

KINGSWAY REGIONAL SCHOOL DISTRICT



Committed to Excellence

2023-2024

Middle School & High School
Program of Studies &
Student Planning Guide

Kingsway Regional School District

Grades 7-12

Program of Studies & Student Planning Guide

2023-2024

Notice of Non-Discrimination

The Board of Education declares it the policy of the Kingsway Regional School District that each student in the school receives equal opportunities to achieve his or her maximum potential through enrollment in the programs offered in the schools. Such success should be unhindered by any discriminatory attitudes or practices based on distinctions of race, color, creed, religion, gender, ancestry, national origin, place of residence, handicap, or social or economic background.

The following persons handle inquiries regarding the non-discrimination policies and serve the district and community as the Affirmative Action Officers.

Middle School
Mr. Brian Tonelli
Principal
203 Kings Highway
Woolwich Twp., NJ 08085
(856) 467-3300

High School
Mr. Michael Schiff
Director of School Counseling
201 Kings Highway
Woolwich Twp., NJ 08085
(856) 467-3300

District
Ms. Patricia Calandro
Assistant Superintendent
213 Kings Highway
Woolwich Twp., NJ 08085
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Kingsway Regional School District's Vision, Mission, and Core Values

Vision for Excellence



It is the Vision of the Kingsway Regional School District to successfully prepare students for their unique path in life.

Mission

The Kingsway Regional School District, guided by our core values, engages students within a diverse and nurturing community dedicated to our

Vision for Excellence.



Core Values



GROWTH

We are committed to growing our students academically, socially, and emotionally. Through this commitment, students view the journey of education as a lifelong pursuit and continuous personal advancement beyond high school.



BELONGING

We are committed to ensuring students feel they are included, supported, represented, valued, and celebrated at Kingsway. Through this commitment, students develop a lasting sense of worth for self and others.



TEAMWORK

We are committed to providing a collaborative environment that invites participation and partnership from all stakeholders. Through this commitment, different perspectives and ideas are realized for the betterment of students.



STUDENT-CENTERED

We are committed to placing the safety, needs, and well-being of students at the forefront of decision-making. Through this commitment, the district remains focused on servicing the unique needs of every student.



PERSERVERANCE

We are committed to cultivating resilience and self-reflection as students cope with life's hardships. Through this commitment, students emerge stronger and more confident as they work to achieve their goals.

Board of Education

Mrs. Jennifer Cavallaro-Fromm, President
Mrs. Lauren Boerlin, Vice President
Dr. Michele Blair
Ms. Kelly Bonapfel
Ms. Christie Callahan Comerford
Mr. Patrick Daley
Mr. Christopher Fay
Ms. Kristen Lomardo
Mrs. Marilyn O'Rourke-Young
Mr. Nicholas Rosato

District Administration

Dr. James J. Lavender, Superintendent
Patricia Calandro, Assistant Superintendent
Jason Schimpf, School Business Administrator/Board Secretary

Robert Iocona, Chief Technology Officer
Emily Virga, Chief Academic Officer
June Cioffi, Director of Athletics
Dr. Shanna Hoffman, Director of Special Services
Michael Schiff, Director of School Counseling
Holly Haynes, Director of Food Services
Michael Schneck, Director of Transportation
Michael Shuster, Buildings & Grounds Supervisor

Middle School Administration

Brian Tonelli, Principal
Edward Dubbs, Assistant Principal
Robert Miles, Assistant Principal

High School Administration

Stefanie Fox-Manno, Principal
Meredith Alexander, Assistant Principal
Steven Ottinger, Assistant Principal
Farid Syed, Assistant Principal
James Zurzolo, Assistant Principal

Instructional Supervisors

Rachael Anderson, ELA, ELL, and World Language
Megan Bruder, Science & S.T.E.M.
Balvir Singh, Math, Technology, and Business
Charae Whetstone, Special Education and V&P Arts

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A Message from the Superintendent

Dear Parents/Guardians & Students,

I am pleased to present to you Kingsway Regional School District's Program of Studies and Student Planning Guide.

The following is a comprehensive document that outlines the course selection process at both our middle school and high school. The information contained within enables students and families to evaluate individual course offerings and make informed course selections based upon each individual's educational path. Each student's individual interests, readiness, historical performance, and future goals should assist the decision-making process.

