

**GREATER EGG HARBOR REGIONAL
HIGH SCHOOL DISTRICT**

**ABSEGAMI
HIGH SCHOOL**



Course Descriptions

2011-2012

ABSEGAMI HIGH SCHOOL
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Greater Egg Harbor Regional High School District
ABSEGAMI HIGH SCHOOL
Winter
2011-2012

Absegami High School is proud to serve approximately 2000 students in an academic and co-curricular environment that is designed to meet the needs of secondary school students preparing for the world of work and the world of post secondary education. We are extremely proud of the record we have for assisting our students as they prepare for their future and we are equally proud of providing a learning environment where students have the opportunity to forge their identity, become leaders in their high school community and reach out to the local, state, national and global community through volunteerism, community service and service learning experiences. The graduating class of 2010 set a high standard for students currently enrolled at Absegami High School demonstrating an ability to make annual yearly progress on standardized testing, excelling in our Advanced Placement program and demonstrating through the PSAT and SAT that students graduating from this high school are well prepared to take on the rigors of higher learning at the best colleges and universities in the United States. The standards set by past graduates continue to provide a model for the current Absegami student who is looking toward his or her own future outside of high school.

The Absegami High School Course Description Book reflects a menu of course offerings that is born of a collaborative discussion among members of the administrative team who recognize the diversity of our student body, and try to match their needs with the expertise of our faculty. It is our collective vision to engage students in meaningful courses that are designed to instill a love of learning and to develop interests and talents that students may not have been aware of prior to coming to high school. The New Jersey Department of Education along with our local school district is working tirelessly to create the design for the 21st Century high school and to that end the course offerings reflected in this book have been carefully crafted to ensure that our students are competitive in the job market no matter where they choose to live and work in the future.

It is important for students at each grade level to “begin with the end in mind” and consider where they want to be at the time of their graduation when choosing their courses for the next school year. A wise person once said that if you don’t know where you are going, you may end up somewhere else. Please review the Course Description Book carefully prior to meeting with your child’s guidance counselor for the course selection process. Contact numbers for vice principals, supervisors and guidance counselors are listed in the front cover of the book for your convenience, should you have any questions. It is our goal throughout the process to assist you in making well thought out choices in the best interests of your son or daughter and their future.

Jeri-Lynn Gatto, Ed.D.
Principal

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"HOME OF THE BRAVES"

Community

The Greater Egg Harbor Regional High School District is comprised of Egg Harbor City, Galloway, Hamilton and Mullica Townships. It is the largest school district, in area, in the State of New Jersey. It also serves students from Green Bank and Port Republic. The District operates three comprehensive high schools, Absegami and Oakcrest grades 9-12 and Cedar Creek grades 9-10. The District is located in Atlantic County approximately 12 miles West of Atlantic City and a sixty-minute drive from Philadelphia. The area is semi-rural with agriculture and light industry.

School

Absegami is located in Galloway Township, Galloway, New Jersey. The total student population is 2000. The number of credits required for graduation is 120, and students must maintain a good attendance record in order to be eligible for graduation. The school year consists of four marking periods with graduation in June.

Curriculum

A student's program is individualized with an emphasis on aptitude, interest and a career goal. There are a variety of electives that meet the student's educational or vocational needs. Courses are available in the following areas: Business, English, World Language, Health and Physical Education, Mathematics, Performing Arts, Reading, Related Arts, Science, Social Studies, Special Education. Enrollment as a shared-time student in the Atlantic County Institute of Technology is also available.

Advanced Placement Programs

Advanced Placement courses are offered in English Language and Composition, English Literature and Composition, Spanish, French, Calculus AB and BC, Statistics, Biology, Chemistry, American Government and Politics, Psychology, United States History and European History.

Grading

Numerical grades are earned during each marking period. Grade point averages are reported using these numerical averages.

GRADING SYSTEM

Final Grade Range is indicated below:

A + = 100 - 96	A = 95 - 93	A- = 92 - 91
B+ = 90 - 89	B = 88 - 86	B- = 85 - 84
C+ = 83 - 82	C = 81 - 79	C- = 78 - 77
D+ = 76 - 75	D = 74 - 72	D- = 71 - 70
F = 69 - 50	I = Incomplete	T = Audit
WP = Withdraw Passing	WF = Withdraw Failing	

Fast Facts

School Name:	Absegami High School
School Nickname:	Braves
School Colors:	Brown and Gold
School Opened:	September 1982
Number of Students:	2,000

GRADUATION REQUIREMENTS

A graduating pupil must earn a minimum of 120 credits. **Those credits must include:**

1. Four credit years of English. (20 credits)
- *2. Three credit years of Mathematics. (15 credits)
3. Three credit years of Social Studies (15 credits) including United States and New Jersey History as required by N.J.S.A. 18A:35-1 and 35-2 and further including one credit year of World History and Cultures.
- **4. Three credit years of a Laboratory Science including Life, Environmental, or Physical. (15 credits)
5. Two credit years of World Language, as a local district requirement. (10 credits)
6. One credit year of Physical Education, Health, and Safety for each year of enrollment, as required by N.J.S.A. 18A:35-5,7&8.
7. One credit year of Visual and Performing Arts. (5 credits)
8. One credit year of Career education and Consumer, Family, and Life Skills, or Vocational-Technical education. (5 credits)
9. A half credit year in Financial, Economic, Business and Entrepreneurial Literacy (2.5 credits) Class of 2014 and beyond.
- ***10. One credit year of Health, Family Life, and Substance Abuse, as a local district requirement. (5 credits)

* Effective with the 2008-09 grade nine class, **(graduating Class of 2012)** each student will be required to earn five credits of Algebra-1 or its equivalent. Effective with the 2010-11 grade nine class, **(graduating Class of 2014)** each student will also be required to earn five credits of Geometry or its equivalent. Effective with the 2012-13 grade nine class, **(graduating Class of 2016)** and beyond each student will also be required to earn 5 credits of math that builds on the concepts and skills of Algebra and Geometry as part of the 15 credit math requirement.

** Effective with the 2008-09 grade nine class, **(graduating Class of 2012)** each student will be required to earn at least five credits in a laboratory biology/life science or its equivalent. Effective with the 2010-11 grade nine class, **(graduating Class of 2014)** each student will also be required to earn five laboratory/inquiry-based credits in chemistry, environmental science, or physics. Effective with the 2012-13 grade nine class, **(graduating Class of 2016)** and beyond each student will also be required to earn one additional five credit laboratory/inquiry-based science course.

***The local district requirement of one credit year of Health, Family Life, and Substance Abuse will be waived for students participating in Magnet Programs effective 2010-2011.

These programs include all of the **NEW JERSEY STATE CORE CURRICULUM CONTENT STANDARDS**, as set forth above, by the Department of Education.

The curriculum listed in this catalog was adopted and approved by the Greater Egg Harbor Regional High School District Board of Education at its regular board meeting in November 2010.

The courses described in this catalog are subject to revision or deletion depending upon student subscription, the curricular needs of the District, and/or the changing requirements of the New Jersey Department of Education. These are the New Jersey Department of Education graduation requirements as of November 2010.

Absegami High School has an obligation to ensure that students are scheduled for classes in which they are likely to meet academic challenges successfully. Students who demonstrate a deficiency in basic academic areas get the supportive instruction considered appropriate to their deficiency. This philosophy is basic to all District courses.

ACADEMIC RECOGNITION

The Valedictorian and Salutatorian of each high school will be the pupils who are ranked one and two, respectively, at the end of the first semester of their senior year based upon the weighted class rank. In order to be eligible for these honors, the pupils must have been enrolled in the high schools in this District, by September 1st of the pupils' senior year.

American Diploma Project

New Jersey is working with Achieve, Inc. on a project called the American Diploma Project (ADP) Network. In 2004, governors, state superintendents and commissioners of education, business executives, and college and university leaders from across the country came together to form The ADP Network. The purpose of ADP is to help states raise academic standards and achievement so that all students graduate ready for college, work and citizenship.

High Schools of the past educated students differently based on their plans for the future. The American Diploma project recognizes that High Schools of the future must provide all graduates, regardless of whether they are going on to college or the workplace, with the same knowledge and skills if they are to survive in a global economy.

At Absegami High School, curricular decisions are made with an eye toward the American Diploma Project and with a focus on the expertise and experience of a talented faculty. As New Jersey moves towards *End of Course Examinations* as future high school graduation requirements, Absegami High School has been preparing to meet these new curricular challenges by developing and providing challenging, content-rich instruction that engages students and fosters strong problem-solving skills. Absegami High School has adopted the ADP philosophy and is committed to ensuring all students are exposed to a rigorous curriculum that will prepare a student to continue their education at a college/university or to enter the workforce with skills that will allow them to be competitive in our global economy.

For more information on the research of the American Diploma Project, visit www.achieve.org. For information on the NJ High School Redesign Steering Committee, visit www.njhighschools Summit.org.

National Goals of the American Diploma Project:

- **Develop a more challenging High School Curriculum aligned with Post-Secondary Education and Career Opportunities**
- **Develop more rigorous Assessments and Standards**
- **Increased School Accountability for Improved Student Performance**

New Jersey's Goals for the American Diploma Project:

- **Align Language Arts Literacy and Mathematics standards with post-secondary education and career skills required for success.**
- **All students must enroll in a college and work ready curriculum**

During the months of January, February and March a schedule will be created which will provide students and their parents an opportunity to participate in the selection of courses for next year. It is the goal of the Absegami Guidance Department to develop an educational plan that will afford you the opportunity to:

- ❖ Complete State and District graduation requirements
- ❖ Prepare you to achieve your post secondary academic / career goals
- ❖ Meet with success in challenging courses

The following information has been prepared to use as a guideline to follow as you select courses that will help you meet your educational plan.

Course Description Booklet

Students at Absegami High School and our eighth grade sending districts are provided with a course description booklet. The purpose of the booklet is to furnish students and their families with information about Absegami High School, course offerings, graduation requirements and important telephone numbers. Students and parents are encouraged to research courses carefully and be prepared to select courses wisely for the following school year.

Orientations

During the winter months, students will receive their course description booklets through classroom presentations presented by the Absegami school counselors. At this time, counselors will be able to discuss with students the various course selections available to them and the importance of choosing wisely the level of courses, electives and alternates. Our eighth grade students will have an opportunity to participate in the following course selection activities:

- ❖ Classroom visitations by Absegami guidance counselors at which time the course description booklet will be discussed along with a sample form of the course selection sheet. Students will be informed of graduation requirements, required ninth grade courses, attendance policy, eligibility and vocational school information.
- ❖ Eighth Grade Orientation Program – this is an orientation for both students and parents held during a winter evening at Absegami High School. It is during this program that school administration and supervisors will have an opportunity to present our school and programs to our eighth grade community.

Meeting with Counselors

All parents/guardians are encouraged to participate in their child's selection of courses for the following school year. Absegami High School will work with its sending districts to identify a time when Absegami Guidance Counselors will meet with 8th grade students for the purpose of selecting courses. The sending districts will be responsible for notifying parents of the days and times of these conferences. Absegami High School families will be notified, via the mail, of the opportunity to participate in their child's course selections for the following school year. Conferences can be arranged by appointment with your child's counselor for morning, afternoon or selected evenings. Counselors will meet with students with or without the presence of a parent and select courses that will meet the objectives as stated earlier. All students will receive copies of the selected courses and should share this information with their parents.

Factors to Consider in the Selection of Courses

Regardless of the student's grade level, there are numerous factors and responsibilities to consider when selecting courses for a given year. Please review the following list for helpful hints.

- ❖ Graduation Requirements – Guidance Counselors will ensure students are selecting the necessary courses needed to meet our high school graduation requirements.
- ❖ Recommendations – counselors may solicit recommendations from teachers, supervisors and the counselors at the eighth grade schools. Students and parents should seriously consider these recommendations because they reflect a professional educator's opinion of the placement into a course where the student can achieve success.
- ❖ Present Academic Success – counselors will review with students and parents the child's present academic success in specific courses and make a recommendation based upon the most recent report card. If a child is not meeting with success in an academic setting, it may be recommended by the counselor to change the level of the course (if the course is required) or not take the next sequential course.
- ❖ Test Scores – at the 8th grade course selection meetings, counselors may have available test results from the 7th grade. Using these results, counselors may make recommendations. At the high school, counselors will have available one or a series of standardized test results and could make recommendations based upon these results.
- ❖ Honors and Advanced Placement Courses – in some cases students may be recommended to select an Honors or Advanced Placement course. Enrolling into an Honors or Advanced Placement course often involves the completion of a summer packet of instructional materials. Students should consult with their teachers or the department supervisor regarding the requirement of a summer packet.
- ❖ Cohort Learning – at Absegami High School students may be provided with a unique educational environment called cohort learning. This occurs when two subject areas work together during consecutive periods with a group of students to deliver their curriculum. The following is a list of subject areas that may be involved in co-horting:
 - English I/World History
 - English II/United States History I
 - English III/United States History II

When selecting courses, students cannot mix the levels within a cohort. For example: if a student selects College Prep English I they must also select College Prep World History.

- ❖ Small Learning Communities- Absegami offers a number of Small Learning Communities. The Small Learning Communities focus on various career clusters and use an interdisciplinary approach to deliver instruction. Small learning communities can be two, or three periods long. Since the work in each of the individual classes that make-up small learning communities are so closely dependent on each other a student must be enrolled in each class that makes up the small learning community.
- ❖ Post Secondary Planning – As indicated earlier, one of the goals of the Guidance Department is to assist students in creating a post secondary plan. Students should select courses that will enable them to meet this goal. **Although students may change their minds concerning post secondary plans, changing courses is not as easy. It is important to select courses wisely!**
- ❖ Carnegie Units – most four-year colleges recognize a Carnegie unit as a college preparatory course. Most four year college programs recommend the following Carnegie units:
 - 4 units English
 - 2 units Laboratory Science
 - 3 units College Prep Math – Algebra 1, Geometry and Algebra 2
 - 3 units Social Studies
 - 2 units Foreign Language
 - 2 units additional work in at least two of the following areas: English, Social Studies, Foreign Languages, Mathematics and/or Sciences.

*** Please note that each college has its own admission requirements and should be researched further as the student prepares to graduate.**

- ❖ For every elective chosen, students should provide an alternate course. These selections should be chosen carefully and judiciously for there is a possibility that a student may have one of these courses in their schedule.
- ❖ Athletics, Scholarships and the NCAA - Students who possess the athletic ability to be recruited by a Division I or II school for an athletic scholarship must be declared eligible by the NCAA Clearinghouse. Students are required to take and pass specific courses to be eligible. See the NCAA Clearinghouse information at the back of this book or visit the website: www.ncaaclearinghouse.net for additional information.

Atlantic County Institute of Technology

Absegami High School enjoys a professional educational relationship with the Atlantic County Institute of Technology (ACIT), formerly named Atlantic County Vocational Technical School. Admission into the shared time ACIT programs is available to students in the Class of 2012-14 only. Starting with the Class of 2015 ACIT will become a full-time comprehensive high school and no longer will accept shared time students. The school is a diversified education facility, training students for placement with employees. Students receive a certification upon fulfilling their program requirements. Students follow a shared timed two-year program in which they receive instruction from Absegami for half a day and a half day at ACIT. Student who are planning to work, enlist in the military, attend a two year college or trade/vocational school after graduation should research the program offerings and the prospect of increasing their employment potential. Admission to the Atlantic County Institute of Technology is determined after a review of a student's application by the ACIT admissions committee. Students entering grades 9, 10, 11 and 12 can obtain an application from their Guidance Counselor. It must be completed and returned to the counselor. The admissions personnel at ACIT will consider the following:

- Student academic achievement
- Student attendance record
- Counselor recommendation
- Availability of seats within a program

Students will be informed by ACIT of their acceptance into their program. During the scheduling conference, students who are planning to attend the ACIT School will select courses for a shared time ACIT program and a full day program at Absegami High School.

