CRHS MISSION STATEMENT
Cumberland Regional High School District, as a center for educational resources, and in accordance with the New Jersey Core Content Standards, prepares students for lifelong learning through appropriate instruction that engages students in their learning, and is cognizant of student interest and learning styles.
Adopted – October 2013
Cumberland Regional Board of Education
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 their high school years. It is also important in helping you as a student to map out your high school goals. The four years that you will spend in high school will help to prepare you for your future beyond the twelfth grade.

High school is a great time to explore your interests. Take some courses that may take you out of your comfort zone. Look at classes like public speaking and art or challenge yourself with a higher-level math or science class. Take some time to get involved in extracurricular activities as well as sports. Become part of the school community.

My goal for you in high school is for you to be prepared for wherever life will lead you after high school. Whether it is college, the military, trade school or work you will be prepared to accept the new challenges that will present themselves. I wish you the best of luck in your high school career.

Sincerely,

Ralph Aiello
Principal
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INTRODUCTION

The curriculum design at Cumberland Regional High School is comprehensive. This design allows for varied levels of learning meeting individual student’s needs. College Preparatory, College Preparatory Plus Research, 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.

PROGRAMS AND GRADUATION REQUIREMENTS

In order to receive a HS diploma from the State of New Jersey and CRHS a student must have the following:

Course Work

20 credits LA, 15 credits in Math, Science, and Social Studies, one PE/Health class for every year enrolled at CRHS (5 credits a year), 5 credits in a Foreign Language, 5 credits in a Fine/Performing Art, 5 credits in a 21st Century Life & Careers, 2.5 credits of Financial Literacy (may be part of another class credits), and 35 credits of any elective. Technological literacy is infused throughout curriculum and instruction. Requirements may be satisfied through elective choices in grades 9-12. Students need 120 credits to graduate.

Partnership for Assessment of Readiness for College and Careers

State of New Jersey Assessment

Classes of 2019, 2020

All students are required to pass the Partnership for Assessment of Readiness for College and Careers (PARCC), or a state approved substitute assessment, in order to receive a high school diploma. The PARCC assessments are end of course exams in Language Arts and Math. The PARCC assessment is tightly aligned to the Common Core Standards, which are the foundation of our academic program.

Class of 2021 and after

All students are required to pass the Partnership for Assessment of Readiness for College and Careers (PARCC) for Algebra 1 and English Language Arts 10, in order to receive a high school diploma. The PARCC assessments are end of course exams in Language Arts and Math. The PARCC assessment is tightly aligned to the Common Core Standards, which are the foundation of our academic program. If a student has not met the testing requirement by the end of 11th grade, the student will be enrolled in courses to complete an Appeal Portfolio to the State of NJ. In order to have an Appeal Portfolio approved by the NJDOE, the student must have sat for all applicable PARCC tests in High School.

PREPARATION FOR COLLEGE

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. CRHS graduation requirements meet general admission requirements for many four-year colleges; however, those students who may be pursuing a particular career should refer to the career guide in Naviance or specific college admission guidelines. Factors that are considered by colleges and their level of importance, according to admissions officers, are located in the chart below.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Considerable importance</th>
<th>Moderate importance</th>
<th>Limited importance</th>
<th>No importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades in CP classes</td>
<td>74.9%</td>
<td>15.7%</td>
<td>5%</td>
<td>4.4%</td>
</tr>
<tr>
<td>ACT/SAT</td>
<td>54.3%</td>
<td>30.6%</td>
<td>10.7%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Grades in all courses</td>
<td>52.1%</td>
<td>34.4%</td>
<td>9.6%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Class Rank</td>
<td>19.2%</td>
<td>33.1%</td>
<td>32.2%</td>
<td>15.4%</td>
</tr>
<tr>
<td>Essay sample</td>
<td>26.6%</td>
<td>29.9%</td>
<td>22.7%</td>
<td>20.9%</td>
</tr>
<tr>
<td>Counselor Recommendation</td>
<td>20.4%</td>
<td>41.9%</td>
<td>26.5%</td>
<td>11.2%</td>
</tr>
<tr>
<td>Teacher recommendations</td>
<td>21.1%</td>
<td>38.3%</td>
<td>29.7%</td>
<td>11%</td>
</tr>
<tr>
<td>Extracurricular activities</td>
<td>7.4%</td>
<td>36.6%</td>
<td>37.5%</td>
<td>18.5%</td>
</tr>
<tr>
<td>Interview</td>
<td>11%</td>
<td>22.4%</td>
<td>30.4%</td>
<td>36.1%</td>
</tr>
<tr>
<td>Student’s Demonstrated Interest</td>
<td>20.9%</td>
<td>28.7%</td>
<td>27.2%</td>
<td>23.3%</td>
</tr>
<tr>
<td>HSPA Scores</td>
<td>3.9%</td>
<td>14.2%</td>
<td>29.3%</td>
<td>52.6%</td>
</tr>
<tr>
<td>AP Scores</td>
<td>7.8%</td>
<td>27%</td>
<td>32.7%</td>
<td>32.4%</td>
</tr>
<tr>
<td>Work</td>
<td>1.8%</td>
<td>16.9%</td>
<td>41.3%</td>
<td>40.1%</td>
</tr>
<tr>
<td>SAT II Scores</td>
<td>6.7%</td>
<td>8.2%</td>
<td>24.4%</td>
<td>60.7%</td>
</tr>
<tr>
<td>Strength of Curriculum</td>
<td>61.5%</td>
<td>24.9%</td>
<td>8.6%</td>
<td>5%</td>
</tr>
<tr>
<td>Portfolio</td>
<td>6.7%</td>
<td>7.9%</td>
<td>34.7%</td>
<td>50.8%</td>
</tr>
</tbody>
</table>

Source: 2008 NACAC Admissions Trends Survey
COLLEGE-BOUND STUDENT ATHLETES

If you are a student-athlete with plans of participating at the college level, please make your coach and school counselor aware of this desire your first year. Please see NCAA Clearinghouse, www.ncaaclearinghouse.org, for more information.

GUIDELINES FOR SCHEDULING

Students begin the scheduling process in January by meeting with their counselors. A course request sheet is then sent home for parent approval. Parents are encouraged to make contact with their child’s counselor if they have specific questions. After a student has selected their courses, a Drop/Add period will be in effect until May 30 as per BOE policy 2312. After that date, schedules will not be changed unless student academic progress warrants it.

Entry into the Science, Language Arts and Social Studies honors strand at the freshman level requires an “A” average in the related academic courses in seventh and eighth grade and the recommendation of the eighth grade teacher. Entry into the Math honors strand at the freshman level requires completion of Algebra 1 including taking the Algebra 1 PARCC Assessment, an “A” 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.

SUMMER READING PROGRAM

ALL Cumberland Regional High School students will be required to read the One Book One School summer reading selection. The selection will be announced in March 2018. Students will be required to take a reading comprehension assessment based on the novel upon their return in September. The themes of the book will be incorporated into Language Arts classes. Honors students will be required to read an additional book, and complete various assignments as assigned by the Honors teacher. Please see our website www.crhsd.org for additional information.

EARLY COLLEGE HIGH SCHOOL PROGRAM

The Early College High School Program provides an educational opportunity for those students who meet the requirements to begin taking college level courses during their High School coursework. Through summer programs, on-line courses, Dual-Credit courses offered at Cumberland Regional High School, and Dual-Enrollment courses offered through Cumberland County College, students have the opportunity to earn college credits while in high school. Through scheduling of the correct courses and successful completion of the work, there is the prospect for students to earn their Associate’s in Arts Degree from Cumberland County College and their High School Diploma at the same time.

COLLEGE COURSES

Student may attend a course at an outside educational institution. The course will include objectives, a timeline, and an evaluation procedure. All programs require the signatures of the parent/guardian, student, school counselor, and principal. Reduced cost per tuition credit is available at Cumberland County College (CCC) and Rowan College at Gloucester County (RCGC) for current Cumberland Regional High School students.

OPTION II

Students are given the option to create learning opportunities that meet or exceed the Core Curriculum Content Standards and meet graduation requirements. An Option II form must be filled out and given to the counselor with signatures from a parent. All programs require the signatures of the counselor, teacher, and principal approval. Credits taken as an option II are not factored into your GPA.

GIFTED AND TALENTED ENRICHMENT – PROJECT BASED

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 as well as in the course section. Students who would like to complete a Gifted and Talented project should meet with their counselor to discuss procedures.

INTERNSHIP

This would include the Cooperative Agriculture Education option as well as other opportunities set up through the Career Counselor. This option may include, but is not limited to, internships through a business, health care provider, or in the Arts. Students enrolled in an Academy will be required to complete an internship between their 11th grade and 12th grade years.
ONLINE COURSES
Students may use the preapproved online content provider that is designated by the school. Please see your counselor for more information.