Kingsway's Program of Studies and Student Planning Guide contains an overview of courses and suggested programs of study as well as promotion credits, graduation requirements, valuable timelines, etc. We ask that you consider the presented selections and contact our school counseling department to assist with the course selection process and/or any questions you may have along the way. I strongly encourage you to review this guide in its entirety so that you are aware not only of the offerings but also of the scope of the programs. Please understand that not all courses may run during a school year due to a variety of circumstances such as available staff or course interest.

I can assure you that we will do everything that we can to make this selection process, as well as the entire school experience, a positive and beneficial one.

Very truly yours,

Dr. James J. Lavender
Superintendent
Kingsway Regional School District

School Counselor Assignments

It is highly encouraged that parents/guardians and students work with their child's School Counselor as they select courses. Counselor assignments for middle school and high school are below.

Middle School	
Counselor:	Assignment
Theresa Kupsey	All Students Grade 8
Antoinette Henry	All Students Grade 7

High School	
Counselor:	Assignment:
Michelle Beech	Grades 10-12-Letters A-C
	Grade 10-12 A-Do
Vivian Cassidy	Grades 10-12-Letters D-F & BLA Academy
	Grade 9- A-Do, BLA Academy
John Cappolina	Grades 10-12-Letters G-La
	Grade 9-11 Gb-La
Owen McBride	Grades 10-12-Letters Lb-N
	Grade 9-M-Pr
Apryl Palazzo	Grades 10-12-O-Ra & STEM Academy
	Grade 9-Ps-Re & STEM Academy
Victoria Miller	Grades 10-12-Letters Re-V
	Grade 9-Rf-T
Mairin Schramm	Grades 10-12-Letters W-Z & ESL
	Grade 9-U-Z & Team Scholastics, ESL

Graduation Requirements

To qualify for a state-endorsed diploma, a student must have completed the selected program of study appropriate to his/her needs and abilities and must have earned a minimum of 24 credits, which include the required subjects listed below. Students must successfully complete state assessment requirements. No courses may satisfy more than one of the requirements. Course expectations (District Proficiencies and/or NJ State Core Proficiencies) will be clearly set forth in writing for any course required for graduation and will be available to the student or his or her parents/guardians upon request to the classroom teacher. The Board of Education will provide opportunities for remediation to students who fail to meet required proficiencies.

New Jersey Minimum Graduation Requirements	
Content Area:	Credits and additional requirements
English Language Arts	4.0 credits
Mathematics	3.0 credits including algebra I or content equivalent**, geometry or the content equivalent** third year of math that builds on the concepts and skills of Algebra and geometry and prepares students for college and 21st-century careers
Science	3.0 credits with at least 1.0 credit in each: laboratory biology/life science or the content equivalent, laboratory/inquiry-based science course (i.e., chemistry, environmental science, or physics), laboratory/inquiry-based science course

New Jersey Minimum Graduation Requirements

Content Area:	Credits and additional requirements
Social Studies	3.0 credits including: world history & integration of civics, economics, geography and global content in all course offerings (Require 2 years of US History)
Financial, Economic Business, And Entrepreneurial Business Literacy	0.5 credits
Health, Safety, and Physical Education	4.0 credits over four years including: credits in health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week
Visual and Performing Arts	1.0 credit
World Languages	1.0 credit
Technology	Integrated throughout all courses
21st Century Life and Careers (Practical Arts)	1.0 credits
College & Career Seminar	0.5 credits
Total Credits (State Minimum)	24 credits.

***Content equivalent means courses or activities that include the same or equivalent knowledge and skills as those found in traditionally titled courses, which are required for high school graduation and align with the New Jersey Student Learning Standards.*

State Testing Requirements

Students in Grades 7 through 9 are required to participate in the NJSLA English Language Arts assessment. Each student in grades 7 through 9 will also sit for an end-of-course NJSLA assessment commensurate with their course of study instead of a grade-specific mathematics assessment. Additionally, students in grades 8 and 11 will participate in the NJSLA-Science assessment during the regular spring administration window. Students in grade 11 will take the NJGPA to meet the state graduation assessment requirement. More information is on our [ASSESSMENT WEBSITE](#).

Cohort/Grade Level Standing and Promotion

In determining a student's grade-level standing in school, successful completion at each grade level must be accomplished. This success is defined below:

- To achieve sophomore status = 6 credits earned
- To achieve junior status = 12 credits earned
- To achieve senior status = 18 credits earned
- To achieve graduation status=24 credits earned

Failure/Credit Recovery

Students may recover credit for failures in a course in various ways. When you receive notification of a failure, contact your School Counselor immediately in order to determine your alternatives. Students requesting to take summer school for recovery options must receive a minimum final year course grade of 45 to qualify for summer school recovery credits. A student failing an academic content area course needed for graduation must either take the course in summer school or repeat the course the following year. Students may not take the next level course until they pass the previous level. There will be no doubling up of courses within the same year.

