

# CUMBERLAND REGIONAL HIGH SCHOOL

P.O. Box 5115, Seabrook, New Jersey 08302

Telephone 451-9400

Hotline ext 288 Events ext 6

Web Page Address: [www.crhsd.org](http://www.crhsd.org)

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Mr. Todd Jorgenson	Miss Crystal Beckwith

## CHILD STUDY TEAM

Mrs. Anna Alicea	Mrs. Laurie Athey
Mrs. Pauline Stuempfle	

## PARENTS/STUDENTS

*Dear Parents and Students,*

*The purpose of the Curriculum Guide is to serve as a resource to assist students, parents and school personnel in mapping out an academic program for your high school years. It is important to not only identify the courses in which you want to enroll this school year, but to develop a four-year plan that insures you are able to take all the courses in which you have an interest before graduating from high school. The four-year plan should include your plan for meeting the state and district graduation requirements, but it should also reflect a link between your high school years and post-secondary plans.*

*High school is a great time to explore possible areas of interest. Enroll in a law course or advanced science class, try your hand at graphic arts or foods, and see if there is an actor in you just waiting to come to light! This is a time to find out what you like to do and set goals for your future. Your school counselor is a great resource to help you identify the courses that will help you in your quest.*

*My goal for you as a student at CRHS is for you to step out of your comfort zone and explore what is possible. I want you to leave high school confident that you have learned about yourself, with a direction for your future. Enjoy the journey!*

*Sincerely,*



*William J. Stonis  
Superintendent*

# INTRODUCTION

The curriculum design at Cumberland Regional High School is comprehensive. This design allows for varied levels of learning to meet individual student's needs. Standards, College Preparatory, Honors and Advanced Placement curricula provide varied challenges aimed at assisting students in reaching their potential. After meeting the state requirements, students are free to select from a variety of electives that are designed to assist them in developing their personal interests and achieving their goals.

**C.R.H.S. MISSION STATEMENT**

Cumberland Regional High School – as a center of educational resources and in accordance with the NJ Core Content Standards – develops students to their fullest academic potential by providing multiple opportunities for all students to become life-long learners and responsible citizens and by inspiring and encouraging the combined efforts of students, staff, family, and community.

*Adopted – October 2007  
Cumberland Regional Board of Education*

## GRADUATION REQUIREMENTS

State-endorsed diplomas certifying that students have met all state and local requirements are awarded. The minimum requirements established by the State Department of Education and the Cumberland Regional School District are as follows:

### REQUIRED SUBJECTS -

Subjects	Semesters	Credits	Total Credits
Language Arts	4	5	20
U.S. History/Social Studies	3	5	15
Mathematics	4	5	20
Science	3	5	15
Physical Education including Health Safety and Drivers Education	4	5	20
Visual & Performing Arts	1	5	5
Practical Arts	1	5	5
World Languages	1	5	5
Electives & Other Courses			30
<b>Required for Graduation</b>			<b>135.0</b>

Technological literacy is infused throughout curriculum and instruction. Visual & Performing Arts and Practical Arts requirements may be satisfied through elective choices in grades 9-12. Beginning with 9<sup>th</sup> grade students who enrolled as part of the Class of 2010, the graduation requirement in science will include the completion of a biology course by grade 11. Students will also be required to pass the End of Course Biology Exam. **Course Credit is achieved when a final grade of D or higher is awarded and attendance is satisfactory.**

A passing score on each section of the New Jersey High School Proficiency Assessment is necessary to receive a high school diploma.

## HIGH SCHOOL PROFICIENCY ASSESSMENT

All students are required to pass the state examination known as the Grade 11 High School Proficiency Assessment (H.S.P.A.). The areas tested on this assessment include Language Arts Literacy, Mathematics and Science. Various courses including Integrated Math and Freshman level 10 credit Language Arts target success on the H.S.P.A.

Students who do not demonstrate proficiency on the NJ Assessment of Skills and Knowledge (NJASK8), will be enrolled in Integrated Math 1/Algebra 1 and/or a 10 credit Language Arts course to improve in the areas needed to help increase their ability to score proficient on the H.S.P.A. Additional courses in the Integrated Math series are available for students who have not achieved proficiency on the annual practice test.

All courses in our major academic fields address the NJ Core Content Standards and are designed to prepare students to succeed on the HSPA.

## FRESHMAN TRANSITION PROGRAM

The Freshman Transition Program is designed to help incoming 9<sup>th</sup> grade students achieve success in the areas of academics, behavior and attendance.

The academic focus is concentrated in the curricular areas of Language Arts and Social Studies. The educational goal is to increase rigor and to give students the opportunity to work with teachers on a more consistent basis.

The program's main goal is to provide opportunities for a smooth transition from middle school to high school and beyond.

## ORGANIZATION OF THE ACADEMIC PROGRAM

An important decision for the high school student is the choice of the pattern of subjects followed each year. Guidance counselors, teachers, and parents will assist each individual in selecting those subjects best fitting one's capabilities, needs, and interests. Each student should choose specific subjects with great care and should plan for the entire high school experience. A sequence of subjects which follows a logical and consistent pattern may lead to better career placement for the student.

Increasingly, students must learn to make lifelong decisions. When selecting courses, they must consider the requirements for higher education and occupations. The Guidance Department is a resource center for this information.

Students planning to attend college take college preparatory, honors and/or advanced placement courses in mathematic, language arts, social studies, science, world language and technology. Students preparing for industrial or technical operations may take two years of technical drafting or a variety of courses at Cumberland County Technical Education Center. Students preparing for careers in agri-business should take all four years of agriculture education. Work experience providing school credit is available in agriculture and must be taken in conjunction with the related learning course.

Students planning to enter the business field may secure a background in marketing, accounting, computer applications, and related areas. Students are encouraged to complete a sequence of courses in order to develop a strong foundation in skills that could become the basis for future study as well as rewarding employment. Vocational and volunteer experiences are also available for academic credit. Independent study is afforded students as part of the gifted and talented programs. A fifth year independent study option is available in Latin, Spanish, German, and French.

## PREPARATION FOR COLLEGE

The philosophies of education, specific course requirements and other qualifications for acceptance vary among the nation's colleges and universities. All, however, recognize the desirability of a broad education with a strong foundation in traditional, solid academic subjects. Students are evaluated for admission not only in terms of grades achieved, but also with respect to the strength of the academic program undertaken. Students planning on college should choose the most academically challenging program available within their personal

limitations during all four years of high school. A rigorous secondary school preparation remains the best means by which one can maximize college options.

While admissions requirements may vary, general guidelines for entrance requirements to four year colleges include a minimum of sixteen (16) academic units in the following college preparatory classes:

Language Arts	4
Mathematics (Including Algebra 1, Geometry & Algebra 2)	3-4
Science (Including 2 laboratory sciences)	2-4
History/Social Studies	2-4
World Languages	2-4

Other factors influencing college admission include:

- SAT/ACT scores
- Class Rank/GPA
- Counselor/Teacher recommendations
- Leadership/Volunteerism

### COLLEGE-BOUND STUDENT ATHLETES

If you are a student-athlete with plans of participating at the college level, please make your coach and guidance counselor aware of this desire your freshman year.

### CRHS INTENSIVE SCHEDULING

CRHS courses are taught over 18 weeks in periods of 84 minutes in length (unless otherwise noted). All students (except seniors with work release) must select a total of 8 courses per year. Students will focus on 4 courses per semester. This 4 x 4 semester block schedule allows staff and students a better chance to engage in sustained and continuous academic activity. A S.E.R.A. (Student Enrichment, Remediation, and Activity) period will be available for students.

### GUIDELINES FOR SCHEDULING

Cumberland Regional High School offers a curriculum broad in scope and flexible in meeting the needs of its students. The CRHS guidance staff will make every effort to place students in a setting where they can experience both success and academic growth. When appropriately matched to students' abilities, movement between program strands is possible. Please discuss any questions you have concerning your child's schedule with a guidance counselor during the scheduling process.

Certain criteria have proven successful in the past and will be used as guidelines during the scheduling process. The most predictable measures for students entering ninth grade from the constituent districts are the results obtained from standardized tests, teacher recommendations and grades earned in related courses. The most important criteria for students already enrolled in the high school are the core courses and the grades earned in these courses. Since most subjects are sequentially developed over a period of years, the mastering of the core course requirements is critical.

All students who do not achieve minimum standards on the NJ ASK8 or H.S.P.A. will receive subsequent remedial instruction.

All students entering Cumberland Regional High School will be exposed to CP strand at minimum.

Entry into the honors strand at the freshman level requires a score of 240 or higher on specific sections of standardized tests, an 93% average in the related academic courses in seventh and eighth grade and the recommendation of the eighth grade teacher. Entry into the honors strand after freshman year requires an "A" in previous core course(s) and a teacher's recommendation. All are important indicators of success. As the student progresses through the honors sequence, a grade of "B" or higher is required in each core course taken in high school.

Parents are encouraged to contact the student's guidance counselor or Child Study Team case manager to discuss any questions or concerns they may have concerning their child's course selections or academic program. Parents may call the school at 451-9400 between 7:30 AM and 2:30 PM.

### PROFICIENCY REQUIREMENT

Proficiency must be demonstrated in each course required for graduation. Course outlines stating the proficiencies to be mastered and the methods for evaluating mastery will be provided for each student at the outset of the school year. Proficiency will be evaluated through written examinations and/or by skill demonstrations.

### HONORS PROGRAM REQUIREMENT

Honors Program students are those who, by virtue of outstanding abilities, are capable of high performance in a respective field of study or skill area.

Organized and relevant experiences are provided to the program participants. To remain in honor courses students must maintain a minimum "B" average (final grades lower than a "B" result in removal from the next sequential honors course.)

### COURSE LOAD

Students will be required to carry a minimum of 4 subjects per semester. While colleges prefer a strong background in as many academic subjects as possible, quality grades are important. It is desirable that students planning to take courses in college preparatory mathematics or a world language beyond the first year earn at least a "C" average in the first core course. Experience has demonstrated that failure often results when advanced courses are undertaken without sufficient preparation.

### SUMMER READING PROGRAM

All students enrolled in Honors Language Arts classes are required to participate in a Summer Reading Program. The primary goal of the program is to enhance the students' education by providing them with a rich reservoir of literary themes and concepts which will serve them well throughout their lifetimes.

As students read their two (2) books, they will keep a log of various assignments related to this reading. The book list and reading log assignment will be distributed by Language Arts teachers by the end of each semester for the next year's work. These lists and assignments are also available on the CRHS web site. All logs are due in the main office by the end of the first day of the school year whether students have Language Arts in the first or second semester.

### GIFTED AND TALENTED ENRICHMENT

While entrance into the Honors strand is based upon academic achievement, it is recognized that many students possess talent in a variety of areas which they might enjoy developing as part of an in-school activity. Students who have a special interest they would like to pursue may do so by completing a Gifted and Talented project. With a faculty mentor, a participant will develop a project outline which will serve as the basis for their work. Upon completion, a record of the project will be entered on the "Activities" section of the student's transcript. Students who would like to complete a Gifted and Talented project should meet with their counselor to discuss procedures.

### NATIONAL HONOR SOCIETY

In order to be inducted into the NHS a student must: be a junior or senior; attain academic excellence (3.5 G.P.A.); have service to the community, and be of strong moral character. In addition, all members must meet the eligibility requirements outlined in the NHS by-laws. The student must be in good standing within the school community and may not have been suspended. **Class officers, student council & achievement letter:** In order to be eligible, students must be in good standing within the school community and may not have been suspended.

**CLASS OFFICERS, STUDENT COUNCIL & ACHIEVEMENT LETTER**

In order to be eligible, students must be in good standing within the school community and may not have been suspended.

**SCHOOL COUNTS**

School Counts is a voluntary program administered through the guidance office and Cumberland County Community College. A registered student who meets the program criteria for one school year may receive a guaranteed job interview at any job site sponsored by participating Cumberland County employers. Students who meet program criteria for four years in high school is awarded a full tuition scholarship to Cumberland County Community College. Program criteria are as follows: 1) a student must earn a C or better in every course elected, 2) a student must achieve a 95% attendance and punctuality rate for each school year, **School Counts attendance includes excused and unexcused absences as well as tardies.** 3) a student must graduate in eight consecutive semesters, **4) Successful completion of Algebra 1 during high school,** 5) a student must elect more than the minimum courses required for graduation (more than 135 credits), 6) a student must maintain good school citizenship, and 7) a student must fill out a separate application each year. Information on this program is available in the guidance office.

**STUDENT ENRICHMENT, REMEDIATION ACTIVITY (S.E.R.A.)**

The intent of S.E.R.A. is to encourage students to make responsible choices, academically and socially, which contribute to an overall positive climate in our school community. S.E.R.A. provides all students with multiple opportunities to expand their experiences beyond the curriculum during the school day. Their options include enrichment, extra instruction, make-up work, club/activity involvement, and social interaction. Students are accountable to meet high expectations regarding punctuality and attendance, and to exhibit respectful, safe and orderly conduct at all times.

**ATTENDANCE REQUIREMENTS**

The Board of Education has an established goal of 97% student attendance in school and in class throughout the year. All absences will be counted, which include medical absences, normal illness, bereavement, etc. Classes missed due to time spent in the nurses' office for illness will be counted as absences.

Also, any absences due to tardies or early dismissals will be added to the student's accumulated absence total. The minimum allowable standards of attendance is 93.3%. This means that a student will be notified of losing credits upon his/her 7th absence of the semester. The school will notify the parent or guardian at various stages to help prevent anyone from losing credits. The following outline will highlight our procedures:

**4 Days Absent for the semester** - Parents notified by letter. Student becomes "At Risk" of losing credits. Parents, counselor, and administrator become involved.

**7 Days Absent - Notification of "Loss of Credits" for the semester** - Also involved in this policy is an appeal procedure which would consider any unique situations and/or verifiable long-term illness. In addition, an Absence Make-Up program will be available to regain up to four absences each semester that have been verified by a note. The general rule for making up assignments missed due to absences will be one day to make up missed work for every day absent (for example, if a student misses 3 school days then the student will have 3 days to make up any assignments missed starting on his/her first day back). Students cutting class or truant will not be given the opportunity to make up missed assignments.

**CUMBERLAND REGIONAL HIGH SCHOOL GRADING POLICY**

Reports are issued four (4) times a year in accordance with the timetable published annually. Teachers evaluate students using numerical grades. The alpha (letter) symbols for the numerical grades are listed.