COMMUNITY SERVICE
Please see the Community Service heading in the description’s sections.

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.

GRADING POLICY
Report cards and interim progress 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>Superior</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>Above Average</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>Below Average</td>
</tr>
<tr>
<td>F</td>
<td>50-59</td>
<td>Failing</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal/Failing</td>
<td></td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawal/Passing</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Passing</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Medical (PE only)</td>
<td></td>
</tr>
</tbody>
</table>

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

\[
\text{Final Grade} = \left( \frac{2 \times \text{Marking Period Grade} + \text{Final Exam Grade}}{3} \right) \times 100\%
\]

Example:

<table>
<thead>
<tr>
<th>Marking Period Grade</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>93-A 45%</td>
</tr>
<tr>
<td>Second</td>
<td>86-B 45%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>80-B 10%</td>
</tr>
</tbody>
</table>

Final Grade: 89 (88.55) - B

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).

The final numerical class grades will be used to determine rank in class. All honors courses are weighted an extra 5%. All courses noted as advanced or Advanced Placement (AP) or have a College Articulation Agreement 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: 120 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.
Clearly, the quality of a student’s overall program of study is important. Parents are encouraged to 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.

**Advanced Placement (AP) Courses or College Articulation Agreement Courses:**
Final numerical average + 10% multiplied by the credit value of the course to arrive at quality point value. Students must meet the requirements for the course to earn the +10% credit value. For Advanced Placement Courses, students must register for and take the corresponding AP Test. For Dual Credit or Articulation Agreements, students must earn an overall grade of C (70) or better. If a student is enrolled in an AP course, Dual Credit course, or course with an Articulation Agreement, but does not meet the required grade, they will only have the final numerical average +5% multiplied by the credit value.

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

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

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

<table>
<thead>
<tr>
<th>Course</th>
<th>AVG.</th>
<th>Attempted</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Biology</td>
<td>100 + 10% = 110</td>
<td>x 5</td>
<td>550</td>
</tr>
<tr>
<td>Honors History</td>
<td>100 + 5% = 105</td>
<td>x 5</td>
<td>525</td>
</tr>
<tr>
<td>Choir</td>
<td>100</td>
<td>x 5</td>
<td>500</td>
</tr>
<tr>
<td>Independent Study</td>
<td>P</td>
<td>Not calculated</td>
<td>-----</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15 credits</td>
<td><strong>Total 1575</strong></td>
<td></td>
</tr>
<tr>
<td><strong>1575 quality points divided by 15 credits = 105 GPA</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ATHLETIC ELIGIBILITY

Each student must have a 61 or above 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 family doctor. Eligibility forms can be obtained from the nurses’ office 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.

CRHS 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.

ALTERNATIVE DAY PROGRAM

The Alternative Day Program provides an educational opportunity for those students who, for a multiplicity of reasons, need alternative opportunities, in the regular Cumberland Regional High School program.

The Alternative Day Program provides instruction in all required courses for graduation. Counseling, student assistance, and vocational counseling are part of the program. The minimum time of enrollment in the Alternative Program is one marking period. At that point, student progress may be evaluated for possible re-entry into the day program.
# CRHS Course Offerings

Courses approved by NCAA are denoted with a "•"

## Agricultural Education

**Agriculture Academy**
- AGRI 4137: Intro. to Ag/food/nat Res Academy
- AGRI 4116: Principles Agricultural Science-Plant
- AGRI 4127: Agricultural Research & Development

**Ag Science**
- AGRI 4181: Intro. to Ag/food/natural resources cp
- AGRI 4131: Principles Agricultural Science-Plant
- AGRI 4106: Principles Agricultural Science-Animal
- AGRI 4176: Food Science and Safety DC
- AGRI 4177: Food Science and Safety Academy

## General Agricultural Electives
- AGRI 4151: Floriculture

## Fine Arts and Performing Arts

### Fine Arts
- ART 4601: Art 1
- ART 4634: Studio Art
- ART 4651: Crafts/Pottery
- ART 4621: Digital Design & Development

### Dramatic Arts Academy
- DRAMA 1127: Dramatic Arts Academy 1
- DRAMA 1157: Dramatic Arts Academy 3
- DRAMA 1167: Dramatic Arts Academy 4

### General Dramatic Arts Electives
- DRAMA 1121: Dramatic Arts/Public Speaking
- DRAMA 1131: Advanced Dramatic Arts/Public Speaking

## Language Arts

### Honors Courses
- LANG 1004: Language Arts 1 Honors
- LANG 1003: Language Arts 1 Research CP
- LANG 1014: Language Arts 2 Research CP
- LANG 1024: Language Arts 3 Research CP
- LANG 1035: AP Language Arts Literature and Composition
- LANG 1004: Language Arts 1 Honors
- LANG 1003: Language Arts 1 Research CP

### Core Courses
- LANG 1011: Creative Writing I
- LANG 1021: African American Lit
- LANG 1111: Yearbook
- LANG 7040: Read 180 (10-12)
- LANG 1002: RC Language Arts 1
- LANG 1022: RC Language Arts 3
- LANG 1104: Harry Potter and the Semester of Service
- LANG 1181: SAT/ACT Prep, LA CP

### AP Courses
- LANG 1031: AP Language Arts Literature and Composition
- LANG 1051: Creative Writing II

## Mathematics

### Core Courses
- MAT 1501: Foundations of Algebra
- MAT 1521: Geometry CP
- MAT 1531: Geometry Applications CP
- MAT 1533: Algebra 2 CP
- MAT 1541: Algebra 3 CP
- MAT 1574: Pre Calculus Honors
- MAT 1585: AP Calculus AB
- MAT 1518: RC Algebra 1
- MAT 1532: RC Algebra 2
- MAT 1681: SAT/ACT Prep Math CP

### Honors Courses
- MAT 1511: Algebra 1 CP
- MAT 1513: Algebra 1 Applications CP
- MAT 1524: Geometry Honors

### AP Courses
- MAT 1534: Algebra 2 Honors
- MAT 1571: Pre Calculus CP
- MAT 1584: Calculus
- MAT 1621: Stats/Probability CP
- MAT 1508: RC Foundations of Algebra
- MAT 1528: RC Geometry
- MAT 1601: Math in Action CP
## MUSIC
- 6051 mixed chorus
- 6021 guitar lessons
- 6096 music appreciation dual credit**
- 6011 piano lab II

## PHYSICAL EDUCATION/HEALTH
- 3510 health 1
- 3530 health 2
- 3550 health 3
- 3570 health 4

## SCIENCE
- 2201 (92)^ integrated lab science cp
- 2203^ integrated lab science research cp
- 2211(69) (21)^ biology cp
- 2213^ biology research cp
- 2215^ biology ap**
- 2223^ environmental science research cp
- 2234^ chemistry honors*
- 2241^ physics cp
- 2254^ physics 2 honors*
- 2301^ anatomy/physiology ii
- 4363^ plant & soil honors*
- 2211 exp sci through lit cp
- 2218^ rc biology
- 2245 ap physics 1: algebra based
- 2124 intro to sports medicine honors

## BIOMEDICAL ACADEMY
- 2157 prin. of biomedical sciences honors*
- 2177 medical interventions honors*

## STEM ACADEMY
- 6517 intro to engineering design*
- 6537 digital electronics*
- 6527 engineering design & development*

## SOCIAL STUDIES
- 2501(18) (12)^ world history cp
- 2503^ world history research cp
- 2511 (24) (20)^ us history 1 cp
- 2513^ us history 1 research cp
- 2521(34) (32)^ us history 2 cp
- 2521^ us history 2 research cp
- 2545^ ap us gov. & politics**
- 2561^ street law
- 2571^ sociology

## JUSTICE STUDIES ACADEMY
- 2607 intro to justice studies*
- 2577^ academy sociology*
### SPECIAL EDUCATION

- 7030 MATH
- 7020 LANGUAGE ARTS
- 7070 VOCATIONS
- 4014 FINANCIAL LITERACY
- 7080 READ 180
- 7010 HISTORY
- 7060 SCIENCE

### STUDENT COMMUNITY SERVICE

- 7524 SENIOR MENTORING*

### TECHNOLOGY

- 5101 BUSINESS & COMPUTERS I - INTRO CP
- 5136 KEYBOARDING SKILLS DC PROGRAMMING HONORS
- 5138 KEYBOARDING SKILLS
- 5571 COMPUTER SCIENCE ESSENTIALS CP
- 5517 INTRO TO COMP. PROGRAMMING HONORS
- 5537 ADVANCED VISUAL BASIC DUAL CREDIT
- 5527 VISUAL BASIC HONORS*
- 5567 CPP DUAL CREDIT

