

**GREATER EGG HARBOR REGIONAL
HIGH SCHOOL DISTRICT**

**ABSEGAMI
HIGH SCHOOL**



Course Descriptions

2012-2013

ABSEGAMI HIGH SCHOOL
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Greater Egg Harbor Regional High School District
ABSEGAMI HIGH SCHOOL
Winter
2012-2013

Absegami High School is proud to serve over 1850 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 2011 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, Cedar Creek and Oakcrest High School grades 9-12. 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 1850. 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, 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:	1,850

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 2011.

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 2011.

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.

Honor Rolls will be published at the close of each marking period and at the end of the year. Any student who earns a grade of 77 or below will not be named to either of the honor rolls. The following criteria will be used:

- **High Honor Roll:** Students earning a **92** average or above are so honored.
- **Merit Roll:** Students earning an average of **85 to 91.99** are so honored.
- Any pupil who earns a cumulative average of **88** or above at the end of each year will be named a **Varsity Scholar**.

GRADING

Numerical grades are earned during the marking period and may be converted to letter grades in accordance with the following chart:

Range of Number Grades and Equivalent Letter Grades

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

- A numeric grade of 70 is required to pass.
- Incomplete report card grades should be made up within two weeks of the report card being issued to the student.
- Grade point averages will be calculated on an average numeric basis directly related to our current grading system. This means that an un-weighted GPA will be based only on the numeric average without weighting.
- A grade of "E" is earned by a student who refuses to participate in classroom activities that are an integral part of a course.

COURSE

SELECTION

PROCESS

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 access to 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. The course description book is subject to revisions throughout the school year as curricular opportunities and needs arise. The most recent course description book revision will be available on-line at www.absegami.net.

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 2013-14 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 4 .
- Scoring **below the Proficient level** on the 7th and 8th grade NJASK Mathematics section may require a student to take a double period math course as a 9th grader. When appropriate, written teacher recommendation will influence student placement. This recommendation will be supported by such considerations as grades, student skill level and standardized test scores.

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 and may be placed in Reading Lab to remediate deficiencies in Language Arts Literacy skills. 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 2012-2013 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 Biology
- AP Chemistry

WORLD LANGUAGE:

- AP Spanish 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)

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.

SERVICE LEARNING OPPORTUNITIES

In the 2012-13 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 2012-13 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 as included in the Web Design 2/3 course curriculum. 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)

The **Absegami Student Council** has "Adopted A Road" (Seaview Avenue from Jim Leeds to Forest Brook.) This is a year-long clean-up project, and included clean-up at the Edwin B. Forsythe National Wildlife Refuge as part of "Make a Difference Day".

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)

The **Absegami Student Council** have sponsored and participated in "Brave Commitment" this project was designed around the September 11 National Day of Service and Remembrance to enable our students to appreciate the diverse community in which they live; cultivate a deeper understanding of those who may be different; and develop a greater sense of service and compassion.

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.

FINANCIAL LITERACY

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.**

WEB DESIGN I

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 CS4/5, 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.

WEB DESIGN 2/3**GRADES 11-12****5 CREDITS**

Web Design 2/3 is a full year course that is structured to develop design and digital communication skills of students through a project-based approach. Students will develop digital design skills in four key areas which include project management and collaboration, design, research and communication, and proper usage of web-authoring tools. Each key area covered will include a project consisting of phases to further develop the design and development process. Students will be required to evaluate and redesign their completed projects to further develop concepts and principles of design. Throughout the year, students will utilize their learned skills to develop various interactive sites and assist in the maintenance of the *Absegami High School Web Page*. Web Design 2 is offered during the first semester and Web Design 3 is offered during the second semester.