Changes to Selected Courses

As it has been stated earlier, it is extremely important that both students and parents take the time to discuss and plan the selection of courses. This planning should afford the student to:

- ✓ fulfill graduation requirements
- ✓ meet post secondary career plans
- ✓ achieve academic success
- ✓ explore interests
- ✓ develop talents and hobbies
- ✓ increase opportunities to receive assistance in reading, math and/or writing in order to pass the High School Proficiency Assessment Test.

To this extent, we encourage parents to be actively involved in this process so courses are sensibly chosen and there will not be a need to alter courses in the fall. From February through July, a student's selection of courses may change given the following reasons.

1. A decision is made by student/parent to change a course.
2. Student subscription to a course is low and a decision not to offer the course is made. Students will have the opportunity to select another course.
3. A decision is made to change a level of a course.
4. A course waiver form is processed and approved.
5. A result on a standardized test indicates a skill deficiency.
6. A student fails a sequential course.
7. A student does not attend summer school for a failed course.
8. A student loses credit in passed courses due to attendance reasons.

With the number of opportunities available to students to change courses prior to the start of school, there should be no need to request a schedule change upon the commencement of school in the fall.

Eighth Period/Eighth Class Request– Study Halls

All students are assigned a study hall, unless they opt to take an additional eighth class. At the time of the course selection process only Band and Chorus may be selected as an eighth class. As the scheduling process continues the eighth period course may be selected before **September 1st, BUT NO CONFIRMATION OF ENROLLMENT IN THE EIGHTH PERIOD COURSE WILL BE MADE BEFORE THAT TIME AND THEN ONLY ON A “SPACE AVAILABLE” BASIS.** For this reason, at the time courses are selected, counselors might ask a student “if there was space available would you like to take an eighth class in lieu of a study hall, and if so what would it be.” Please understand that even if space is available in a particular class other scheduling variables might preclude your child from being able to take an eighth class.

Science Labs-Study Halls

When students enroll in science lab courses they are required to meet for two consecutive periods, once a week. To accommodate the science labs, students’ lab period typically replaces their study hall, so that the day a student has their science lab they will not have a study hall. In the event a student is taking an eighth class or his/her schedule prohibits taking the lab from the study hall a student’s lab period will be taken from his/her Physical Education Course. Please note that when a lab is taken from a Physical Education course, the Physical Education is assigned four credits as opposed to five. The four credit Physical Education course would satisfy graduation requirements, but parents/guardians and students should be aware that based upon the method used to calculate GPA and class rank a four credit Physical Education class would have a different impact than a five credit Physical Education class.

Attendance – Loss of Credit

It is the GEHRHSD Board Policy that if a student ends the school year on **No-Credit Status or Total Loss of Credit Status** he/she will be rescheduled into the same courses for the following year, regardless if the final grade is passing or failing. A student is placed on No-Credit Status if they accumulate eleven unexcused absences or ends the year owing credit completion sessions for unexcused lateness to school. Prior to the last day of school, student on **No-Credit Status** can make-up their days by attending credit completion, or submitting proper documentation that would excuse the absence(s). A student is placed on **Total Loss of Credit Status** on the thirty-sixth absence from school (excused and unexcused). Students on **Total Loss of Credit Status** who feel as though their situation warrants special consideration due to extenuating circumstances, need to complete an attendance appeal. All attendance appeals should be completed prior to the last day of school. Parents/guardians will receive an Absegami High School Parent Guidebook and Calendar of Events in August and students will receive an Absegami High School Handbook Planner/tracker, both of these publications can be referenced for additional information concerning the GEHRHSD attendance policy.

Promotion/Retention Policy

It is a District policy that the grade status of students be established each September on the basis of how many credits have been earned as listed below:

<u>GRADE</u>	<u>CREDITS</u>
9 th	0-24.9
10 th	25-59.9
11 th	60-84.9
12 th	at least 85

SCHEDULING GUIDELINES

The Greater Egg Harbor Regional High School District and Absegami High School has an obligation to help insure that students are scheduled for classes in which they are likely to meet academic challenges successfully. Students who demonstrate a deficiency in basic academic areas get the supportive instruction considered appropriate to their deficiency. This philosophy is basic to District course presentation whether it is accelerated or remedial in nature.

MATHEMATICS REMEDIATION

In this area, the New Jersey State Grade Eight Proficiency Assessment Test (NJ ASK 8), the 11th grade High School Proficiency Assessment (HSPA), classroom performance, and teacher recommendation are the factors to be considered, as appropriate.

- Scoring **below the Proficient level** on the 11th grade HSPA Mathematics section requires a student to take Math Lab.
- When appropriate, written teacher recommendation will influence student placement. This recommendation will be supported by such considerations as grades, student skill level, standardized test scores and extenuating circumstances, etc.

Mathematics courses are presented sequentially. Students move from one course to the next by virtue of their success in prerequisite courses. Students may choose between various college-bound sequences of mathematics courses. This procedure also applies to District Science courses. Please see individual/course descriptions in these areas for details.

READING REMEDIATION

In this area, student performance on the New Jersey State Grade Eight Proficiency Assessment Test (NJ ASK 8) and the 11th grade HSPA, classroom performance and teacher recommendation are the factors to be considered as appropriate.

- Scoring **below the Proficient level** on the NJ ASK 8 or other standardized test results and may require a student to take Reading Lab.
- When appropriate, a written teacher recommendation will influence student placement. This recommendation will be supported by such considerations as grades, student skill level, extenuating circumstances, and other significant indicators.

ENGLISH

In this area, student performance on the New Jersey Grade Eight Proficiency Assessment Test (NJ ASK 8) and the 11th grade HSPA, classroom performance and teacher recommendation are the factors to be considered as appropriate.

- Students who score **below the proficient level** on the NJ ASK 8 Test will be placed in Classical level English courses. Those students who pass the NJ ASK 8/HSPA by fewer than 10 points will be recommended for placement in Classical Level courses.
- Of the remaining students, those who score in the top 10% of their class on the NJ ASK 8, or H.S.P.A. * may qualify for Honors/AP level English and Social Studies courses. These scores will be considered in conjunction with teacher recommendation.**

Students who score below the Honors level cut off may choose to take either Accelerated or Classical level English courses.

- When appropriate, a written teacher recommendation will influence student placement. This recommendation will be supported by such considerations as grades, student skill level, extenuating circumstances, etc. When grades are considered, the following criteria will be used:

- Scholastic achievement in current departmental course work that is rated no lower than a B+ average for consideration of a student in an "Accelerated" course to move to an Honors course.
- Scholastic achievement in current departmental course work that is rated no lower than a C+ average for consideration of student retention in a departmental Honors course.

* The higher of the Reading and Writing scores on the NJ ASK 8/HSPA will be used as the indicator.

Closing

The course selection process at Absegami High School is a carefully arranged series of steps beginning in January and progressing through July each year. These steps include:

- ❑ Securing recommendations when appropriate from teachers and supervisors.
- ❑ Invitations to parents/guardians to participate in the course selection process.
- ❑ Distribution of Course Description Booklets
- ❑ Seminars and Orientations for students and parents
- ❑ Preliminary selection of courses by students and/or parents.
- ❑ Review of course selections and recommendations by counselors.
- ❑ Determination of the number of course sections based upon student subscription to the course.
- ❑ Assigning teachers to sections of courses and identifying the need of additional staff.
- ❑ Ordering textbooks and supplies based upon student subscription.
- ❑ Reassessment based on end-of-the year academic student achievement.
- ❑ Notification of course selection to parents and another invitation to make changes during the summer.
- ❑ Preparation and the building of the Master Schedule.

The Guidance Department at Absegami High School looks forward to meeting with you and your family and assisting you in the planning and selecting of courses for the following year.

BOARD OF EDUCATION APPROVAL

The curriculum listed in this catalog was adopted and approved by the Greater Egg Harbor Regional High School District Board of Education at its regular Board meeting.

The courses described in this Catalog are subject to revision or deletion depending upon student interest, the curricular needs of the district, and/or the change in requirements of the New Jersey Department of Education.

ADVANCED PLACEMENT PROGRAM

The Advanced Placement Program (AP) gives students an opportunity to take college-level courses and exams while they are still in high school. Through this, they may earn credit, advanced placement, or both for college. Thirty-five courses in 24 subject areas are offered worldwide. At Absegami High School, formal Advanced Placement courses are offered in the following areas for the 2010-2011 school year:

ENGLISH:

- AP English 3 Language and Composition
- AP English 4 Literature and Composition

SOCIAL STUDIES:

- AP Psychology
- AP US Government and Politics
- AP US History
- AP European History

MATH:

- AP Calculus AB
- AP Calculus BC
- AP Statistics

SCIENCE:

- AP Chemistry
- AP Biology

WORLD LANGUAGE:

- AP Spanish 5
- AP French 5

Small Learning Communities

Absegami High School seeks to provide its students with interdisciplinary, authentic learning experiences in a personalized learning environment. As part of this effort, several courses have been developed into theme-based small learning communities (SLCs) for students in varying grade levels. These interdisciplinary blocks of courses are offered over two or more periods.

Because of the greater amount of time spent in the SLCs, students are provided the opportunity to develop a closer relationship with their teachers, fellow students and the community. Students and teachers have the opportunity to develop shared expectations, thus providing a more personalized learning environment. As a result, student work can be more academically focused and actively monitored than in the typical high school environment.

Absegami High School will be offering the following Small Learning Communities:

- Humanities Institute (Grade 12)
- The Film Institute (Grade 12)
- Theatrical Design Institute (Grade 12)

These SLCs present increased opportunities for student leadership and ownership of the learning process. While each SLC is unique in focus, all are dynamic and interactive. Each seeks to make connections with community organizations that will allow students to experience guest speakers, field trips, internships, career shadowing and other authentic work projects. Supervisors evaluate the curricula and projects to ensure that they are consistent with the Core Curriculum Content Standards.

According to the American Youth Policy Forum, students from smaller schools with more career-focused curricula perform better in college, touting higher grade point averages, graduation rates and standardized test scores. The Forum also concluded that specialized, career-focused curricular efforts can lead to higher attendance rates and lower drop-out percentages among high school students. Small learning communities fuse traditional educational disciplines to bring students educational opportunities that are equally challenging and stimulating. We believe these type of high interest, hands-on curricular experiences will motivate and inspire our students to reach greater academic heights.

The student population of the SLCs is diverse and heterogeneous, reflective of the overall population of Absegami High School. The SLCs are open to all students who complete the application process, including teacher recommendations and parental consent.

Please Note: Students interested in enrolling in any of the Small Learning Communities should complete the appropriate SLC request form. SLC request forms will be available from the AHS web page, department supervisors and the guidance office. Particular attention should be paid to completing the request form by the posted deadline in preparation for the scheduling process. Enrollment is limited.

Small Learning Communities

ABSEGAMI HUMANITIES INSTITUTE - GRADE 12

SUMMARY: The Humanities Institute is an interdepartmental, interdisciplinary tri-hort intended for students of all academic levels. The underlying concept of this Institute is the belief that deeper human understanding can be attained by studying the creative revelations of artists, poets, philosophers, historians, historical figures and composers from past to present. The three courses that comprise this Institute are Humanities English IV, Humanities Social Studies, and Humanities Art. Alignment with the Social Studies will amplify content analysis through a myriad of integrative teaching/learning structures aimed to refine the literary, historical, and aesthetic development.

Humanities English IV

GRADE 12

5 CREDITS

Humanities English IV encompasses literature, the arts, religion, social and political history, and all aspects of human culture. To this end, the English course of the Humanities Institute examines the growth and change of human social constructs from their roots in the early civilizations of China, the Middle East, Africa, Mesoamerica, and classical Greece and Rome. It encompasses literature, the arts, religion, social and political history, and all aspects of human culture through the study of literature of the time period as well as contemporary literature which reflects the influences of these early civilizations. Students engage in activities in Language Arts Literacy development consistent with the Language Arts Literacy New Jersey Core Curriculum Content Standards.

Humanities Social Studies

GRADE 12

5 CREDITS

Humanities - Social Studies utilizes an historical inquiry approach to examine the growth and change of society from its cultural roots in Egypt and Mesopotamia through the technological "global village" of the 21st Century. Emphasized topics include the early civilizations of China, Middle East, Africa, Mesoamerica, Classical Greece, and Classical Rome. A thorough analysis of the development of human culture occurs with an emphasis on the evaluation of the impact of technological change. Students engage in activities that promote the development of critical thinking, identification of historical causation, and promote the writing process. Course assignments address the New Jersey Core Curriculum Content Standards for the Social Studies.

Humanities Art:

GRADE 12

5 CREDITS

Humanities Art encompasses visual arts, literature, religion, social and political history, and all aspects of human culture. To this end, the Art course of the Humanities Institute examines the growth and change of human social constructs from their roots in the early civilizations of China, the Middle East, Africa, Mesoamerica and classical Greece and Rome through studying and creating visual art. Through the study of the elements, principles, and skills of each visual art form, students will understand and appreciate their own cultures, the cultures of early civilizations and classical Greece and Rome, and the influence of place and time on artistic expression. Students will also learn that visual art disciplines have unique qualities, though will also share many aspects and connect with the Humanities English and History curriculum. Students will engage in activities consistent with the New Jersey Core Curriculum Standards for Visual Arts.

ABSEGAMI THEATRICAL DESIGN INSTITUTE – GRADE 12

SUMMARY: The Absegami Theatrical Studies Institute is an interdisciplinary co-hort intended for students of all academic levels who are interested in pursuing a potential career in the theatre. The underlying concept of this institute is that an education in the theatre, as an art form and as a career, is best realized when students get the chance to work in real-life situations in the creation of, the design of and the execution of live theatre. The two courses that comprise the institute are Theatrical Design and English 4 with a theatrical design concentration. These courses will be aligned with the New Jersey Core Content Standards for Language Arts Literacy, Visual & Performing Arts and 21st. Century Life and Careers. The classes will amplify content analysis through a variety of integrative teaching/learning structures aimed to refine the literary, historical and aesthetic development of each student in the realm of the world of theatre.

ENGLISH: English 4 (Theatrical Design Concentration) GRADE 12 5 Credits

The English 4 class for the theatrical design concentration is designed for the student with a high interest in the theatre. The course follows a three-tiered focus with the purpose of making students better academic and literary writers while engaging in reading, interpretation, and creation of stage scripts. Individually, the tiers focus on literature and its connection to the writing process, literature and its elements, common themes found in a variety of literary works and genres, and how said works could be translated to the art form of the theatre. Activities will include reading numerous plays by many authors from multiple time periods, responding to viewed performances of dance, theater, film, music, and poetry, reading biographies and autobiographies of playwrights, reading nonfiction and criticisms of theatrical works, writing essays and research papers that evaluate theatrical performances as well as theatrical history and aesthetics, keeping an art journal for less formal writing practice, writing for grants, resumes, etc. to apply for employment in the theater field, and creating playbills, press releases, etc for various drama productions.