### IT ACADEMY

- 5517 INTRO TO COMP. PROGRAMMING HONORS
- 5537 ADVANCED VISUAL BASIC DUAL CREDIT
- 5527 VISUAL BASIC HONORS*
- 5567 CPP DUAL CREDIT

### BUSINESS ACADEMY

- 5107 BUSINESS & COMPUTERS I - INTRO HONORS
- 5117 BUSINESS & COMPUTERS II – RETAIL HONORS
- 5127 BUSINESS & COMPUTERS III - MANAGEMENT HONORS

### WORLD LANGUAGE

- 3101^ FRENCH 1
- 3121^ FRENCH 3CP
- 3331^ LATIN 3CP
- 3211^ SPANISH 1
- 3226 SPANISH 2 DUAL CREDIT **
- 3231^ SPANISH 3CP
- 3250 SUPPLEMENTAL ESL
- 3111 FRENCH 2
- 3134 FRENCH 4 HONORS*
- 3321^ LATIN 2
- 3326^ LATIN 2 DUAL CREDIT
- 3346^ LATIN 4 DUAL CREDIT**
- 3221^ SPANISH 2
- 3244 SPANISH 4 HONORS*
- 3218^ RC SPANISH
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 Agra-Science 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 the Agriculture Education program will also take part in a Supervised Agriculture Experience (SAE) project with emphasis on entrepreneurship, job placement, (paid and non-paid), or research as there are many specialized areas of agriculture education. SAE projects are a part of every agriculture course and count as 10% of a marking period final grade.

The Agriculture courses listed below are available to all students at CRHS. The CASE program is an inquiry based and academically rigorous sequence of courses, which provides the students with the foundational knowledge and skills necessary to pursue a college degree in the applied sciences. CRHS has developed articulation agreements with Cumberland County College, Delaware Valley College, and Rutgers University for students who complete the CASE sequence. Our other Agriculture options utilize a hands-on approach to uncovering the multiple pathways available in our local Agriculture industry.

***Please note all School Choice students must complete the agricultural science pathway of: Introduction to Ag/Food/Natural Resources; Principles of Agricultural Science—Plant or Animal (select one); Food Science and Safety.

AGRICULTURAL SCIENCES ACADEMY
Courses must be taken in order

INTRODUCTION TO AG/FOOD/NATURAL RESOURCES CP
First level course

This course is designed to introduce students to the world of agriculture, the pathways they may pursue, and the science, mathematics, reading, and writing components they will use throughout the CASE curriculum. Students will explore career and post-secondary opportunities as they experience exciting “hands-on” activities, projects, and problems that involve the study of communication, the science of agriculture, plants, animals, natural resources, and agricultural mechanics. While surveying the opportunities available in agriculture and natural resources, students will learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions, and learning.

PRINCIPLES OF AGRICULTURAL SCIENCE-PLANT CP
Second level course

This course is structured to enable all students to have a variety of experiences that will provide an overview of the field of agricultural science with a foundation in plant science. Students will work in teams, exploring hands-on projects and activities, to learn the characteristics of plant science and work on major projects and problems similar to those that plant science specialists, such as horticulturalists, agronomists, greenhouse and nursery managers and producers, and plant research specialists face in their respective careers. Knowledge and skills gained through this course will be used in future courses within the CASE program. It is required that a student has passed Introduction to Agriculture, Food, and Natural Resources in order to take this course. This course will be offered as a dual credit course with Delaware Valley College and Rutgers University. Students who complete this course have the option of earning 4 credits at Cumberland County College for OH103 Plant Science.

Or

PRINCIPLES OF AGRICULTURAL SCIENCE-ANIMAL CP
Second level course

Principles of Agricultural Science—Animal is a foundation-level course designed to engage students in hands-on laboratories and activities to explore the world of animal agriculture. Throughout the course, students will develop a comprehensive Producer’s Management Guide for an animal of their choice. Student experiences will involve the study of animal anatomy, physiology, behavior, nutrition, reproduction, health, selection, and marketing. Throughout the course, students will consider the perceptions and preferences of individuals within local, regional, and world markets. Students will explore hands-on projects and activities to learn the characteristics of animal science and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, and industry personnel, face in their respective careers. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community. Knowledge and skills gained through this course will be used in future courses within the CASE program. It is required that a student has passed Introduction to Agriculture, Food, and Natural Resources before taking Principles of Agricultural Science – Animal. This course is offered as a dual credit course with

FOOD SCIENCE AND SAFETY CP
Third level course

Food Science and Safety is a specialization course in the CASE Program of Study. Students will complete hands-on activities, projects, and problems that simulate actual concepts and situations found in the food science and safety industry allowing students to build content knowledge
and technical skills. Students will investigate areas of food science including food safety, food quality, food chemistry, food processing, food product development, marketing, and consumer behavior. Research and experimental design will be highlighted as students develop and conduct industry appropriate investigations. In addition, students will explore connections between the Food Science and Safety lessons, Supervised Agricultural Experience, and FFA components that are important for the development of an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating solutions to their peers and members of the professional community. Due to the pace and rigor of the course, certain prerequisites are necessary for student success. The preferred method of student acceptance into Food Science and Safety is through a CASE Sequence of Courses. Students must take Introduction to AFNR followed by Principles of Agricultural Science – Plant or Principles of Agricultural Science - Animal. This course will be offered as a dual credit course with Delaware Valley College and Rutgers University. Upon completion of the first three courses in this pathway, students can earn 8 credits from Delaware Valley College, including AE 1120 Sustainability: Saving the Earth and Feeding People, HT1101 Exploring Horticulture, Science and the Environment, and AS1000 Survey of Animal Agriculture.

AGRICULTURAL RESEARCH AND DEVELOPMENT CP
Final Course in the Agricultural Science Academy

Agricultural Research and Development is the capstone course designed to culminate students’ experiences in agriculture. Woven throughout the course are projects and problems based in practical applications and designed to develop and improve employability skills of students. Students will further enhance critical thinking and teamwork skills as they expand on content knowledge from previous CASE courses.

AGRICULTURE ELECTIVES

FLORICULTURE: FLORAL DESIGN

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.

FINE AND PERFORMING ARTS

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, digital design, pottery and ceramics.

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 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.

ART 1

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, an art studio safety rules must be followed at all times.

ART 2

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. Art 1 should be taken before students elect this course.

CRAFTS/POTTERY

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 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. Art 1 should be taken before students elect this course.

CLAY STUDIO

In this class, students will build on the skills learned in Crafts & Pottery. Extensive wheel throwing, advanced hand building, new equipment/tools and techniques will be explored. As a studio class, emphasis will be placed on creativity, design, production and on-going self-evaluation as students gain confidence and mastery with materials. Pre-requisite: Crafts & Pottery
COMMERCIAL ART
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. Art 1 should be taken before students elect this course.

STUDIO ART
Using skills gained in Art 1 along with Art 2, Clay Studio or Commercial Art, students will focus on building their art portfolio. This course will provide the serious art student the opportunity to work in depth in the fine arts; materials, techniques and theories of oil painting and acrylic painting will be the focus along with advanced drawing techniques. Tests and written work along with written and oral critiques will be used to reinforce all skills learned. Students will learn how to prepare a portfolio and digitally record all work using digital cameras. Students will develop a tradition portfolio along with a digital 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. Art 1 along with Art 2, Clay Studio or Commercial Art should be taken before students elect this course.

DRAMATIC ARTS

DRAMATIC ARTS AND PUBLIC SPEAKING

Dramatic and Public Speaking will give students practical, “hands-on” experience in various elements of theatre, including lessons on acting and character development, improvisation and pantomime, voice and articulation, theatre personnel, the business of theatre, theatre history (including Greek Theatre and Shakespeare), etc. This unique elective also includes extensive lessons in various public speaking experiences, including mock interviews, persuasive speeches, debate speeches, etc. The public speaking aspect of this course will allow students to learn to speak more effectively and confidently. Students will have the opportunity to demonstrate their knowledge of the skills of speech making through prepared and extemporaneous presentations, dramatic and comedic scenes and monologues, poetry analysis, literary interpretation, interviews and debates. Participation in all activities is a requirement. The end of course project involves rehearsing and performing a given scene with a partner. This elective is open to ALL students.

ADVANCED DRAMATIC ARTS AND PUBLIC SPEAKING

This elective course is for the motivated student interested in further study of theatre arts. This course is designed to build on the basic skills and techniques learned in Dramatic and Public Speaking. Students will perform scenes from various periods in theatrical history and explore characters and space through improvisation. Students will also be exposed to advanced level public speaking skills and tasks that will prepare them for success in the 21st century. It is strongly recommended that students take Dramatic and Public Speaking before enrolling in this course. This elective is open to ALL students.