Prerequisite: Web Design 1

MICROSOFT OFFICE WITH GOOGLE APPS 1**GRADES 9–12****5 CREDITS**

Computers skills are a vital tool in our world today in school, business, and careers. This course covers the Microsoft Office Suite and introduces the uses of Google Apps for personal and business applications. Microsoft Word – a word processor, and Microsoft Excel – a spreadsheet program, are two of the software packages students will learn. Using Microsoft Word, students will create, edit and format documents. Basic word processing skills through column layout and use of graphics are covered. Students create spreadsheets to analyze data, perform calculations and create charts. Two more applications, Microsoft Access - database management, and Microsoft PowerPoint – a computerized presentation program part of this course. Students learn to enter, edit, filter, and generate reports on information stored in Access. Using PowerPoint, the students learn computer presentation techniques. Google Apps is free and web-based, therefore it is easy to use from any computer, without the need to purchase software. Internet research skills will be enhanced.

MICROSOFT OFFICE WITH GOOGLE APPS 2/3**GRADES 11–12****5 CREDITS**

The focus of this course is for students to master the competencies necessary to attain a Microsoft Office User Specialist certification. 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. Microsoft Office with Google Applications 2 is offered during the first semester and Microsoft Office with Google Applications 3 is offered during the second semester. Google Apps is free and web-based, therefore it is easy to use from any computer, without the need to purchase software. Note: Certification exams will be taken on site.

Prerequisite: Microsoft Office with Google Applications I

BUSINESS 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.

ENGLISH

ENGLISH I

GRADE 9

5 CREDITS

English I, required of all freshmen, encompasses the areas of reading, writing, speaking, listening, viewing, and technology. The course has been designed thematically and chronologically to coincide with the content of the World History course and is scheduled in a cohort environment. Topics and literature will come from around the world and span time, with such works as *The Odyssey* and *Romeo and Juliet*. The English and Social Studies instruction is aligned so that a cohort of students will come together throughout the year in an interdisciplinary manner, with topics such as the Origins of Man and Civilization, Human Expansion and Global Interaction, and finally Imperialism and the Modern World. Reading selections, audio-visual materials, classroom activities, and assessment tools are varied to accommodate all students.

English I is offered in the following academic settings:

HONORS Honors English I is designed for highly motivated students with outstanding ability. This course encompasses the areas of reading, writing, speaking, listening and technology. The course is designed to be challenging. The course goal is to prepare students for Honors/AP level courses that may be taken in sophomore through senior years. The reading level of materials will vary, but most of the reading is demanding. The course is designed to coincide with the Honors World History class, aligns the literature chronologically to correlate with the history that is studied. Literature, vocabulary, critical thinking and analysis, and advanced study and research skills will be honed at the honors level. **Students enrolled in Honors World History and Honors English I should possess strong writing proficiency, organization skills, and advanced reading comprehension.**

ACCELERATED English I Accelerated builds on the standards of composition with a focus on research and writing-intensive approach. Students will utilize additional independent learning through supplemental readings and essay creation to facilitate an increased class pace and further develop higher order thinking skills. A greater number of oral presentations and debates will allow students to demonstrate their learning and exhibit their research. Increased student participation and class discussion will also be expected as teachers allow students to take an increased role in the direction of the class. The cohort structure will be evident through numerous individual and small-group projects.

CLASSICAL English I Classical is designed for students who will thrive in a teacher-directed environment. The fundamentals of grammar, sentence-structure, and essay writing are stressed as students are introduced to the rigors of high school curricula, with a progressive focus on study skills and organization. Through the cohort structure, students will complete a number of group projects that satisfy the requirements of both English I and World History.

ENGLISH II

GRADE 10

5 CREDITS

English 2 encompasses the areas of reading, writing, speaking, listening, viewing, and technology. The course has been designed thematically and chronologically to coincide with the content of the United States History 1 course. Literature and subject matter will focus on early American Literature, such as *The Crucible* and *Huckleberry Finn* as well as historical documents such as *The Declaration of Independence*. The English and Social Studies instruction is aligned so that a cohort of students will come together throughout the year in an interdisciplinary manner focusing on writing themes such as Individualism, Moral Struggle, and the Journey correlating with historical eras such as the Settlement of North America, the Revolutionary Era, early US Government and National Expansion, and culminate with the Civil War and Reconstruction. Reading selections, audio-visual materials, classroom activities, and assessment tools are varied to accommodate all students.