ELECTIVE: THEATRICAL DESIGN GRADE 12 5 Credits

This full year course will be offered for students who are interested in learning about the “other” creative jobs in the theatre: playwright, dramaturge, set designer, light designer, properties manager, sound designer, costume designer, make-up designer, house manager, stage manager and director. The focus of the class would be in the search for unity of design in all back stage areas for a given play; the development of an artistic vision and the importance of collaborative cooperation in reaching that creative unity. Units to be studied would include: developing an artistic Imagination; an overview exploring theatrical design careers; basics of set design and drawing ground plans; advanced set design in scaled ground plans and set model making; basics of playwriting and the role of the dramaturge; advanced script analysis for designers & directors; the physics of light & color; the psychology of color; elements of basic lighting in electricity and instruments; lighting design and creating a light plot; technology of sound in the theatre and the devices, media and implementation; the creation of stage properties; costume design basics; production marketing in posters and press releases; creating a stage manager's prompt book; directing basics in blocking scenes for the stage and advanced directing in a complete production together. Emphasis will be put on developing an awareness of the many and varied career fields in the theatre as well as the outreach into the theatrical community at large outside of school.

SERVICE LEARNING OPPORTUNITIES

In the 2010-2011 school year, as part of our commitment to New Jersey's 21st Century Secondary School Redesign, Absegami High School will offer Service Learning Courses for credit that will focus on the New Jersey Core Curriculum Content Standards for 21st Century Life and Careers in collaboration with the recommendations of Youth Service America (YSA) and the Corporation for National and Community Service (CNCS)

Service-Learning: Service-learning is a "teaching method that combines meaningful service to the community with curriculum-based learning." Meaningful service can imply various things depending on the focus of the practitioner, school or community organization. Yet, it is important to consider that one's service should be strategic in addressing real community needs and unmet global issues through critical action, questioning, civic outcomes, reflection and sustainable change goals. Service-learning projects typically follow four stages that include Preparation, Action, Reflection, and Celebration. Through participation in Service Learning as part of courses offered at Absegami High School our students will be involved in authentic learning experiences which consist of multi-stage tasks completed over a period of time that engage students with real-world topics, problems and issues for real-world purposes. These experiences culminate in a final project and have an audience outside the classroom that can benefit from the work.

Service Learning Curriculum: Summary

Service Learning is a five credit option for students who desire the opportunity to attain real world skills in a field of study that they may wish to pursue following high school while providing a service to the Absegami community. Additionally students may choose to expand their service learning option to include service to the local, state, national and global community. Service Learning is linked to an existing course of study at Absegami; however, the core curriculum of Service Learning courses will focus on overarching goals that include an emphasis on academic achievement, initiatives that include partner organizations that reflect diversity, skill building in the content area and student voice and leadership.

In keeping with the policy of the Greater Egg Harbor Regional High School Board of Education students opting for Service Learning credit must complete a minimum of forty approved hours of work within their field of study. Service Learning participants will focus on a four step process during their year of service. In the Preparation Stage (Stage I) students will document the need to be addressed and their personal goals for the year. During the Action Stage (Stage II), students will document their hours of service in a required service learning journal. Prior to the end of the school year, all Service Learning students will submit a written reflection and evaluation of their year of service (Stage III). Finally, students will create their own Celebration/Demonstration activity (Stage IV). Students may choose to create a collaborative party with community partners, create a website, handbook or workshop to train others or participate in an assembly program as a possible culmination activity to their year of service.

In the 2010-2011 school year the following Service Learning options are available:

Service Learning-Theatrical Studies Institute

Students enrolled in the Theatrical Studies Institute may choose to add the Service Learning option for an additional five credits. A commitment of a minimum of forty hours outside of the school day working in the Absegami Performing Arts Center producing events held in the evening is required.

Service Learning-Web Design

Students who have completed Web Design I may choose a year of Service Learning in this field. Students will choose from a list of faculty/administration web projects and will be permanently assigned to that individual for the year. Students will create and maintain the web page requested by their faculty partner. The work may be done during study hall, but it is not a requirement of the course.

Service to community may include service within the Absegami community, or it may move outside of the confines of the school into local, state, national and international markets. Examples of service opportunities afforded to students at Absegami have included the following:

Service to Absegami

Students enrolled in our **REACH** classes organize clothing in **MIMI's Closet** in the model of a retail store which in turn serves students who may need immediate clothing due to an emergency such as a home fire. (Service Learning Experience)

Service to the Local Community

The *Culinary II* classes provide luncheons annually to community partners in a restaurant simulation that allows students to practice workplace skills for future employment. (Service Learning Experience)

Service to the New Jersey Community

Students enrolled in **Science Research I, II & III** have disseminated information to Congressman LoBiondo on projects such as their research done in collaboration with engineers at the FAA Tech Center on the aerodynamics of bicycle design. (Service Learning Experience)

Service to the United States

The **Senior Class Council** has run a Prom Boutique in the spring, donating proceeds from the event to **Cinderella's Closet**, a national project initiated in Chicago to provide prom wear to high school students without the means to purchase appropriate formal wear. (Volunteerism Experience)

Service to the Global Community

Key Club members organized a campaign to collect shoes for children in Guatemala while **Interact Club** members donated funds to the Hogar Escuela Armando Rosenberg orphanage in the Dominican Republic. Both experiences aided Absegami students in their identification of economic challenges faced in developing nations while demonstrating compassion for the less fortunate. (Volunteerism Experience)

ABSEGAMI HIGH SCHOOL COURSE DESCRIPTIONS

BUSINESS

ACCOUNTING 1

GRADES 10–12

5 CREDITS

Does your future include a degree in business, marketing, management, finance or even cosmetology? No matter what field you choose, an accounting course will likely be required.

Accounting has many benefits, regardless of your career choice. The study of accounting is interesting and fun, yet thought-provoking. This course introduces students to the fundamental accounting principles that include analyzing transactions, journalizing, posting and preparing financial statements. Students work with service and merchandising businesses. Through accounting simulations, students apply their knowledge of accounting to real-world situations. Upon completion of accounting, students will have the basic understanding needed to succeed in future accounting courses at the university or technical college level.

BUSINESS MANAGEMENT

GRADES 10–12

5 CREDITS

This course presents students with an understanding of how a business is started, operated and managed. This course makes students aware of the growing need for becoming active in a global business economy and provides a solid foundation for college courses in business and international studies. This course provides students with a global perspective of economy. Cultural customs and traditions, trade, currency, business travel, geography, current events, international marketing, global issues, and career opportunities will be topics of discussion. An overview of the various divisions of business such as finance, marketing, management, and operations will be presented. Reasons why a business succeeds or fails will be explored through classroom topics and through current business case studies. As a capstone, students will create a business plan based on their researched business idea. Ongoing discussions include: how to be successful at work, performance appraisals and labor law, today's marketplace and top career choices. Within an introductory career component, students will review interviewing and communication techniques (through role playing), personal/professional development, professional appearance, handling supervisory positions, career progression, and coping with job related stress.

COMPUTING FOR COLLEGE / FUNDAMENTALS OF FINANCIAL LITERACY (2.5 CREDITS Financial Literacy)

GRADES 11–12

5 CREDITS

Computing for College is designed for the college bound student who has not taken Computer Applications 1 or 2/3. Internet research skills will be refined through investigating careers, college majors, colleges, and scholarships. Time will be spent preparing for the college application process, college choices and college planning. Common software applications using Microsoft Office including Word, Excel, and PowerPoint are introduced. Emphasis is placed on proper formatting of documents. Students will become familiar with such common documents as: memos, letters, MLA reports, APA reports, tables, mail merge, presentations, spreadsheets, graphs, and charts. Keyboarding techniques will be introduced.

Fundamentals of Financial Literacy - Do you know how to get the most out of the money you have? When you need to borrow for really big things, like a car, will you be able to get the best loans at the best rates? Do you know how to use the services of financial institutions to your advantage? Will you be able to choose a career that's fulfilling and will support your financial needs without going into serious debt? In this course, you will be setting solid goals, understanding needs and wants, creating a plan for spending your money and much more. You will have a good idea of how career choices relate to how much money you'll have for the lifestyle you want, and you'll be well on your way to knowing how insurance fits into your plans. This course will put you solidly on the path to a financially literate future. The Internet, Microsoft Office and other computer applications will be used. **Successful completion of this course will enable students to fulfill the graduation requirement of 2.5 credits in financial literacy.**

FINANCIAL LITERACY (formerly Personal Finance) GRADES 10–12**5 CREDITS**

Are you prepared to make decisions on how you will earn money or how you will manage that money? Learn how to develop a personal financial plan and practice better money management for life! This course will help you become an informed consumer who is able to set goals, create and work with a budget; save and invest for the future; establish credit and use it wisely; understand banking services; buy cars and homes; secure your retirement; protect yourself against fraud; and insure what is important to you. The Internet, Microsoft Office and other computer applications will be used in class assignments. **Successful completion of this course will enable students to fulfill the graduation requirement of 2.5 credits in financial literacy.**

FOUNDATIONS OF WEB DESIGN**GRADES 10-12****5 CREDITS**

Web Design One is an elective designed to offer students an opportunity to learn techniques in the field of web design. Students will learn CS4, specifically Photoshop and Dreamweaver. Photoshop will be used to select parts of an image, create composite images, work with layers, apply layer effects, styles and filters to create special effects. Additionally, we will use painting tools and blending. Web Design One also explores the basic functions of Dreamweaver including: text formatting, inserting graphics, internal and external links, mailto links, image maps and proper creation and formatting of tables and forms. Finally, E-commerce will be introduced as students further explore Web design and career opportunities associated with it.

OFFICE COMPUTER APPLICATIONS 1**GRADES 9–12****5 CREDITS**

Computers skills are a vital tool in our world today in school, business, and careers. This course introduces common software applications using Microsoft Office Professional 2007, including Word, Excel, PowerPoint, Access, and Publisher. Emphasis is placed on proper formatting of commonly used documents. Students will become familiar with documents such as: memos, letters, MLA reports, tables, mail merge, presentations, spreadsheets, graphs, charts, and database creation and management. Internet research skills will be enhanced. Keyboarding techniques will be introduced.

OFFICE COMPUTER APPLICATIONS 2/3**GRADES 11–12****5 CREDITS**

This course is designed for students to advance their computer applications skills using Microsoft Office Professional 2007. Students will advance their skills in Word, Excel, PowerPoint Access, and Publisher. Students will create integrated projects using these acquired skills. Internet skills will be refined using advanced search techniques. Computer Applications 2 is offered during the first semester and Computer Applications 3 is offered during the second semester. Computer Applications 2 and 3 will provide students with the skills necessary to pass the Microsoft Office Specialist exams.

Prerequisite: Computer Applications I or Computing for College

LAW**GRADES 9–12****5 CREDITS**

This course teaches students their rights as citizens and consumers in the business sector. Emphasis is placed on their understanding of the court system, criminal and civil, legal contracts, credit, consumer law, and employment law. Students will become familiar with relevant laws and explore the applications of law both in business situations and in personal transactions. Discussions stress those legal topics that will be relevant to students such as: understanding a lease, renting or buying a home, buying and insuring a car, borrowing money and buying on credit.

STOCK MARKET AND INVESTMENTS**GRADES 10-12****5 CREDITS**

How much money do you need to save to have the future you're dreaming of? When should you start planning? Right now! Learn the smart approach to saving and investing. This course will teach you investing fundamentals, and will give you the opportunity to explore investment options that are necessary to achieve a balanced portfolio, including money market accounts, certificates of deposit, mutual funds, stocks, bonds, real estate, 401(K) retirement plans and more! While there is no prerequisite for the course, knowledge of basic personal finance concepts would be advantageous. The Internet, Microsoft Office and other computer applications will be used in class assignments.

ENGLISH

ENGLISH 1

GRADE 9

5 CREDITS

English 1 is required of all ninth graders. Class levels include Honors English I, Accelerated English I, and Classical English I. Placement in each level is determined by student placement guidelines including recommendations and test scores. The Honors level is intended for those students who strong verbal, reading, and writing scores on standardized tests and excellent academic performance in prior Language Arts Literacy courses. Honors students will be expected to complete a summer learning packet and must be willing to dedicate extra study hours, when necessary. Students who enroll in the Accelerated English I level have demonstrated strong academic performance in previous Language Arts Literacy coursework. The Accelerated English I curriculum develops critical thinking and written communication skills. Students at the Accelerated English I level will be motivated learners who have an understanding of basic study skills. Accelerated English I students will be expected to complete assignments and study outside of the classroom. The Classical English I curriculum is designed for the student who plans to attend a two or four year college or technical school, or plans to enter the job force after graduation. Students exposed to the Classical English I curriculum will become equipped with skills that promote critical and analytical thought. Students at the Classical English I level may still be developing independent and organizational study skills. The expectation exists that these skills will be strengthened and demonstrated on a daily basis through classroom application. All levels engage students in Language Arts Literacy development consistent with the Language Arts Literacy New Jersey Core Curriculum Content Standards. Toward those ends, students study and apply the writing process, read a broad base of literary works, learn and apply rules of grammar and composition, learn to speak for a variety of audiences, and develop research and visual literacy skills. All levels of English I classes are co-horted with World History.

ENGLISH 2

GRADE 10

5 CREDITS

English 2 is required of all tenth graders. Class levels include Honors English 2, Accelerated English 2, and Classical English 2. Placement in each level is determined by student placement guidelines including recommendations and test scores. The Honors level is intended for those students who strong verbal, reading, and writing scores on standardized tests and excellent academic performance in prior Language Arts Literacy courses. Honors students will be expected to complete a summer learning packet and must be willing to dedicate extra study hours, when necessary. Students who enroll in the Accelerated English 2 level have demonstrated strong academic performance in previous Language Arts Literacy coursework. The Accelerated English 2 curriculum develops critical thinking and written communication skills. Students at the Accelerated English 2 level will be motivated learners who have an understanding of basic study skills. Accelerated English 2 students will be expected to complete assignments and study outside of the classroom. The Classical English 2 curriculum is designed for the student who plans to attend a two or four year college or technical school, or plans to enter the job force after graduation. Students exposed to the Classical English 2 curriculum will become equipped with skills that promote critical and analytical thought. Students at the Classical English 2 level may still be developing independent and organizational study skills. The expectation exists that these skills will be strengthened and demonstrated on a daily basis through classroom application. All levels engage students in Language Arts Literacy development consistent with the Language Arts Literacy New Jersey Core Curriculum Content Standards. Toward those ends, students study and apply the writing process, read a broad base of literary works, learn and apply rules of grammar and composition, learn to speak for a variety of audiences, and develop research and visual literacy skills. All levels of English 2 classes are co-horted with US History 1.

ENGLISH 3**GRADE 11****5 CREDITS**

English 3 is required of all eleventh graders. Class levels include AP English Language and Composition, Accelerated English 3, and Classical English 3. Placement in each level is determined by student placement guidelines including recommendations and test scores. The AP level is intended for those students who strong verbal, reading, and writing scores on standardized tests and excellent academic performance in prior Language Arts Literacy courses. AP students will be expected to complete a summer learning packet and must be willing to dedicate extra study hours, when necessary. Students who enroll in the Accelerated English 3 level have demonstrated strong academic performance in previous Language Arts Literacy coursework. The Accelerated English 3 curriculum develops critical thinking and written communication skills. Students at the Accelerated English 3 level will be motivated learners who have an understanding of basic study skills. Accelerated English 3 students will be expected to complete assignments and study outside of the classroom. The Classical English 3 curriculum is designed for the student who plans to attend a two or four year college or technical school, or plans to enter the job force after graduation. Students exposed to the Classical English 3 curriculum will become equipped with skills that promote critical and analytical thought. Students at the Classical English 3 level may still be developing independent and organizational study skills. The expectation exists that these skills will be strengthened and demonstrated on a daily basis through classroom application. Additional emphasis is placed on HSPA skill development in readiness for the March HSPA testing date at the Classical English 3 Level. All levels engage students in Language Arts Literacy development consistent with the Language Arts Literacy New Jersey Core Curriculum Content Standards. Toward those ends, students study and apply the writing process, read a broad base of literary works, learn and apply rules of grammar and composition, learn to speak for a variety of audiences, and develop research and visual literacy skills. All levels, except AP Language and Composition are co-horted with US History 2.