A 93-100 Superior	P Passing
B 85-92 Above Average	I Incomplete
C 76-84 Average	M Medical Excuse (P.E. Only)
D 70-75 Below Average	
F 50-69 Failing	
WF = Withdrawal/Failing	WP = Withdrawal/Passing

The final grade, which is the numerical average of the two marking periods and one exam grade, is determined according to the following formula:

2 Marking Periods (45% per period)	90%
1 Final Exam	<u>10%</u>
	100%

**Example:**

Marking Period Grade Percentage of Final Grade	
First	93-A 45%
Second	86-B 45%
Final Exam	<u>80-C 10%</u>
Final Grade	89 (88.55) - B

The final numerical average will be converted to a final alpha (letter) grade, using the table above, and will be included on the student's transcript and end of year report card. Grades ending in .5 or higher will be rounded up to the next highest whole number (for example, 84.5 will be rounded to 85).

Numerical grades below fifty (50) cannot be issued and calculated into the final average for the first marking period, third marking period or the final exam without the permission of the principal.

The final numerical class grades will be used to determine rank in class. All college prep courses are weighted an extra 5%. All courses noted as honors, advanced or Advanced Placement (AP) receive an additional 10% weighting.

**STANDARDS FOR PROMOTION**

In order to be considered in the following grade levels, the students must have previously earned the indicated amount of credits:

- Grade 10 - 30 credits
- Grade 11 - 65 credits
- Grade 12 - 95 credits
- Graduation - 135 credits

Grade level adjustments for grades 9 through 11 will only be made at the end of the school year.

## GRADE POINT AVERAGE CALCULATIONS

Families are often concerned about the importance of GPA and Class Rank as they affect both college admission and scholarship decisions. When making decisions that might affect final rank and GPA, families should consider certain facts. These should be thoroughly researched by applicants.

. Some colleges do not differentiate among the top 3 ranked graduates.

. Some colleges give priority to the number one ranked graduate for both admissions and scholarships.

. Special care should be given so that an important high school academic experience that will benefit a student at college is not missed solely to enhance the chance of a slightly higher GPA.

. Exceptionally competitive colleges have commented on the importance of intellectual growth and sustained study of English, World Languages, and Mathematics/Science.

. Success in Advanced Placement courses can weigh in an applicant's favor.

. "Of importance are...significant academic potential, as well as strength of character and maturity...promise of making some contribution to the life of the university" - Princeton Undergraduate catalog general principles, 1998.

Clearly, the quality of a student's overall program of study is important. Parents are encouraged to also contact colleges in which they are interested in order to obtain an understanding of those colleges' practices concerning grade point average and class rank.

Cumberland Regional High School utilizes the following procedure as directed by the district's Board of Education when calculating the Grade Point Average.

### **\*\*Honors and Advanced Placement Courses:**

Final numerical average + 10% multiplied by the credit value of the course to arrive at quality point value.

### **\*College Preparatory Courses:**

Final numerical average + 5% multiplied by the credit value of the course to arrive at quality point value.

### **Non-college Preparatory Courses:**

Final numerical average multiplied by the credit value of the course to arrive at quality point value.

**Courses** receiving a Pass/Fail grade are **not** calculated into the GPA

Example:

Course		Credits <u>Attempted</u>	Quality <u>= Points</u>
Honors History	$100 + 10\% = 110$	x 5	= 550
CP Lang Arts	$100 + 5\% = 105$	x 5	= 525
Choir	100	x 5	= 500
Independent Study P		Not calculated	----
		Total <b>15 credits</b>	Total <b>1575</b>

**1575 quality points divided by 15 credits = 105 GPA**

It might be helpful if you complete calculations based upon a variety of course options depending upon your son's or daughter's particular sequence of proposed courses to determine the potential effect of course selections on grade point average.

## ATHLETIC ELIGIBILITY

Each student must have a 1.2 grade point average from the previous marking period or he/she will not be eligible during the next marking period. The student must complete an eligibility form and have a physical examination by the school doctor or the family doctor. Eligibility forms can be obtained from a coach or the main office.

An athlete becomes ineligible for high school athletics if he/she reaches the age of nineteen (19) prior to September 1. A ninth grade student becomes ineligible for Freshman Athletics if he/she reaches the age of sixteen (16) prior to September 1. No student will be eligible for high school athletics after the expiration of four (4) consecutive years following his/her entrance into the ninth grade.

C.R.H.S. adheres to the State's requirements for the number of credits that are needed by a student to participate in any athletic program. Questions should be directed to a coach or the Supervisor of Athletics.

To participate in an athletic event or extra curricular activity, for example, Band, each student must be present in school a minimum of two (2) periods the day of practice/game. For weekend practice/game the above requirements must be fulfilled on Friday.

## AFFIRMATIVE ACTION

Cumberland Regional School District maintains a State approved Affirmative Action Plan which covers the following areas: a) employment personnel; b) grievance procedures; c) curriculum; d) physical education/athletics; e) sexual harassment/bullying. Anyone seeking additional information should contact the Affirmative Action Officer.

## ALTERNATIVE SCHOOL PROGRAM

The Alternative School Program provides an educational opportunity for those students who, for a multiplicity of reasons, have not been successful in the regular Cumberland Regional High School program.

The Alternative School provides instruction in Language Arts, Math, Science, History, Health/ Physical Education, Parenting, and Art. Alternative School is held daily from 3:15 PM to 7:45 PM with transportation provided by the district. Counseling, student assistance, SADD activities and vocational counseling are part of the program. The minimum time of enrollment in the Alternative School is one semester. At that point, student progress may be evaluated for possible re-entry into the regular high school program.

## EQUAL EDUCATIONAL OPPORTUNITY

Cumberland Regional School District guarantees all students equal educational opportunity and all employees equal employment opportunity regardless of race, creed, color, national origin, religion, ancestry, age, sex, affectional or sexual orientation, marital status, familial status, economic status, liability for service in the Armed Forces of the United States, disability or nationality.

## SELECTIVE SERVICE REGISTRATION

All men 18 years of age must, by law, register with Selective Service. This can be done via the Internet by accessing:

[www.sss.gov](http://www.sss.gov)

In addition, registration may be completed at any post office or by utilizing the appropriate check-off on the Free Federal Financial Aid Form.

## CRHS COURSE OFFERINGS

### AGRICULTURAL EDUCATION

4881 EXPLORING AGRICULTURE  
4884 \*AGRI-SCI/BIOTECH CP  
4882 FLORICULTURE  
4883 LANDSCAPE/GREENHOUSE  
4886 PRODUCTION AGRIC  
4887 AGRIBUSINESS  
4888 VOC AGRIC REL CLASS  
4889 \*TURF AND NURSERY SCI CP

### ART

4510 ART HIST & APPRECIATION  
4511 ART 1  
4513 ART 2  
4514 SCULPTURE & PUPPETRY  
4515 \*STUDIO ART  
4521 BASIC DRAWING/COM ART  
4523 CRAFTS/POTTERY

### HOME ECONOMICS

4531 DISCOV FOODS/NUTRITION  
4533 CREATIVE SEWING/CRAFTS  
4540 LIVING ON OWN/MGMT RES  
4542 PARENTING

### INDUSTRIAL EDUCATION

4860 INTRO TO INDUSTRIAL  
EDUCATION  
4861 WOOD INDUSTRIAL  
EDUCATION  
4864 POWER INDUSTRIAL  
EDUCATION

### LANGUAGE ARTS

4110 \*\*LANGUAGE ARTS 1 HN  
4111 \*LANGUAGE ARTS 1 CP  
4120 \*\*LANGUAGE ARTS 2 HN  
4121 \*LANGUAGE ARTS 2 CP  
4123 LANGUAGE ARTS 2  
4130 \*\*LANGUAGE ARTS 3 HN  
4131 \*LANGUAGE ARTS 3 CP  
4133 LANGUAGE ARTS 3  
4140 \*\*ADV LANG ARTS 4 DC  
4141 \*LANGUAGE ARTS 4 CP  
4143 LANGUAGE ARTS 4  
4160 CREATIVE WRITING  
4162 COMPOSITION/WRITING  
4163 JOURNALISM/COMM  
4167 PRIN RESEARCH & DEBATE  
4168 DRAM ARTS/PUBLIC SPEAK  
4169 FANT, SUSP, & SCI FICTION  
4170 PSAT/SAT .PREP (2.5 cr)  
4171 AFRICAN AMERICAN LIT  
4981 HSPA/SRA (2.5 cr)  
4982 HSPA/SRA (5 cr)

## MATHEMATICS

4711 INTEGRATED MATH 1  
4713 \*ALGEBRA 1  
4716 INTEGRATED MATH 2  
4717 \*ALGEBRA 1 (9TH)  
4718 \*\*GEOMETRY HN  
4719 GEPA MATH (elective)  
4721 \*INTEGRATED MATH 3  
4722 \*INTEGRATED MATH 3 (12)  
4723 \*GEOMETRY  
4727 \*\*ALGEBRA 2 HN  
4733 \*ALGEBRA 2  
4734 \*ALGEBRA 3  
4742 \*PRE CALCULUS  
4743 \*\*PRE CALCULUS HN  
4744 \*CALCULUS  
4746 \*STATISTICS/PROBABILITY  
4751 \*\*AP CALCULUS 1 (10 cr)  
4981 HSPA/SRA (2.5 cr)  
4982 HSPA/SRA (5 cr)  
4983 SAT/PSAT MATH PREP (2.5)

### MUSIC

4562 CHORUS (5 cr)  
4563 CONCERT CHOIR (5 cr)  
4567 \*BAND/CONCERT CHIOR CP  
4569 INTERMEDIATE CHORUS  
4570 HANDBELLS  
4571 INSTRUMENTAL LESSONS (1)

### PHYSICAL EDUCATION/HEALTH

4912 HEALTH 1  
4913 PHYSICAL EDUCATION 1  
4922 HEALTH 2  
4923 PHYSICAL EDUCATION 2  
4932 HEALTH 3  
4933 PHYSICAL EDUCATION 3  
4942 HEALTH 4  
4943 PHYSICAL EDUCATION 4

### SCIENCE

4301 EARTH SCIENCE  
4302 EARTH SCIENCE R.C.  
4303 EARTH SCIENCE S.D.  
4310 PHYSICAL SCIENCE S.D.  
4311 PHYSICAL SCIENCE  
4312 PHYSICAL SCIENCE R.C.  
4313 ACADEMIC EARTH SCIENCE  
4314 ACADEMIC EARTH SCIENCE  
RC  
4319 BIOLOGY S.D.  
4320 BIOLOGY  
4330 BIOETHICS  
4331 MARINE BIO/AQUA LIM  
4334 INTRO TO CHEM/PHYSICS  
4342 CONSUMER SCIENCE  
4343 HUMAN FORM & FUNCTION  
4344 ANIMAL SCIENCE

4361 ASTRON/MAR NAVIGATION  
4362 \*ENVIRONMENTAL SCIENCE  
4363 PLANT & SOIL SCIENCE HN  
4370 \*\*CP BIOLOGY HN  
4371 \*CP BIOLOGY  
4372 \*\*MATH IN SCIENCE HN  
(2.5 cr)  
4373 \*\*CHEMISTRY HN  
4374 \*CHEMISTRY CP 1  
4375 \*\*PHYSICS HN  
4376 \*PHYSICS CP  
4377 \*ANATOMY/PHYSIOLOGY 1  
4378 \*ANATOMY/PHYSIOLOGY 2  
4379 \*\*AP BIOLOGY  
4381 \*CP BIOLOGY 2  
4384 \*CP CHEMISTRY 2  
4388 \*\*AP CHEMISTRY DC (10 cr)

### SOCIAL STUDIES

4210 \*\*WORLD HISTORY HN  
4211 \*WORLD HISTORY CP  
4216 WORLD HISTORY R.C.  
4217 WORLD HISTORY S.D.  
4219 \*\*US HISTORY 1 AP  
4221 \*US HISTORY 1 CP  
4223 US HISTORY 1  
4226 US HISTORY 1 R.C.  
4227 US HISTORY 1 S.D.  
4230 \*POLITICAL & LEGAL  
EDUCATION  
4231 \*US HISTORY 2 CP  
4233 US HISTORY 2  
4236 US HISTORY 2 S.D.  
4241 \*\*US HISTORY 2 AP  
4251 \*\* US GOVERN & POL AP  
4250 \*\*US HISTORY 2 PLE HN  
4264 CURRENT GLOBAL ISSUES  
4265 \*PSYCHOLOGY CP  
4266 SOCIOLOGY  
4267 BASIC ECONOMICS & CONS.  
4268 HUMAN RIGHTS  
4259 FACES OF PREJUDICE (5. cr)  
4260 STREET LAW (5 cr)

**SPECIAL EDUCATION**

**P.E.T.**

4039 MATH  
4060 ART  
4061 LANGUAGE ARTS  
4062 HISTORY  
4064 ADAPT PE/HEALTH  
4065 VOC LIVING SKILLS  
4067 SCIENCE  
4068 PARENTING

**TASP**

4069 SPANISH  
4079 HISTORY  
4080 LANGUAGE ARTS  
4081 MATH  
4082 SCIENCE

**PI**

4089 LANGUAGE ARTS 9/10  
4090 SCIENCE 9/10  
4091 HISTORY 9/10  
4092 MATH 9/10  
4093 HISTORY 1  
4094 LANGUAGE ARTS 11/12  
4097 HISTORY 2  
4099 MATH 11/12

**RESOURCE CENTER**

4083 RC LANGUAGE ARTS 9/10  
4084 RC LANGUAGE ARTS 11/12  
4086 RC MATH 9/10  
4087 RC MATH 11/12  
4044 RC INTRO TO SPANISH  
4045 RC INTRO TO VOCATIONS  
4046 RC PARENTING  
4047 RC DEVELOPMENTAL  
PSYCHOLOGY

**STAR**

4050 LANGUAGE ARTS  
4052 RE ALGEBRA  
4053 HISTORY  
4054 PROB SOLV/CRIT  
4055 HEALTH/PE  
4056 SCIENCE  
4057 LITERATURE

**STUDENT COMMUNITY SERVICE**

4950 COMMUNITY SERVICE  
4980 PEER LEADERSHIP (12th)

**TECHNOLOGY**

4615 INTRO TO COMP/  
PATHWAYS  
4617 INTRO TO Q BASIC  
4618 ARCHITECTURAL DESIGN  
4622 TP ACCOUNTING 1  
4631 SUPERWRITE  
4632 TP AUTOMATED  
ACCOUNT 2  
4633 TP OFFICE TECHNOLOGY  
4634 TP WORD PROC/BUS COMM  
4637 TP COMPUTER  
APPLICATIONS  
4642 \*TP AUTOMATED  
ACCOUNTING 3  
4644 BUSINESS/PERSONAL LAW  
4645 SALES/MARKETING  
4646 YEARBOOK  
4865 CAD TECHNOLOGY 1  
4867 CAD TECHNOLOGY 2  
4891 \*TP COMPUTER QBASIC  
4892 \*TP ADV VISUAL  
BASIC/PASCAL  
4893 \*VISUAL BASIC  
4894 \*\*TP ADVANCED PASCAL/  
C++  
4896 \*\*Q BASIC PROG HN (2.5 cr)  
4897 SURVEY OF COMPUTER PROG  
4898 PROGRAMMING IN JAVA

**WORLD LANGUAGE**

4409 SUPPLEMENTAL ELS (10 cr.)  
4410 SUPPLEMENTAL ELS (5 cr.)  
4411 FRENCH 1  
4412 GERMAN 1  
4413 SPANISH 1  
4414 LATIN 1  
4421 FRENCH 2  
4422 GERMAN 2  
4423 SPANISH 2  
4424 LATIN 2  
4431 \*FRENCH 3  
4432 \*GERMAN 3  
4433 \*SPANISH 3  
4434 \*LATIN 3  
4441 \*\*FRENCH 4 ADV  
4442 \*\*GERMAN 4 ADV  
4443 \*\*SPANISH 4 ADVANCED  
4444 \*\*LATIN 4 ADV

# AGRICULTURE EDUCATION

Agriculture Education is a program that teaches the student about the sciences of agriculture and agricultural-related occupations. The courses recognize and teach the career opportunities and the agriculture skills required for different occupations. Emphasis is placed on permanent job employment or continuation of agricultural studies in college. Students are encouraged to participate in the intra-curricular student organization known as the FFA, a national organization for agricultural education students. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. Students in Agriculture Education will also take part in a Supervised Agriculture Experience project with emphasis on entrepreneurship, job placement, (paid and non-paid), or research as there are many specialized areas of agricultural education.