DRAMATIC ARTS ACADEMY

*Placement into the Dramatic Arts Academy is contingent upon the completion of an application and participation in the audition process. Cumberland Regional High School’s Dramatic Arts Academy is a four-year, comprehensive program designed to foster students’ personal, intellectual, and social development while arming them with skills and experiences necessary for potential future careers in the performing arts. The Academy focuses on the exploration of the human condition through dramatic literature and performance. Students in the Academy will develop a greater awareness of themselves and an appreciation for and understanding of the arts and the world around them. The Academy also provides students with learning experiences that develop the 21st century skills of communication, critical thinking, problem solving, and creativity, which are needed for students to succeed in the competitive global economy and workplace.

Students will be able to take part in a number of events including the fall play, spring musical, statewide dramatic competitions, and academy showcases. An articulation agreement is in place with Rowan University and Cumberland County College whereby students can earn dual credit for the college while enrolled in high school classes. Additionally, guest artist residencies and partnerships are a staple of the program. Partnerships exist with Rowan University, Philadelphia Shakespeare Theatre, Walnut Street Theatre, Appel Farm, and more.

DRAMATIC ARTS ACADEMY I

In this course, academy students will be introduced to the foundations and elements of dramatic arts. In this fast paced, hands-on course, students will explore improvisation, acting, character development, voice production and articulation, technical theatre (makeup, costumes, and props), ancient theatre history, and theatre criticism. First year begins with improvisation in order to stimulate and develop imagination, spontaneity, creative risk-taking, responsiveness, ensemble skills, and problem solving. Students will select, workshop, and present contrasting monologues for audition and competition purposes. Students that display consistent competence and technical excellence in the above criteria may be considered to advance to the next level. All level placement is at the discretion of the Academy Instructors.

DRAMATIC ARTS ACADEMY II

This course is designed to build on the basic skills, techniques, and content learned in Dramatic Arts Academy I. Academy students will explore the business of theatre, acting techniques (Hagen, “The Active Process”), Medieval and Renaissance theatre, technical theatre (lighting, set/scenic design, sound), movement and physicality, and musical theatre. In addition, students will experience extensive partner scene work for competition and end-of-year showcase purposes. Students that display consistent competence and technical excellence in the above criteria may be considered to advance to the next level. All level placement is at the discretion of the Academy Instructors.
DRAMATIC ARTS ACADEMY III

This course will be performance-based and will expose academy students to advanced acting techniques and styles, complex group scene work, Elizabethan and French Neoclassic theatre, acting for the camera, and performance poetry. To demonstrate the culmination of skills learned, students enrolled in this course will participate in the organization and performance of a children’s theatre production that will tour the constituent districts. Some rehearsal time after school MAY be required for this course. **This course will be offered as a dual credit course with Cumberland County College and Rowan University. Students that display consistent competence and technical excellence in the above criteria may be considered to advance to the next level. All level placement is at the discretion of the Academy Instructors.**

DRAMATIC ARTS ACADEMY IV CP

In this advanced-level course, academy students will be exposed to theatrical research, critique, and dramaturgy; play study, theatre history (Romanticism to Realism), and directing for the stage. To demonstrate the culmination of skills learned, students enrolled in this course will participate in the organization and performance of a theatrical production for the public. Students will also direct and perform in one-act plays for performance at the end-of-year showcase. Some rehearsal time after school MAY be required for this course. **This course will be offered as a dual credit course with Cumberland County College and Rowan University. Students that display consistent competence and technical excellence in the above criteria may be considered to advance to the next level. All level placement is at the discretion of the Academy Instructors.**

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 will be required to read the One Book One School selection as part of the Summer Reading Program. All students enrolled in Honors Language Arts classes will be required to read a selection in addition to the One Book One School selection. 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 1 CP

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.

LANGUAGE ARTS 1 HONORS

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. **Students must meet the Honors Program Requirement.** Students must complete the required Honors summer reading assignment which is available on the school website.

LANGUAGE ARTS 2 CP

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 world authors from a cultural as well as a literary perspective. Research techniques will be addressed in greater depth. It is recommended that the core course Language Arts 1 CP be taken before students elect this course.

LANGUAGE ARTS 2 HONORS

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. **Students must meet the Honors Program Requirement.** Students must complete the required Honors summer reading assignment which is available on the school website.

LANGUAGE ARTS 3 CP

Sequentially developed, the third year Language Arts course reviews the oral and written communication skills and introduces more complex concepts that students will need in order to pursue their career goals. Formal composition will be an integral part of this course. The masters of American 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 CP be taken before students elect this course.
LANGUAGE ARTS 3 HONORS

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. Students must complete the required Honors summer reading assignment which is available on the school website.

LANGUAGE ARTS 4 CP

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 European 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 Language Arts 3 CP be taken first. Students who need to complete a Portfolio Appeal to meet the Testing Graduation Requirement will be scheduled into Language Arts 4A CP.

AP LANGUAGE ARTS LITERATURE AND COMPOSITION

As described by the College Board, the AP Language Arts Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Upon completion of the course, students may be eligible for college credits at Cumberland County College or by taking the AP exam and achieving a score accepted by the college or university. Students must complete the required Honors summer reading assignment which is available on the school website. AP courses will be weighted 10% if the student takes the AP exam associated with that AP course. AP courses will be weighted 5% if the student successfully passes the course but does not take the corresponding AP exam.

AFRICAN AMERICAN LITERATURE

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.

CREATIVE WRITING

“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 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.

CREATIVE WRITING II

The purpose of Creative Writing II is designed to serve the needs of the many Creative Writing students who have expressed a desire to continue their study of fiction and poetry writing. The desired outcomes are to deepen students’ routine writing practice, to encourage independent and meaningful revision, and to help broaden the students’ writing portfolios beyond those of Creative Writing I.

HARRY POTTER AND THE SEMESTER OF SERVICE

Harry Potter and the Semester of Service is about how reading can promote social action. Although a fantasy series, Harry Potter’s story is about how one person can create change to make the world a better place. Through reading the series and engaging in service projects and research, students will be able to identify problems, research possible solutions, and create and implement a plan of action, all while engaging in meaningful discourse about the novels and how our world connects to that of Harry Potter’s.

YEARBOOK

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.
FANTASY, SUSPENSE, AND SCIENCE FICTION

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.

TECHNICAL COMMUNICATION

The purpose of this course is to prepare students for college and careers by improving their written and verbal communication skills for the workplace. Students will be able to work collaboratively and individually to produce texts differentiated for specific audiences and varied purposes. Students will learn how to create documents such as reports, newsletters, and presentations with maximum visual impact, and how to write professional letters, emails, and resumes that get results. This class would benefit any college-bound student, or one who plans to work in an office environment, the bio-medical field, law enforcement, a STEM career, or who just wants to improve their skills for projects right here at CRHS.

FRESHMAN SEMINAR

This course was designed to assist in the transition of students from middle school to high school. The course will serve as an introduction to Cumberland Regional High School & will provide academic, social, and emotional support to our incoming freshmen. The primary focus of the course will be critical study skills, organizational skills, and character traits that are vital for academic success. Students will actively participate in projects that promote cooperative learning, community involvement, problem solving, and character education. The Freshmen Seminar Team adopted a curriculum entitled, "Character Development & Leadership". Finally, in each classroom a group (4-5) of freshmen will be assigned to a senior mentor, who will provide academic and social support on a daily basis.

MATHEMATICS

The Core Mathematics Courses (Algebra 1, Geometry and Algebra 2) are aligned with the New Jersey Student Learning Standards (NJSLS). All students are required to complete at least 15 credits in math core courses. As a graduation requirement by the state, students must pass Algebra 1, Geometry and another math class that builds upon the Algebra 1 skills.

MATH IN ACTION

This is a course for seniors who have passed state mathematics exit exams. Topics include probability, geometry with 2 dimensional and 3-dimensional project-based applications; business and stock investment project-based applications; profit and demand using systems of equations. This course is designed as a project-based curriculum.

FOUNDATIONS OF ALGEBRA

Foundations of Algebra is the first half of our two semester Algebra 1 program that is aligned to the state approved 2010 Common Core Standards and includes the following topics: Number Sense & Operations, Exponents, Radicals, Algebraic Expressions, Linear Equations & Inequalities, Linear Functions, and Systems of Linear Equations & Inequalities. Incoming freshman are given the opportunity to exempt out of the course through the Foundations of Algebra Exemption exam. A calculator is required for this course.

ALGEBRA 1

Students successfully completed Foundations of Algebra will continue to Algebra 1. Algebra 1 is the second half to our second semester Algebra 1 program that is aligned to the state approved New Jersey Student Learning Standards and includes the following topics: Non-linear Functions, Data Analysis, Statistics, and Probabilities. Students enrolled in this course will take the Algebra I PARCC Test.