ENGLISH 4**GRADE 12****5 CREDITS**

English 4 is required of all twelfth graders. Class levels include AP English Literature and Composition, Accelerated English 4, and Classical English 4. Placement in each level is determined by student placement guidelines including recommendations and test scores. The AP level is intended for those students who strong verbal, reading, and writing scores on standardized tests and excellent academic performance in prior Language Arts Literacy courses. AP students will be expected to complete a summer learning packet and must be willing to dedicate extra study hours, when necessary. Students who enroll in the Accelerated English 4 level have demonstrated strong academic performance in previous Language Arts Literacy coursework. The Accelerated English 4 curriculum develops critical thinking and written communication skills. Students at the Accelerated English 4 level will be motivated learners who have an understanding of basic study skills. Accelerated English 4 students will be expected to complete assignments and study outside of the classroom. The Classical English 4 curriculum is designed for the student who plans to attend a two or four year college or technical school, or plans to enter the job force after graduation. Students exposed to the Classical English 4 curriculum will become equipped with skills that promote critical and analytical thought. Students at the Classical English 4 level may still be developing independent and organizational study skills. The expectation exists that these skills will be strengthened and demonstrated on a daily basis through classroom application. Additional emphasis is placed on HSPA skill development in readiness for the March HSPA testing date at the Classical English 4 Level. All levels engage students in Language Arts Literacy development consistent with the Language Arts Literacy New Jersey Core Curriculum Content Standards. Toward those ends, students study and apply the writing process, read a broad base of literary works, learn and apply rules of grammar and composition, learn to speak for a variety of audiences, and develop research and visual literacy skills.

CREATIVE WRITING FOR PUBLICATION GRADES 9-12 5 CREDITS

This course is designed for the serious writer who desires to perfect her/his craft, explore various genre, analyze forms and format, and become expert at communicating the images from her/his mind to the mind of the reader or listener. Conducted in a writer's workshop environment, intrinsic to the process is each participant's active commitment as a writer, reader, listener, and critic. The end product is a portfolio which exemplifies a compilation of the student's most outstanding work.

DEBATE AND DISCUSSION GRADES 10-12 5 CREDITS

This English elective concentrates on the concepts and skills of debate and discussion. Designed to improve communication, logical and critical thinking, and analysis of problems, this course requires considerable research and writing.

JOURNALISM GRADES 9-12 5 CREDITS

This English elective course deals with the history and practice of journalism, with emphasis on the development of individual skills as well as practical application of those skills in the production of a school newspaper. Other elements include radio/television journalism, individual writing skills, and an exploration of issues bearing on the practice and future of journalism.

READING WRITING LAB 3 GRADE 11 5 CREDITS

The Reading Writing Lab is designed for the student who has been identified as needing remediation to pass the Language Arts Literacy portion of the High School Proficiency Assessment (HSPA). The aim of the course is to increase reading comprehension skills and remediate writing deficiencies which were identified both in the classroom and through standardized test results. While the instructor will draw upon the diagnostic results in an effort to formulate prescriptive measures aimed at remediating individual learners, the primary content will focus on the HSPA-related skill areas set forth in the state-mandated New Jersey Core Curriculum Content Standards.

READING LAB 1,2 GRADES 9 - 10 5 CREDITS

The course design for each grade level is based on the individual analysis of skill deficiencies and the development and of an individual instructional program to eliminate those deficiencies and raise overall reading levels. Students are placed in the Reading Lab based on test scores and teacher recommendation.

LIBRARY SKILLS PROGRAM GRADES 9-12 NO CREDIT

The Greater Egg Harbor Regional High School Library Skills Program is designed to expose students to those library skills needed to effectively use a library. Students take part in the Program during each of their four years at the High School through the coordinated efforts of their teacher and the High School Librarian.

The Absegami Guidance Department recommends that high school juniors take the SAT test two times in the spring of their junior year. Students may register to take the SAT at www.collegeboard.com. Absegami High School's code is 310759.

ENGLISH LANGUAGE LEARNERS

ELL EDUCATION

GRADES 9-12

5 CREDITS

English as a Second Language is offered to students who are non-native English speakers and/or who have limited English proficiency skills. **This course fulfills the graduation requirement for English.** The second language acquisition focus will be on developing basic interpersonal communicative skills (BICS) in reading, speaking, listening, and writing as outlined in the World-Class Instructional Design and Assessment (WIDA) standards and in conjunction with the New Jersey Core Curriculum Content Standards (NJCCCS) for Language Arts. Students will also receive reinforcement and instruction in order to help them successfully acquire the skills needed to make a smooth transition to the mainstream classes. Multiple measures will be used for assessment of the skills which include, but are not limited to, the Assessing Comprehension and Communication in English State-to-State for English Language Learners Test (ACCESS), the Multi-Activity Classroom (MAC) test, and teacher recommendation.

ELL LAB 1, 2

GRADES 9-12

5 CREDITS

ELL Lab is offered to students who are non-native English speakers and/or who have limited English proficiency skills. The second language acquisition focus will be on cognitive academic learning proficiency skills (CALPS) in order to help the student successfully acquire the skills needed to make a smooth transition to the mainstream classes. Students will also receive reinforcement and instruction in reading, speaking, listening, and writing as outlined in the World-Class Instructional Design and Assessment (WIDA) standards and in conjunction with the New Jersey Core Curriculum Content Standards (NJCCCS) for Language Arts. Multiple measures will be used for assessment of the skills which include, but are not limited to, the Assessing Comprehension and Communication in English State-to-State for English Language Learners Test (ACCESS), the Multi-Activity Classroom (MAC) test, and teacher recommendation.

ELL READING

GRADES 9-12

5 CREDITS

ELL Reading stresses skill development for those second language students in need of refining their decoding, comprehension, critical analysis, and other language development skills central to the reading process.

MATHEMATICS

ALGEBRA 1

GRADES 9-11

5 CREDITS

Algebra 1 is a traditional beginning course of advanced high school mathematics. Concepts included in Algebra 1 are: the study of algebraic functions including linear, quadratic and exponential, solving linear equations and inequalities, absolute value and quadratic equations, number systems, properties of real numbers, systems of equations and inequalities, probability, measures of central tendency and data analysis. Incorporation of graphing calculator technology is utilized as a tool for exploration and to promote student understanding. Successful completion of this course will count towards student fulfillment of the three years of mathematics required for students pursuing a four-year post high school education. **Students enrolled in this course will be required to take the Algebra 1 EOC assessment.**

Pre-requisite: Advanced proficiency or proficiency rating on NJ ASK 8, and teacher recommendation based on student learning style. *Students transferring from other districts will be assessed using the Orleans Hanna Algebra 1 Diagnostic test for placement*

INTERACTIVE MATHEMATICS PROGRAM 1

GRADE 9-10

5 CREDITS

IMP 1 is the first year of a three-year integrated mathematics program that exposes students to the concepts of Algebra 1, Probability and Statistics, Geometry, Algebra 2, Data Analysis and beginning Trigonometry through a context rich, problem-solving approach. Each year of the program, the curriculum delves into each of these areas more deeply. The IMP 1 curriculum challenges students to actively explore open-ended situations, in a way that closely resembles the inquiry method used by mathematicians and scientists in their work. IMP students are introduced to the study of patterns, linear functions, probability concepts such as expected value, statistical analysis of data and normal distributions, properties of real numbers, polygons and angle relationships, including triangle properties, similarity and solving using trigonometry. Incorporation of graphing calculator technology is emphasized as a tool for exploration and to promote student understanding. Successful completion of this course will count towards student fulfillment of the three years of mathematics required for students pursuing a four-year post high school education. **Pre-requisite: Proficiency or partial proficiency rating on NJ ASK 8, and teacher recommendation based on student learning style.**

INTERACTIVE MATHEMATICS PROGRAM 2

GRADE 10-11

5 CREDITS

IMP 2 is the second year of a three-year integrated mathematics program that exposes students to the concepts of Algebra 1, Probability and Statistics, Geometry, Algebra 2, Data Analysis and beginning Trigonometry through a context rich, problem-solving approach. Each year of the program, the curriculum delves into each of these areas more deeply. The IMP 2 curriculum challenges students to actively explore open-ended situations, in a way that closely resembles the inquiry method used by mathematicians and scientists in their work. IMP 2 students are introduced to powerful mathematical ideas, including the Pythagorean Theorem, linear programming, the study of quadratic, exponential and logarithmic functions, the geometric concepts of area and volume, and extending previous studies of trigonometry while learning a variety of approaches to solve equations. Problem contexts include: the geometric efficiency of the honeycomb, and maximization of profits from a business, and an engaging study of exponential and logarithmic functions through the classic tale of Alice in Wonderland. Extensive graphing calculator technology is emphasized as a tool for exploration and to promote student understanding. Successful completion of this course will count towards student fulfillment of the three years of mathematics required for students pursuing a four-year post high school education. **Students enrolled in this course will be required to take the Algebra 1 EOC assessment.** **Prerequisite: Successful completion of IMP Year 1.**

ALGEBRAIC PROBLEM SOLVING

GRADES 10-12

5 CREDITS

Algebraic Problem Solving is an extension of the study of mathematics begun in Algebra 1 and the first two IMP courses. Algebraic Problem Solving is specifically designed for students who have demonstrated partial proficiency on the Algebra 1 EOC. Through data analysis and student discourse, this course will focus on algebraic modeling and problem solving. Students will take an investigative approach to learning through frequent use of graphing technology and real-world application.

Successful completion of this course will count towards student fulfillment of the three years of mathematics required for students pursuing a four-year post high school education.

Prerequisite: Algebra 1 or IMP2 and non-proficient score on the Algebra 1 EOC.

GEOMETRY**GRADE 9-12****5 CREDITS**

Geometry is a college preparatory math course in which emphasis is placed on deductive proofs, applications, understanding and writing of acquired geometrical knowledge, processes of thinking by use of projects and hands-on activities connecting with real-world phenomena, non-Euclidean ideas and 3-D figures. Successful completion of this course will count towards student fulfillment of the three years of mathematics required for students pursuing a four-year post high school education.

Prerequisite: Successful completion of Algebra 1 or Algebra Geometry Concepts, and score of “Proficient” or “Basic” on Algebra 1 EOC.

HONORS GEOMETRY**GRADE 9-12****5 CREDITS**

Honors Geometry is the Honors college preparatory course offered to students who have shown superior mathematical abilities in Algebra 1. Emphasis is placed on deductive proofs, applications, and different methods of proof, understanding and writing of knowledge connections with the real world, inequalities, non-Euclidean ideas, transformations, coordinate proofs, and 3-D figures. Successful completion of this course will count towards student fulfillment of the three years of mathematics required for students pursuing a four-year post high school education. **Prerequisite: Algebra 1 and score of “Advanced Proficient” on Algebra 1 EOC or “Proficient” score with teacher recommendation.**

INTERACTIVE MATHEMATICS PROGRAM 3**GRADE 11****5 CREDITS**

The third year of the Interactive Mathematics Program continues to re-define mathematics for students in this context-rich curriculum. IMP’s problem-centered approach helps students learn to think creatively and critically, and teaches them to draw simultaneously from many areas of mathematics to solve real-life problems. Students work with powerful mathematical ideas, including the binomial theorem, combinatorial coefficients, permutation, the Pythagorean theorem, and learn a variety of approaches to solving equations. Problem contexts include the geometry of the circular lot with geometric proofs, expanding on Year 2 unit Cookies linear programming while incorporating matrices with linear equations in three variables They will continue to develop the concept of slope, discover exponential and logarithmic functions, and determine when a diver should be released from the Ferris wheel in order or land in a moving tub of water. Successful completion of this course will count towards student fulfillment of the three years of mathematics required for students pursuing a four-year post high school education. **Prerequisite: Successful completion of IMP Year 2 and score of “Proficient” or “Basic” on Algebra 1 EOC.**

ALGEBRA 2**GRADES 9-12****5 CREDITS**

Algebra 2 is an extension of the study of mathematics begun in Algebra 1. It satisfies the three year math requirement for students pursuing a four-year post high school education. The course covers operations with real and complex numbers, linear and quadratic systems, polynomials, logarithms, conic sections, and the concept of function. Strong emphasis is placed on graphing and mathematics modeling of real world situations. Graphing calculators will be used with appropriate lessons. Successful completion of this course will count towards student fulfillment of the three years of mathematics required for students pursuing a four-year post high school education. **Prerequisite: Algebra 1, Geometry or Honors Geometry.**

HONORS ALGEBRA 2**GRADES 9-11****5 CREDITS**

Honors Algebra 2 is a college preparatory course designed for those students who have demonstrated superior math ability in Algebra 1 and Geometry. The course includes a review of the material covered in Algebra 1 with emphasis on linear and quadratic equations and inequalities, the use of powers, exponents and radicals along with rational functions. Topics to be introduced include exponential, logarithmic, and polynomial functions as well as conic sections. A basic introduction to trigonometric functions and identities is also included. Considerable emphasis is placed on graphing and mathematics modeling of real world situations incorporating extensive use of graphing calculator technology as a tool for exploration. Successful completion of this course will count towards student fulfillment of the three years of mathematics required for students pursuing a four-year post high school education. **Prerequisite: Algebra 1, Geometry with teacher recommendation or Honors Geometry**

STATISTICS**GRADE 10-12****5 CREDITS**

This course will introduce general statistical principles, which will be useful to students pursuing a college degree in psychology, business, science (especially medicine), social studies, mathematics, education, and many other areas. Statistics will provide students with the tools to read data critically and with comprehension, to produce data that provide clear answers to important questions, to create data displays in order to identify the overall pattern of a distribution, and to draw trustworthy conclusions based on data. **Prerequisite: Algebra 2 or IMP3.**

TRIGONOMETRY**GRADE 11-12****5 CREDITS**

This course is designed for students who have demonstrated strong mathematical understanding in previous mathematics courses. Students planning to pursue a liberal arts program or military sciences, engineering, landscape design, industrial technology, aviation, electronics, aerospace, physics of sports or advanced firefighting will find the course material relevant. It allows the student to discover the relationships between the parts of a triangle, trigonometric functions, and practical problems relating to these functions. The study of formulas, ratios, functions, identities, graphs, radian measurements, tables, vectors, coordinates, inverse functions and the theory of equations are included. Many of these topics will include hands-on performance assessment activities to broaden the students understanding. Successful completion of this course will count towards student fulfillment of the three years of mathematics required for students pursuing a four-year post high school education. **Prerequisite: Successful completion of Algebra 2 or IMP3.**

PRACTICAL APPLICATIONS IN MATHEMATICS**GRADE 12****5 CREDITS**

This course will focus on mastering the objectives of the New Jersey Core Curriculum Content Standards, problem solving, communicating mathematically, reasoning mathematically, and applying mathematics to real-world situations. Students will explore the use of mathematics in coding, probability, game theory, fair decision making, financial aspects of math including growth of money through debt and savings, and business efficiency through the study of networks and process scheduling. This course is designed for those seniors who need to complete a 3rd year math requirement.