The Agriculture courses listed below are available to all students at CRHS. The student recommended sequence of courses begins with the Exploring Agriculture or Agri-Science/Biotechnology as the basic procedures and theory learned in the courses are needed to build upon in each of the successive courses. Students are encouraged to complete a sequence of courses in order to develop a strong foundation in skills that could become the basis for future study as well as rewarding employment. For example, a progression of Exploring Agriculture or Agri-Science/Biotechnology, Floriculture or Landscape Greenhouse and Production Agriculture or Agribusiness will also prepare students for participation in the Cumberland County Tech Prep program. Entrance into the Cooperative Agriculture Education course is gained by completing all of the other Agriculture courses or by prior instructor's approval.

## EXPLORING AGRICULTURE FIVE CREDITS

This core course is designed as the introduction to the agricultural education program. It provides the student with an overview of the science of agriculture, including such areas as soil and plant science, natural resources, biotechnology, food science, animal science, and aquaponics (aquaculture and hydroponics). It also addresses leadership and career options in agriculture. It is recommended as the first course of study in the agriculture program.

## AGRI-SCIENCE/BIOTECHNOLOGY CP FIVE CREDITS

Agri-Science/Biotechnology is an inquiry-based course that utilizes agricultural Science and biological approaches to build the students' knowledge and awareness. This course is targeted to those students with a strong interest in the "Science of Agriculture." A hands-on approach will be used to analyze the factors that allowed the development of the world's most effective system of agriculture. Upon course completion, students will have gained an appreciation for the complexity, importance and diversity of Agri-Science and Biotechnology. This course is recommended for freshmen students and can be taken as a replacement for Exploring Agriculture.

## FLORICULTURE: FLORAL DESIGN FIVE CREDITS

Those students with creative and artistic abilities desiring to work with fresh and dried flowers will find this course of interest. Students will learn to make floral arrangements, corsages, wreath, basic wedding and memorial designs, dish gardens and basic silk designs. Students will acquire knowledge and skills in the proper use and placement of plants in the landscape. Students will also draw a landscape plan. Students are encouraged to participate in related FFA activities that serve to increase skills and understanding of subjects taught in the course as well as providing leadership opportunities.

## LANDSCAPE/GREENHOUSE MANAGEMENT FIVE CREDITS

This course is designed to develop an understanding of the landscape and greenhouse industries. It incorporates landscape design, construction, and maintenance as well as greenhouse crop production, environmental controls, the greenhouse industry, and general greenhouse maintenance. The course also addresses horticulture science in order to develop career awareness. It is recommended that the core course Exploring Agriculture or Agri-Science/Biotechnology be taken before students elect this course.

## PRODUCTION AGRICULTURE FIVE CREDITS

This course is designed to develop an understanding of local production agriculture approved practices in order to develop job entry skills and a firm foundation for further study. Practical experience will be obtained through use of school land labs, greenhouses, and aquaculture raising facilities. Classroom learning is designed to introduce concepts strengthened in the field through application. It is recommended that the core course Exploring Agriculture or Agri-Science/Biotechnology be taken before students elect this course.

## HONORS PLANT & SOIL SCIENCE FIVE CREDITS

This inquiry-based course utilizes research skills to conduct and evaluate scientific research in plant and soil science. The student extends exploration of biology, chemistry, and agricultural science using plant and soil models. This course is targeted to those students with a strong interest in building on basic scientific concepts and skills using a 'hands-on' approach. Upon course completion, students will have gained an appreciation for the complexity, importance, and diversity of the plant and soil worlds, and will have extended their abilities in experimental design, execution, interpretation, and presentation. It is recommended that the core course Agri-Science/Biotechnology be taken before students elect this course. Students must meet the Honors Program requirements (see page 3).

## AGRIBUSINESS FIVE CREDITS

This course is designed to introduce the student to agribusiness management and the free enterprise system. It includes a study of economic principles, budgeting, record keeping, finance, risk management, business law, marketing, and careers in agribusiness. This course also addresses developing agricultural leadership, citizenship, and cooperation through personal development, employee/employer relations, and group interpersonal communication skills. The course places emphasis on the agricultural commodities through a national commodity marketing activity. FFA materials related to agribusiness management and marketing will be used to meet the essential elements of the course. **NOTE:** Can be taken with or without the 10 credit Cooperative Agriculture Education work study program. It is recommended that the core course Exploring Agriculture or Agri-Science/Biotechnology be taken before students elect this course.

## COOPERATIVE AGRICULTURE EDUCATION TEN CREDITS

Juniors or seniors who desire the opportunity to put their classroom and controlled laboratory experience to use in gainful agricultural related employment may qualify for this program. This program can be selected concurrently with Agribusiness or by students who have successfully completed the first two years of the Agricultural program. **ENROLLMENT IS GRANTED WITH AGRICULTURE INSTRUCTOR'S PRIOR APPROVAL.**

## **TURF AND NURSERY SCIENCE CP FIVE CREDITS**

Learn the influence of environmental, cultural and genetic factors on turf quality and serviceability, including identification of grass and weed species and discussion of programs for management of lawns, parks, roadsides and golf courses. Nursery plant identification and disorders, equipment and supplies needed for the agriculture industry will also be explored. Career options will be investigated. It is recommended that the core course Agri-Science/Biotechnology CP be taken before students elect this course.

## **ART**

Art, the visual language of man, is open to every student at CRHS to enjoy. The experience of visualizing and responding to art provides an essential ingredient for humanistic education. Because art enhances and enriches our lives, all students should participate in the arts. Our art program offers a diversified workshop to any student who desires to participate in creative self-expression. A wide variety of subject matter is covered including: drawing, painting, sculpture, printmaking, calligraphy, advertising, crafts, puppetry, architecture, pottery.

The study of art sequences begins with the core course, Art 1, as the fundamentals learned in Art 1 are essential for all other art courses. After completing Art I, the students may enroll in other Art offerings in any sequence. Students are encouraged to complete a sequence of courses in order to develop a strong foundation in skills that could become the basis for future study as well as rewarding employment. For example, a progression of Art I, Art II and Basic Drawing/Commercial Art will also prepare students for participation in the Cumberland County Tech Prep program. Studio Art is designed to meet the needs of the serious art student who may be considering art school and/or a college art major. It is highly recommended that the student will have gained skills learned in Art II or Commercial Art/Basic Drawing.

### **ART 1 FIVE CREDITS**

This core course teaches skills including basic drawing and shading, color theory, perspective, painting theory and application, calligraphy, art history and appreciation that form the solid foundation needed for further study in the visual arts. Tests, textbooks and written work will be used to reinforce all skills to be learned. Because of the nature of specialized art supplies and tools, art studio safety rules must be followed at all times.

### **ART 2 FIVE CREDITS**

Art 2 is a continuation and further exploration of the basic art skills learned in Art 1. It helps the student expand his/her knowledge and experience in the areas of drawing, painting, printmaking, 2- and 3-dimensional design, graphic design, computer technology, textile design and architecture. Art history and art vocabulary terms will be included with each area of study. It is recommended that the core course Art 1 be taken before students elect this course.

### **CRAFTS/POTTERY FIVE CREDITS**

Using skills gained in Art 1, including drawing, design, color theory, painting theory and application, calligraphy, art history and appreciation, students will study pottery and crafts from a variety of world cultures. The art and history of each culture will be stressed. Craft materials may include fiber, glass, clay, leather, metal, and paper. Clay as an art medium will be used to create a variety of pottery using a hand building techniques as well as the potter's wheel. Tests, textbooks and written work will be used to reinforce all skills to be learned. Because of the nature of specialized art supplies and tools, art studio safety rules must be followed at all times. It is recommended that the core course Art 1 be taken before students elect this course.

## **DRAWING EXPLORATION & COMMERCIAL ART FIVE CREDITS**

Using skills gained in Art 1, including drawing, design, color theory, painting theory and application, calligraphy, art history and appreciation, students will concentrate on intermediate drawing skills and be introduced to a wide variety of drawing media, including artists' pencils, pastel, pen and ink acrylics, gouache and beginner air brush. The course provides an in-depth study of commercial art, including book illustration, set painting, life drawing and composition. Tests, textbooks and written work will be used to reinforce all skills to be learned. Because of the nature of specialized art supplies and tools art study safety rules must be followed at all times. It is recommended that the core course Art 1 be taken before students elect this course.

### **STUDIO ART FIVE CREDITS**

Using skills gained in Art 1, Art 2 and/or Basic Drawing and Commercial Art, including drawing, value/shading, color theory, painting theory and application, art history and appreciation, this course will provide the advanced student the opportunity to work in depth in the fine arts: drawing, advanced composition, and painting. Materials, techniques and theories of oil painting will be stressed. Emphasis is placed on investigating, evaluating, and critiquing artists and works of art. Tests, textbooks, written work along with written and oral critiques will be used to reinforce all skills to be learned. Students will develop a portfolio in preparation for art school or college. Because of the nature of specialized art supplies and tools art studio safety rules must be followed at all times. It is recommended that the core courses Art 1 along with Art 2 or Basic Drawing/Commercial Art be taken before students elect this course. **Approval by the instructor is required.**

### **SCULPTURE AND PUPPETRY FIVE CREDITS**

In the first part of this course, students will explore various sculptural skills and techniques using a variety of materials such as paper-mache, clay, plaster, and wood, as well as mixed media. In the second half, students will use their creative abilities and talents to construct, write, and perform with cultural puppets from a variety of materials. Students must be able to read scripts and be willing to perform in front of an audience. It is recommended that the core course Art 1 be taken before students elect this course.

## **HOME ECONOMICS**

The 21<sup>st</sup> century has arrived and with it many challenges to students and families. Courses in the field of home economics will expose the student to a variety of experiences in consumer education, nutrition, and food preparation, as well as parenting and creative sewing. Time, energy, and resource management are stressed. Knowledge of technology in the application of learned material is stressed. Living on Your Own/Consumer Economics and Parenting structured for 11<sup>th</sup> and 12<sup>th</sup> grade students. Discovering Foods and Nutrition and Creative Sewing are open to all CRS students and may be taken at any time and in any sequence.

### **DISCOVERING FOODS & NUTRITION FIVE CREDITS**

Designed to introduce the student to basic nutrition, time management, and consumer skills as well as technology; this program offers a variety of hands on experiences. The experiences in food preparation techniques will result in confidence as students practice making baked products, simple main dishes, appetizers, beverages, and side dishes. Recipes illustrating various United States cultural areas as well as foreign cultures will be produced. Safe food handling and kitchen safety and sanitation is stressed as well as group cooperation.

**LIVING ON YOUR OWN:  
Consumer Education Can Make it Easier  
FIVE CREDITS**

Financial Literacy is a necessary component for every young man and woman taking that first step into the real world. Career awareness, checkbooks, income tax, Social Security, credit cards, savings accounts, identity theft, predatory lending, mortgages, car purchases and leases...the list goes on. This course is for juniors and seniors who are about to enter the world of real responsibility. Decision making and problem solving are discussed in relationship to available resources. Technology is encouraged as a way to practice real life financial skills. This course is intended for 11<sup>th</sup> and 12<sup>th</sup> grade students.

**CREATIVE SEWING/CRAFTS  
FIVE CREDITS**

The students will learn the basic elements and skills of sewing equipment, and the construction of beginning and intermediate projects. Through the exploration of textiles and clothing students will gain knowledge of suitable fabrics for sewing. The work is individualized with teacher demonstrations and sewing videos. Learning kits, with step by step samples of techniques and personal instruction, may also be utilized. Students will study historic fashion, fashion designers and pattern selection, as well as a basic introduction to textile and clothing related careers.

**PARENTING - REWARDS AND RESPONSIBILITIES  
FIVE CREDITS**

How do I say no? What are the terrible two's? Why does pregnancy take nine months? Am I really eating for two? These and many more questions will be answered and asked during a semester in Parenting. This course will examine the effects of teen pregnancy, stages of development from conception through 5 years of age, and the special needs of very special people. The economics and the mental and physical health of the mother-to-be, the newborn, and the family will be presented. This course is intended for 11<sup>th</sup> and 12<sup>th</sup> grade students.

**INDUSTRIAL EDUCATION**

This program is designed to give the student a background knowledge and an opportunity to master the basic entry-level skills needed for the trades occupations. In addition, shop safety, workplace skills and responsibilities will be included.

The Industrial Education courses are open to all students at CRHS and may be taken at any time, in any sequence during their high school career.

**WOOD INDUSTRIAL EDUCATION  
FIVE CREDITS**

This course offers the student an introduction to wood-working. Skills will be developed in the proper use of hand and power tools necessary to complete assigned and individual projects. Instructions will also include fabricating and finishing techniques.

**METAL INDUSTRIAL EDUCATION  
FIVE CREDITS**

This is an exploratory course in metals and metal working. Students will be involved with wrought metal/sheet metal fabrication, and arc welding utilizing the project approach. Related areas of power drilling, cutting, bending and finishing metal will be stressed. Individual or group projects are required.

**POWER INDUSTRIAL EDUCATION  
FIVE CREDITS**

This is an exploratory course in the development of power, energy sources today, alternative sources, future energy sources, references and research techniques, conservation and consumer information. Related areas of instruction will include the operation of hand and power tools.

**INTRODUCTION TO INDUSTRIAL EDUCATION  
FIVE CREDITS**

This introductory course explores, power and wood technologies as units, along with basic computer use. It is primarily for the college-bound student who would find it difficult to take the Industrial Technology courses during their high school career.