English II is offered in the following academic settings:

HONORS This course is co-horted with Honors United States History I. Each cohort is designed as a two class-period study with Honors English II placing a strong emphasis on writing, research, and presentation. The course will be structured to advance students' analytical reading and writing skills with particular emphasis on argument/persuasion and the rhetorical modes required on the SAT. Additionally, particular emphasis is placed on enhancing students' public speaking and presentation skills. Historical, political, and literary texts chosen for the course will provide a strong foundation for the study of future Advanced Placement courses in the humanities that include English Literature and Composition and English Language and Composition.

ACCELERATED English II Accelerated builds on the skills utilized in English I with a focus on research and a writing-intensive approach. Students will utilize additional independent learning through supplemental readings and essay creation to facilitate an increased class pace and further develop higher-order thinking skills. A greater number of oral presentations and debates will allow students to demonstrate their learning and exhibit their research. Increased student participation and class discussion will also be expected as teachers allow students to take an increased role in the direction of the class. The cohort structure will be evident through numerous individual and small-group projects.

CLASSICAL English II Classical is designed for students who will thrive in a teacher-directed environment. The fundamentals of grammar, sentence-structure, and essay writing learned in English I are built upon and further developed. Students will continue their growth throughout the year as both writing requirements and individual requirements progress. Though the cohort structure, students will complete a number of group projects that satisfy the requirements of both English II and United States History I.

ENGLISH III

GRADE 11

5 CREDITS

English III, required of all junior students, other than those selecting the Advanced Placement English Language and Composition course, encompasses the areas of reading, writing, speaking, listening, viewing, and technology. The course has been designed thematically and chronologically to coincide with the content of the United States History 2 course. Literature of the 20th and 21st century such as *All Quiet on the Western Front*, *Of Mice and Men*, and *To Kill a Mockingbird* is the focal point, with continual attention also placed on preparing students for the High School Proficiency Assessment, taken in the spring of their junior year. The English and Social Studies instruction is aligned so that a cohort of students will come together throughout the year in an interdisciplinary manner. Reading selections, audio-visual materials, classroom activities, and assessment tools are varied to accommodate all students.

English III is offered in the following academic settings:

ADVANCED PLACEMENT ENGLISH LANGUAGE and COMPOSITION This course in English Language and Composition is a rigorous program that engages students in becoming skilled readers and writers. The ultimate goal of the course is to enable students to read 25 complex texts with understanding, to write effectively for a variety of purposes, and to develop an awareness of the connection between a writer's purpose/theme and the rhetorical strategies he/she employs to achieve this goal. Students will be expected to take the Advanced Placement English Language and Composition Test. **Prerequisite:** 91 in Accelerated or Classical English II or 84 in Honors English II

ACCELERATED English III Accelerated builds on the skills utilized in English II with a focus on research and a writing-intensive approach. Students will utilize additional independent learning through supplemental readings and essay creation to facilitate an increased class pace and further develop higher-order thinking skills. A greater number of oral presentations and debates will allow students to demonstrate their learning and exhibit their research. Increased student participation and class discussion will also be expected as teachers allow students to take an increased role in the direction of the class. The cohort structure will be evident through numerous individual and small-group projects.

CLASSICAL English III Classical is designed for students who will thrive in a teacher-directed environment. Grammar, sentence-structure, and essay writing practiced in English II will be built upon and further developed. Students will continue their growth throughout the year as both writing requirements and individual requirements progress. Though the cohort structure, students will complete a number of group projects that satisfy the requirements of both English II and United States History II.