Prerequisite: Seniors enrolled in this class must be slated to graduate in June of the year they take the class and have passed the HSPA

MATH LAB 4**GRADE 12****5 CREDITS**

Math Lab 4 is designed for seniors who have not met proficiency on the HSPA. Students will receive intensive instruction and review of the concepts presented on the HSPA. Students will also be involved in and complete the AHSA process developed by the State of New Jersey. **Students who have not met proficiency on the mathematics section of the HSPA must be scheduled for this course.**

PRE-CALCULUS**GRADE 10-12****5 CREDITS**

Pre-Calculus is an advanced mathematics course offered to those students who have demonstrated excellent math skills in Algebra 2, IMP3 or Honors Algebra 2 and wish to pursue a college study in mathematics. Emphasis is placed upon refining mathematical and analytical reasoning, development of fundamental concepts, and the mechanics of an algebraic process and the nature of a function. Considerable time is spent on developing linear, quadratic, polynomial, exponential, and logarithmic and trigonometric functions, with the development of graphic techniques. **This course is designed for students pursuing a post-secondary study in medicine, science, engineering, architecture or research related fields.** **Prerequisite: Algebra 2, Honors Algebra 2 or IMP3 with teacher recommendation.**

HONORS PRE-CALCULUS**GRADE 10-12****5 CREDITS**

Honors Pre-Calculus is an advanced mathematics course offered to pupils who have demonstrated superior mathematical skills in Honors Algebra 2. Emphasis is placed on refining and developing skills mastered in previous math classes with a concentration on linear, quadratic, polynomial, rational, log and exponential functions. Students will study trigonometry and polar coordinates as well as an introduction to limits and derivatives. Considerable time will be spent on graphing techniques and the use of the graphing calculator. **This course is designed for students pursuing post-secondary study in medicine, science, engineering, architecture or research related fields. Prerequisite: Honors Algebra 2 or Algebra 2 with teacher recommendation.**

CALCULUS 1**GRADES 11-12****5 CREDITS**

Calculus 1 is designed for those students who have demonstrated superior math skills in Pre-Calculus. Emphasis is placed on the development of limits, as well as methods and applications of differentiation and integration. Considerable time is spent on graphing, areas, volume, logarithmic functions, exponential functions, and trigonometric functions. The course is intended to prepare students for college math regardless of major. **Prerequisite: Pre-Calculus, Honors Pre-Calculus.**

AP CALCULUS AB**GRADES 11-12****5 CREDITS**

The Advanced Placement Calculus curriculum to be covered is similar to a college-level, first semester Calculus course and some schools may accept successful completion of this course (as demonstrated by a score of 3 or higher on the AP Calculus AB exam) for credit and/or placement. This course is open to junior and senior students who have successfully mastered the content of four college-preparatory mathematics courses including Algebra, Geometry, Algebra II and PreCalculus. The focus of this course is divided into two branches: differential and integral calculus. The course will investigate four major ideas of these branches during the year: limits, derivatives, indefinite integrals, and definite integrals, in preparation for the Advanced Placement Exam. The integration of technology is fundamental to this course and concepts are investigated and solved analytically, graphically, numerically and verbally. Students are expected to participate in the AP Calculus AB Exam offered by the College Board. **This course is designed for the student pursuing a mathematically enriched post-secondary major. Prerequisite: Honors Pre-Calculus or Calculus**

AP CALCULUS BC**GRADE 12****5 CREDITS**

AP Calculus BC is a course for the student who has successfully completed AP Calculus AB. The course covers all topics in the Calculus BC topic outline as it appears in the *AP Calculus Course Description* from the College Board. The objective of this course is to give students the understanding of calculus concepts, related mathematical skills, and appropriate technology necessary for success on the Advanced Placement exam and in subsequent college math courses. The "Rule of Four", which states that all topics should be presented from a graphical, numerical, analytical and verbal standpoint, is stressed throughout all topics covered in the course. Topics covered include: sequences, series, conic sections, vectors, three-dimensional graphing, and functions of several variables, differential equations, and advanced methods of differentiation and integration. The course is intended to prepare students to enter college mathematics at the Calculus 3 level or higher. Students will be expected to take the Advanced Placement Test offered by Educational Testing Services. **This course is designed for the student pursuing a mathematically enriched post-secondary major. Prerequisite: AP Calculus AB**

The Absegami Guidance Department recommends that high school juniors take the SAT test two times in the spring of their junior year. Students may register to take the SAT at www.collegeboard.com. Absegami High School's code is 310759.

PERFORMING ARTS

BAND 1-4

GRADES 9-12

5 CREDITS EACH YEAR

This course is designed for the student who wishes to perform in an applicable instrumental group in Absegami High School. Membership is limited to qualified students with previous musical experience as determined by the band director. The Band has the responsibility to perform at football games, parades, competitions and concerts with some scheduled after school rehearsals. This course also provides aesthetic experience in (a) creating and performing, (b) critical/analytical/judgment/valuing, (c) aesthetic/personal philosophy, and (d) historical/cultural/social concepts.

CHORUS 1-4

GRADES 9-12

5 CREDITS EACH YEAR

This course is designed for the student who wishes to perform in an applicable choral group in the Greater Egg Harbor Regional School District. Membership is based upon the qualifications of the student and previous musical background as determined by the chorus director. The chorus member has the responsibility to perform at concerts, competitions, festivals and all scheduled after school rehearsals and performances. This course also provides aesthetic experience in (a) creating and performing, (b) critical/analytical/judgment/valuing, (c) aesthetic/personal philosophy, and (d) historical/cultural/social concepts.

SELECT CHOIR 1-4

GRADES 9-12

5 CREDITS

This course is designed for the student who wishes to perform in an applicable choral group in the Greater Egg Harbor Regional School District. Membership is determined by auditions and by the discretion of the choral director. The Select Choir member has the responsibility to perform at concerts, competitions, festivals and all scheduled after school rehearsals and performances. This course also provides aesthetic experience in (a) creating and performing, (b) critical/analytical/judgment/valuing, (c) aesthetic/personal philosophy, and (d) historical/cultural/social concepts.

DANCE

GRADES 10 - 12

10 CREDITS

This course explores the fundamental techniques to create and perform dance works of art in a studio environment. The areas of study will include Jazz, Modern, Ballet, History and Composition with an emphasis on technique and performance. Students are expected to participate in dance technique classes and perform at an annual spring dance performance. Proper dance attire is required. Students will earn ten credits in a double period set-up: five credits for Physical Education and five credits for Performing Arts.

INTERMEDIATE DANCE

GRADES 9-12

10 CREDITS

Intermediate Dance is a course designed to accommodate students whose dance proficiency level exceeds that of beginning level students but may not be sufficiently adequate for placement in the Advanced Dance Level. The course will emphasize development of fundamental techniques and will engage students in both creating and performing dance works in a studio environment. Students will earn ten credits in a double period set-up: five credits for Physical Education and five credits for Performing Arts.

ADVANCED DANCE

GRADES 9 – 12

10 CREDITS

Entry to this advanced level class will require an audition. It is for the experienced dancer and will provide advance level instruction in the techniques of ballet, modern, and jazz, along with dance history, composition, theory and analysis. The primary emphasis will be on refining technical and performance skills. Ten credits will be earned in a double period set-up: five credits for Physical Education and five credits for Performing Arts. **Placement in Advanced Dance is by audition.**

DRAMA 1**GRADES 9-12****5 CREDITS**

This elective is the basic introductory course in Drama and concentrates on the basics of dramatics in terms of theater mechanics, speech instruction and play construction. Activities include readings, presentation of individual oral exercises, and participation in dramatic performances. Pupils are REQUIRED to devote some "after school" time to the activities of this course.

DRAMA 2,3,4**GRADES 10-12****5 CREDITS**

This elective course builds upon the skills and knowledge from Drama 1. The emphasis is to further develop knowledge and skills in drama. Emphasis will be on interpreting drama, producing drama and the fundamentals of play production while developing and reinforcing the skills introduced in Drama 1, including vocal skills, acting and improvisation. A more individualized curriculum will allow students to learn at their own pace and ability levels. Participation in dramatic performances is expected. Pupils are REQUIRED to devote some "after school" time to the activities of this course. The degree of difficulty of the material presented will depend on the number of years of experience each student has in the Drama Program. **Prerequisite: Drama 1**

FILM MAKING AND APPRECIATION**GRADES 10-12****5 CREDITS**

This course explores FILM as an art form and its impact on our culture. It follows the New Jersey Core Curriculum Content Standards for the Visual and Performing Arts with an emphasis on developing aesthetic responses and a philosophy through viewing, creating, and performing within the art form. It explores the basic principles of FILM, including composition, photography, etc., and develops critical skills for evaluating and judging FILM works for their merit as art forms. Finally, it traces the historical development of film in our society and culture.

INSTRUMENTAL MUSIC 1-4**GRADES 9-12****5 CREDITS EACH YEAR**

This course is designed for students who desire to begin playing or already play a band instrument and want an individualized music experience. Students meet with the instructor for individual study. This course is also open to band members who wish to receive additional intensive study for their instruments. This course also provides aesthetic experience in: (a) Creating and Performing (b) Critical/Analytical/Judgment/Valuing (c) Aesthetics/Personal Philosophy (d) Historical/Cultural/Social Concepts.

MEDIA 1**GRADES 10-12****5 CREDITS**

Media 1 is an introductory course to the world of television, radio and film and their related careers. A foundation course, it is designed to equip the pupil with the skills necessary to function in a media-oriented society. Students also develop skills for use in a fully equipped television studio. The course provides experience in oral presentations, dramatic presentations and media understanding. This program is structured to allow for individual growth as well as peer and teacher support and evaluation.

MEDIA 2**GRADES 10-12****5 CREDITS**

Media 2 is an advanced course in the communications career field. Students function in a working television studio applying the skills through this application. Students are expected to perform all of the functions related to the operation of a television studio to include performing, directing, editing, sound mixing, computer graphic techniques, etc. The primary instrument for the teaching of these skills is the production of a daily news program for broadcast on the school's closed circuit system and the production of special projects. **Prerequisite: Media 1 and or teacher recommendation and performance assessment.**

MEDIA 3/4**GRADES 11-12****5 CREDITS**

MEDIA 3 is a course in advanced television production. It is designed to assist students in the continuation and mastering the art of media and the skills related to media production, as well as communications. The focus of these courses will be on the importance of mastering all areas of production; from pre-production planning, organization and preparation, to production in writing, on-camera performance expertise, interviewing skills, advanced camera operation, vocal acuity and television history. A proficiency in post-production editing is a daily goal. Set-up, use and breakdown of a portable video system for interviews and special projects, and mastery of the television studio equipment are essential skill / content elements. In addition, the course lessons will concentrate on communication skills and challenging students to sharpen their verbal, writing and advertising abilities. The programs will also give the serious students who are considering a career in the communications field the advanced production skills needed. Media I and Media II, and/or teacher recommendations and performance assessment are prerequisites for these courses.

Prerequisite: Media 1 and 2 and or teacher recommendation and performance assessment.

PIANO LAB 1**GRADES 9-12****5 CREDITS**

This course is designed for the student who wishes to participate in a fundamental piano course in the Greater Egg Harbor Regional High School District. Piano Lab is an elective for all students. The emphasis is to develop knowledge of music fundamentals and piano skills. Students will learn the basics of keyboard playing techniques. The students will be exposed to a variety of musical styles. The students will learn how to read music. This course also provides aesthetic experience in (a) creating and performing, (b) critical/analytical/judgment/valuing, (c) aesthetic/personal philosophy, and (d) historical/cultural/social concepts.

PHYSICAL EDUCATION and HEALTH

DANCE

GRADES 10 - 12

10 CREDITS

This course explores the fundamental techniques to create and perform dance works of art in a studio environment. The areas of study will include Jazz, Modern, Ballet, History and Composition with an emphasis on technique and performance. Students are expected to participate in dance technique classes and perform at an annual spring dance performance. Proper dance attire is required. Students will earn ten credits in a double period set-up: five credits for Physical Education and five credits for Performing Arts.

INTERMEDIATE DANCE

GRADES 9-12

10 CREDITS

Intermediate Dance is a course designed to accommodate students whose dance proficiency level exceeds that of beginning level students but may not be sufficiently adequate for placement in the Advanced Dance Level. The course will emphasize development of fundamental techniques and will engage students in both creating and performing dance works in a studio environment. Students will earn ten credits in a double period set-up: five credits for Physical Education and five credits for Performing Arts.

ADVANCED DANCE

GRADES 9 – 12

10 CREDITS

Entry to this advanced level class will require an audition. It is for the experienced dancer and will provide advance level instruction in the techniques of ballet, modern, and jazz, along with dance history, composition, theory and analysis. The primary emphasis will be on refining technical and performance skills. Ten credits will be earned in a double period set-up: five credits for Physical Education and five credits for Performing Arts. **Placement in Advanced Dance is by audition.**

HEALTH

GRADE 9

5 CREDITS

Through lectures, large and small group study, individual study, and the use of audio visual aids, the student attains knowledge and develops concepts, skills, and attitudes toward mental, social, emotional, and physical well being thus insuring a happier and more successful future. Units covered are: Systems of the Body, Mental Illness, Smoking and Cancer, Alcohol, Drugs, Death and Related Areas, Body Pollution, Diet and Nutrition, Medical Products and Services, Communicable Diseases, Safety and First Aid, Fire Safety, Family Life Education and Drivers Education. This course is required of all students.

SUBSTANCE ABUSE UPDATE

GRADES 10-12

STATE REQUIREMENT

This course is the ten-hour state requirement for substance abuse education. Students meet this requirement through specific instructional days in a physical education class and are presented with concepts from the nationally recognized, "Here's Looking at You: 2000" curriculum. A brief review of the latest current health trends will be presented, including HIV/AIDS education.

PHYSICAL EDUCATION

GRADES 9-12

SEE CREDITS BELOW

Instruction during the first two years centers on developing fundamental skills in team sports. Emphasis in the last two years is on individual sports and leisure time activities. The program includes units in: touch football, field hockey, track and field, tennis, volleyball, soccer, lacrosse, tumbling, gymnastics, dance, indoor leisure sports, weight training, aerobics, basketball, wrestling, rhythms, softball, golf, archery. Coordination, agility and physical fitness are stressed in all physical activities. Physical fitness testing is conducted each year.

Regular Program

Physical Education 1 - 5 credits

Physical Education 2 - 5 credits

Physical Education 3 - 5 credits

Physical Education 4 - 5 credits

Laboratory Science Students

Physical Education 1 Lab - 4 credits

Physical Education 2 Lab - 4 credits

Physical Education 3 Lab - 4 credits

Physical Education 4 Lab - 4 credits

ADAPTIVE PHYSICAL EDUCATION

GRADES 9 -12

5 CREDITS

This course is offered to students who for physical, psychological, emotional or any other defined reason, cannot participate in the regular Physical Education program and are recommended by a physician or appropriate school authority. Classes are comprised of mixed grade levels. Instruction is adapted to the needs of the individual. Admission to the adapted physical education program must be approved by our health office.

RELATED ARTS

ANIMATION 1

GRADES 9-12

5 CREDITS

Students will create their own computer animated short cartoon films. This course will focus on character creation, storytelling, sound and special effects working with the Flash MX program. This is a hands-on class. If you love the movies, like working on computers, and want to know “how did they do that” this is the class for you.

ANIMATION 2

GRADES 10-12

5 CREDITS

Animation 2 is a continuation of the concepts and skills presented in Animation 1. The following concepts will be presented: special effects, broadcast motion design, creature animation and character animation. Students will create both short movies and computer games. **Prerequisite: Animation 1.**

ART 1

GRADES 9-12

5 CREDITS

This introductory class is designed to familiarize the students with the Basic Elements and Principles of Art. The students will be introduced to the elements and principles through a combination of hands on projects and art history. Students will experience drawing and painting from a variety of subjects including still life, landscapes, figure drawing and portraiture.