**LANGUAGE ARTS**

The Language Arts program primarily intends the achievement of three objectives: to foster the students' mastery of communication skills - listening, speaking, reading, writing and technology; to acquaint students with the structure and functioning of the English language; and to expose students to a range of literature such that they may understand their own world, conjure up new ones and be encouraged to read further. All students enrolled in Honors Language Arts classes will be required to participate in a Summer Reading Program. (For more information see page 3)

The Language Arts program is divided into three strands to best serve the diverse desires and alternative learning styles of our students. In order to cover all of the NJ Core Content Language Arts Standards it is important to take courses in proper progression Language Arts 1 through 4. All students are required to complete at least four Language Arts core courses.

**LANGUAGE ARTS CORE COURSES  
STANDARDS STRAND:  
Language Arts 1, 2, 3, and 4**

**LANGUAGE ARTS CORE COURSES  
COLLEGE PREP STRAND:  
Language Arts 1 CP, 2 CP, 3 CP, and 4 CP**

**LANGUAGE ARTS 1 OR  
LANGUAGE ARTS 1 CP  
FIVE CREDITS**

This course concentrates on the fundamentals of oral and written communication through public speaking, required composition, specific projects in vocabulary building, and grammatical usage, spelling and punctuation. Students will be introduced to several literary genres within works of fiction and non-fiction: the short story, novel, drama, essay, biography, and poetry. In addition, an analysis of what constitutes adequate research and techniques for accomplishing such research will begin at this level. A **Career Education** unit that introduces students to job awareness and career options based on interests and skills is infused within all Language Arts 1 courses.

**LANGUAGE ARTS 2 OR  
LANGUAGE ARTS 2 CP  
FIVE CREDITS**

This course continues the development of communication skills at a somewhat more complex level. Formal composition and speaking skills will be emphasized. The literature program will focus upon the works of American authors from an historical as well as a literary perspective. Research techniques will be addressed in greater depth.

It is recommended that the core course Language Arts 1 or Language Arts 1 CP be taken before students elect this course.

**LANGUAGE ARTS 3 OR  
LANGUAGE ARTS 3 CP  
FIVE CREDITS**

Sequentially developed, the third year Language Arts course reviews the oral and written communication skills and introduces more complex concepts that the students will need to pursue their career goals. Formal composition will be an integral part of this course. The masters of British literature are addressed and emphasis is placed on literary analysis-synthesis, explanation, interpretation and criticism. Research and study skills are examined again. An independent research paper or project will be assigned. It is recommended that the core course Language Arts 2 or Language Arts 2 CP be taken before students elect this course.

**LANGUAGE ARTS 4 OR  
LANGUAGE ARTS 4 CP  
FIVE CREDITS**

The fourth year again focuses on communication skills as a requisite to the development of articulate individuals in command of the English language. Any individual deficiencies in speaking and writing skills will be identified and remedied appropriately. Literary content will consist of representative works from classical authors as well as a chronological survey of world literature. Historical, psychological, sociological, religious, political and economic perspectives will be analyzed within the context of these literary works. A quality research paper or project is required demanding competent research skills and techniques. It is recommended that the standards level core Language Arts 3 or Language Arts 3 CP be taken before students elect this course.

**LANGUAGE ARTS CORE COURSES  
HONORS STRAND:**

*Language Arts 1 HN, 2 HN, 3 HN, and Advanced  
Language Arts 4 Dual Credit*

**LANGUAGE ARTS 1/HONORS  
FIVE CREDITS**

Language Arts 1/Honors will cover the basic material outlined in Language Arts 1. In addition, these courses will emphasize the creative use of language arts, independent research, and a wider range of literature. A **Career Education** unit that introduces students to job awareness and career options based on interests and skills is infused within all Language Arts 1 courses. **Students must meet the Honors Program Requirement (see page 3)**

**LANGUAGE ARTS 2/HONORS  
FIVE CREDITS**

Language Arts 2/Honors will cover the basic material outlined in Language Arts 2. In addition, these courses will emphasize the creative use of language arts, independent research, and a wider range of literature. It is recommended that the core course Language Arts 1 Honors be taken before students elect this course.

**Students must meet the Honors Program Requirement (see page 3)**

**LANGUAGE ARTS 3/HONORS  
FIVE CREDITS**

Language Arts 3/Honors will cover the basic material outlined in Language Arts 3 in more detail. Greater emphasis will be placed on developing higher cognitive and critical thinking skills and independent research projects. It is recommended that the core course Language Arts 2 Honors be taken before students elect this course. **Students must meet the Honors Program Requirement (see page 3)**

**ADVANCED LANGUAGE ARTS 4 DUAL CREDIT -  
FIVE CREDITS**

Advanced Language Arts 4 Dual Credit will cover in more detail the basic material outlined in Language Arts 4. Greater emphasis will be placed on higher cognitive and critical thinking skills and independent research projects, as outlined in the EN101 and EN102 syllabi from Cumberland County College. Projects, activities and resources are aimed at preparing the student to obtain college credits.

It is recommended that the core course Language Arts 3 Honors or Language Arts 3 Honors be taken before students elect this course.

**ELECTIVES**

*Language Arts electives are listed alphabetically and can be taken any time after completion of appropriate language arts core courses. (Core courses that should be taken before the elective are identified in the description of the elective.)*

**AFRICAN-AMERICAN LITERATURE  
FIVE CREDITS**

The goal of this elective is to develop an appreciation and awareness of African-American literature as well as to enable students to continue to teach themselves about African-American literature and culture after taking the class. Poetry, narratives, drama, novels, folktales and speeches are just some of the types of literature to be explored. Students will be responsible for journal writing, projects, written and oral assignments, silent and oral reading, and at-home reading assignments.

**COMPOSITION AND WRITING  
FIVE CREDITS**

This technology-centered writing lab course aids students with the composition writing skills used at two and four year colleges. It offers training in clear, logical communication and encourages the student to read, analyze, synthesize, discuss, and respond in writing. Students develop competence in the writing process through a variety of writing projects requiring description, narration, process analysis, comparison and contrast, classification, argument/persuasion, cause and effect, and definition. Reading sample essays that properly model writing, participating in journal writing, and exploring various social issues in collaborative groups will form the basis of the smooth transition into developing these college level writing tasks.

**CREATIVE WRITING  
FIVE CREDITS**

*"I have often thought that a story-teller is born,  
as well as a poet." -Sir Richard Steele*

*"For a good poet's made, as well as born." -Samuel Johnson*

Students will learn to write better poems by reading selected poems, engaging in writing exercises, revising early drafts of poems and critiquing one another's writing, giving encouraging and constructive feedback. Students will also explore fiction writing, examining published short stories to unlock the elements of engaging fiction and then, using those elements, students will write original short stories.

**DRAMATIC ARTS/PUBLIC SPEAKING  
FIVE CREDITS**

Dramatic Arts will give students practical, "hands-on" experience in acting, character development, stagecraft and technical theatre. Literary trends and genres will be emphasized throughout the term. Public Speaking offers students a range of language experiences in order that they speak more effectively and confidently. Students have the opportunity to demonstrate their knowledge of the skills of speech-making through prepared and extemporaneous presentations, group and panel discussion, dramatic dialogue, poetry, literary interpretation, interviews and debates.

NOTE: This is one course.

## FANTASY, SUSPENSE, AND SCIENCE FICTION

### FIVE CREDITS

In this course students will explore major themes in fantasy, horror, and science fiction works in both literature and films. Students will read such seminal works as *Frankenstein*, *Dracula*, and *Doctor Jekyll and Mr. Hyde* and will analyze films such as *2001: A Space Odyssey*, *Star Wars*, *Star Trek* and others. In addition to films and literature, students will study fantasy, horror, and science fiction themes as portrayed in other media (art, music, etc.) as well. Students will demonstrate their knowledge of course materials through a number of methods (discussion, artistic projects, video production) in addition to writing. Students will also create original works of fantasy, horror, and science fiction. It is highly recommended that the core course Language Arts 1 be taken before students elect this course.

## HSPA SRA

### 5 CREDITS

This spring semester course is required for students who still have not achieved a passing score on any section (Language Arts or Mathematics) of the HSPA by January of their senior year. Individual and small group instruction will be tailored to meet the HSPA skill needs of each student in a final effort to have them achieve success on the last HSPA administration prior to graduation.

## JOURNALISM/COMMUNICATIONS

### FIVE CREDITS

Journalism develops the skills for newspaper writing and possible publication. Style, organization, interviewing, feature story, sports, editing and proofreading are considered as well as such mechanical aspects of publications as headlining, make-up, layouts and the printing process. This course investigates the communication process and man's historical quest for more efficient methods of imparting knowledge and discoveries. Special emphasis will be given to the importance of language in the communication process with activities designed to help students improve language skills. Students will work on computers and become proficient with desktop publishing software. Students will be required to use a professional newspaper to access, interpret and apply information. They will be expected to compose a variety of written responses for area newspapers. The ability to work independently is essential for success. It is recommended that the core course Language Arts 1 be taken before electing this course.

## PRINCIPLES OF RESEARCH/DEBATING

### FIVE CREDITS

Principles of Research will help students develop skills necessary for college-level research. The course will stress practical, "hands-on" experience with various students in seminar-type discussion of their research findings. Debating will guide students through the process of formal debating. Using skills and information acquired from the research section of the course, students will engage in several small scale debates on current issues. The course will culminate in a formal competitive debate based on the current New Jersey state debate topic.

## SAT/PSAT VERBAL PREP -

### 2.5 CREDITS

This course will help students prepare for the verbal section of the PSAT and SAT and is open to students in grades ten, eleven and twelve. This course is taken concurrently with the SAT/PSAT Math Prep course. Students will learn test taking strategies as well as practice taking full length tests.

**NOTE: There is a fee of approximately \$95.00 for text and CD Rom materials that the student will use and then keep after completing this course.**

# MATHEMATICS

The mathematical program is divided into three strands to best serve the diverse desires and alternative learning styles of our students. In order to cover all of the NJ Core Content Mathematics standards it is important to take courses in proper progression. All students are required to complete at least 20 credits in math core courses.

## MATH CORE COURSES

### STANDARDS STRAND:

#### *Integrated Math 1, 2 and 3*

The standards strand covers the material that is tested on the HSPA. It is designed for students who plan to enter the work-force immediately after high school or plan to attend a two-year educational program, such as business or trade school.

## INTEGRATED MATH 1

### FIVE CREDITS

This is a course of study designated for ninth grade students in the Integrated Math sequence. Topics include patterns of change (variables, functions, coordinate graphs, equations and inequalities, etc.), patterns in data (various statistical graphs, measures of central tendency, etc.), linear functions (graphing and solving linear equations and inequalities, etc.) and vertex-edge graphs (mathematical modeling, algorithmic problem solving, etc.).

## INTEGRATED MATH 2

### TEN CREDITS

This full year course is the second course in the Integrated Math sequence. Topics include exponential functions (exponential growth and decay, compound interest, properties of exponents, etc.), patterns in shape (properties of triangles, quadrilaterals, polygons and solids), quadratic functions (quadratic functions and their graphs, solving quadratic functions, etc.) patterns in chance (probability), functions, equations and systems (direct, inverse and direct variations and solving systems of linear equations, etc.), matrix methods (constructing and interpreting matrices, using matrices to solve systems of equations, etc.), coordinate methods (modeling situations with coordinates on the coordinate plane, translations, rotations, reflections, etc.) and regression and correlation (various statistical graphs, etc.). This course should NOT be taken by any student who has completed an Algebra 1 course and a Geometry course. Since the skills in this sequence are sequential, it is highly recommended that the student passes Integrated Math 1 before taking this course.

## INTEGRATED MATH 3

### FIVE CREDITS

This is the third course in the Integrated Math sequence. The topics covered include trigonometric methods (sine, cosine, and tangent functions, indirect measurement, etc.), probability distributions (independent and dependent events, conditional probability, etc.), reasoning and proof (inductive and deductive reasoning strategies, principles of logical reasoning, etc.), inequalities and linear programming (inequalities in one and two variables, number line graphs, etc.), similarity and congruence (conditions for similarity and congruence of triangles, applications of similarity and congruence in real-world contexts, etc.) and polynomial and rational functions (definition and properties of polynomials, operations on polynomials, solving quadratic equations, etc.). Since the skills in this strand are sequential, it is highly recommended that the student passes Integrated Math 1 and Integrated Math 2 before taking this course. This course is also recommended for sophomores or juniors (after completing an Algebra 1 course and a Geometry course) who want an ADDITIONAL math course that focuses on most of the skills tested on the HSPA, which is administered during the spring of the junior year.

**MATH CORE COURSES  
COLLEGE PREP STRAND:**

**Algebra 1, Geometry, Algebra 2 and Algebra 3**

The college prep strand should be pursued by those mathematically-oriented students contemplating either a two or four year college experience after high school. Pre-Calculus and CP Calculus are also recommended.

**ALGEBRA 1  
FIVE CREDITS**

Algebra 1 is the first course in our college prep strand. The intent of the course is to help the student: 1) understand the basic structure of algebra; 2) acquire a facility in the techniques of algebra; 3) develop facility in applying algebraic concepts and skills; 4) appreciate the need for precision of language and the role of deductive reasoning in algebra.

**GEOMETRY  
FIVE CREDITS**

This course is designed to be the second course in the college prep strand and will be helpful in all fields, especially mathematics and science. The student will be expected to develop skills in proofs by using deductive reasoning. The content includes working with angles, triangles, parallelism, area, and volumes of polygons. Geometry may be taken concurrently with Algebra 2, but it is highly recommended that the student successfully complete an Algebra 1 course before taking Geometry.

**ALGEBRA 2  
FIVE CREDITS**

This course is recommended for students in the college prep sequence who have completed an Algebra 1 course and a Geometry course, but may be taken concurrently with Geometry **if they received a grade of "B" or better in an Algebra 1 course.** The emphasis of the course is on the solving of linear and quadratic equations, and inequalities and their applications. A graphing calculator is required for this course. It is highly recommended that a student successfully completes Algebra 1 before taking this course.

**ALGEBRA 3  
FIVE CREDITS**

This course is designed for students who have completed Algebra 2 and want to take Pre-Calculus in high school. **This course CANNOT be taken in the same semester with any Pre-Calculus course.** A graphing calculator is required for this course. It is highly recommended that a student successfully completes Algebra 2 before taking this course.

**PRE-CALCULUS  
FIVE CREDITS**

Pre-Calculus is a continuation of the more advanced concepts of algebra, geometry and trigonometry. This course is recommended for students who would like a solid preparation for college mathematics, a review for college board examinations, or simply further enrichment of their mathematical backgrounds, but do not need to take AP Calculus in high school. Students who are interested in taking AP Calculus in high school should plan on taking the most rigorous math courses available in their freshman and sophomore years, enabling the student to meet the requirements for and take Honors Pre-Calculus during their junior year. A graphing calculator is required for this course. It is highly recommended that a student successfully complete Algebra 2 and Algebra 3 before taking Pre-Calculus.