GEOMETRY

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. A scientific calculator is required for this course. Geometry may be taken concurrently with Algebra 2. Students enrolled in this course will take the Geometry PARCC test.

GEOMETRY HONORS

For incoming 9th grade students, there is a requirement that the student completes Algebra 1 in the eighth grade and meets the Honors Program Requirement. For all other students, they must complete Algebra 1B with an A and have teacher(s) recommendations. Students must meet the Honors Program Requirement. Students enrolled in this course will take the Geometry PARCC test.
ALGEBRA 2
This course is recommended for students in the college prep sequence that has 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 the Algebra 1 course. The emphasis of the course is on the solving of various types of equations and inequalities and their applications as well as writing and analyzing different types of functions. A graphing calculator is required for this course. It is required that a student successfully completes Algebra 1 before taking this course. Students enrolled in this course will take the Algebra 2 PARCC Test.

ALGEBRA 2 HONORS
This Algebra 2 course will continue a high level of math enrichment while emphasizing graphing and analyzing functions, performing operations on expressions and solving different types of equations in and out of context. 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. Students enrolled in this course will take the Algebra 2 PARCC Test.

STATISTICS AND PROBABILITY
As an alternative to Pre-Calculus or Calculus or an elective Math course, Statistics and Probability is for the college bound student. 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. It is highly recommended that a student successfully complete Algebra 2 with a grade of “B” or better before taking this course.

ALGEBRA 3
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. A student must successfully complete Algebra 2 before taking this course.

PRE-CALCULUS CP
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 plan to take AP Calculus in high school. Students who are interested in taking AP Calculus in high school should plan to take 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. A student can enroll directly in Pre-Calculus CP if that student earned a C or better in Algebra 2. If the student earned a D or lower in Algebra 2, the student must take Algebra 3 before Pre-Calculus CP. This course carries a 5% weighting.

PRE-CALCULUS HONORS
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 to take 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.

CALCULUS CP
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, and 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 required that a student successfully completes Algebra 2 and Pre-Calculus before taking this class. This course carries a 5% weighting.

AP CALCULUS AB
TEN CREDITS
Advanced Placement Calculus AB is a two-semester course (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 rigorous 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.

AP courses will be weighted 10% if the student takes the AP exam associated with that AP course. AP courses will be weighted 5% if the student successfully passes the course but does not take the corresponding AP exam.
RC PRE-ALGEBRA

This course is designed to reinforce mathematical skills necessary to be successful in the Algebra 1& 2 courses. Along with an emphasis on these skills, the following Algebra topics will be studied: Numerical Operations, Mathematical Tools, Spatial Thinking, Data Analysis, Linear Equations & Inequalities, and Linear Functions. A calculator is required for this course.

RC FOUNDATIONS OF ALGEBRA

Foundations of Algebra is the first half of our two semester Algebra 1 program that is aligned to the state approved 2010 Common Core Standards and includes the following topics: Number Sense & Operations, Exponents, Radicals, Algebraic Expressions, Linear Equations & Inequalities, Linear Functions, and Systems of Linear Equations & Inequalities. A calculator is required for this course.

RC ALGEBRA 1

Students successfully completed Foundations of Algebra 1 will continue to Algebra 1. Algebra 1 is the second half to our second semester Algebra 1 program that is aligned to the state approved 2010 Common Core Standards and includes the following topics: Non-linear Functions, Data Analysis, Statistics, and Probabilities. Students enrolled in this course will take the Algebra PARCC Test.

RC GEOMETRY

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. A scientific calculator is required for this course. Students enrolled in this course will take the Geometry PARCC test.

RC ALGEBRA 2

This course is recommended for students in the college prep sequence that has completed an Algebra 1 courses. 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 required that a student successfully completes Algebra 1 before taking this course. Students enrolled in this course will take the Algebra 2 PARCC Test.

COLLEGE MATH

This course is designed for seniors who have scored in the “partially proficient” range on the PARCC or state approved substitute assessment. The topics covered include the six domains of the New Jersey State Learning Standards in Mathematics: number and quantity, algebra, functions, modelling, geometry, statistics and probability. Results from the PARCC assessment will be used to tailor instruction to the individual needs of the student.

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.

BROADWAY MUSICAL

Students will become familiar with the history of the American Broadway Musical, along with plots and characters. Jobs affiliated with musicals and theatre will be studied. Individually, students will be expected to perform a monologue and a song from a Broadway Musical.

MIXED CHORUS

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 rehearsals will be scheduled as needed. Students are required to participate in the evening concert.

GUITAR LESSONS

This course is for any student who wishes to learn to play the guitar – from the beginner to the advanced. No prior knowledge is required. Concepts explored will be chord progressions, melody, bass lines, barre chords, note reading, major scales, and finger picking. Students will be expected to supply their own acoustic guitars.

GUITAR LESSONS II

This course is for the student who has taken Guitar I and wishes to further his knowledge of the instrument. Concepts explored will be chord progressions in blues, jazz, and pop idioms. Advanced note reading, upper position playing, and music theory related to playing skills will also be studied. Students will be expected to supply their own acoustic guitars. Students are required to participate in the evening concert.
PIANO LAB

This course is designed for all students who have the desire to play the piano, from the beginner to the advanced; no prior knowledge required. Students will learn to comprehend the fundamentals of piano music, which includes basic playing, and note reading skills. Skills are taught through group and individual instruction; therefore, to achieve success, students are expected to participate in independent practice, self-directed activities, and performance-based evaluations. A variety of musical literature at various levels will be studied.

PIANO LAB II

This course is designed for students who have experience playing the piano and have completed the Level 1 Lesson Book. Students will move to the Level 2 Lesson Book, while also learning to comprehend more advanced piano music, acquiring sight-reading skills, and being exposed to the art of accompanying singers and choral groups. Skills are taught through individual and independent instruction. In addition to the Lesson Book, each student will play a piece from the Baroque, Classical, Romantic, and Contemporary periods. Students are required to participate in the evening concert.

BAND/CONCERT CHOIR

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. 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 contemporary 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 rehearsals will be added, as needed, for all ensembles. Commitment is the key to the success of this program.

Band/Choir I: This course will provide the following learning experiences: basic note and rhythm reading, proper technique, tone production, stage presence, and sight reading. Students will also learn the history of composers and allied areas. Students are required to participate in the evening concert. After school and Sera rehearsals will be required as needed.

Band/Choir II: This course will provide the following learning experiences: intonation, articulation, and sight reading. Students will also learn the history of composers and allied areas. Students are required to participate in the evening concert. After school and Sera rehearsals will be required as needed.

Band/Choir III: This course will provide the following learning experiences: dynamics, ensemble blend and balance, and sight reading. Students will also learn the history of composers and allied areas. Students are required to participate in the evening concert. After school and Sera rehearsals will be required as needed.

Band/Choir IV: This course will provide the following learning experiences: phrasing, ensemble interpretation, personal interpretation, and sight reading. Students will also learn the history of composers and allied areas. Students are required to participate in the evening concert. After school and Sera rehearsals will be required as needed.

VOICE LESSONS/SOLO REPETROIRE

Students will be given the opportunity to enhance their singing voice. Proper technique and basic singing skills will be studied on an individual basis. Each student will be given solo performing projects and independent projects. Solo songs in the languages of French, German, and English will be studied, as well as the Italian Aria.

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, alcohol, and tobacco.
HEALTH 2 - DRIVER EDUCATION  
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, psychomotor 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 handling emergencies 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 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:

- Archery
- Badminton
- Basketball
- Bowling
- Circuit Training
- Cross Country
- Disco Dance
- Flag Football
- Floor Hockey
- Functional Fitness
- Golf
- Group Exercise
- Jazz Dance
- Lacrosse
- Line Dance (Various)
- Nutrition/Power Walking
- Recreational Games
- Softball
- Social Dance
- Square Dance
- Table Tennis
- Team Handball
- Tennis
- Track & Field
- Volleyball
- Weight Training
- Yoga

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 the Next Generation Science Standards and New Jersey Student Learning Standards. Courses in the core science areas: 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 will administer a comprehensive Science test for all 11th Grade students. It is expected that this test will become a 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.

INTEGRATED LAB SCIENCE

As its name suggests, this course introduces and integrates multiple science disciplines. The introduction of each provide the student with a foundation upon which to build going forward. Students not only delve into the building blocks of the respective disciplines covered, but also learn how to think critically and share information. To do so, they learn how to evaluate and validate data from which they derive their conclusions.