ART 2

GRADES 10-12

5 CREDITS

This advanced course allows the students to progress to a more creative approach using the Basic Elements and Principles of Art introduced in Art 1. Students will experience a wider variety of tools and techniques with a heavier concentration placed on the Art History and the fundamentals of drawing, painting, and design. **Prerequisite: Art 1**

ART 3 / PORTFOLIO DEVELOPMENT

GRADE 11-12

5 CREDITS

This course is designed for the student that needs to develop and prepare a suitable portfolio to present during the college admittance process. This course will allow students to prepare 20 significant examples of their work showing a variety of media. The mediums will include painting, drawings, sculptures, prints, pastels, pen & ink and photography. A substantial number of their works will demonstrate their drawing skills, e.g.: preferably from life, figures, landscapes, portraits, etc. The history of techniques and artists will be introduced to the students as it relates to the particular projects. This course will also provide the students with the opportunity to create slides and a digital portfolio as well. **Prerequisite: Art 1**

SCULPTURE 1

GRADES 9-12

5 CREDITS

Sculpture 1 will provide opportunities for students to develop powers of expression by visual, three-dimensional means. Students will work using a variety of sculptural methods including additive, subtractive, manipulative and substitution. Students will construct three-dimensional artwork from a multitude of materials such as: wire, clay, wood, paper, soap, etc. Looking at past as well as more contemporary sculptors will aid in the incorporation of Art History in this class. Students will also participate in aesthetic conversation while viewing art and ending with class critiques.

CHILD GROWTH AND DEVELOPMENT 1**GRADES 9 -12****5 CREDITS**

This course is designed to acquaint child caregivers and/or future parents, teachers and workers in child related careers with physical, intellectual and emotional and social development of children from birth to six years old. Family formations, roles of heredity and environment, prenatal care, development of self-esteem in children and teens and parenting skills are examined. Students gain experience in observing and working with preschool children by planning and leading age-appropriate activities in a nursery school setting within the classroom. Thematic programs are built around the New Jersey Department of Education's "Early Childhood Education Program Expectations: Standards of Quality." The course endeavors to introduce a wide range of experiences leading toward kindergarten readiness.

CULINARY ARTS 1**GRADES 10 -12****5 CREDITS**

Culinary I is a course that includes sanitation, safety, weights and measures, food preparation, technology, consumerism, and nutrition. Course content involves the basic concepts of food preparation; meal planning, shopping, basic skills instruction and critical thinking skills that can be applied in a professional working environment and the home kitchen. The Culinary I course was cooperatively developed with Atlantic Cape Community College. Students will have the opportunity to take the ServSafe Food Protection Manager Certification exam. This sanitation test is nationally recognized and accredited. Any student that attends the ACCC's culinary academy may receive articulation credit by meeting the following criteria: 1. Obtaining an 85 or better in the Culinary I class. 2. Passing the sanitation exam 3 and passing the ACCC proficiency requirements.

CULINARY ARTS 2/3**GRADES 11 -12****5 CREDITS**

Culinary Arts II and Culinary Arts III are the advanced courses of food preparation which includes culinary terms, skills, and application directly related to the Hospitality and Food Service Industry. The courses' content applies sanitation, advanced preparation techniques, time and resource management, individual responsibilities and team work, and job skills necessary to secure Hospitality and Food Service employment. Students will be required to demonstrate these skills in luncheon presentations. Culinary Arts 2 is offered during semester one and is the first part of a two-semester course. Students taking Culinary Arts 2 will begin their preparation for the transition to a possible culinary career. Culinary Arts 3 is part two of the two-semester course. This course is designed for students to advance their culinary skills beyond Culinary Arts 2. Students completing Culinary Arts 3 will gain knowledge in: Manager Basics, stocks, sauces, hot and cold preparation, soups, desserts, pasta, poultry, meat, Seafood preparation, work place readiness, resume completion, application procedures, and the interview process. Students completing Culinary Arts 3 will be prepared to enter the workforce or advanced education. Students taking Culinary Arts 3 will finalize their preparation for the transition to a culinary career or advanced education.

Prerequisite: Culinary I

WOOD TECHNOLOGY 1**GRADES 9-12****5 CREDITS**

Wood Technology 1 is the basic introductory course in wood technology and woodworking. The course provides the pupil with the skills, procedures, safety procedures, wood working basics, and shop orientations necessary for advanced study in woodworking and cabinetry.

WOOD TECHNOLOGY 2**GRADES 10-12****5 CREDITS**

Wood Technology 2 is the second level course in wood technology and woodworking. It provides the pupil with the more advanced skills, procedures, safety procedures, wood working basics, and shop orientations necessary in woodworking and cabinetry. More emphasis is placed on individual skill development and original project work. **Prerequisite: Wood Technology 1.**

SCIENCE

ADVANCED PLACEMENT BIOLOGY

GRADES 11- 12

7 CREDITS

This course will allow capable college bound students to complete the equivalent of a college introductory biology course in high school, based on the AP Biology curriculum. This course will meet seven times per week with two lab periods. Pupils are expected to take the AP Examination in Biology.

Prerequisites: Honors Biology and Chemistry

ADVANCED PLACEMENT CHEMISTRY

GRADES 11- 12

7 CREDITS

This course will allow capable college bound students to complete the equivalent of a college introductory chemistry course in high school. This course will meet seven times each week with two lab periods and studies the fundamental principles of chemistry. Pupils are expected to take the AP Examination in Chemistry. Pupils in this course should also be in either Honors Pre-Calculus or Calculus.

Prerequisite: Honors Chemistry

BIOLOGY

GRADES 10-12

6 CREDITS

This laboratory course meets six times a week and is designed to help students understand how the study of biology has evolved and is evolving through investigation, observation, and the accumulation of knowledge. Students are encouraged to inquire, experience, and integrate the biological principles they have learned into their own life style. Study includes: acquaintance with and proper use of the instrumentation and technologies of biology, careers in biology and environmental sciences and the use of the scientific method in dealing with past and current biological issues. Major topics of study include Ecology, Cellular Biology and Biochemistry, Taxonomy, Human Biology, Genetics and Evolution. This course is designed to assist students in passing the New Jersey Biology Competency Test administered in May as required by the State of New Jersey for graduation.

Prerequisite: Classical Science

BIOLOGY

GRADE 10

5 CREDITS

Biology is a laboratory class that meets five times per week and will provide the students with an understanding of the properties of life, cellular structure and function, and a survey of life, from bacteria through invertebrates, plants, fungi, and vertebrates. Students will also study the basics of ecology, change in organisms over time and human biology. This laboratory science course, emphasizes hands-on activities as a major part of the curriculum. The activities are provided to reinforce scientific principles and their application in solving everyday problems. This course is designed to assist students in passing the New Jersey Biology Competency Test administered in May as required by the State of New Jersey for graduation.

Prerequisite: Classical Science

BIOLOGY-HONORS

GRADES 9-10

6 CREDITS

This laboratory course meets six times a week and is designed to provide a similar experience to that of a student in the regular biology course listed above, but is provided to the student in significantly greater depth and at a more rapid rate. This course is designed to assist students in passing the New Jersey Biology Competency Test administered in May as required by the State of New Jersey for graduation.

Prerequisite: 10th Grade Students: Honors Classical Science. Acceptance into this course for 9th grade students will be based on multiple measures including a review of science and math grades, teacher recommendation, and score on a placement test.

CHEMISTRY**GRADE 11****6 CREDITS**

This lab course meets six times a week and will provide students with the fundamental principles of chemistry and their evolution through logical processes involving the scientific method of problem solving. The pupil studies the organization of chemistry, formulas, equations, states of matter, bonding, solutions, and chemical reactions.

Prerequisite: Classical Science, Biology (6 Credit) and Algebra 1, IMP 2, or Geometry

CHEMISTRY**GRADES 11-12****5 CREDITS**

This laboratory course meets five times a week and is designed to help students understand how the study of chemistry has evolved and is evolving through investigation, observation, and the accumulation of knowledge. This inquiry based course will connect the study of biology with chemistry. Students taking this course will understand the world around them based on their experience and the assimilation of new information from an inquiry based perspective. Students will use acquired information and become active thinkers. Topics will include all the topics found in chemistry (6 credits), however there will be more inquiry based instruction and less emphasis on mathematics. **Prerequisite: Biology**

CHEMISTRY-HONORS**GRADE 10-11****6 CREDITS**

The course utilizes a mathematical approach to the principles of chemistry. Through logical processes, the student studies the organization of formulas and equations based on periodic law. Stoichiometry, solutions, bonding, chemical reactions, states of matter and equilibrium will be examined.

Prerequisite: Honors Biology and Geometry.

**ACCELERATED CLASSICAL
SCIENCE****GRADE 9****5 CREDITS**

This laboratory course provides students with a fast paced and in-depth study of physics, chemistry, and earth science concepts with a biological focus. Students choosing this course should have a basic understanding of algebra skills. The course is designed to develop science related skills and understanding of scientific principles that govern the world around us. Students will explore scientific habits of mind and work with independent scientific inquiry. This course moves at a faster pace than Classical Science, and will be more mathematically intense, and requires a greater amount of independent reading. This course will begin to prepare students for the NJ Biology Competency Test.

Prerequisite: None

CLASSICAL SCIENCE**GRADE 9****5 CREDITS**

This laboratory course allows students to study concepts from physics, chemistry, and earth science with a biological focus. The course is designed to develop knowledge of scientific principles and to improve laboratory skills. Students will explore scientific habits of mind through guided scientific inquiry. Scientific processes, building of mathematical skills and content area reading will be stressed. This course will begin to prepare students for the NJ Biology Competency Test. **Prerequisite: None**

HORTICULTURE**GRADES 11-12****5 CREDITS**

Horticulture is designed to provide students with an introduction to botany and planting techniques, with an emphasis on hands-on applications in the greenhouse as well as outdoor projects (weather permitting). Landscape design techniques will be incorporated in the second semester, combining design and planting concepts. This is a full year, five-credit science course.

Prerequisites: Successful completion of Classical Science and Biology

HUMAN ANATOMY and PHYSIOLOGY**GRADE 11-12****6 CREDITS**

This course provides students with fundamental concepts in human anatomy and physiology. It is designed to help students prepare for higher education, to further their studies in an area of biological interest, or to enter a health-related profession.* The physiological functions of the human body, anatomical areas and the physical and chemical activities of human beings are offered. This is a college preparatory course offered primarily in the senior year for students who have completed Biology. **Prerequisite: Biology and Chemistry (Chemistry can be co-requisite)**

PHYSICS**GRADES 11- 12****6 CREDITS**

The student develops an understanding of the basic laws of physics by studying such topics as: force, straight line motion, Newton's Laws of Motion, curvilinear motion, conservation of energy and momentum, matter, thermal effects, heat and work, waves, sound, light, reflection, refraction, diffraction, electrostatics, electrical circuits, and magnetic effects. **Prerequisite: Algebra 2, Biology, and Chemistry.**

PHYSICS-HONORS**GRADES 11-12****6 CREDITS**

The student develops an understanding of the basic laws of physics by essentially studying the same topics as listed under Physics-Classical. The main difference is that this section covers the subject matter in significantly greater depth and at a more rapid rate. **Prerequisite: Biology and Honors Chemistry. Co-Requisite: Pre-Calculus or Calculus.**

SCIENCE RESEARCH 1, 2 & 3**GRADES 10 - 12****5 CREDITS**

The Science Research Course enables students to practice authentic and original scientific research in an independent manner. This **three-year program** affords students the opportunity to participate in the community of scientific research and scholarship as part of their high school experience. The research course is designed to provide students with an understanding of research methodology in the natural and social sciences. The course is directed to those students who wish to pursue excellence and progress into advanced areas of original research. Emphasis is on both laboratory and bibliographical research. Students are taught the process of on-line bibliographical researching. Group seminars and individual consultations with doctoral level scholars are arranged. Student commitment to long-term focused research, demonstrating initiative, perseverance, and creativity is developed and fostered. This is a 5 credit elective and cannot be substituted for the three year science requirement. **Prerequisite: Teacher recommendation**

SOCIAL STUDIES

CHILD AND ADOLESCENT PSYCHOLOGY

GRADES 11-12

2.5 CREDITS

Child Psychology is an elective one semester course that focuses on human psychological development from birth to the end of adolescence. Students are exposed to a comprehensive study of childhood and its related topics. The five major areas of Developmental Psychology – Physical, Intellectual, Moral, Social and Emotional Development- are delved into, focusing on the research of multiple Developmental Psychologists and their theories. Other topics of the class include Pre-Natal Development and the effect of family has on the child’s development. Child Psychology is a semester course worth 2.5 credits and is currently paired with Law and Criminal Justice. Students will be required to schedule Law and Criminal Justice during the opposing semester block in their schedule. These classes are bridged by the studies of juvenile delinquency and adolescent social structures. This course emphasizes research techniques, comprehensive analysis of documents and development of student writing skills. Course assignments address the New Jersey Core Curriculum Content Standards for the Social Studies.

ECONOMICS

GRADES 10-12

5 CREDITS

Economics is a full – year, 5 credit course that will address the New Jersey Financial Literacy requirement. This course will expose the students to fundamental economic principles that will establish and develop student understanding of the relevance of economics and the use of the content in a real – world context. Money – making strategies will be presented, connections with local businesses will occur, financial planning specialists will be utilized, and learned skills and concepts will be applied to student development of their own hypothetical business. Additionally, the students will learn of economic trends and principles that drive political decision making and have had a profound societal impact. Community resources and supplemental materials will be utilized to promote student understanding of course concepts.

AP EUROPEAN HISTORY

GRADES 11-12

5 CREDITS

This course concentrates on the period of history from the emergence of modern Europe through the 20th Century. This course will aim to heighten student understanding of various historical figures including Martin Luther, Henry VIII, and Oliver Cromwell, Peter the Great, Napoleon, Robespierre, Marx, and Lenin. Additionally, pupils will identify relationships and distinctions in European political, social, economic and intellectual history. Works of significance will be analyzed in an effort to interpret evidence in a historic perspective. Additionally, the course will help to develop critical skills that will serve students in college and as lifelong learners. This course is part of the Advanced Placement program and students will be expected to take the AP European exam.

AP GOVERNMENT & POLITICS

GRADES 11-12

5 CREDITS

Advanced Placement U.S. Government and Politics is based on an introductory level college course in Political Science. Emphasis is placed on a broad knowledge of U.S. History and U.S. Politics and Government. A primary purpose of the course is to prepare the student for the Advanced Placement test in which they may receive college credit if they receive an adequate score. This course is targeted for the highly motivated academic student who is interested in pursuing college level study. Content includes the formation of the American government, political beliefs and behaviors, political parties, mass media and public policy. Students will be expected to evaluate public policy, compare and contrast political philosophies, and critically evaluate landmark cases of the Supreme Court. This course is a part of the Advanced Placement program and students will be expected to take the Advanced Placement U.S. Government and Politics exam.

AP PSYCHOLOGY**GRADES 11-12****5 CREDITS**

Advanced Placement Psychology will consist of a survey of the major concepts and theoretical perspectives that exist in the body of modern day psychological thinking. Emphasis will be placed on developing an eclectic philosophy by studying the theories of Freud, Jung, Horney, Adler, Fromm, Watson, Skinner, Bandura, Rogers and Maslow. In addition to these theorists, students will be exposed to the works of other contemporary psychologists and their contributions to psychological thought. Also included is an examination of the methods psychologists use in their science and practice as well as how the world is perceived by the brain and what effect those perceptions have on both normal and abnormal personality behaviors. A unit on abnormal psychology will expose students to the study of mental illnesses as well as treatment strategies used in both normal and abnormal psychology. The student population that this course will serve shall be those junior/senior year students that fulfill the academic qualification and elect to take the course. This course is an elective that is offered to Junior and Senior level students who choose to develop their understanding of the content on the advanced level. This course is part of the Advanced Placement program and students will be expected to take the Advanced Placement Psychology exam.