**MATH CORE COURSES**

**HONORS STRAND:**

**Geometry HN, Algebra 2 HN, Pre-Calculus HN, AP Calculus**

The honors strand should be pursued by students with above average ability in mathematics who plan to attend a four year college after high school. We recommend that students who are interested in taking AP Calculus 1 in high school plan to take the most rigorous math courses available in their freshman and sophomore years, enabling them to meet the requirements, and to take Pre-Calculus Honors during their junior year.

**GEOMETRY HONORS (9th Grade)  
FIVE CREDITS**

Our High School Honors program will require Algebra 1 to be completed in the eighth grade (or during first semester of 9<sup>th</sup> grade, then taking Geometry Honors during second semester). The Honors student will discover a rewarding sequence of topics that teaches all aspects of Geometry and help students remain current in Algebra 1 skills. **Students must meet the Honors Program Requirement (see page 3).**

**ALGEBRA 2 HONORS  
FIVE CREDITS**

This course is designed for those students completing Honors Geometry with at least an 85 final average. This Algebra 2 course will continue a high level of math enrichment while emphasizing all Algebra 2 skills. A graphing calculator is required for this course. It is highly recommended that the Geometry Honors core course be taken before students elect this course. **Students must meet the Honors Program Requirement (see page 3).**

**PRE-CALCULUS HONORS  
FIVE CREDITS**

This course will provide the exceptional math student a more in-depth look at the topics covered in Pre-Calculus as well as additional topics (limits, matrices, Argand diagrams), thereby developing all the necessary topics for the successful study of AP Calculus in the following year. Students who are interested in taking AP Calculus in high school should plan on taking the most rigorous math courses available in their freshman and sophomore years, enabling the student to meet the requirements for and take Honors Pre-Calculus during their junior year. A graphing calculator is required for this course. It is highly recommended that Geometry Honors and Algebra 2 Honors core courses be taken before electing this course. **Students must meet the Honors Program Requirement (see page 3).**

**ADVANCED PLACEMENT CALCULUS AB  
7.5 CREDITS**

Advanced Placement Calculus AB is a **two semester course** that is taken for 7.5 credits. It meets every day during the first semester and on alternate days during the second semester and must taken concurrently with AP Chemistry. (Five credits will not be given for one semester of Calculus because a Calculus AP course cannot be completed in one semester.) The 7.5 credit Advanced Placement Calculus AB course will provide the student with an opportunity to earn college credit by passing the AP exam in Calculus. The Advanced Placement Calculus AB course is intended for those students who have successfully completed Pre-Calculus Honors and have demonstrated a desire and aptitude for the continuance of mathematics. Through this course the student will be prepared for advanced college work in mathematics and will gain a better understanding of the basic concepts and structure of mathematics. The student would also gain a realization that mathematics is an aesthetic experience, that there is beauty in mathematics and that its mere existence is a cause for knowing and understanding it. A graphing calculator is required for this course. It is recommended that Pre-Calculus Honors be taken before electing this course. **Students must meet the Honors Program Requirement (see page 3).**

## ADVANCED PLACEMENT CALCULUS AB TEN CREDITS

Advanced Placement Calculus AB is a **two semester course** (Five credits will not be given for one semester of Calculus because an AP Calculus course cannot be completed in one semester.) This course will provide the student with an opportunity to earn college credit by passing the AP exam in Calculus **and** will cover extra topics not covered in the CP Calculus course. Advanced Placement Calculus AB is intended for those students who have successfully completed Honors Pre-Calculus, and have demonstrated a desire and aptitude for the continuance of mathematics. Calculus seeks to introduce the students to the rigors of abstract mathematics. Through this course the student will be prepared for advanced college work in mathematics, and will gain a better understanding of the basic concepts and structure of mathematics. The student should also gain a realization that mathematics is an aesthetic experience, that there is beauty in mathematics and that its mere existence is a cause for knowing and understanding it. A graphing calculator is required for this course. It is recommended that the Pre-Calculus Honors course be taken before students elect this course. **Students must meet the Honors Program Requirement (see page 3).**

### ELECTIVES

*Math electives are listed alphabetically and can be taken any time after completion of appropriate math core courses. (Core courses that should be taken before the elective are identified in the description of the elective.)*

### CP CALCULUS FIVE CREDITS

The purpose of the CP Calculus course is to give students exposure to the advanced mathematical concepts of calculus in a one semester course. Students will study the Calculus of the basic elementary functions (algebraic, exponential, logarithmic, trigonometric) after reviewing the fundamental theory of these functions. The course will move at a more manageable pace for students interested in math but not at the honors level. This course does not cover all of the concepts necessary for the AP Calculus exam administered in May by the college Board. It is highly recommended that a student successfully completes Algebra 2, Algebra 3 and Pre-Calculus before taking this class.

### HSPA SRA FIVE CREDITS

This course is required for students who still have not achieved a passing score on any section (Language Arts or Mathematics) of the HSPA by January of their senior year. Small group and individual instruction will be tailored to meet the HSPA skill needs of each student in a final effort to have them achieve success on the last HSPA administration prior to graduation.

### SAT/PSAT MATH PREP 2.5 CREDITS

This course will help students prepare for the math section of the PSAT and SAT and is open to students in grades 10, 11 and 12. This course is taken concurrently with the SAT/PSAT VERBAL PREP course. Students will learn test taking strategies as well as practice taking full length tests. It is recommended that a student successfully complete Algebra 1 and a Geometry course before taking this course. A scientific calculator is required for this course; a graphing calculator is recommended. **NOTE: There is a fee of approximately \$95 for text and CD Rom materials that the student will use and then keep after completing this course.**

## STATISTICS AND PROBABILITY FIVE CREDITS

As an alternative to Pre-Calculus or Calculus for the student who is college bound, this course will prepare the student for a college statistics course which is required for many majors. The content will involve concepts of central tendency, variability, experimental design and probability. A graphing calculator is required for this course (Students taking calculus may also take this course.) It is highly recommended that a student successfully completes Algebra 2 before taking this course.

## MUSIC

The study of the universal language of music is available to all students, helping them to develop an appreciation of music. The diversified program is engineered to meet the needs of a wide range of talents and abilities by providing group and individual musical experiences and introducing a variety of musical literature. In addition to vocal and instrumental instruction performing groups are given many opportunities to participate in numerous concerts, school functions, and community events.

The **Vocal Music** sequence begins with Chorus. This course will provide the music student with the fundamentals needed for other music opportunities. Following Chorus, students may enroll in Intermediate Chorus. Concert Choir is a performing organization designed to meet the needs of the serious singer who may be considering auditioning for regional choirs or choosing music as a college major.

For students in the Band/Concert Choir full year course, instrumental lessons strongly are encouraged.

### CHORUS FIVE CREDITS

This choral group is for the beginning singer and music student. Correct tone production and development of basic singing skills are the principal goals. A variety of musical styles will be studied. After school and SERA rehearsals will be scheduled as needed. Students are required to participate in the evening concert.

### INTERMEDIATE CHORUS FIVE CREDITS

This is an advanced choral group composed of students who enjoy singing. Knowledge of basic singing skills, as well as some music theory and music history are needed. Vocal development, ear training, and other elements of music will be studied. After school and SERA rehearsals will be scheduled as needed. Students are required to participate in the evening concert. May be repeated. It is recommended that Chorus be taken before students elect this course.

### INSTRUMENTAL LESSONS ONE CREDIT

Instrumental lessons will utilize method books and small ensemble materials. The material taught will cover basic and advanced instrumental techniques, rhythm, scales, musicianship, phrasing, sight-reading, and listening skills. Lessons will be held during a thirty minute period once per week. The thirty minute period will be rotated between the first three blocks of the day. All students participating in the Band/Concert Choir class will automatically be scheduled for lessons.

## **HANDBELLS FIVE CREDITS**

This course provides a unique musical experience by teaching the proper technique of English Handbell ringing. Handbells are beautiful to listen to and easy to play. Notation, pitch matching, ear-training, dynamics, and the science of sound will be studied using a variety of music styles. Some music knowledge is preferred, however not necessary. After school and SERA rehearsals will be scheduled as needed. Students are required to attend the evening concert. May be repeated.

## **BAND/CONCERT CHOIR – FULL YEAR TEN CREDITS – COLLEGE PREP**

The purpose of this class is to develop musical skills on a continuous basis in an academic setting. Developing musical skills will allow students to study repertoire appropriate for the high school setting and beyond.

Just as concert band is the core ensemble learning experience for any instrumental music program, concert choir is the cornerstone for any choral program. Students will be able to transfer skills and techniques between different ensemble environments such as marching band and the school musical.

Band/Choir will provide the following learning experiences: tone production, intonation, sub-dividing, phrasing, balance, blend, articulation, sight-reading, and dynamics. Students will also learn the history of composers and allied areas.

The band program offers a variety of activities for the talented instrumental students. The Cumberland Regional Marching Colts perform at all football games and other school functions. During the winter and spring, band performs concerts and gives students the opportunity to perform a variety of musical literature. Only brass, woodwind, and concert percussion instruments will be accepted into this course. The Concert Band performs at school functions, community functions, and university functions.

The Concert Choir is for the serious singer. All members are chosen by audition only. Literature will be taken from historical periods, as well as arrangements of folk songs and cocontemporary music. The choir participates in the winter concert, spring concert, All South Jersey Chorus and All-State Chorus, various community events and competitions.

Students may join one or all of these ensembles. After school and SERA rehearsals will be added as needed for all ensembles. Commitment is the key to the success of this program. May be repeated.

## **PHYSICAL EDUCATION & HEALTH**

Physical Education and Health is a four-year program for all students. Each student is scheduled for five blocks a week of physical education and health classroom instruction for one semester each year. The program is coeducational and is designed to provide an opportunity for each student to develop and maintain physical fitness. Instruction in each unit addresses history, safety, individual and team skills together with a culminating activity. Emphasis is placed on the "why" of physical activity and fitness and its "carry-over" value.

## **HEALTH 1 - FAMILY LIFE EDUCATION 1.25 CREDITS**

This course enables students to understand the physical, emotional, social and intellectual growth that they are experiencing during adolescence. Students will be encouraged to discuss attitudes and values associated with such topics as pregnancy, reproduction, contraception, abstinence, sexually transmitted infections, including AIDS, drugs and alcohol and tobacco.

## **HEALTH 2 - DRIVER EDUCATION THEORY PHASE 1.25 CREDITS**

The classroom phase of driver education covers the following areas of instruction: NJ Motor Vehicle Laws, rules of the road, highway courtesy, psycho-motor skills, physical laws of nature, insurance, emergency procedures and vehicle maintenance. Foundations of desirable driving habits are developed and primary instruction for the behind the wheel is begun.

Health 2 includes a unit on the study of drugs, alcohol and tobacco where students will compare and contrast these items. Describing their effect on the body and mind. Emphasis will be placed on legal, ethical and societal implications as they relate to the use of an automobile.

## **HEALTH 3 - HEALTHFUL AND SAFE LIVING 1.25 CREDITS**

Emphasis in this course will be placed upon the practical applications of First Aid training and how to handle emergency situations when medical assistance will be delayed or not available. Training in CPR and AED is also provided. Prevention of and causes of various types of accidents will also be discussed. Drug/Alcohol is also included in this health course as it relates to first aid.

## **HEALTH 4 - FAMILY LIFE FROM ADOLESCENCE THROUGH OLD AGE 1.25 CREDITS**

Emphasis is placed on marriage, effective parenting, single parent families, divorce, child abuse, drug and alcohol abuse in reference to family life, and sexually transmitted infections. Activities dealing with parenting, marriage and personal relationships will be covered.

## **PHYSICAL EDUCATION 1, 2, 3, 4 3.75 CREDITS EACH YEAR**

We currently offer two week units in elective areas. Students may select from the activities being offered during that time and are expected to dress for participation every day. The following electives are provided:

Aerobics	Flag Football	Soccer
Archery	Golf	Softball
Badminton	Horseshoes/Bocce Ball	Social Dance
Basketball	Intro to Fitness (9)	Square Dance
Bowling	Jazz Dance	Steps to Fitness
Cardio Mix	Table Tennis	Circuit Training
Lacrosse	Team Handball	Cross Country
Line Dance (Various)	Tennis	Disco Dance
Mass Games	Track & Field	Nutrition/Fitness
Volleyball	Paddleball/Racquetball	Weight Training
Recreational Games	Yoga	Floor Hockey
Fitness: Just For The Health of It		

# SCIENCE

The Science Program is designed for both the science minded student and the student whose interest lies in other fields. Each science course emphasizes problem solving and scientific methodology while covering specific New Jersey Core Content Science Standards. Courses in the core science areas: Earth Science, Biology, Chemistry and Physics are offered in addition to numerous electives. All students are required to complete at least three science courses, one of which includes biology. The New Jersey Department of Education began administration of an end of course biology test in Spring 2008. It is expected that this test will become part of the HSPA graduation requirement in the future. It is strongly recommended that all required courses be from the core science areas. After completion of the core area courses students may choose to take one or more of the many science electives.

## **SCIENCE CORE COURSES STANDARDS STRAND:**

*Physical Science, Earth Science, Biology*

### **PHYSICAL SCIENCE FIVE CREDITS**

Physical Science is a standards level science course. Scientific methodology and problem-solving are emphasized. Measuring and analyzing data will be stressed through the study of basic chemistry and physics. This course is not a lab science and is recommended as the first course of study toward completing the standards level science requirement.

### **EARTH SCIENCE FIVE CREDITS**

Earth Science is a standards level course that is normally taken after completion of Physical Science. Basic concepts covered include astronomy, the earth's properties and materials, the atmosphere, weather, geological processes, and physical oceanography. The course uses the scientific method, basic mathematical applications, and the contributions of technology and prominent scientists to explore the Earth Science Standards. This is not a lab science.

### **BIOLOGY FIVE CREDITS**

Biology should be the third course in the standards strand. When taken after Physical Science and Earth Science, it insures that the standards level student has covered all of the New Jersey Core Content Standards in Science. Students will use problem solving skills while learning basic biological concepts. The major topics covered include cells, energy for organisms, DNA, genetics, ecosystems and evolution. Emphasis is placed on practical application of these areas to everyday living. This course is not a lab science.

## **SCIENCE CORE COURSES COLLEGE PREPARATORY (CP) STRAND: *Academic Earth Science, CP Biology, CP Chemistry, CP Physics***

### **ACADEMIC EARTH SCIENCE FIVE CREDITS**

This course will use the scientific method to challenge students with an in depth study of six major areas: Astronomy, Geology, Oceanography, Meteorology, Conservation of Natural Resources, and Interpretations of Topographic maps. Emphasis will be placed not only on covering the New Jersey Science Standards in Earth Science but also on preparing the student for future college preparatory science courses. This course is not a lab science.