INTEGRATED LAB SCIENCE HONORS

As its name suggests, this course introduces and integrates multiple science disciplines. The introduction of each provide the student with a foundation upon which to build going forward. Students not only delve into the building blocks of the respective disciplines covered, but also learn how to think critically and share information. To do so, they learn how to evaluate and validate data from which they derive their conclusions. **Students must meet the Honors Program Requirement.**
BIOLOGY

Biology should be the second course in the Science sequence. Students will use problem-solving skills while learning biological concepts. The major topics covered include heredity, natural selection, ecology, energy transformation, and structure and function of living things. Emphasis is placed on practical application of these areas to everyday living.

BIOLOGY HONORS

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.**

BIOLOGY AP

**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. AP courses will be weighted 10% if students take the AP exam associated with that AP course. AP courses will be weighted 5% if students successfully pass the course but do not take the corresponding AP exam.

CHEMISTRY CP

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.

CHEMISTRY HONORS

This course will provide a more in-depth study of Chemistry than CP Chemistry. This is a five-credit laboratory course, which is recommended for any student planning to enter college as a science major or planning to take Advanced Placement Chemistry. The student will learn about the properties of matter and the changes it undergoes. The course includes atomic theory and structure, bonding, writing chemical equations, performing chemical calculations, understanding solutions, and acids and bases. Emphasis will be placed on problem-solving and data analysis. **Students must meet the Honors Program Requirement.**

CHEMISTRY AP

**TEN CREDITS**

AP Chemistry (10 credits) is a two - semester course that is taken every day both semesters. It is designed to be the equivalent of two semesters of college level inorganic chemistry. The AP class stresses quantitative reasoning and an extensive laboratory program. Students cultivate their understanding of chemistry through inquiry-based investigations as they explore topics such as atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This course will prepare students for the Advanced Placement Chemistry Examination. Students who elect to take this course should have a very strong background in Chemistry at the CP or Honors level.

ENVIRONMENTAL SCIENCE CP

Environmental Science is study of the interrelationships between organisms and their physical surroundings focusing on the effects man has within the worldwide ecosystem. This course will provide students with knowledge to evaluate choices that can reduce the negative impact man has made on the environment. The course emphasizes the development of scientific principles, which allow students to identify and analyze environmental problems and associated risks. Students also examine solutions that can resolve/ prevent ecological problems through critical and creative thinking skills. This course meets the third lab science requirement for graduation. Successful completion of Biology is a pre-requisite.

PHYSICS CP

The fundamentals of Newtonian Physics are stressed in this exploration of basic Physics. Motion, displacement, velocity, acceleration, gravity, vector addition, Newton’s Laws, forces, energy transformations, momentum, and linear, circular and projectile motions are topics covered that prepare the student for future courses in college. Lab work is designed to strengthen and support the concepts. The practical applications of mathematics help students understand the relationship between Mathematics and Science. **Students should be at minimum enrolled concurrently in Algebra 2.**

PHYSICS HONORS

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 1, Algebra 2, Geometry and Trigonometry are used extensively in this honors course. **Students must meet the Honors Program Requirement.**
PHYSICS 2 HONORS

Physics 2 students will explore advanced physics topics such as energy and waves, sound and light, mirrors and lenses, electricity and magnetism, and nuclear physics. The course is designed as a natural continuation of Physics 1 and will prepare students for future college coursework. Labs are designed to strengthen and support the concepts. Practical applications will enable students to relate these topics to the world they encounter each day.

AP PHYSICS 1

AP Physics 1 is an Algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics including: kinematics, dynamics, circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motions; electric charge and electric force; DC circuits; and mechanical waves and sound. Students need to have successfully completed Geometry and must either be concurrently taking Algebra II or have successfully passed it prior to taking AP Physics. It is recommended that students take Honors or CP Physics prior to taking AP Physics 1.

AP courses will be weighted 10% if the student takes the AP exam associated with that AP course. AP courses will be weighted 5% if the student successfully passes the course but does not take the corresponding AP exam.

RC INTEGRATED LAB SCIENCE

This course is an activity-based exploration of all sciences. In addition to these content areas, this course is designed to provide our students with the opportunity to master the scientific method via inquiry. They will learn to think and act as successful scientists by designing, conducting, and reporting their own experiments. Strong reinforcement of mathematical skills will be emphasized as our students collect and manipulate real data sets. This course should provide the foundation for a successful career in science while at CRHS and beyond.

RC BIOLOGY

Biology should be the second course in the Science sequence. Students will use problem-solving skills while learning biological concepts. The major topics covered include heredity, natural selection, ecology, energy transformation, and structure and function of living things. Emphasis is placed on practical application of these areas to everyday living.

RC ENVIRONMENTAL SCIENCE

Environmental Science is study of the interrelationships between organisms and their physical surroundings focusing on the effects man has within the worldwide ecosystem. This course will provide students with knowledge to evaluate choices that can reduce the negative impact man has made on the environment. The course emphasizes the development of scientific principles, which allow students to identify and analyze environmental problems and associated risks. Students also examine solutions that can resolve/prevent ecological problems through critical and creative thinking skills. This course meets the third lab science requirement for graduation. Successful completion of RC Biology is a prerequisite.

RC PLANT & SOIL SCIENCE

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. Projects, activities and resources are aimed at preparing the student to obtain college credits.

ANIMAL SCIENCE

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.

HUMAN ANATOMY & PHYSIOLOGY 1

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 human cell biochemistry, and an introduction to the major organ systems 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 CP

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. Students who have successfully completed Principles of Biomedical Science and Human Body Systems with a B or higher may take this course without having to take Human Anatomy and Physiology 1.
PLANT & SOIL SCIENCE DUAL CREDIT

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. Projects, activities and resources are aimed at preparing the student to obtain college credits. This course is dual credit though Cumberland County College. Students have the opportunity to earn 4 credits in Plant Science, OH103.

EXPERIENCING SCIENCE THROUGH LITERATURE CP

The purpose of this course is to teach chemistry, biology, and physics using literature and movies. Students will explore topics by referencing the literature, completing experiments in the laboratory, and viewing the movie format for comparison. The discussion will focus on how science influences fiction. Students must have successfully completed Biology and Chemistry or Environmental Science before taking this course.

FORENSIC SCIENCE

Forensic Science is the application of science for criminal and civil laws that are enforced by police agencies in a criminal justice system. Major topics include processing a crime scene, collecting and preserving evidence, identifying types of physical evidence, organic and inorganic analysis of evidence, hair, fibers, blood, toxicology, DNA, fingerprints, document analysis and the criminal mind. Students should have successfully completed Biology before taking Forensic Science.

BIOMEDICAL ACADEMY

The Biomedical Academy is a progression of courses that utilize Project Lead the Way (PLTW) curriculum. Working with the same tools used by professionals in hospitals and labs, PLTW Biomedical Science students step into the roles of medical investigators, surgeons, microbiologists, geneticists, and biomedical engineers. They explore realistic situations like investigating the death of a fictional person and analyzing prevention, execution, interpretation, and presentation. Projects, activities and resources are aimed at preparing the student to obtain college credits. This course is dual credit though Cumberland County College. Students have the opportunity to earn 4 credits in Plant Science, OH103.

PRINCIPLES OF BIOMEDICAL SCIENCE

In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person’s life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

HUMAN BODY SYSTEMS

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

MEDICAL INTERVENTIONS

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and how to prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. In order to take this course students must successfully complete Principles of Biomedical Science, Human Body Systems, and Biology. It is also recommended that students successfully complete Chemistry before taking this course.

BIOMEDICAL INNOVATIONS

In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution.

SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS (STEM) ACADEMY

The STEM Academy is a progression of courses that include Project Lead the Way Curriculum. The STEM Art class helps students build skills needed for the STEM Coursework. Incoming 9th grade students can apply to take part in the course progression. If accepted into the program, the expectation of a student selected for the STEM Academy is that he or she will take honors level Science and Math courses each school year. The goal for a STEM Academy student is to successfully complete Advanced Placement (AP) Calculus AB and Science(s). Students in the STEM Pathway will be part of the Technical Student Association (TSA) and have the opportunity to compete in competitions.
INTRODUCTION TO ENGINEERING DESIGN (IED) HONORS
A Project Lead the Way Course
This is the ninth grade course for students accepted into the STEM Academy. The major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer’s notebook, and communicate solutions to peers and members of the professional community. This course carries honors weight.

STEM ART
This course is a ninth grade course for students accepted into the STEM Academy. Innovation is a hallmark of success in STEM and in Art and drives quantum advances in all fields. Units of study in this course include: Art Elements; Value, Shading and Chiaroscuro; Botanical Studies; The Science of Glass; The History of Painting Clay and the Science of Glazing; Metal Tooling and Enameling; Color and Light; and Animation. This course fulfills the fine art graduation requirement. For students enrolled in the Early College High School Program, this course will earn Dual Credit for Art Appreciation (AR101) at Cumberland County College.

