Mall. All JROTC cadets may participate in a variety of after school activities to include a fall field day where they go to nearby FT Dix for a rugged day of Army type activities, attend a Military Ball formal prom-like dinner, participate in community service and civic events, and build camaraderie in numerous team-building activities. The year ends with the opportunity to attend a five-day overnight field trip and train at the U.S. Military Academy at West Point (JROTC Cadet Leadership Challenge – JCLC). Activities at this summer camp include rafting, rappelling, archery, and obstacle courses. Cadets who attended previous camps may be selected as a camp leader. Prerequisite: Successful completion of LET 2.

Leadership Education Training: (LET 4)
Enhances leadership skills through instruction which address advanced leadership development through advanced leadership techniques. This course also includes Leadership Lab, where the JROTC 4 class develops and implements plans for the conduct of the battalion. Other units include Character Education, Advanced Communications, Staff Functions and Procedures, Financial Planning, and selected optional subjects. JROTC Cadets are issued a uniform and wear it as a graded assignment approximately five times per marking period while maintaining grooming standards. There are numerous opportunities to earn ribbons and medals and recognition to include rank and resume-building material. Cadets have the opportunities to participate in JROTC co-curricular activities such as Drill, Color Guard, Raider, and Cadet Challenge Physical Fitness Teams. Additionally, JROTC 4 Cadets conduct a staff ride field trip to select U.S. historic locations such as Gettysburg Civil War Battlefield, Washington D.C., New York City 9/11 Memorial, and Philadelphia Independence Mall. These most senior cadets lead the numerous functions such as fall training at FT Dix, assembling the battalion, planning and executing after school JROTC activities, and much more. The weekly wearing of an Army Junior ROTC uniform and maintaining grooming standards is mandatory. JROTC 4 cadets possess the highest rank and leadership positions within JROTC. Prerequisite: Successful completion of LET 3.

Air Force (Seneca Only)

Overview: Each Military Science course is divided into three separate but equivalent sections of study: Aviation Science, Leadership Education, and Health and Wellness. Leadership Education is sub-divided into smaller sections of learning which includes team-building exercises and Air Force drill requirements. Health and Wellness is broken down into various aspects of physical fitness from team activities to exercises in preparation for the Presidential Physical Fitness Exam. Before participating in the JROTC Physical Fitness program, all cadets are required to complete the AFJROTC Physical Fitness Program Cadet Participation Consent Form with Health Screening Questionnaire. All cadets are required and expected to wear the uniform, meet grooming standards and participate in the scheduled PT activities each week.

Aerospace Science 1 and Leadership 1:
Milestones in Aviation History - This course is an aviation history course focusing on the development of flight throughout the centuries. The emphasis is on civilian and military contributions to aviation, interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets. Introduction to AFJROTC - Leadership Education 1 outlines the basic principles of leadership in the Air Force as applied to the Air Force Junior ROTC cadet corps. Cadets are required to teach, learn and perform 30 basic Air Force Drill commands throughout the school year. Cadets will learn about making smart health and wellness choices, US citizenship, AFJROTC history, and high personal standards. In the Health and Wellness portion cadets will work together to develop their physical fitness to prepare to take the US Presidential Physical Fitness Exam.

Aerospace Science 2 and Leadership 2:
The Science of Flight - This course introduces students to the science of aviation, how weather conditions affect flight, how flight affects the human body, and flight navigation. The course is designed to complement materials taught in math, physics, and other science related courses and supports a Science, Technology, Engineering and Mathematics (STEM) education. It is aligned with the National Science Education Technology Standards for Students.
Leadership Education 2: Leadership Education 2 stresses communications skills and cadet corps activities. Information is provided on communicating effectively, understanding groups and teams, preparing for leadership roles, solving conflicts and problems, and personal development. Cadets are required to continue their study and performance of the 30 basic Air Force Drill commands throughout the school year. Cadets will be familiar with Air Force customs and courtesies and drill procedures. In the Health and Wellness portion cadets will work together to develop their physical fitness to prepare to take the US Presidential Physical Fitness Exam. Prerequisite: Aerospace Science 1 & Leadership 1 or Senior Aerospace Science Instructor Approval.

Aerospace Science 3 and Leadership 3:
Global Awareness: This area of study provides cadets with a stronger understanding and appreciation of the many cultures throughout the world as well as strengthens their cross-cultural communication skills. Cadets will gain an overarching appreciation for cultures and develop skills on how to become more aware of how to live and interact with individuals from other nations.
Leadership Education 3: - This course it is designed to prepare students for life after high school in the high-tech, globally oriented, and diverse workplace of the 21st century. Students will learn all aspects of financial planning and money management. The Holland Interest Inventory and other self-assessments will help them to reveal their attitudes, aptitudes, and personal skills. In the Health and Wellness portion cadets will work together to develop their physical fitness to prepare to take the US Presidential Physical Fitness Exam. Prerequisite: Aerospace Science 2 & Leadership 2 or Senior Aerospace Science Instructor Approval.

Aerospace Science 4 and Leadership Education 4:
Fundamentals of Management-The cadets should manage the entire corps during their fourth year in the Air Force Junior ROTC program. This hands-on experience affords cadets the opportunity to put theories of previous leadership courses into practice. Planning, organizing, coordinating, directing, controlling, and decision-making will be done by cadets. They will put into practice their communication, decision-making, personal-interaction, managerial, and organizational skills. Instructors should keep in mind that since there is no textbook for this course, the course syllabus will be structured so that cadets achieve course objectives by completing core management activities.
Leadership Education 4: This course provides exposure to the fundamentals of management. The text contains many leadership topics that will benefit students as well as provide them with some of the necessary skills needed to put into practice what they have learned during their time in JROTC. Throughout the text are many ethical dilemmas, case studies, and role play activities built into the lessons. These activities are based on real life experiences and will give students the opportunity to practice what they learn by getting involved in discussions and expressing their opinions. In the Health and Wellness portion cadets will work together to develop their physical fitness to prepare to take the US Presidential Physical Fitness Exam. Prerequisite: Aerospace Science 3 & Leadership 3 or Senior Aerospace Science Instructor Approval.