### **COLLEGE PREPARATORY BIOLOGY FIVE CREDITS**

This course is an in depth study of cells, energy in organisms, DNA, genetics, ecosystems and evolution while also emphasizing the laboratory and math skills. This course is an essential part of the college preparatory sequence in science that prepares the student for college science while examining the Biology areas of the New Jersey Science Standards.

### **COLLEGE PREPARATORY CHEMISTRY FIVE CREDITS**

Before enrolling in CP Chemistry, students should be very comfortable with algebraic skills. CP Chemistry uses extensive application of mathematical concepts in the study of the nature and properties of matter, energy changes in reactions, atomic structure, chemical formulas, and periodicity of properties. The scientific method is continually emphasized as this course prepares the student for college as well as the Chemistry topics in the New Jersey Science Standards.

### **COLLEGE PREPARATORY PHYSICS FIVE CREDITS**

The fundamentals of Newtonian Physics are stressed in this exploration of basic Physics. Motion, astronomy, electricity, atomic structure, waves, sound and light are topics covered that prepare the student for future courses in college and the Physics topics in the New Jersey Science Standards. Lab work is designed to strengthen and support the concepts. The practical applications of mathematics help students understand the relationship between Mathematics and Science.

## **SCIENCE CORE COURSES HONORS STRAND:**

*Honors Biology, Math In Science, Honors Chemistry,  
Honors Physics*

### **HONORS BIOLOGY FIVE CREDITS**

This course is an intensive study of the world of biological thought and investigation encompassing comprehensive laboratory activities for those students who plan careers in science related fields. The topics covered in CP Biology are examined on a much deeper level in this first course of the Honors Science sequence. **Students must meet the Honors Program Requirement (see page 3).**

### **HONORS MATH IN SCIENCE 2.5 CREDITS**

This laboratory course will introduce the students to the new concepts of significant digits, scientific notation and dimensional analysis, and the mathematical skills necessary for achieving success in higher level science courses. This course is only nine weeks in duration and should be taken concurrently with Honors Biology. **Students must meet the Honors Program Requirement (see page 3).**

### **HONORS CHEMISTRY FIVE CREDITS**

This course will provide a more in-depth study of Chemistry than CP Chemistry. Emphasis will be placed on problem-solving and data analysis. All students who elect to take this course should take Math In Science before enrolling in Honors Chemistry. **Students must meet the Honors Program Requirement (see page 3).**

### **HONORS PHYSICS FIVE CREDITS**

Course content for Honors Physics is more in depth than CP Physics and is designed for the student who is planning post secondary training in this area. The math skills learned in Algebra, Geometry and Trigonometry are used extensively in this honors course. **Students must meet the Honors Program Requirement (see page 3).**

## **ELECTIVES**

*Science electives are listed alphabetically and can be taken any time after completion of appropriate core science courses. (Core courses that should be taken before the elective are identified in the description of the elective.)*

### **ADVANCED PLACEMENT BIOLOGY TEN CREDITS**

This course is designed for the exceptional science student who anticipates a science major at the college level. This advanced course will follow the rigorous syllabus prescribed by the College Board. Additionally, intensive laboratory work is an integral part of Advanced Placement Biology. Students are encouraged to take the Advanced Placement Examination in Biology after successful completion of this course. It is recommended that the student have a very strong background in both Biology and Chemistry at the CP or Honors level before they elect to take this course.

### **ADVANCED PLACEMENT CHEMISTRY 7.5 CREDITS**

AP Chemistry (7.5 credits) is only offered to those students who are concurrently taking AP Calculus. This two semester course meets every day during the first semester and on alternate days during second semester, alternating with AP Calculus. This course is designed for the exceptional science student who anticipates a science major at the college level. It emphasizes chemical structure and bonding, reaction concepts, kinetic, equilibrium, other topics in college chemistry and the ability to work accurately and independently in the laboratory. This course will prepare the students for the Advanced Placement Chemistry Examination. Additionally, students may register for dual credit with Cumberland County College. Students who elect to take this course should have a very strong background in Chemistry at the CP or Honors level.

### **ADVANCED PLACEMENT CHEMISTRY TEN CREDITS**

AP Chemistry (10 credits) is a two semester course that is taken every day both semesters. It will cover the same objectives as AP Chemistry (7.5 credits) with the addition of several topics and labs. This course will also prepare students for the Advanced Placement Chemistry Examination and can be taken for dual credit with Cumberland County College. As with AP Chemistry (7.5 credits) students who elect to take this course should have a very strong background in Chemistry at the CP or Honors level.

### **ANIMAL SCIENCE FIVE CREDITS**

The course enables students to develop an in-depth understanding of the Animal Kingdom. All of the major Animal phyla will be studied as they relate to man and each other. The physiology, life cycles and roles within the ecosystem will be covered using a variety of hands-on activities, including the use of preserved specimens and microscopic work. This course can be taken at any time after successful completion of a Biology core course at any level. It is not considered a lab science for college entrance requirements.

### **ASTRONOMY/MARINE NAVIGATION FIVE CREDITS**

Astronomy and Marine Navigation will have a standards approach to solid scientific processes. These processes include: problem solving, experimental results, and safety. Other Standards science areas include: cultural contributions, historical perspectives, mathematical applications and technology.

**ASTRONOMY:** This section of the course uses historical perspectives, cultural contributions as a starting and growth point for the course. The major content areas include: the universe, galaxies, stars and solar system, and the earth-moon-sun system. These topics will be investigated with respect to scientific theory, origin, evolution, physical changes, stages of development and motion.

**MARINE NAVIGATION:** This section will use the processes

mentioned above to investigate the essentials of navigation. The course includes: chart projections, datum, navigational usage, instruments for measuring depth, distance, direction, speed angles, celestial navigation; time, speed, and distance formulas; identification of lights; buoy system of the USA; tides and currents of the world; sunrise and sunset computation; time, piloting; dead reckoning; set and drift of a vessel; rules of the road; survival at sea; storms and weather; distress signals; and radio procedures.

This course can be taken after successful completion of any science course but it is recommended that students complete all of the core area courses before enrolling.

### **BIOETHICS/MARINE BIOLOGY AND AQUATIC LIMNOLOGY 2.5 CREDITS EACH**

These courses are each 2.5 credits each, but students must enroll in both nine week courses.

**BIOETHICS:** Designed to sharpen critical thinking, this course examines decision making using issues related to Biology. Case studies and independent research are used to learn how to evaluate the many sides of an issue and make an informed decision. Topics covered are dependent on current bioethical issues facing our society.

These may include biotechnology, genetic engineering, non-human animal testing, and environmental issues and responsibilities. Acceptance and tolerance of conflicting positions is emphasized as each topic is explored.

**MARINE BIOLOGY AND AQUATIC LIMNOLOGY:** This course examines the variety of environments encountered as a student traces water flow from a pond to a river, estuary, and finally to the open ocean. The variety of habitats and features encountered are studied and practical experimentation is accomplished using our outdoor classroom. Water sample collection and analysis techniques are explored and flora and fauna of each aquatic ecosystem are highlighted by students as they do independent research and report their results.

Because these courses require a basic understanding of Biology, it is recommended that students who elect to take this course should first complete any level Biology core course.

### **BIOLOGY 2 FIVE CREDITS**

This course will renew the concepts and skills learned in CP Biology and CP Chemistry. Additional topics which require higher levels of comprehension will be explored and laboratory work will support the topics discussed in the lecture. Students who plan careers in science and related technical fields may elect this course to enhance their science background. It is recommended that this course follow in sequence after CP Biology and CP Chemistry.

### **CP CHEMISTRY 2 FIVE CREDITS**

This course covers many of the basic concepts of a General Chemistry College course. Through extensive laboratory activities and student designed improvements, the concepts and skills from Chemistry 1 are reviewed and strengthened. The course is recommended for students who anticipate a science or health career and for those who enjoyed the laboratory activities in Chemistry 1.

### **CONSUMER SCIENCE FIVE CREDITS**

This standards level science elective is intended to improve consumer awareness and scientific literacy. Topics will include nutritional analysis, household energy sources, chemistry of consumer products, consumer safety and rights, and conservation. Students will be able to apply the information they learn from this course to their everyday lifestyle. Emphasis will be placed on improving home safety, saving money and creating conservation-minded consumers. It is recommended that this course follow in sequence after Physical Science or General Earth Science.

## **ENVIRONMENTAL SCIENCE**

### **FIVE CREDITS**

This course deals with aspects of field biology, ecology, and special environmental problems facing our society today. The student will acquire both manual and intellectual skills in plant and animal identification. Students will also study different habitats and the adaptations various organisms have for living there. Occasionally, class periods will be spent in nearby woods or fields. Students will develop an appreciation for the environment around them. Students will also learn how the environment affects them and how they affect the environment. Students who elect to take this course should have successfully completed CP Biology as the content builds on skills learned in that science core course.

## **HUMAN ANATOMY & PHYSIOLOGY 1**

### **FIVE CREDITS**

This course is a second-level course in biology designed for those students who anticipate a career in health-related fields, a career in biological sciences, or for those who merely wish to further their knowledge of animal form and function. The total anatomy and general physiology of the major organ systems and basic biochemistry are illustrated through laboratory, demonstration and lecture work. This course builds on skills learned in CP Biology and CP Chemistry. Students who elect to take this course should have successfully completed both of those CP level core courses.

## **HUMAN ANATOMY & PHYSIOLOGY 2**

### **FIVE CREDITS**

This course is a continuation of Human Anatomy & Physiology and is designed for those students who anticipate a career in biological sciences or who wish to further their knowledge of the human body and how it works. The total anatomy and physiology of the major organ systems will be covered in depth. This course is a continuation of Human Anatomy and Physiology 1.

## **HUMAN FORM & FUNCTION**

### **FIVE CREDITS**

This course is designed to give students a better understanding of the structure and function of the human body. Emphasis will be placed on normal structure and function in order to comprehend the abnormal processes of disease. Students will also be made aware of various careers in the practical health fields. This course builds on skills learned in Biology. It is recommended that the standards level Biology core course be taken before students elect Human Form and Function.

## **INTRODUCTION TO CHEMISTRY/PHYSICS**

### **FIVE CREDITS**

This non-laboratory course will provide an introduction to Chemistry and Physics for students who need additional background before entering these laboratory courses. The students will spend half of the course developing basic skills and concepts dealing with Math and Science enabling them to succeed in solving scientific equations, measuring, estimating and graphing. The second half of the course will be spent exploring atomic models, gaining an understanding of changes in matter, and the periodic table. This is not a lab science. Students should elect to take this course if they have completed CP Biology but are not prepared for the rigorous mathematical work required in CP Chemistry and CP Physics.

## **HONORS PLANT & SOIL SCIENCE**

### **FIVE CREDITS**

This inquiry-based course utilized research skills to conduct and evaluate scientific research in plant and soil science. The student extends exploration of biology, chemistry, and agricultural science using plant and soil models. This course is targeted to those students with a strong interest in building on basic scientific concepts and skills using a 'hands-on' approach. Upon course completion, students will

have gained an appreciation for the complexity, importance, and diversity of the plant and soil worlds, and will have extended their abilities in experimental design, execution, interpretation, and presentation. Students must meet the Honors Program Requirements (See page 3).

## **SOCIAL STUDIES**

The Social Studies program is intended as a means of fostering an intelligent, informed citizenry capable of decision-making based on knowledge. Within the program, the bodies of knowledge which tentatively compose the social studies program are recognized for the significant contributions to the understanding of man. The distinct methodologies of social scientists are examined and encouraged, particularly the process of reflective inquiry in order to allow students decision making options in pursuing answers to problems which are likely to affect them.

### **SOCIAL STUDIES CORE COURSES**

#### **STANDARDS STRAND:**

*World History, U.S. History 1 and U.S. History 2*

### **SOCIAL STUDIES CORE COURSES**

#### **COLLEGE PREP (CP) STRAND:**

*World History CP, U.S. History 1 CP and  
U.S. History 2 CP*

### **WORLD HISTORY OR**

### **WORLD HISTORY CP**

#### **FIVE CREDITS**

The evolution of political, economic, social, cultural, and religious institutions from global encounters to the contemporary world constitutes the principal domain of this course. The worlds of Africa, the Americas, Europe, and Asia, and the development of western nations are addressed with particular emphasis placed upon such movements as colonialism, nationalism, industrialism and totalitarianism. Wherever possible, past events and developments are examined for the insights they may provide into the contemporary world scene.

### **U.S. HISTORY 1 OR**

### **U.S. HISTORY 1 CP**

#### **FIVE CREDITS**

This course details the development of political, economic, social and cultural institutions of the United States from the Colonial period to the Industrial Revolution. The course of study will begin with America's successful break from the British Empire which subsequently led to the framing of our federal government. It will continue with an examination of the political and social changes caused by unification and westward expansion. The effect of sectionalism on the Civil War and the resulting reconstruction of the nation will be studied. The course will conclude with an overview of the problems and challenges America faced as it began its second one hundred years. It is recommended that the World History core course be taken before students elect these courses.

### **U.S. HISTORY 2 OR**

### **U.S. HISTORY 2 CP**

#### **FIVE CREDITS**

This course continues the historical analysis begun in United States History 1 and culminates with a survey of current American events. The central focus is an examination of the United States as a world power and leader in international affairs. In addition, political, economic, social and cultural changes during the twentieth century will be analyzed. The course will also include a study of government structure together with constitutional guarantees and judicial resources available to all Americans. This course builds on skills learned in U.S. History 1. It is recommended that the U.S. History 1 core course be taken before students elect these courses.

## **SOCIAL STUDIES CORE COURSES**

### **HONORS STRAND:**

**World History HN,**

**Advanced Placement U.S. History 1 and**

**Advanced Placement U.S. History 2**

### **WORLD HISTORY HONORS**

#### **FIVE CREDITS**

This course is designed for the student who is capable of high performance in the social studies. The evolution of political, economic, social, cultural, and religious institutions from global encounters to the contemporary world constitutes the principal domain of this course. The worlds of Africa, the Americas, Europe, and Asia, and the development of western nations are addressed with particular emphasis placed upon such movements as colonialism, nationalism, industrialism and totalitarianism. Emphasis will be placed on critical thinking, writing skills, using primary sources and independent research.

### **ADVANCED PLACEMENT U.S. HISTORY 1**

#### **FIVE CREDITS**

The AP History US 1 course provides an in-depth study of American history beginning with discovery and settlement of the New World and continuing through the Civil War and Reconstruction Era. The course is designed to give students factual knowledge of the events as well as practice in the development of the skills necessary for decision-making, forming and supporting a thesis with evidence, essay writing, critical thinking and problem solving. Students will analyze primary and secondary materials throughout the course. It is recommended that World History Honors core course be taken before this electing this course.

Upon completion of AP History 1 and AP History 2, students may elect to take the Education Testing Service Examination in US History for up to six semester hours of college credit (depending upon the university a student will attend.)