ENGLISH IV

GRADE 12

5 CREDITS

English IV, required of all seniors, other than those selecting the Advanced Placement English Literature course, encompasses the areas of reading, writing, speaking, listening, viewing and technology. The focus of the course is a study of British, American and World Literature, with such works as *Beowulf* and *Hamlet* exposing students to the expectations they will face in college. An emphasis is also placed on the development of students' writing and presentation skills needed to enter a career successfully.

English IV is offered in the following academic settings:

ADVANCED PLACEMENT ENGLISH LITERATURE and COMPOSITION This course in English Literature and Composition is a rigorous program that engages students in the careful reading and analysis of a variety of literary works drawn from various genres, periods, and cultures. Through the close and active reading of representative texts, students will deepen their understanding of the writer's style and use of language. Writing assignments will focus on the critical analysis of literature. The ultimate goal of the course is to have students learn how to experience, interpret, and evaluate literature. Students will be expected to take the Advanced Placement English Literature and Composition Test.

ACCELERATED English IV Accelerated builds on the skills utilized in English III with a more in depth focus on research and a writing-intensive approach. Students will utilize additional independent learning through supplemental readings and essay creation to facilitate an increased class pace and further develop higher-order thinking skills. A greater number of oral presentations and debates will allow students to demonstrate their learning and exhibit their research. Increased student participation and class discussion will also be expected as teachers allow students to take an increased role in the direction of the class. Numerous independent and group projects will be offered.

CLASSICAL Classical English IV is designed for students who will thrive in a teacher-directed college preparatory environment. The overarching goals for this course are that students will refine, apply, and extend the solid foundation of knowledge, skills, and strategies developed in English I-III. Using the lens of leadership skills, students in this course will develop a world perspective by analyzing classic and contemporary texts in a variety of genre. Twelfth graders will synthesize information, ideas, and themes to understand the past, the present, and to think innovatively about the future. Grammar, mechanics, sentence structure, and essay writing will be the focus as well as real life application of the writing process. Students will identify and apply their own leadership skills and prepare for responsible action as American citizens in the context of a global world. Students will complete a number of group projects, individual formal writing and reading requirements, and a student-centered MLA format research project.

HSPA ENGLISH IV

GRADE 12

5 CREDITS

The High School Proficiency Assessment (HSPA) English class provides students with concentrated instruction in the areas of reading and writing and is designed to give intense instruction for the skills needed to pass the High School Proficiency Assessment. Students will be exposed to lessons that allow attention on areas that are mandated on the state assessment. The goal of the course is to ensure students are successful on the HSPA in order to meet the High School graduation requirements. **Students who do not pass the HSPA in the 11th grade or have not taken the HSPA will be automatically scheduled into this course.**

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. The publication of the annual Absegami Literary Magazine is one of the course objectives.

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. The production of the school newspaper, *The Gami Gazette*, is a primary course objective.

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 Common Core Curriculum Standards for Language Arts Literacy. 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, reading and writing assessments, 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 Common Core Curriculum Standards for Language Arts Literacy. 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. Placement will be determined by multiple measures consisting of teacher recommendation, current academic performance and standardized test scores. Scoring below the Proficient level on the 7th and 8th grade NJASK Mathematics section may require a student to take a double period math course as a 9th grader.

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. Placement will be determined by multiple measures consisting of teacher recommendation, current academic performance and standardized test scores. Scoring **below the Proficient level** on the 7th and 8th grade NJASK Mathematics section may require a student to take a double period math course as a 9th grader.

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.

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

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 Algebraic Problem Solving**

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 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**

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**

PROBABILITY & 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 with teacher recommendation.**

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 of 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. Students enrolled in Honors Pre-Calculus have the option to also be enrolled in a dual credit program available through The Richard Stockton College.

This course is designed for students pursuing post-secondary study in medicine, science, engineering, architecture or research related fields. Prerequisite: Honors Algebra 2 or CP 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. Students will develop a portfolio which demonstrates mastery of the required skills to exhibit proficiencies in the course.