DIGITAL ELECTRONICS (DE) HONORS
A Project Lead the Way Course
This course is a tenth grade course for students accepted into the STEM Academy. Digital electronics is the foundation of all modern electronic devices such as mobile phones, MP3 players, laptop computers, digital cameras and high-definition televisions. Students are introduced to the process of combinational and sequential logic design, engineering standards and technical documentation. This course carries honors weight.

PRINCIPLES OF ENGINEERING (POE) HONORS
A Project Lead the Way Course
This course is an eleventh grade course for students accepted into the STEM Academy. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Upon successful completion of the first three courses in this pathway with a “B” or better, students can earn 3 credits from Rowan College at Gloucester County (RCGC) for (ENR 207) Engineering Materials.

ENGINEERING DESIGN AND DEVELOPMENT (EDD) HONORS
A Project Lead the Way Course
This course is the senior level course for students accepted into the STEM Academy. The knowledge and skills students acquire throughout the STEM Academy come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing EDD ready to take on any post-secondary program or career.

SOCIAL STUDIES
WORLD HISTORY
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.

WORLD HISTORY HONORS
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. Students must meet the Honors Program Requirement.

U.S. HISTORY 1
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 1 HONORS

U.S. History 1 Honors is the first part of a two-course study of United States History. Focus is on colonization through Reconstruction in post-Civil War America. The course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will assess historical materials using both primary and secondary sources, begin to develop and support theses with relevant evidence, and prepare for writing in college using different forms of essays and problem solving. It is recommended that Honors World History 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 College Board Advanced Placement Exam for up to six semester hours of college credit (depending upon the university a student will attend.)

U.S. HISTORY 2

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.

U.S. HISTORY 2 AP

This course is a continuation of the AP U.S. History 1 course. Focus is on industrialization and immigration through the present day, with a focus on 20th Century American history. The course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will assess historical materials using both primary and secondary sources, form and support theses with relevant evidence, prepare for writing in college using different forms of essays and problem solving. It is recommended that U.S. History 1 Honors be taken before students elect this course. Students will be required to complete assignments in the summer prior to start of the course.

Upon completion of U.S. History 1 Honors and AP U.S. History 2, students may elect to take the College Board Advanced Placement Exam for up to six semester hours of college credit (depending upon the university a student will attend.) AP courses will be weighted 10% if the student takes the AP exam associated with that AP course. AP courses will be weighted 5% if the student successfully passes the course but does not take the corresponding AP exam.

RC WORLD HISTORY

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.

RC U.S. HISTORY 1

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.

RC U.S. HISTORY 2

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.

RC FINANCIAL LITERACY

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 concerning 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. This course meets the requirements for the Financial Literacy requirement part of graduation.
The Justice Studies Academy will provide students with an interest in law enforcement, corrections and the legal system the opportunity to develop an understanding of the history and functions of the legal system, the role of law in society, the impact of societal changes on the law and their role as citizens. Courses have been selected and designed to provide students with real life experiences, opportunities to explore career options, and to develop critical thinking and problem-solving skills.

INTRODUCTION TO JUSTICE STUDIES
This course is the first in the Justice Studies Academy sequence. The course will provide students with a foundation in the history of western law, historical legal documents, and the legal system. Students will explore careers in law enforcement, corrections, and multiple careers in the legal system. An emphasis will be placed on the development of critical thinking skills, evidenced based writing and debate, as well as problem solving. Multi-media resources and guest speakers will be an integral part of the course.

ACADEMY STREET LAW
This course will provide students with a foundation in criminal law, civil law, juvenile justice, court procedures and the jury system. An emphasis will be placed on critical thinking skills, evidence-based writing and debate. Activities will be designed to provide students with the ability to analyze, evaluate and resolve legal disputes. The curriculum includes case studies, mock trials, role-plays, small group exercises and visual analysis activities. Prerequisite: Introduction to Justice Studies.

ACADEMY SOCIOLOGY
This course will introduce students to the study of social groups and human interaction. Each group that we interact with influences our behavior in various ways. In this course, we will examine and practice the various skills and techniques that sociologists employ when studying a group’s behavior. We will examine a wide variety of groups and social processes that enable us to function as a society. Some of these topics include in depth analysis of culture, social structure, social deviance and control, inequalities in race, ethnicity, gender and age, as well as, researching/presenting major agents of socialization (Family; Education; Politics and Religion). Prerequisite: Introduction to Justice Studies.

ADMINISTRATION OF JUSTICE DC
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.

U.S. GOVERNMENT AND POLITICS AP
This class is a highly rigorous AP Government & Politics course that dives into our system of government. The focus is on the Constitutional Underpinnings of U.S. Government, Political Beliefs/Behavior, Political Parties/Interest Groups/Mass Media, and Institutions of our National Government, Economic/Foreign Social Policies and Civil Rights/Liberties. The course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials within our government and around the world. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. A student in this course will be doing a substantial amount of reading, research and writing outside of class and students are expected to be prepared for a significant number of projects and secondary reading from political analysts. Students will assess historical materials using both primary and secondary sources, form and support theses with relevant evidence, prepare for writing in college using different forms of essays and problem solving. It is recommended that both AP U.S. History 1 and 2 be taken before students elect this course but is not necessary. Upon completion of AP Government & Politics Course, students may elect to take the College Board Advanced Placement Exam for up to six semester hours of college credit (depending upon the university a student will attend.) AP courses will be weighted 10% if the student takes the AP exam associated with that AP course. AP courses will be weighted 5% if the student successfully passes the course but does not take the corresponding AP exam.

FINANCIAL LITERACY
This course develops skills and explores strategies that promote personal financial literacy in the global economy. Financial literacy includes the application of knowledge, skills, and ethics when making consumer and financial decisions that impact the self, the family, as well as the local and global communities. Topics: Income & Careers; Money Management; Credit & Debt Management; Planning, Saving & Investing; Becoming a Critical Consumer; Civic Financial Responsibility; Risk Management & Investment.

FINANCIAL LITERACY HONORS
Financial Literacy Honors will cover the basic material outlined in Financial Literacy CP in more detail. Greater emphasis will be placed on developing higher cognitive and critical thinking skills, independent research, reading, and writing. Students must meet the Honors Program Requirement.

HUMAN RIGHTS
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.
PSYCHOLOGY CP

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 CP

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

Topics covered in this course include criminal law, juvenile justice, court procedures, and the jury system, rights of consumers and tenants, responsibilities of property owners, and individual rights in encounters with the courts and police. It is recommended that a U.S. History 1 core course be taken before students elect this course.

REEL History

This is a one-semester elective course for students who are inquisitive and interested in the study of history through film. We will use film to approach the history of the United States through major historical periods from 1960s to present. This course treats films as texts deserving the same skills of critical thinking and analysis as other sources used within a history course. The class is designed to reveal that some films are valid historical sources, offering a glimpse into the social, political, and cultural historical moment in which it was created; and some films are affected by poetic license, the agenda of the filmmaker, and other factors that compromise their validity as historical sources. Along with watching these films, students will also be examining primary and secondary sources in order to critically analyze the accuracy of the film, as well as the purpose and direction of the film. We will use the catchphrase, “What is Reel and What is Real,” as our guide in analyzing films. Students will also examine sources related to the era, including but not limited to works of art, literature, primary sources, artifacts, and photographs to further create an understanding of the historical era presented. Students will then use the films as “historical evidence” in determining accuracy of the film, the point of view of the directors/producers of the film, their target audience, and their reasons for producing this film. Coursework includes challenging assignments, research, homework, reading, writing, lectures and discussions as well as in-depth analysis of films.

Prerequisite: World History, US 1, US 2. Student must be enrolled in US2 simultaneously with this course or have taken US2 previously to enroll in this course.

TOMORROW'S TEACHERS

This course is designed for junior or senior students who wish to pursue a career in teaching. Students will be taught teaching methodology and the many facets of education through class discussion, observation, and participation in public school classrooms. This course is designed to be academically rigorous and challenging. 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, and 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.

RESOURCE CENTER

A Pull-Out Resource Center is offered in Math, Language Arts, Science, and History. Classes are limited to 12 students per teacher. An In Class Support Resource Program is offered via the regular Language Arts, Math, History, and Science classes. In these classes, students are required to meet the regular curriculum objectives, which include the Core Content Standards. 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 in all subject areas. Reading and Math and writing skills are infused throughout all educational programs.