### **ADVANCED PLACEMENT - U.S. HISTORY 2**

#### **FIVE CREDITS**

This course is a continuation of the AP U.S. History 1 course. Focus is on industrialization and immigration through the present day. The course is designed to give students factual knowledge of events as well as the skills needed to analyze primary and secondary sources, forming and supporting theses with relevant evidence, preparing for writing in college using different forms of essays and problem solving. It is recommended that AP U.S. History 1 be taken before students elect this course.

Upon completion of AP U.S. History 1 and AP U.S. History 2, students may elect to take the Education Testing Service Examination for up to six semester hours of college credit (depending upon the university a student will attend.)

### **ELECTIVES**

***Social Studies electives are listed alphabetically and can be taken any time after completion of appropriate core social studies courses. (Core courses that should be taken before the elective are identified in the description of the elective.)***

### **AP U.S. GOVERNMENT AND POLITICS**

#### **FIVE CREDITS**

The AP U.S. Government and Politics course provides a rigorous study of Political Science. Focus of the course will be on: Constitutional government of the U.S.; political beliefs and behavior; political parties, interest groups and mass media; civil rights and civil liberties. Course work will include supplemental readings, participation in simulations such as the N.J. Model Congress and mock trials, and research, writing and presentations. An emphasis will be placed on the development of skills such as critical thinking, decision making and analysis. It is recommended that the U.S. History 1 core course be taken before students elect this course.

Upon completion of the AP U.S. Government and Politics course, students may elect to take the Education Testing Service examination for semester hours of college credit (depending upon the university a student attends.)

### **ADMINISTRATION OF JUSTICE**

#### **FIVE CREDITS**

This course is designed for the student who may pursue a career in the Justice System. Study will include all aspects of crime, and the ways that society reacts to crime, as well as the individual and social conditions that may lead to criminal behavior. Students will examine the historical, political, economic and cultural patterns that influence how crime is defined, and which shape society's policies and institutions. Analysis of the relationship between agencies of the justice system and other segments of society will explore the difficult balance between the rights of the individual and the needs of the community. Administration of Justice may be offered as a dual credit course with CCC.

### **CURRENT GLOBAL ISSUES**

#### **FIVE CREDITS**

This course will examine the geographic, political, economic, social and cultural influences that have together created the post WW II world. The course will emphasize the historical background of contemporary world problems with the goal of showing the relevance of history to our times and giving the students a better understanding of these world problems and the many challenges and opportunities the human race will face as we progress in the Twenty-First Century. It is recommended that a U.S. History 1 core course be taken before students elect this course.

### **ECONOMICS**

#### **FIVE CREDITS**

This course is designed for the student who intends to continue his education beyond high school, either as a professional or in the world of business, marketing or finance. It will examine the basics of supply and demand factors on markets; compare and contrast varying economic systems throughout the world; detail American business structures including output, profits, labor unions and governments' influence on business. Banking, monetary policies, domestic and international interrelationships will be examined with regards to the students' interests in present and future personal economic decisions involving money management, budgeting, housing, transportation, insurances, food and clothing, borrowing and investing. It is recommended that a U.S. History 1 core course be taken before students elect this course.

### **FACES OF PREJUDICE**

#### **FIVE CREDITS**

The course's purpose is to examine prejudice and why and how it hurts everyone. Participants discuss and analyze how we can resolve conflicts and begin to tolerate and understand others to help end prejudice and discrimination. The course is designed to help students bring their beliefs to the surface, discuss and examine them in an objective way, and reach conclusions that will make them better citizens. It is recommended that a U.S. History 1 core course be taken before students elect this course.

### **HUMAN RIGHTS**

#### **FIVE CREDITS**

This **ACADEMICALLY CHALLENGING COURSE** will involve an in-depth study of the topics related to Genocide throughout the world; the impact these events have had on the world and the individuals involved. Students will be introduced to such events, the reasons why they occurred and how they could possibly be prevented in the future. It is recommended that a U.S. History 1 core course be taken before students elect this course.

## **POLITICAL AND LEGAL EDUCATION**

### **FIVE CREDITS**

A central focus of the elective is to make the student aware of active citizenship. The course provides a study of the following areas: voter education, court room procedures, individual liberties and the lawmaking process. The student is provided with practical experience and understanding in these areas through role-playing, mock trials, and group activities. Students attend the NJ Model Congress in the Spring where they present and debate bills. This course is designed for the student who is interested in the areas of Political Science or debate.

## **PSYCHOLOGY CP**

### **FIVE CREDITS**

Psychology - An introduction to the basic facts and principles of psychology, including the study of learning, emotion, intelligence, personality, mental health and abnormal psychology. Special emphasis will be placed on adolescence. This course is recommended for juniors and seniors only.

## **SOCIOLOGY**

### **FIVE CREDITS**

Sociology - An introduction to the study of groups, their functions, the norms that govern them and the individual roles in each group. Students will study the interactions of people and resulting social circumstances. Lifestyles, status and class, poverty, race and criminology will be among the topics considered. This course is recommended for juniors and seniors only.

## **STREET LAW**

### **FIVE CREDITS**

Topics covered in this course include criminal law, juvenile justice, court procedures, and the jury system, rights of consumers and tenants, responsibilities of landlords, and individual rights in encounters with the courts and police. It is recommended that a U.S. History I core course be taken before students elect this course.

## **TOMORROW'S TEACHER**

### **FIVE CREDITS**

This course is designed for senior students who wish to pursue a career in teaching. Students will be taught teaching methodology through classroom experience and a field experience. Students will develop a student-teacher portfolio throughout the semester. The course is designed to be academically rigorous and challenging. Students will be required to do on-site training as well as off-site training. Students will be required to do 20 consecutive blocks of observation and lesson planning at a local school district. **Please note that students taking this course will have to have their own transportation to and from the designated school assigned to fulfill the practicum requirement.** Students will have an application process and it is strongly recommended that the student have a 3.0 average to be accepted into the course.

## **SPECIAL EDUCATION**

Cumberland Regional High School recognizes that students with learning disabilities require programs based on individual needs, interests and abilities. It is our conviction that all students should be provided with the experiences necessary to develop their intellectual, social and vocational competencies to become economically independent and productive citizens.

Individual programs will be provided by Special Education teachers to support the diagnostic prescriptions of the Child Study Team. Special Education programs include resource room, in class support programs and self-contained classes. Related services include counseling, speech, physical therapy. Students with special needs will be scheduled into mainstreamed classes to promote social and intellectual growth as appropriate.

All efforts will be made to have students educated in the least restrictive and appropriate environment. A member of the Cumberland Regional High School Child Study Team will meet with the Child Study Team of the sending district to cooperatively develop an appropriate secondary education program for each student with special needs. If parents wish, they may visit any of these programs prior to their child's scheduling.

## **SELF-CONTAINED CLASSES**

Self-contained classes include the classifications of Multiply Handicapped, Emotionally Disturbed, and Learning Disabled. Major core classes, depending upon the student's needs and grade level, include instruction in: Language Arts, Math, Science, and History. A variety of electives are offered under Special Education and in mainstreamed classes.

## **RESOURCE CENTER**

A Pull Out Resource Center is offered in Math, Language Arts and for limited electives. Classes are limited to 9 students per teacher. An In Class Support Resource Program is offered via the regular Language Arts, Math and Science classes. In these classes students are required to meet the regular curriculum objectives, which include the Core Content Standards and the Work Readiness Skills. Our Resource Center Language Arts program has been extended to include READ 180. This is an intense reading intervention program designed to create a higher level of reading proficiency. The appropriate program will be determined at the Annual Review Conference and will be delineated in the Individualized Educational Program (IEP). Focus is placed on Core Content Standards and Work Place Readiness Skills in all subject areas. Reading and Math and writing skills are infused throughout all educational programs.

Freshmen are included in CP classes with In-Class Support and an intensive Study Skills program.

An Alternative Evening program is offered to students who may need transitional time due to illness or other extenuating circumstances.

## **STUDENT COMMUNITY SERVICE**

### **STUDENT COMMUNITY SERVICE TEN CREDITS MAXIMUM**

This program will enable young people to engage in volunteer work for academic credit outside school. Students will provide volunteer service through recognized social agencies. They will be encouraged to work in the areas of conservation, health services, nutritional programs, tutorial services, child welfare, preschool programs, library services, and as aides in institutions for the mentally retarded. In effect, there is a contract between the agency and the student for services to be performed. Credits awarded to a maximum of ten are determined upon the completion of the experience and are based on time of service and satisfactory experience. This program will provide valuable learning experience in the real world, stimulate self-discipline, create better understanding of social problems, and also offer an excellent opportunity for career exploration. This course is open only to seniors who have the principal's permission.

### **PEER LEADERSHIP FIVE CREDITS**

This program connects ninth grade students with trained twelfth grade Peer Leaders. Groups of 10-15 freshmen will meet with a pair of Peer Leaders on a weekly basis in sessions which provide activities designed to promote students' understanding of roles and responsibilities, improvement of communication skills, and increased self-confidence and self-worth. Peer Leaders will also sponsor a freshmen activity day designed to ease the transition to high school for ninth graders in order to promote their success. A selection process for interested juniors will be held in the spring to choose Peer Leaders for the following year. This course meets daily for the senior Peer Leaders. Only the Peer Leaders earn credits for this course.

# TECHNOLOGY EDUCATION

Courses in technology education will prepare students for careers in business, computer programming, and computer aided drawing and design. Students are encouraged to complete a sequence of courses in order to develop a strong foundation in skills that could become the basis for future study as well as rewarding employment. For example, a progression of Pathways/Intro to Computers, Accounting I and Accounting II or Pathways/Intro to Computers, Word Processing/Business Communication and Computer Applications in Business will also prepare students for participation in the Cumberland County Tech Prep program. A strong foundation in technology skills that will become the basis for future study as well as rewarding employment. Students will also be prepared for participation in the Cumberland County College Tech Prep Program.

## *Business Orientation*

### **PATHWAYS/INTRO TO COMPUTERS FIVE CREDITS**

This course is designed to provide students with a unique technological experience. Students will work closely together in a high-tech, hands-on, engaging curriculum as they solve real-world challenges using computers. Experience with word processing, spreadsheet, database, and presentation software applications will be of immediate use in other classes and useful to students throughout life. Students will gain the knowledge and skills necessary to become proficient computer users. Emphasis will also be placed on past and present technological advancements and computer-related employment opportunities. This course is recommended for all ninth grade students.

### **ACCOUNTING 1 FIVE CREDITS**

Students will learn how financial records for businesses are kept based on accounting principles and practices. Students will learn the skills of analyzing journalizing, interpreting, summarizing, and preparing accounting records. Emphasis will be placed on banking, payroll, and personal tax return preparation activities. The computer and spreadsheet software will be used throughout the course. Students taking Accounting 1 will find its value immeasurable in business, in helping to select a career major, and for personal use in everyday consumer transactions. As a Tech Prep course, this course has the potential to qualify for college credit at Cumberland County College.

### **ACCOUNTING 2 FIVE CREDITS**

Accounting 2 provides a review of the basic principles of accounting as well as a comprehensive study of payroll records, departmental sales, inventory, depreciation, bad debts, notes receivables, notes payables, stocks, and bonds. The study of corporation accounting, financial analysis, and the use of spreadsheet software will be emphasized throughout the course. The completion of Accounting 1 and 2 will prove invaluable to students as preparation for college when entering a business or business-related major or to secure an entry-level position in a business using accounting skill. As a Tech Prep course, this course has the potential to qualify for college credit at Cumberland County College. It is highly recommended that a grade of "C" or better in Accounting 1 is achieved for success in this course.

### **ACCOUNTING 3 FIVE CREDITS**

This is a great course for students planning a college career in Accounting, Business Administration, Marketing, Finance, Management, or for students planning to enter the job market upon graduation. Managerial Accounting, financial statement analysis, cost accounting, partnerships, governmental accounting, and accounting for not-for-profit organizations will be emphasized. It is highly recommended that a grade of "C" or better in Accounting 2 is achieved for success in this course.

## **WORD PROCESSING/BUSINESS COMMUNICATIONS FIVE CREDITS**

Students who are interested in learning how to use word processing to enhance their computer skills will be interested in electing this course. Students will learn a variety of formatting techniques that will enable them to create/reproduce professional, business documents. Writing, listening and speaking skills will be developed by completing the business communications component of this course. Students will improve their communications skills by mastering the fundamental principles of word usage, grammar, punctuation, and style. They will also learn how to write effectively for business.

## **PRACTICAL OFFICE SKILLS AND PROCEDURES FIVE CREDITS**

This course is designed with an emphasis on practical applications of everyday skills and knowledge needed to be successful in the office. Students will use their word processing and/or computer applications skill to complete a wide range of production assignments. Students will study information processing, telephone procedures, record keeping, basic communication and math skills, and decision-making and problem-solving techniques. They will also learn about attitudes and human relationships in the work environment. A unit on career information and employability skills will introduce the students to an array of job opportunities and the most effective methods for pursuing those opportunities. This course is particularly vital to high school juniors and seniors.

## **SUPERWRITE ALPHABETIC WRITING SYSTEM FIVE CREDITS**

Superwrite is an abbreviated writing system based on the alphabet and designed to present a quick and easy method of writing in a short period of time. It is an excellent tool for college-bound students who are interested in a faster way to take legible notes and for secretarial employment as well as for personal use. Writing speed can be doubled in just 20 lessons and increased skills attained through dictation and transcription.

## **COMPUTER APPLICATIONS IN BUSINESS FIVE CREDITS**

Students will develop an understanding of advanced software applications in a Windows environment on a PC computer network. The course is designed to teach students how to use software applications in the functions of word processing, spread sheets, Power Point Presentations, and database. Emphasis will be placed on how these software programs are used in business to generate, manage, and manipulate data for the storage and retrieval of information as well as how to use such programs as decision-making tools.

## **BUSINESS/PERSONAL LAW FIVE CREDITS**

Knowing more about the law can help you avoid legal conflicts in your professional and personal lives. The study of law becomes very personal beginning with the right to drive, enter employment, borrow money, buy insurance, purchase or rent a home, etc. A life cycle approach is used in the study of Business Law. As high school students near or reach the status of adulthood, they need to understand everyday law. Discover more about business and personal law and experience the opportunity to be the plaintiff, defendant, judge or jury in courtroom simulations. This course is particularly vital to high school junior and senior students.

### **SALES/MARKETING FIVE CREDITS**

This course will introduce you to the skills needed to plan and execute effective marketing presentations and advertising campaigns utilizing current software programs. Students will examine key concepts in marketing, in areas such as product and service development, promotion, pricing, and distribution. Students will prepare for the exciting world of business. A small business computer simulation, "Arctic Ice" will be used. Regardless of how innovative your idea is, it still takes someone to sell it, and that someone is you.