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 II provides opportunities for students to create animated short movies that feature characters that walk, talk, show emotion, and entertain. Students will be expected to demonstrate quality and innovative applications of the elements of art with each movie they create. All students will critique the movies of their classmates and those movies created by a range of animation artists.

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 course includes a series of art projects designed for students to learn art fundamentals and the basic skills that underlie all art techniques. 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. Emphasis will be placed on refinement of previously learned skills and concepts. Students will be expected to demonstrate quality and innovative applications of the elements and principles of design in their works of art. Students will also 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 allows students to prepare 20 significant examples of their best work created in a variety of formats. 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.

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 include 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. Studies include wood in its natural state and various ways in which material is manipulated to produce wood products. 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. **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. **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. **Prerequisite: 10th Grade Students: Accelerated 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. **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.

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

ENVIRONMENTAL SCIENCE**GRADE 11-12****5 CREDITS**

This course will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze Environmental problems both natural and man-made, to evaluate the risks associated with these problems, and to examine alternate solutions for resolving and preventing them. This elective course builds upon the skills and knowledge gained in classical science and biology. Emphasis will be placed on: interpreting data, investigating scientific problems, ecological principles and applications, human population dynamics and the effect on the Environment, Environmental ethics and laws. Matter and energy transformations, properties of earth materials, climate, weather, and biogeochemical cycles will be the reoccurring themes. **Prerequisite: 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

ABNORMAL PSYCHOLOGY

GRADES 11-12

5 Credits

The major goal of the course is to familiarize the student with the basic concepts, ideas and theories of human behavior as applied to the area of abnormal psychology. Students will be introduced to classic and current scientific findings and perspectives and will be expected to apply them to understanding abnormal human behavior. Emphasis is placed on major diagnostic categories and criteria, individual and social factors of maladaptive behavior, and types of therapy. Also included are the study and methods of clinical assessment and research strategies.

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****5 CREDITS**

This year long course will involve the study of the American system of criminal justice at the federal, state and local level. The class is organized around the three major components of the criminal justice system: police, courts, and corrections. It is a major goal of the course to familiarize the student with the basic concepts, ideas and theories of criminal justice and legal proceedings. Students will be introduced to historic and current case law and will be expected to apply them to an understanding of criminology and jurisprudence. Included will be an examination of 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. Examine the issues and events surrounding the September 11, 2001 attacks and its subsequent effects on criminal justice and investigations.

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.

The Social Studies offerings at Absegami include 3 years of study required for graduation (World History, US History I, and US History II) as well as electives. All of these courses are designed to prepare a student for higher education and professional careers. Concurrent enrollment into an equivalent English course is required as interdisciplinary connections are emphasized.

WORLD HISTORY

GRADE 9

5 CREDITS

This course is designed to give freshman students an opportunity to explore the world from many different viewpoints. A brief review of topics from geography, prehistory, the ancient and classical worlds and the Middle Ages will be conducted. The courses will trace the selected cultures in both the Eastern and Western Hemispheres from the Renaissance through the periods of Revolution, Imperialism, into the Twentieth Century. The role of geography, economics, technology, religion, and history will be considered.

World History is offered in the following academic settings:

HONORS Recommendations from the 8th grade teachers of Language Arts, Reading, Social Studies, as well as on standardized testing and overall academic performance. It is strongly recommended that students have an "A" average in the 7th and 8th grade courses, have demonstrated a desire to excel and an interest in history, and a plan to challenge themselves throughout their high school career. These are students who are self-directed, demonstrating a desire to excel and a true interest in History. Students accepted into Honors courses have been selected to pursue a rigorous academic program simulating a college experience. Students need to be able to take sophisticated reading notes from this text book while working independently. Students will be expected to successfully pass various assessments including: timed objective exams, timed open ended, free response, and DBQ essay tests, and have demonstrated mastery of the use of MLA citations on position papers, research reports, etc. Summer reading and sophisticated research projects are assigned. It is also strongly recommended that students should be concurrently accepted and enrolled in English I Honors. Summer reading and projects are required of students entering both English I Honors and World History Honors. Supplemental readings in world literature may also be assigned.