HISTORY IN 20th CENTURY AMERICAN POP CULTURE**GRADES 11-12****5 CREDITS**

History in 20th Century American Pop Culture is a full – year, elective course that will review and develop student understanding of major historic events, trends and innovations that have had a profound impact on the evolution of American popular culture. These include the evolution of television, motion pictures, radio, the role of professional sports, and popular music. Content examples include the Super Bowl, Woodstock, Punk Rock, and classic television series. The course will also explore ways in which changes in pop culture have had significant political, economic and social implications. Course assignments address the New Jersey Core Curriculum Content Standards for the Social Studies. Artifacts, movies, and interviews will be used to enhance student understanding.

LAW AND CRIMINAL JUSTICE**GRADES 11-12****2.5 CREDITS**

This semester course will involve the study of the American system of criminal justice. The course will examine the judicial system at the federal, state and local level; the role of judges, juries, prosecutors, investigators, defense attorneys, defendants, and other actors in the trial process; the problem of crime in society; the role of the police; and correctional agencies. Both legal and behavioral realities of each stage of the criminal justice process are examined. Students will be required to take Child Psychology during the opposing semester block in their schedule.

PSYCHOLOGY**GRADES 11-12****5 CREDITS**

Psychology is the scientific study of human and animal behavior. Why do we do what we do? Why are we who we are? Psychology intends to introduce students to a systematic scientific study of the behavior and mental processes of human beings and other animals. Students are introduced to the psychological facts, principals and phenomena associated with the major sub fields within the discipline. Also included is an examination of the methods psychologists use in their science and their practice. Emphasis is placed on how the world is perceived by the brain and what effect those perceptions have on both normal and abnormal personality behaviors.

SOCIOLOGY - CULTURAL ANTHROPOLOGY GRADES 11-12**5 CREDITS**

Sociology – Cultural Anthropology is a full – year, elective course that establishes the student's foundation of knowledge in both Sociology and Cultural Anthropology while developing student understanding of the relationship that exists between these fields of study. The purpose of the section of the course featuring Sociology is to allow the student of Sociology the opportunity to view the world from the sociological perspective. The sociological perspective provides students with a broad lens to recognize how people relate to one another and influence each other's behavior. The base of study is inherently multicultural and focus is placed on the group as well as the individual. This will allow students to gain insights into how the social environment shapes us and how we in turn shape our social environment. The corresponding section of the course featuring Cultural Anthropology is intended to introduce the student to a holistic study of the many aspects of the human experience. The material covered will provide students with a broad focus on humanity which will prepare them for being an informed citizen in the global society. Students will develop an understanding of societies other than their own which will foster the viewpoint of cultural relativism and tolerance through understanding. Anthropology inherently draws from many fields of study, including but not limited to psychology, biology, economics, philosophy, and religious studies. Through this lens the course will focus on the sub-discipline of Cultural Anthropology/Ethnology as well as investigating its counterparts; Physical Anthropology, Linguistics, and Archeology. Course assignments address the New Jersey Core Curriculum Content Standards for the Social Studies. Primary source materials will be incorporated into units of study and assignments will promote pupil development of research and writing skills.

US HISTORY 1**GRADE 10****5 CREDITS**

United States History I is a five-credit, required course that incorporates the Social Studies core proficiencies mandated by the state of New Jersey. This course is a survey of major concepts in American History commencing with the "discovery" of the Americas by Europeans. The curriculum for the Honors level concludes with the Reconstruction Era. The curriculum for the Accelerated and Classical levels concludes with the study of World War I. The Honors level is intended for those students who possess an intense interest in the social sciences, strong verbal scores on standardized tests and excellent academic performance in prior history courses. Instruction and assessments at the Honors level will contain comprehensive analysis of primary source materials and emphasize the development of student writing skills. The Honors curriculum is designed to prepare the student with the proper foundation of knowledge to progress into the United States History Advanced Placement program. Honors students will be expected to complete a summer learning packet and must be willing to dedicate extra study hours, when necessary. Students who enroll in the Accelerated level have demonstrated strong academic ability and performance in previous Social Studies coursework. The Accelerated curriculum develops critical thinking and written communication skills. Students at the Accelerated level will be motivated learners who have an understanding of basic study skills. Accelerated students will be expected to complete assignments and study outside of the classroom. The Classical curriculum is designed for the student who plans to attend a two or four year college or technical school, or plans to enter the job force after graduation. Students exposed to the Classical curriculum will become equipped with skills that promote critical and analytical thought. Additionally, writing will be incorporated into units of study in a manner that fosters an understanding of subject matter relevance. Students at the Classical level may still be developing independent and organizational study skills. The expectation exists that these skills will be strengthened and demonstrated on a daily basis through classroom application. All levels of U. S. History 1 classes are co-horted with English 2 classes. As a result, a strong curricular connection exists with the English Department in a manner that promotes an interdisciplinary learning structure with alignment to the English 2 curriculum.

US HISTORY 2**GRADE 11****5 CREDITS**

United States History 2 is a five-credit, required course that incorporates the Social Studies core proficiencies mandated by the state of New Jersey. This course is a survey of major concepts in American History concluding with the Modern Era. The curriculum for the Advanced Placement level commences with the Reconstruction Era while the curricula for the Accelerated and Classical levels begin with a review of World War I. The Advanced Placement level is intended for those students who possess an intense interest in the social sciences, strong verbal scores on standardized tests and excellent academic performance in prior history courses. Instruction and assessments at the Advanced Placement level will contain comprehensive analysis of primary source materials and emphasize the development of student writing skills. The Advanced Placement curriculum is designed to prepare the student with the proper foundation of knowledge to succeed on the National Advanced Placement Exam and future university study. Advanced Placement students will be expected to complete a summer learning packet and must be willing to dedicate extra study hours, when necessary. Students who enroll in the Accelerated level have demonstrated strong academic ability and performance in previous Social Studies coursework. The Accelerated curriculum develops critical thinking and written communication skills. Students at the Accelerated level will be motivated learners who have an understanding of basic study skills. Accelerated students will be expected to complete assignments and study outside of the classroom. The Classical curriculum is designed for the student who plans to attend a two or four year college or technical school, or plans to enter the job force after graduation. Students exposed to the Classical curriculum will become equipped with skills that promote critical and analytical thought. Additionally, writing will be incorporated into units of study in a manner that fosters an understanding of subject matter relevance. Students at the Classical level may still be developing independent and organizational study skills. The expectation exists that these skills will be strengthened and demonstrated on a daily basis through classroom application.

WORLD HISTORY**GRADE 9****5 CREDITS**

World History is a five –credit, required course that incorporates the Social Studies core proficiencies mandated by the State of New Jersey. The scope of the course will place a focus on the correlation between historical eras and events and their effect and role in the shaping of the modern world. Various civilizations of both western and non-western origin will be examined to identify the traits and characteristics that shape societies and today's world. Entire populations, regardless of gender, race, religion, or socioeconomic strata will be included to develop an accurate depiction of the people within a given culture, their roles, and their responsibilities. Students will be exposed to all aspects of civilizations, including cultural, social, economic, political, and geographical themes. The Honors level is intended for the highly motivated academic student who possesses an intense interest in the social sciences, strong verbal scores on standardized tests, and excellent academic performance in prior history courses. Instruction and assessments at the Honors level will contain comprehensive analysis of primary source materials and emphasize the development of student writing skills. The Honors curriculum is designed to prepare the student with the proper foundation of knowledge to progress into the Honors United States History 1 program. Honors students will be expected to complete a summer learning packet and must be willing to dedicate extra study hours, when necessary. Students who enroll in the Accelerated level have demonstrated strong academic ability and performance in previous Social Studies coursework. The Accelerated curriculum develops critical thinking and written communication skills. Students at the Accelerated level will be motivated learners who have an understanding of basic study skills. Accelerated students will be expected to complete assignments and study outside of the classroom. The Classical curriculum is designed for the student who plans to attend a two or four year college or technical school, or plans to enter the job force after graduation. Students exposed to the Classical curriculum will be equipped with skills that promote critical and analytical thought. Additionally, writing will be incorporated into units of study in a manner that fosters an understanding of subject matter relevance. Students at the Classical level may still be developing independent and organizational study skills. The expectation exists that these skills will be strengthened and demonstrated on a daily basis through classroom application. All levels of World History classes are co-horted with English 1 classes. As a result, a strong curricular connection exists with the English Department in a manner that promotes an interdisciplinary learning structure with alignment to the English I curriculum.

SPECIAL EDUCATION

Students are enrolled in special needs courses by virtue of their Individualized Education Program (IEP). Program descriptions appear below. Specific course descriptions are on the pages that follow.

IN-CLASS SUPPORT (ICS)

Students in the In-Class Support instructional setting are placed in a regular education class with both a regular and special education teacher assigned. Teachers in this supportive setting will work collaboratively to plan and implement the regular class curriculum using strategies, techniques, materials and modifications as needed to address each student's unique learning needs. Students excelling in the inclusion program and who are planning to enter college upon graduation are encouraged to advance to mainstream college preparatory classes.

RESOURCE CENTER (RC)

This program offers individual and small group instruction for special needs students in a setting with a reduced class size. Students in the resource center program follow the same curriculum as regular education students with appropriate modifications and/or adaptations. Emphasis is placed on presenting content area information in a practical manner so the student can relate the information to life experience. The specific classes in which a student participates is determined by the IEP. Students who excel in the RC setting are encouraged to advance to the In-Class Support program.

REALIZING EDUCATIONAL AND CAREER HOPES (REACH)

This program is designed to enable students with mild to moderate cognitive limitations to acquire academic and functional skills necessary for employment and independent living. Curricular topics and concepts will be presented in the context of daily living and career oriented experiences. Instruction of vocational skills is infused into daily content area material. Program components include direct instruction in English/Reading, Math, Science, Social Studies, Health, Life Skills, Literacy, Problem Solving, and Vocational Preparation.

SELF-CONTAINED BEHAVIORAL DISABILITIES (SCBD)

The self-contained class for behavioral disabilities provides services and an educational program for students whose behavioral/emotional problems prevent a regular school program. This program provides a core curriculum of all academic subjects mandated for graduation. The following subjects are provided to the students: English/Reading, Mathematics, Science, History, World Language, Health & Physical Education, and Life Skills. The class learns in both group and individual settings based on subject matter and student ability. A large emphasis is placed on the development of appropriate social skills and behavior. A behavior modification program is in place that will enable students to earn classes out of the program into mainstream classes.

INTERACTIVE MATHEMATICS PROGRAM 1**GRADE 9****5 CREDITS**

IMP 1 exposes students to Algebra 1 using a problem-solving approach. The IMP 1 curriculum challenges students to actively explore open-ended situations, in a way that closely resembles the inquiry method used by mathematicians and scientists in their work. IMP students are called on to experiment with examples, identify and articulate patterns, and make, test, and prove conjectures. The three-year IMP program integrates algebra, geometry and trigonometry with additional topics recommended by the national reports, using graphing calculators and computer technology to enhance student learning. This course is the first of a three-year program that meets requirements for college.

INTERACTIVE MATHEMATICS PROGRAM 2**GRADE 10****5 CREDITS**

IMP 2 is the second year of a three-year program that exposes students to algebra, data analysis, matrices, and visual representations of data using a problem-solving approach. Students will work with powerful mathematical ideas and learn a variety of approaches to solve equations. Problem contexts include statistical comparison of populations, the geometry of the honeycomb, and maximization of profits for a business. IMP 2 will challenge students to actively explore open-ended situations and encourage inquiry as a method to solve problems. Students will experiment with examples; identify and articulate patterns; and make, test and prove conjectures. Students will develop skills from Algebra, Geometry, Trigonometry, Probability and Statistics. **Prerequisite: Successful completion of IMP Year 1.**

INTERACTIVE MATHEMATICS PROGRAM 3**GRADE 11****5 CREDITS**

IMP 3 continues to re-define mathematics for students by illustrating how math can be used to understand the world. Students will explore ideas including algebra, geometry, probability, statistics graphing, linear programming, the geometry of circles, exponential functions, and trigonometry in an integrated curriculum that connects mathematics to society. Students will build on the concepts presented in IMP 1 and IMP 2 to build an understanding of how math is used in an ever changing and evolving world. **Prerequisite: Successful completion of IMP Year 2.**

CONSUMER MATH**GRADE 12****5 CREDITS**

Consumer Mathematics is designed for the fourth year special education student who has successfully completed three years of mathematics courses. Applications to life skills will be stressed in addition to hands on operation of the school store. Higher order thinking and questioning skills will also be addressed in conjunction with the Core Curriculum Content Standards for both Mathematics and Workplace Readiness.

MATH LAB**GRADE 12****5 CREDITS**

Math Lab is a course designed for seniors who have not met proficiency on the HSPA. Students will receive intensive instruction and review of the concepts presented on the HSPA. This course incorporates arithmetic, algebra, and geometry. Estimation skills, pattern recognition, and problem-solving techniques are stressed throughout the year.

ENGLISH 1 / READ 180**GRADE 9****10 CREDITS**

English 1 / READ 180 are required of all ninth grade students in the RC program. This course is an intensive reading program designed to improve reading comprehension and instill the habits of life-long readers. The program directly addresses individual needs through adaptive and instructional software, high interest literature, and direct instruction in reading and writing skills. This program will be provided to students during a 90 minute block period (Students who elect to go to Atlantic County Institute of Technology as a shared time student will be enrolled in English 1 for a 45 minute period).

ENGLISH 2**GRADE 10****5 CREDITS**

English 2 is required of all tenth grade students. This course is designed to develop language competency, as well as an application of literature and use of mass media. Placement is determined by the Child Study Team according to classification and reading level ability. This course is aligned with the Language Arts Literacy Standards specified by the New Jersey Core Curriculum Content Standards. Preparation and review for the S Test and HSPA are an integral part of daily instruction within this course. Students study and apply the writing process, read a broad base of literary works, learn and apply rules of grammar and composition, and develop research and visual literacy skills.

ENGLISH 3**GRADE 11****5 CREDITS**

English 3 is required of all eleventh grade students. This course is designed to develop language competency, as well as an application of literature and use of mass media. Placement is determined by the Child Study Team according to classification and reading level ability. This course is aligned with the Language Arts Literacy Standards specified by the New Jersey Core Curriculum Content Standards. Preparation and review for the HSPA are an integral part of daily instruction within this course. Students study and apply the writing process, read a broad base of literary works, learn and apply rules of grammar and composition, and develop research and visual literacy skills.

ENGLISH 4**GRADE 12****5 CREDITS**

English 4 is required of all twelfth grade students. This course is designed to develop language competency, as well as an application of literature and use of mass media. Placement is determined by the Child Study Team according to classification and reading level ability. This course is aligned with the Language Arts Literacy Standards specified by the New Jersey Core Curriculum Content Standards. Students study and apply the writing process, read a broad base of literary works, learn and apply rules of grammar and composition, and develop research and visual literacy skills.

CLASSICAL SCIENCE**GRADE 9****5 CREDITS**

The Physical Science course is designed to provide basic instruction and information into rudimentary scientific areas such as electricity, light, sound, structure of matter, work and machines, at a level commensurate with the individual student's ability to learn as determined by the IEP.

BIOLOGY**GRADE 10****5 CREDITS**

This course will provide students with an understanding of the diversity of life ranging from simple to complex. Major topics of study include cellular biology, human biology, taxonomy, zoology, evolution, genetics and ecology. Laboratory and hands on activities are provided to reinforce scientific principles in the areas of cell biology, taxonomy, zoology, evolution, human biology, genetics and their application in solving everyday problems.