ACADEMIC LIFE SKILLS (ALS) PROGRAM

The ALS Program serves the needs of the Multiply Disabled student. It is a self-contained micro society that services students aged 13 through 21. The ALS program provides specific instruction in the areas of functional academics, social and emotional development, life skills, prevocational and vocational skills. The program is specifically designed to guide the social, emotional, and intellectual development of those students whose capabilities, interests and ideas lend themselves more to specific practical experiences rather than to the conventional academic curriculum.
FUNCTIONAL LIFE SKILLS (FLS) PROGRAM

The FLS program serves the needs of students who have been diagnosed as being on the spectrum. Instruction is based upon the principles of “Applied Behavior Analysis” which has proven to be the most effective with this population. Students receive instruction in increasing both expressive and receptive communication skills, daily living skills, functional academics and prevocational skills. Instruction is individualized to the specific needs of each student based upon their current level of functioning.

READ 180 PROGRAM

The READ 180 Program is an intense reading intervention program that is a comprehensive system of instruction and assessment. It is designed to create a higher level of reading proficiency. The primary objective is for students to read with confidence and fluency while incorporating adaptive technology to individualize instruction. This consists of whole group instruction, instructional software, independent reading and small group instruction. The program runs 1 full year for freshmen and 1 semester for 10th -12th graders.

STUDENT COMMUNITY SERVICE

This program falls under Option II and 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 people with disabilities. In effect, there is a contract between the agency and the student for services to be performed. Credits awarded 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 offer an excellent opportunity for career exploration. This course is open only to seniors who have the Administrations’ permission.

SENIOR MENTORING

This course links with the Freshman Seminar Course and is designed for senior students who display the highest levels of honesty, integrity, leadership, and academic excellence. Seniors chosen for this course will be assigned 4-5 freshman students and will be enrolled in Freshman Seminar with their assigned freshmen. Senior Mentors will assist the teacher by planning and facilitating classroom activities and will serve as positive role models to the freshman students.

TECHNOLOGY EDUCATION

Courses in technology education will prepare students for careers in business, computer programming, and computer aided design and drafting. 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. A strong foundation in technology skills will be developed 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 AND COMPUTERS I

This course is an interactive online learning environment, helps students master Microsoft Office and computer concepts essentials to academic and career success. Students observe, practice, and train, then apply their skills live in the application. Students will work together in a high-tech, hands-on, engaging curriculum as they solve real-world challenges using computer technology. Emphasis will be placed on learning the various applications of Microsoft Office 365 (Outlook, OneNote, Word, PowerPoint), creating multi-media projects, and using electronics to communicate effectively. This course is the first level of the business education program, as well as the Microsoft Certification program, offered at Cumberland Regional High School. Elements of business education are infused throughout the projects to prepare students for future success in any chosen pathway. This course is recommended for 9th and 10th grade students.

BUSINESS AND COMPUTERS II - RETAILING

Love to shop? This online simulation teaches students the business basics and exposes the secrets of retailing. Students learn the tough business decisions that impact their common shopping experiences - why stores are located where they are, how stores decide to price products, etc. With Virtual Business - Retailing, students start with a familiar grocery/convenience store. As their retail knowledge deepens, students later manage sporting goods and electronics retailers. Students learn promotion/marketing strategies including traditional media and new options such as email campaigns. Students can fully design the retail layout of their stores. Grocery stores highlight perishables; sports stores highlight seasonality; electronics stores highlight personal selling. The “Mega-Mogul” project lets advanced students establish a retail empire of multiple stores in multiple product categories. Improved multiplayer mode lets students compete in class.
**BUSINESS AND COMPUTERS III - MANAGEMENT**

Students will develop an understanding of Virtual Business—Management online software. Students are given the chance to be the boss of their own company. With the online simulation, students begin by managing a small facility and control limited factors. As they grow in business knowledge, they can lease as much space as they want and grow into manufacturing giants. Students get to decide what they’d do if they were the boss. This sim is ideal for teaching introduction to business, management, supervision, and entrepreneurship. In advanced projects, students design factory floors and office environments to maximize output and minimize cost. In the process, students deal with a variety of business activities large and small—absent employees, fast workers and slow workers, accidents and more. In multiplayer mode, opportunities to bid on orders appear in real-time to all students in the class.

In addition, this course is designed to prepare students for the Microsoft Office Specialist exams. This course assumes students already understand the concepts that are the basis for the skills covered in this course and is focused on review and practice of skills for taking the exam. The Microsoft Office Specialist program is the only comprehensive, performance-based certification program approved by Microsoft to validate desktop computer skills using Microsoft Office 2010 programs. The Microsoft Office Specialist program provides computer program literacy, measures proficiency and identifies opportunities for enhancing skills. To enroll in this course, students must have successfully completed Business and Computers II—Retailing.

**RC COMPUTER APPLICATIONS FOR COLLEGES AND CAREERS**

This course is designed to provide students with the computer literacy skills they will need to be successful in college and in their careers. Students will work together in a high-tech, hands-on, engaging curriculum as they solve real-world challenges using computer technology. Emphasis will be placed on learning the various applications of Microsoft Office (Word, PowerPoint, Publisher, and Excel), creating multimedia projects, and using electronics to communicate effectively. Elements of business education are infused throughout the projects to prepare students for future success in any chosen pathway. This course is recommended for 9th and 10th grade students.

**INFORMATIONAL TECHNOLOGY (IT) ACADEMY**

The IT Academy course sequence begins with Introduction to Computer Programming and progresses through Visual Basic, Advanced Visual Basic/Pascal, Advanced Pascal/C++, Programming in JAVA, and Web Development. Students have the opportunity to earn college credits through Cumberland County Community College for successful completion of Advanced Visual Basic/Pascal and Advanced Pascal/C++.

**INTRODUCTION TO COMPUTER PROGRAMMING**

The computer languages sequence begins with Introduction to Computer Programming, which can be taken as an elective course or the first IT Academy Course. 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.

**VISUAL BASIC CP**

This course is an introduction for 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 Intro to Computer Programming is required.

**ADVANCED VISUAL BASIC**

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. 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. Introduction to Computer Programming is required before taking this class. A dual credit agreement has been established with Cumberland County College for CS111 Computer Science 1.

**ADVANCED C++**

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. Introduction to Computer Programming is required before taking this class.

**PROGRAMMING IN JAVA**

This course allows the student who has demonstrated proficiency in Advanced Visual Basic or 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 or C++ is highly recommended prior to electing this course. Introduction to Computer Programming is required before taking this class.
WEB DEVELOPMENT PROGRAMMING 1

Students will be introduced to the principles and concepts of designing a web site for the Internet along with studying the underlying structure of a web page. Students will learn the basics of HTML (Hypertext Markup Language) to create a home page that incorporates text and graphics. This course also covers additional features including Cascading Style Sheets (CSS), working with image maps, a short introduction to JavaScript, and optimizing media for viewing on the web. The present and future advancements of the Internet will be discussed. Successful completion of Introduction to Computer programming and Visual Basic is required before taking this class.

WORLD LANG UAGES

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. In order to be placed in Level 2 World Language without taking Level 1 (i.e. Skip Spanish 1 and take Spanish 2) a student must receive a recommendation from their World Language teacher and earn a 90% or better on a placement exam. World Language teachers are asked to provide a list of students to the CRHSD Guidance department by April 30th. The Supervisor of Humanities will administer the placement exam prior to the end of the school year. Students will be notified of placement by their guidance counselor prior to the start of the school year.

FRENCH 1, LATIN 1, SPANISH 1, RC SPANISH

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 age appropriate authentic material.

FRENCH 2, LATIN 2, SPANISH 2

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. Extensive use of age appropriate authentic material will continue.

FRENCH 3, LATIN 3, SPANISH 3 CP

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 age appropriate authentic materials may also be provided. Subjunctive mood may be introduced.

FRENCH 4 ADV., LATIN 4 ADV., & SPANISH 4 ADV.

Communication skills continue to be developed and refined. Students are presented with a wide variety of cultural components. Age appropriate reading texts are varied and expose students to several genres, 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.

FRENCH 5 ADV., LATIN 5 ADV., and SPANISH 5 ADV.

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 in Latin 5 may also pick a research option where they research one or more topics of Roman culture. Students who wish to pursue this option should not approach individual faculty. An interest should be discussed with the guidance counselor. The student’s transcript will reflect the PASS/FAIL option. The grade will not be calculated into the student’s grade point average. OPTION 2 FORMS REQUIRED

SUPPLEMENTAL ENGLISH AS A SECOND LANGUAGE

Students who are enrolled will receive academic, social, and behavioral supports while developing a better understanding of the English Language. Students will be identified for placement in this course, through a series of protocols, recommendations by staff, or previous placement in a similar program. The course content and learning objectives align with the New Jersey State Learning Standards while helping prepare students to be successful on the end of year WIDA assessment.