ACCELERATED This class is recommended for students who possess above average knowledge of study and communications skills. These are students who are expected to handle independent work and research in a mature, scholarly manner, under the direction of the teacher. Learning methods will include film, writing, exploration of primary documents, and the development of college prep skills. Timed essays will be a part of testing. In accelerated classes a greater emphasis is placed on outside reading, research, projects, and student responsibility. A high-school level textbook is used in these courses. Concurrent enrollment in English I Accelerated or administrative approval for upper class transfer students.

CLASSICAL This class is designed for students who are developing their study and communication skills in preparation for SAT testing and higher education. Learning methods will include film, writing, and exposure to primary documents, directed reading lessons, and study skills. A high-school level textbook is used in these courses. Concurrent enrollment in English 1 or administrative approval for upper class transfer students.

UNITED STATES HISTORY I

GRADE 10

5 CREDITS

These courses include a study of American History from the colonial period to America's emergence as a world power in the 1890s. The program includes a survey of significant geographic, economic, political, and social events as well as general trends and forces evident in our history. Special emphasis is placed on the study of civics (the Constitution and growth of democracy, on the structure of the U.S. government, and on the responsibilities of an active citizen.) Included is an on-going chronological study of our nation's cultural diversity. It is hoped that students will develop a respect for the racial, ethnic, and religious differences that have contributed to the development of the American Society.

US History 1 is offered in the following academic settings:

HONORS Learning methods will include summer reading assignments, extensive writing, exploration and analysis of primary documents, historiography, and an introduction to Advanced Placement style test questions. A college-level text book is used in this course. These are students who are self-directed, demonstrating a desire to excel and a true interest in History. Students accepted into Honors courses have been selected to pursue a rigorous academic program simulating a college experience. Students need to be able to take sophisticated reading notes from this text book while working independently. Students will be expected to successfully pass various assessments including: timed objective exams, timed open ended, free response, and DBQ essay tests, and have demonstrated mastery of the use of MLA citations on position papers, research reports, etc. Summer reading and projects may be required. Concurrent enrollment in comparable English II course is required.

ACCELERATED This class is recommended for students who possess above average knowledge of study and communications skills. These are students who are expected to handle independent work and research in a mature, scholarly manner, under the direction of the teacher. Learning methods will include film, writing, exploration of primary documents, and the development of college prep skills. Timed essays will be a part of testing. In accelerated classes a greater emphasis is placed on outside reading, research, projects, and student responsibility. A high-school level textbook is used in these courses. Concurrent enrollment in English I Accelerated or administrative approval for upper class transfer students.

CLASSICAL This class is designed for students who are developing their study and communication skills in preparation for SAT testing and higher education. Learning methods will include film, writing, and exposure to primary documents, directed reading lessons, and study skills. A high-school level textbook is used in these courses. Concurrent enrollment in English 1 or administrative approval for upper class transfer students.

UNITED STATES HISTORY II

GRADE 11

5 CREDITS

These courses include a study of American History from the period of America's emergence as a world power in the 1890s to the current times. The program includes a survey of significant geographic, economic, political, and social events as well as general trends and forces that provide an understanding of the past and present and give a sense of direction to the future for a free and democratic society. Emphasis is placed on the development of the USA as a world power, the dilemma of isolationism v world involvement, our role in major military events in the 20th and 21st Centuries, as well as domestic issues (civil rights, economics, etc.) Included is an on-going chronological study of our nation's cultural diversity. It is hoped that students will develop a respect for the racial, ethnic, and religious differences that have contributed to the development of the American Society.