### **YEARBOOK FIVE CREDITS**

Computers are integral to producing the modern yearbook. Programs such as Microsoft Word and PageMaker 6.5 are currently being used. Other skills to be learned include copy writing, leadership, organization, ethical and legal issues, planning, development, deadlines, delegation, interviewing, writing, photojournalism, photography, design and layout, graphics and graphic arts, note taking, story structure, narratives, summaries, headlines, captions, lead stories, quoting, and conclusions. Yearbooks also use graphs, charts, or tables as well as art and photography to explain opinions, scores, and CRHS history. The course will include hands-on computer instruction, guest speakers, and field trips and will meet in the FALL SEMESTER ONLY however, students must be committed to Yearbook through SERA for the full year. It is recommended that students have a "C" average or better in prior two Language Arts courses and permission of the teacher.

## ***Computer Programming and CAD***

The computer languages sequence begins with Introduction to QBasic or Honors QBasic Programming and progresses through Visual Basic, Advanced Visual Basic/Pascal, Advanced Pascal/C++ and Programming in JAVA. The drafting and drawing sequence begins with Computer Aided Drawing Technology 1 and progresses through C.A.D. Technology 2 and Architectural Design. Students are encouraged to complete a sequence of courses in order to develop a strong foundation in skills that could become the basis for future study as well as rewarding employment. Many of these courses have the potential to qualify for college credit as part of the Cumberland County College Tech Prep program.

### **SURVEY OF COMPUTER PROGRAMMING FIVE CREDITS**

This course will give the student an introduction in the general programming structure of various programming languages. The following languages will be introduced: QBasic, Visual Basic and Pascal. This course emphasizes problem-solving and logical thinking skills.

### **INTRODUCTION TO Q BASIC FIVE CREDITS**

This is an introductory course in computer programming and is a foundation for all other programming languages. The QBasic language will be taught, together with the algorithms and programming commands necessary for students to develop and write real-world applications using a variety of structures. Problem-solving, logical thinking skills and algebraic operations will be emphasized throughout this course. Simple games and computer graphics will also be explored during this course. Previous computer programming experience is not required.

### **QBASIC PROGRAMMING HONORS 2.5 CREDITS**

This is an introductory course in computer programming and is a foundation for all other programming languages. Students will be acquainted with the QBasic language with an emphasis on mathematical operations and functions. A clear understanding of Algebra 1 concepts is required. This nine week course will be linked with Math In Science Honors. Students taking this course should also be enrolled in CP Biology Honors and Geometry Honors as well as Math In Science Honors. It is recommended that Algebra 1 be taken before students elect this course.

### **VISUAL BASIC FIVE CREDITS**

This course is an introduction to Visual Basic where students will learn to create common, real-world applications for Microsoft Windows. Students will be able to create Windows applications similar to those used by individuals and organizations worldwide on a daily basis. Traditional object-oriented controls and structures necessary for creating powerful VB applications will be covered. Problem-solving, logical thinking skills and algebraic operations will be emphasized throughout this course. Successful completion of the core Intro to QBasic or QBasic Programming Honors is highly recommended prior to electing this course.

### **ADVANCED VISUAL BASIC/PASCAL FIVE CREDITS**

This course provides the student who has demonstrated proficiency in Visual Basic with an opportunity to review and enhance his/her skills. This course emphasizes advanced controls and structures found in object-oriented programming. Database access will also be explored. The second half of this course will be devoted to beginning Pascal. For students interested in computer careers, this course will provide a strong background with the skills necessary to continue at the college level. Successful completion of Algebra 1 and Visual Basic is highly recommended prior to electing this course.

### **ADVANCED PASCAL/C++ + FIVE CREDITS**

This course allows the student who has demonstrated proficiency in Advanced Visual Basic/Pascal to review and enhance his/her skills. This course emphasizes advanced logic and problem-solving skills using high-level structured programming languages. The second half of this course will be devoted to beginning C++. The course will provide students with experience in a structured language required by many colleges. Successful completion of Advanced Visual Basic/Pascal is highly recommended prior to electing this course.

### **PROGRAMMING IN JAVA FIVE CREDITS**

This course allows the student who has demonstrated proficiency in Advanced Visual Basic/Pascal or Advanced Pascal/C++ to expand their programming study to the post-graduate level. Students will transfer previous learning situations and develop competence in a new structured programming language commonly used to control many current day applications such as websites, games, cell phones, kiosks, GPS systems, digital television, and cameras. Previous experience in object-oriented programming is required. Successful completion of Advanced Visual Basic/Pascal or Advanced Pascal/C++ is highly recommended prior to electing this course.

### **COMPUTER AIDED DRAFTING TECHNOLOGY 1 FIVE CREDITS**

This course is designed to prepare students for a career in drafting and related areas. Computer aided drafting is the major part of the instruction. The course also covers a background in the fundamentals and techniques of drafting. Also, machine drafting is covered. Design sequence sectional and auxiliary views, as well as manufacturing processes, are emphasized.

### **ARCHITECTURAL DESIGN FIVE CREDITS**

This course is designed to prepare the students for a career in architectural design, construction and related areas. Computer aided drafting is the major part of the instruction. This course also covers a background in the fundamentals and techniques of computer aided drafting as well as architectural drafting. Site preparation, design sequence, residential floor plans and principles of construction are emphasized. Computer Aided Drawing Technology is to be taken before students elect this course.

### **COMPUTER AIDED DRAFTING TECHNOLOGY 2 FIVE CREDITS**

C.A.D. Technology 2 is designed to prepare students for a career in drafting and related areas. Computer aided drafting is the major part of the instruction. The course is an extension of Computer Aided Drafting Technology and builds on skills learned in this first level course. In addition to covering design sequence sectional/auxiliary view and the manufacturing process, the students will also work with the Design 3-D program and do special project work for the school. It is recommended that Computer Aided Drawing Technology be taken before students elect this course.

## **WORLD LANGUAGES**

The world language program intends to develop not only a facility in the target language, but also an increased student awareness of and respect for the diversity of cultures. Students will develop the four skills of listening, speaking, reading and writing as they learn to communicate in the target language.

All New Jersey high school students are now required to take at least one semester of a world language. Students requiring remedial assistance in Language Arts may experience difficulty, and should consider beginning World Language studies in their sophomore year. It is recommended that students follow the natural sequence. Students must earn an 85% or better on the exam in order to test out of one level and into the next level.

Students may test out of Level 1 and be placed in Level 2 by taking the Level 1 Final Exam and achieving a grade of 85% or better. The same criteria applies for moving from Level 2 to Level 3 and Level 3 to Level 4. Placement tests are given at the end of the school year.

### **FRENCH 1, GERMAN 1, LATIN 1, SPANISH 1 FIVE CREDITS**

The beginning courses offer students the opportunity to grasp pronunciation and structure of a particular modern or classical language. Communication skills are emphasized through dialogues and practice of language patterns. Elementary reading texts with controlled vocabulary are introduced. Students will gain a familiarity with the cultures where the target language is spoken. Extensive use will be made of taped material by native speakers.

### **FRENCH 2, GERMAN 2, LATIN 2, SPANISH 2 FIVE CREDITS**

The second year language courses reinforce the command of communication skills as students expand the insights attained through an awareness of cultural diversity. Students are expected to continue to develop effective strategies for reading and listening, for speaking and writing, and for observing and analyzing culture. Grammatical concepts are addressed as they arise. The use of tapes or CD's made by native speakers continue.

**RECOMMENDED:** FRENCH 1, GERMAN 1, LATIN 1, SPANISH 1

### **FRENCH 3, GERMAN 3, LATIN 3, SPANISH 3 FIVE CREDITS**

The third year language courses continue to emphasize the development of skills in listening, speaking, reading and writing the target language. Short works of literature are read and analyzed for the insights they may provide into the culture of different peoples. Opportunities for oral presentations and free composition based on reading may also be provided. Subjunctive mood may be introduced.

**RECOMMENDED:** FRENCH 2, GERMAN 2, LATIN 2, SPANISH 2

### **\*\*FRENCH 4 ADV, GERMAN 4 ADV, LATIN 4 ADV, SPANISH 4 ADV FIVE CREDITS**

Communication skills continue to be developed and refined. Students are presented with a wide variety of cultural components. Reading texts are varied and expose students to several genre, including poetry. A grammatical review may include the subjunctive mood. Opportunities for oral presentations and free composition are plentiful. Independent research projects may also be assigned, and students may explore career opportunities available for language specialists.

**RECOMMENDED:** FRENCH 3, GERMAN 3, LATIN 3, SPANISH 3

### **FRENCH 5, GERMAN 5, LATIN 5, SPANISH 5**

An Independent Study\*\* program may be provided for students who have successfully completed the equivalent of the four year program. Students may read the selected literary works required for the Advanced Placement syllabus in literature or prepare for the Advanced Placement Language Exam. Students who wish to pursue this option should not approach individual faculty. An interest should be discussed with the guidance counselor. An Independent Study\*\* form is required.

\*\*The student's transcript will reflect the PASS/FAIL option. The grade will not be calculated into the student's grade point average.  
**INDEPENDENT STUDY FORM REQUIRED**



## **CUMBERLAND COUNTY TECHNICAL EDUCATION CENTER**

### **COURSE OFFERINGS**

The Cumberland County Technical Education Center (CCTEC) remains a shared time educational facility for students, primarily in the eleventh and twelfth grades, in the county's high schools. The students attend their home high school for half of the day, receiving instruction in their academic subjects. They attend the Technical Center for the remainder of the day and receive instruction in the occupational area of their choice.

Students who intend to apply to the CCTEC should contact their guidance counselor. Timely completion of CRHS graduation requirements must be achievable to qualify for admission.

Most occupational areas require two years of participation for a certificate of completion. All courses are approved by the New Jersey Department of Education and 20 credits per year are awarded toward graduation by the home high school.

## **Allied Health Professionals**

Allied Health Professionals prepares high school students for two certified health care jobs—Certified Nurse Aide and Home Health Aide. This two-year long program introduces students to the health care field and bedside patient care skills. Allied Health students learn anatomy and physiology—plus patient care techniques in our lab before practicing their skills on patients in local health care facilities. Allied Health Professional students may also earn up to 22 college credits at the University of Medicine and Dentistry of NJ.

## **Auto Collision Repair Technology**

Making collision-damaged cars and light trucks look like new again is the specialty of the Auto Body Repair business. Unlike Auto Mechanics, Auto Body technicians learn how to estimate cost of repairs, disassemble, repair and refinish vehicles using state-of-the-art tools and techniques. By working on their own vehicles, customers' cars or even large vehicles like ambulances or fire vehicles, Auto Body students get the training they need to work in dealer-based and independent body shops. Graduates are eligible to take ASE certification tests.

## **Automotive Technology**

**Auto Technology is an ASE-Certification program** that offers hands-on training to repair and maintain the mechanical and electronic systems on board today's vehicles. Using industry-standard electronic diagnosis and repair equipment, Auto technology students can become ASE-certified in Brakes, Electrical/Electronic Systems, Steering and Suspension, Engine Performance and Engine Repair. Most top-quality shops employ ASE-certified technicians. Auto Technology students may work on their own vehicles.

## **Digital Graphics Technology**

The graphics field is the fourth largest industry in the US and perfect for the person with a creative or artistic interest. Digital Graphics students use Macintosh computers to layout and design ads, brochures, newsletters and other printed material. Our students use industry-standard software from Photoshop to Quark Express and In-Design to create their work. Offset press and electronic printers are used to produce student projects. Digital Photography is also part of this program along with advanced image editing skills. Bindery skills—from cutting to folding and stitching are also presented in this program.

## **Carpentry**

Carpentry provides a variety of high-demand framing and joining skills for the construction trades. CCTEC's program is one of the few remaining Carpentry programs who build full-size homes as part of their instructional program. Carpentry uses classroom instruction and hands-on construction projects to prepare students for a variety of specialties in the Carpentry field. Many graduates enter the Carpenter's Union Apprenticeship Program after graduation while others pursue work with independent contractors. Carpentry uses industry standard tools and techniques to prepare students for employment in the construction industry.

## **Computer Repair and Networking**

Computer Networking is the perfect course for the computer lover who wants to get A+ and Network + certifications while learning how to program routers, switches and hardware that makes the Internet work. Our Computer Networking program offers hands-on training to both high school and adult students in our modern, well-equipped lab. Practical, real-world projects and simulations help our students develop the IT skills in high demand throughout local industry.

## **Cosmetology**

The CCTEC high school Cosmetology program offers **state-approved training for the New Jersey Cosmetology license**. Our more than 1,000 hour program offers classroom and hands-on training in hair, skin, nail and barbering techniques. Students practice skills on mannequins, each other and then outside customers in our school salon. Cosmetology students may work in private shops with their student permit once they complete 60% of their program. High School students must attend Cosmetology for three years to complete the program.

## **Culinary Arts and Hospitality**

Culinary Arts and Hospitality uses the classic French model of Culinary Arts to prepare students to work in fine food establishments including restaurants, casinos, catering facilities and bakeries. Our Culinary Arts and Hospitality program provides both front of the house (customer service, banquet serving) and back of the house (food preparation, baking, menu planning, sanitation and food costing) skills. Our chef instructors encourage students to compete in culinary competitions to improve their skills. Graduates may continue training in union apprenticeship programs. Culinary Arts and Hospitality students work in a modern commercial kitchen, an in-school restaurant and a banquet room to hone their skills.

## **Dental Assisting**

Dental Assisting is a new, high-school level course that will prepare you for a job as a chair side dental assistant in offices ranging from General Dentistry to Orthodontics or Oral Surgery. The course includes classroom instruction and hands-on training in our lab and local dental practices. Our course is approved by the American Dental Association (ADA) and offers students an opportunity to become a Certified or Registered Dental Assistant.

## **Emergency Services**

Emergency Services is a two-year long course for both high school students and adults. The program prepares students for employment in three emergency services specialties; firefighter, emergency medical technician and emergency dispatcher. The program offers state certifications in each specialty. Classroom and hands-on training (including live burns) is provided at our campus, the county's fire training grounds and the 911 dispatch center (located next to our campus).

## **Electrical Technology**

Electrical Technology provides training for the power industry. Through classroom instruction and hands-on training, you'll learn electrical fundamentals, residential and commercial wiring, Electrical Code compliance, print reading, electrical maintenance and troubleshooting. Our electrical students do live work in our building and all the power work in the ranch house we build each year. Many Electrical students continue their training in the Electrical Union apprenticeship program after graduation while others pursue work with independent contractors.

## **Homeland Security and Law Enforcement**

This practical course prepares students for careers in criminal justice and intelligence specialties. The program covers criminal justice, security management, intelligence and some medical and health studies as well as national security, international relations, and public management. The program also covers emergency management, security management, and communications the role of the federal government and constitutional law. An added feature of the course is Geospatial Information Systems—using satellite technology to develop security databases for use in law enforcement and emergency response situations.