EARTH SCIENCE**GRADE 11****5 CREDITS**

The Earth Science course is devoted to developing an awareness of earth's composition and dimensions, earth's dynamics, plate tectonics, erosion and deposition, oceans, earth's atmosphere and astronomy. The course will also address the basic structure of the earth, the various processes at work, and the earth's place and movement in space.

WORLD HISTORY**GRADE 9****5 CREDITS**

This course explores the ways in which man has responded to the challenges of his environment, the times in which he has lived, and his fellow man. The history of various civilizations in both the Western and Eastern Worlds is explored to provide a background to increase students' knowledge of contemporary global, cultural, social, political and economic systems. Additional emphasis is placed upon the development of reading and writing skills.

U.S. HISTORY 1**GRADE 10****5 CREDITS**

This course will focus on the early development of the United States. Students will examine the migration to America of Asiatic, Scandinavian, Western European, and African people as well as the period of English Colonization. Other areas of study include the American Revolution, Foreign Affairs, the Civil War, and Reconstruction periods. It is intended that the student will become a better citizen through instruction in the principles and ideals of the American form of representative government, and the history, origin, and growth of the social, economic and cultural development of the United States.

U.S. HISTORY 2**GRADE 11****5 CREDITS**

This course will focus on the development of the United States from the Civil War to the present. Emphasis is placed on current social issues of importance and interest. Its purpose is to provide the student with a review of immediate history to develop an understanding of the world today. It is intended that the student will become a better citizen through instruction in those events in the history of the United States and will install a determination to exercise the privilege of the ballot, upon reaching voting age.

SPANISH 1**GRADE 10****5 CREDITS**

Spanish 1 is a required course offered to tenth grade special education students who have not mastered the skills necessary to succeed in a mainstreamed Spanish class. Emphasis will be placed upon oral language and culture. This course is the first year of a two-year requirement.

SPANISH 2**GRADE 10/11****5 CREDITS**

Spanish 2 is a required course offered to tenth/eleventh grade special education students who have successfully completed Spanish 1. This course is the second year of a two year state mandated language requirement. Students will continue to gain knowledge/understanding of the culture of the Spanish speaking world. Emphasis will be placed upon oral communication, written expression, reading and translation of written passages.

HEALTH**GRADE 9****5 CREDITS**

This course covers the promotion of health enhancing behaviors and disease prevention concepts. Students will be introduced to topics such as the physical, mental, emotional and social effects of the use and abuse of alcohol, tobacco, and other drugs; biological, social, cultural and psychological aspects of human sexuality and family life; and health enhancing personal, interpersonal, and life skills. Students will also study for and prepare for the written driver's test.

LIFE SKILLS**GRADE 9-12****5 CREDITS**

This comprehensive course is designed for students in the SCBD program. The course will focus on practical living skills, personal growth and management, social skills, communication, consumer awareness (comparative shopping, money management, credit, purchasing a car), and employment skills (finding a job, resume writing, interviewing techniques, maintaining employment).

WORLD LANGUAGE

SPANISH FOR HERITAGE SPEAKERS 1

GRADES 9-12

5 CREDITS

Spanish for Heritage Speakers is a course offered to students with varying oral proficiencies in their heritage language, but who require instruction in reading, writing, and formal speaking of the Spanish language. Authentic reading materials, films, and Internet resources will facilitate language acquisition, along with providing students with a venue to explore Latino cultural diversity. Analysis of literary works and global issues will challenge these students to develop the skills necessary to realize their full potential as native speakers of Spanish. **Prerequisite: Completion of an assessment that demonstrates the student's verbal fluency.**

SPANISH FOR HERITAGE SPEAKERS 2

GRADES 10-12

5 CREDITS

Spanish for Heritage Speakers 2 is a course offered to students who have completed Spanish for Heritage Speakers 1, and who require instruction in reading, writing, and formal speaking of the Spanish language. Authentic reading materials, films, and Internet resources will facilitate language acquisition, along with providing students with a venue to explore Latino cultural diversity. Analysis of literary works and global issues will challenge these students to develop the skills necessary to realize their full potential as native speakers of Spanish. **Prerequisite: Either successful completion of Spanish for Heritage Speakers 1 or adequate performance on an assessment that demonstrates the student's verbal fluency.**

WORLD LANGUAGE 1-2

GRADES 9-12

5 CREDITS

In the first two years, students of French, Spanish, German, Latin and Classical Greek learn the basic sound systems along with the structure and the vocabulary. The focus is on the skills necessary to develop communication ability and systematically guides the students to use the foreign language as a tool of communication. Students also gain some knowledge of the foreign culture through a study of its history, traditions, and folklore. In addition to the textbook and written materials, audiovisual aids provide students with authentic native language and cultural background as appropriate. Levels 1 and 2 are required of all pupils taking a college preparatory program.

French 1 & 2

Spanish 1 & 2

German 1 & 2

Latin 1 & 2

WORLD LANGUAGE 3-4-5

GRADES 10-12

5 CREDITS

In the last three years, students of French, Spanish, German and Latin learn the more advanced sound systems along with the structure and the vocabulary necessary to develop communication skills in the language. Emphasis is on systematically guiding the students to use the foreign language as a tool of communication. Students also gain more knowledge of the foreign culture through a study of its history, traditions, and folklore. In addition to the textbook and written materials, audiovisual aids provide students with authentic native language and cultural background as appropriate. Levels 3, 4 and 5 are intended for pupils taking a college preparatory program that wish to pursue advanced language study. Levels 3 and 4 are intended for pupils taking a college preparatory program who wish to pursue advanced language study. Level 5 of foreign language study will expose the students to a college level academic experience. Level 5 courses are a part of the Advanced Placement program and students will be expected to take the Advanced Placement exam in the language being studied.

French 3, 4, AP

Spanish 3, 4, AP

German 3 & 4

Latin 3 & 4

Testing/Remediation Program

During the four years of High School, test results from each of those years will be utilized to determine placement in various courses as well as provide assistance to teachers for student skill development. Each test described below is required by the District and/or State. The High School Proficiency Assessment (HSPA) is administered to Grade 11 students. The State of New Jersey requires all students, unless IEP exempt, to pass the HSPA in order to earn a high school diploma.

GRADE 8 - Grade Eight Proficiency Assessment (NJ ASK 8)

This test is given in March of each year to 8th grade students and is required by the State of New Jersey. NJ ASK is a state assessment of student achievement in language arts, math, and science that was implemented to meet the requirements of the No Child Left Behind Act. Once results are received, they are sent to Absegami High School. Teachers, counselors and other personnel who work with students may use these results as an indicator of student progress, needs and deficiencies.

GRADE 11 – High School Proficiency Assessment

The HSPA for 11th graders is given in March of each year in Language Arts, Mathematics and Science. This is the first of three opportunities students may have in order to pass the graduation requirement. Other opportunities occur in October and March of the senior year.

BIOLOGY/LIFE SCIENCE: New Jersey Biology Competency Test (NJBCT)

All students, regardless of grade level, who are enrolled in a Biology course any time during the current academic year, will be required by the State of New Jersey to take the NJBCT. Beginning with the class of 2014, the State of New Jersey requires all students, unless IEP exempt, to pass the NJBCT in order to earn a high school diploma. This assessment will be given in late May to allow additional preparation time. The remediation recommendations for those students not passing the NJBCT are to be determined. Please note: students taking AP Biology, *after completing* a Biology prerequisite, will not be required to take the exam.

ALGEBRA 1: End of Course Assessment

All students, regardless of grade level, who are enrolled in an Algebra-1 or IMP-2 class during the current academic year, will be required by the State of New Jersey to take the End of Course Algebra-1 Test. This assessment will be given in late May to allow additional preparation time. Results of this assessment will be used to determine student course placement in the following year, and it is anticipated that this assessment will become a graduation test requirement in the coming year.

ALTERNATE PROFICIENCY ASSESSMENT (APA)

The Alternate Proficiency Assessment (APA) is a portfolio assessment designed to measure progress toward achieving New Jersey's state educational standards for those students with severe disabilities who are unable to participate in the High School Proficiency Assessment (HSPA). We will be administering the test in each of the content areas (i.e. language arts literacy, mathematics, and science). This type of assessment is needed for our students who cannot complete any of the types of questions on the assessment even with accommodations and modifications.

AHSA – Alternate High School Assessment

Students in the Class of 2011 who are unable to pass the HSPA (11) may be eligible to participate in the Alternate High School Assessment (AHSA). Through this process 12th grade students who have not passed one or more parts of the HSPA (11) are provided State-testing questions, which must be passed in order to meet the HSPA (11) graduation requirement. Students who are unable to pass the AHSA process may return to Absegami in October to retake the State Test in the area(s) not passed. Students identified as needing additional assistance in specific Core Content Standards or High School Proficiency Assessment performance may be scheduled for any or all of the interventions described below:

- Specific course or courses that address need. (Math Lab, Reading Lab and/or Writing Lab)
- Use of the tutorial instructional period as provided by school schedule throughout the year.
- Additional instruction provided during the school day as determined by the student and school schedules.
- Receiving additional academic assistance in class from teachers assigned to team teaching settings. (Inclusion Classes)
- Special seminars and workshops during school day designed to meet academic needs of student.
- Summer course offerings in specific academic areas that address student need

Cedar Creek High School

Cedar Creek High School will continue to serve students from every community within the Greater Egg Harbor Regional High School District in the 2011-2012 school year. While CCHS serves as *the* high school for the area of Mullica-Egg Harbor City-Port Republic-Green Bank/Washington Twsp., students from Hamilton and Galloway Townships may once again select CCHS as their school as well. CCHS may be selected through two different manners: 1. *Magnet Programs (Engineering or Environmental Science)*; 2. *Geographic Option*.

The specific geographic areas for the *Geographic Option Program* will be as follows: in Galloway Township, the area west of Cologne Ave and the area of South Egg Harbor; in Hamilton Township the area of Laureldale, along route 50. The *Magnet Programs* at Cedar Creek High School represent two focused curricular choices. Each offering has at its core a sequence of classes designed to move students beyond a customary high school education, and to provide them with a concentrated, topic-specific program that will serve to prepare them for either University study of the topic or entrance into a career in the field of study. Each Magnet Program consists of a series of electives to be taken over a student's four-year career that will expose them to the vocation and allow the student to study with peers who share their educational interests and aspirations. Whether a student selects the *Engineering* or *Environmental Science Magnet*, they will be provided with a "hands-on" learning experience delivered not only from Cedar Creek teachers, but also Professionals from the field of study and College Professors utilizing real-world applications of their knowledge. An application packet must be completed by all students and their families interested in attending the *Magnet Programs*. Students enrolled in the *Magnet Programs* will also be afforded the opportunity to select from the full list of AP selections.

Students selecting Cedar Creek as part of either the *Geographic Option Program* or the *Magnet Program* will be offered the opportunity to participate in Cedar Creek athletics and activities. All athletic programs for the 2011-2012 school year will be offered at the Varsity Level. CCHS currently offers the following athletics:

Fall Sports:

Football, Field Hockey, Boys and Girls Soccer, Girls Tennis, Cross Country, and Cheerleading

Winter Sports:

Wrestling, Boys and Girls Basketball, Cheerleading

Spring Sports:

Baseball, Softball, Boys Tennis, Golf, Track and Field

Questions concerning these programs can be addressed through either the Cedar Creek High School Principal, Mr. James M. Reina or Guidance Counselor Karen Cavalieri. Both can be reached at **609-593-3560** or by emailing them at JReina@geh.nj.k12us.com or KCavalieri@geh.nj.k12us.com .

ATHLETICS

NCAA CLEARINGHOUSE FRESHMAN INITIAL-ELIGIBILITY STANDARDS

High School Student/Athletes who wish to compete in athletics in college at the Division I or Division II level must meet the initial-eligibility standards listed below and be certified to compete by the NCAA Clearinghouse.

PLEASE NOTE: Beginning August 1, 2013, students planning to attend an NCAA Division II institution will be required to complete 16 core courses.

Division I	Division II (Prior to Class of 2013)
16 Core Courses	14 Core Courses
4 years of English	3 years of English
3 years of Mathematics (Algebra 1 or higher)	2 years of Mathematics (Algebra 1 or higher)
2 years of Natural/Physical Science (1 year of lab science if offered by the high school)	2 years of Natural/Physical Science (1 year of lab science if offered by the high school)
1 year of additional English, Mathematics or Natural/Physical Science.	2 years of additional English, Mathematics or Natural/Physical Science.
2 years of Social Science	2 years of Social Science
4 years of any additional courses (from any area above, Foreign Language or nondoctrinal Religion/Philosophy)	3 years of any additional courses (from any area above, Foreign Language or nondoctrinal Religion/Philosophy)
Achieve a minimum SAT score based upon your core course GPA as indicated on the Division I NEW CORE GPA/Test Score Index , sliding scale. The sliding scale index is available in the guidance office or www.ncaaclearinghouse.net	Achieve a minimum SAT score of 820 or a minimum sum score of 68 on the ACT
GPA/Test Score Index requires a 2.0 minimum core course GPA.	Achieve a minimum core course grade-point average of 2.000

**** PLEASE NOTE:** Beginning August 1, 2013, students planning to attend an NCAA Division II institution will be required to complete 16 core courses.

For more information on the NCAA Clearinghouse visit their website at

www.eligibilitycenter.org.

Or go to www.NCAAstudent.org.

If you have questions about NCAA Eligibility, Please call the NCAA Initial-Eligibility Clearinghouse toll free at
877/262-1492.

GEHRHSD ELIGIBILITY POLICY

The Eligibility Policy will apply equally to all students that participate in activities and or athletics. Students will gain or lose eligibility on a semester basis. A grade of WF will be counted as a failure. Pupils entering grade 9 in the first semester for the first time have no eligibility requirement. **To be eligible for the first semester, students in the graduating class of 2012 and 2013 must have earned 27.5 credits in the preceding school year. To be eligible for the first semester, students in the class of 2014 and beyond must have earned 30 credits in the preceding school year. To be eligible for the second semester, students graduating in 2012 and 2013 must have earned 13.75 credits for the first semester. To be eligible for the second semester, students graduating in 2014 and beyond must have earned 15 credits for the first semester. Summer school and tutoring in the summer may be used to gain eligibility for the first semester of the following year. The maximum number of credits that may be earned during the summer for eligibility purposes is 10 credits.** The following is a current list of Interscholastic Athletic programs offered at Absegami High School.

FALL

Cheerleading
Cross Country - Boys
Cross Country - Girls
Field Hockey
Football
Soccer - Boys
Soccer - Girls
Tennis - Girls
Volleyball – Girls

WINTER

Basketball - Boys
Basketball - Girls
Cheerleading
Swimming - Boys
Swimming - Girls
Winter Track - Boys
Winter Track - Girls
Wrestling

SPRING

Baseball
Crew - Boys
Crew - Girls
Golf
Lacrosse - Boys
Lacrosse - Girls
Softball
Tennis - Boys
Track - Boys
Track - Girls

ACTIVITIES

Absegami High School offers many different activities and clubs for students. The Absegami Guidance Department strongly encourages students to become actively involved in the various activities and clubs we offer. The following is a list of the clubs available for students at Absegami High School.

Band
Pit Band
Band Front
Drama Club
Freshmen Class
Freshman Transition
Forensics Team
Girl's Athletic Association
INTERACT
Junior Class

Key Club
Media Club
Mock Trial
Multicultural Club
National Honor Society
Peer Mediation
REBEL
Senior Class
Sophomore Class
Stage craft – Drama

Stage Craft – Non Drama
Step Team
Student Council
Vocal Music
Web Page Design
Weight Room
World Language Honor
Society
Yearbook

NOTES