US History 2 is offered in the following academic settings:

ADVANCED PLACEMENT Learning methods will include summer reading assignments, extensive writing, exploration and analysis of primary documents, historiography, and Advanced Placement style test questions. A college-level text book is used in this course. These are students who are self-directed, demonstrating a desire to excel and a true interest in History. Students accepted into AP courses have been selected to pursue a rigorous academic program simulating a college experience. Students need to be able to take sophisticated reading notes from this text book while working independently. Students will be expected to successfully pass various assessments including: timed objective exams, timed open ended, free response, and DBQ essay tests, and have demonstrated mastery of the use of MLA citations on position papers, research reports, etc. Summer reading and projects may be required. Concurrent enrollment in comparable AP English III course is required. Students are expected to take the end of course Advanced Placement Exam in May.

ACCELERATED This class is recommended for students who possess above average knowledge of study and communications skills. These are students who are expected to handle independent work and research in a mature, scholarly manner, under the direction of the teacher. Learning methods will include film, writing, exploration of primary documents, and the development of college prep skills. Timed essays will be a part of testing. In accelerated classes a greater emphasis is placed on outside reading, research, projects, and student responsibility. A high-school level textbook is used in these courses. Concurrent enrollment in English I Accelerated or administrative approval for upper class transfer students.

CLASSICAL This class is designed for students who are developing their study and communication skills in preparation for SAT testing and higher education. Learning methods will include film, writing, and exposure to primary documents, directed reading lessons, and study skills. A high-school level textbook is used in these courses. Concurrent enrollment in English 1 or administrative approval for upper class transfer students.

SPECIAL EDUCATION

Students are enrolled in special needs courses by virtue of their Individualized Education Program (IEP). All courses follow the college prep curriculum with use of modifications and adaptations on an individual basis. All students are expected to take and pass the High School Proficiency Assessment (HSPA). 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.

SUPPLEMENTARY AIDS AND SERVICES (SAS)

Students in the supplementary aids and services setting receive instruction from a regular education teacher with support from school personnel in the classroom. A teacher's assistant (TA) is assigned to the classroom with the regular education teacher to provide assistance to students with IEPs. Students will receive aid, modifications, and/or support in a less restrictive environment. The TA assists students according to each student's IEP.

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.

LEARNING AND/OR LANGUAGE DISABILITIES (LLD)

Classes offered in the LLD program are designed for students requiring greater academic and social support. Instruction is offered in the core academic subjects using a modified curriculum guide. This program is designed to focus on a specific disability and learning style while emphasizing organization and class work/homework strategies. The LLD program is designed as a transitional year for those students who do not yet meet the level of Resource Center.

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 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. Preparation and review for the HSPA are also an integral part of daily instruction within this course. **Prerequisite: Successful completion of IMP Year 2.**

CONSUMER MATHEMATICS**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 basic math and life skills. Major topics of study include comparison shopping, banking, investing, budgeting, traveling, paying taxes, and managing a household. Students are continually provided with opportunities to use critical thinking skills in real life problem solving situations.

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. Major topics of study include ratios and proportions, percents, area and volume, estimation skills, functions, pattern recognition, and problem-solving techniques. Open-ended questions and test-taking strategies are stressed throughout the year.

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

English 1 / READ 180 is required of all ninth grade students in the RC program. This course is a reading intervention program for struggling readers that directly addresses individual needs through differentiated instruction, adaptive and instructional software, high interest literature, and direct instruction in reading, writing, and vocabulary skills. Instruction is provided in daily 90 minute block periods where students rotate through four 20-minute sections: whole class instruction, small group instruction with the teacher, individualized computer-based instruction, and independent reading of self-selected lexiled novels. A final whole class wrap-up reinforces the skills learned each day.

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 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.

SUPPORTIVE STUDY SKILLS**GRADES 9-12****0 CREDITS**

Students will receive supportive study skills services through a pullout program intended to assist special education students by improving their study skills while completing their mainstream coursework. The supportive study skills teacher monitors the student's daily academic behaviors and facilitates feedback from parents and teachers. Instructional strategies stated in the IEP serve as the foundation for course instruction. The supportive study skills course is added to a student's schedule in lieu of a study hall.

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

This course allows students to study concepts from physical science, chemistry, and earth science with a biological focus. The course is designed to develop knowledge of scientific principles and to improve laboratory skills through guided scientific inquiry. Major topics of study include plate tectonics, weather and climate, astronomy, gravity and energy, motion, and chemical reactions. Scientific processes, building of mathematical skills and content area reading will be stressed.

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.

ENVIRONMENTAL SCIENCE**GRADE 11****5 CREDITS**

This course will provide students with an opportunity to explore how the natural world works, how our environment affects us, and how we affect our environment. Students will identify and analyze environmental problems, interpret data, and examine solutions. Major topics of study include ecosystems, resources, matter and energy, population dynamics, environmental ethics and laws, properties of earth materials, climate, weather, and pollution.

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 vocabulary, oral language, and culture. This course is the first year of a two-year requirement.

SPANISH 2**GRADES 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**GRADES 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. The Spanish Level 5 course is part of the Advanced Placement program and students will be expected to take the Spanish Advanced Placement exam.

French 3, 4, 5

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 and Mathematics. 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.

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 2012 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 2012-2013 school year. While CCHS serves as *the* high school for the areas of Mullica, Egg Harbor City, Port Republic, and Green Bank/Washington Township, 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 2012-2013 school year will be offered at the Varsity Level and will compete in the Cape Atlantic League. CCHS currently offers the following programs:

Fall Sports:

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

Winter Sports:

Wrestling, Boys and Girls Basketball, Cheerleading, Winter Track, and Swimming

Spring Sports:

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

Questions concerning these programs can be addressed through Cedar Creek High School Principal, Mr. James M. Reina or Supervisor of Guidance, Mrs. 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 .

Cedar Creek High School

Following is a list of freshman courses that will be offered during the 2012-13 school year. Course availability will be subject to course subscription. Course descriptions for the courses listed below can be found by logging onto the website, www.cedarcreekhs.net to view the complete Cedar Creek Course Description Booklet.

ENGLISH / SOCIAL STUDIES:

English I / World History Cohort: Classical, Accelerated, or Honors

MATHEMATICS:

Algebra I
Interactive Mathematics 1 (IMP 1)
Geometry
Honors Geometry and Honors Algebra 2

SCIENCE:

Classical Science
Accelerated Classical Science
Honors Biology

HEALTH & PHYSICAL EDUCATION:

Physical Education I
Health
Dance

SPECIAL EDUCATION:

Students are enrolled in special education courses by virtue of their Individualized Educational Program (IEP). All classes will follow the College Prep Curriculum with the use of modifications and adaptations on an individual basis. Some students, by virtue of their IEP, may have courses within more than one (1) Program Classifications. The following Special Education programs will be offered at CCHS:

In Class Support	Resource Center Program
Self-Contained Program	R.E.A.C.H. Program (Functional Life Skills)
Learning Language Disabilities Program	Supplementary Aids and Services

WORLD LANGUAGE and ENGLISH LANGUAGE LEARNING (ELL):

Spanish I
French I
German I
Latin I
ELL I and ELL Reading

PERFORMING ARTS: (Students may take one of the following in place of Study Hall)

Band I
Chorus I
Drama I
Media I

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 non-doctrinal Religion/Philosophy)	3 years of any additional courses (from any area above, Foreign Language or non-doctrinal Religion/Philosophy)
Achieve a minimum SAT score based upon your core course GPA as indicated on the <i>Division I NEW CORE GPA/Test Score Index</i> , 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

Lead for Diversity
Math Club
Media Club
Mock Trial
Multicultural Club
National Honor Society
Peer Mediation
Science Club
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