Failure (Re-Scheduling)

High school students who do not receive remediation in a summer school, by distance learning or by other approved means for required courses, must contact the school counseling office by the end of July to be rescheduled. Students' schedules will be adjusted without consultation if this is not accomplished. (Note: Failure to receive remediation may affect eligibility for fall and winter sports.)

Program Beyond Four Years

General education students who have not successfully completed the high school program within four years may continue to attend until the day before their 20th birthday. Special education students who are continually working toward IEP goals and objectives are eligible to continue until age 21. Nothing shall preclude the acceptance of course credits from other secondary schools or programs acceptable under state or local board of education rules. Graduation and the awarding of diplomas shall occur only at the completion of the school year.

Scheduling Changes/Withdrawing from a Course

In the **high school**, schedule changes that include the exchange of one course for another or changing the level of a course will be considered through **August 25, 2023**. After this date, withdrawals from yearlong electives can occur during the first 10 days of school and for semester 2 electives during the first 5 days of the semester. Changes to levels of core courses will be considered on a case-by-case base through the school counseling office.

Changes to student schedules after **August 25, 2023** will only be considered for the following reasons:

- A data or statistical error in the schedule (i.e. two subjects in one period, no lunch, wrong grade level for English, etc.)
- To meet graduation requirements or mandated program requirements when applicable
- If a student failed with a scheduled teacher in the previous year and another teacher is available. Such changes are at the counselor's discretion and only after an extensive review of the circumstances.
- Improper program/level placement (i.e. student is not in the course(s) as indicated on the course selection, student over-placed or under-placed in a course, etc.)

In all cases except clerical or data error, parental permission or parental awareness is necessary in writing before any change can be made.

Date	What can I do?
February -August 25, 2023	Add, drop, change level, or exchange elective(s) for another
August 26-September 20, 2023 <i>*Please be aware that options are limited by this time due to seat availability and other scheduling constraints..</i>	Drop an elective for a study hall. If seats are available in an elective course, this may be considered
February 2-8, 2024 <i>*Please be aware that options are limited by this time due to seat availability and other scheduling constraints..</i>	Drop an S2 elective for a study hall. If seats are available in an elective course, this may be considered

In the **middle school**, schedule changes that include the exchange of one course for another or changing the level of a course will be considered through **September 20, 2023**. During the first 5 days of the second semester, students can request an elective change for a second-semester course.

Changes to student schedules after **September 20, 2023**, will only be considered for the following reasons:

- A data or statistical error in the schedule (i.e. two subjects in one period, no lunch, wrong grade level for English, etc.)
- To meet graduation requirements or mandated program requirements when applicable
- If a student failed with a scheduled teacher in the previous year and another teacher is available. (Such changes are at the counselor's discretion and only after an extensive review of the circumstances.)
- Improper program/level placement (i.e. student is not in the course(s) as indicated on the course selection, student over-placed or under-placed in a course, etc.)

In all cases except clerical or data error, parental permission or parental awareness is necessary in writing before any change can be made.

Date	What can I do?
September 7- September 20, 2023	Add, drop, change level, or exchange elective(s) for another
February 2-8, 2024	Exchange an S2 elective for another.

Scheduling Timeline

	Kingsway Middle School	Kingsway High School
February-March		Course selection process opens online. Student advisement meetings take place at each grade level.
May	Course selection process opens online. Student advisement meetings take place at each grade level.	
July	Seventh (7 th) grade math placement letters are mailed home once state test or other standardized test results have been received.	
August		Student schedules are available.
September	Schedules given during first day of school; Requests to change year long electives can be done up until September 20, 2023. (September 13 for S1 electives and February 8 for S2 electives)	Electives may be dropped for a study hall at the high school only during the first two weeks of school.
November	Re-evaluation of math placement will be conducted by administration and completed by the mid-marking period. Change in placement will not be considered after this point in time.	

Option II

The New Jersey Department of Education (NJDOE) recognizes and acknowledges that all students will not achieve the New Jersey Student Learning Standards (NJSLS) in the same manner and/or with the same level of success (N.J.A.C. 6A: 8-5.1(a) 2). Students are permitted to earn credit toward graduation through Option II learning experiences. Option II procedures have been created to review and approve these requests while maintaining the

integrity of the Kingsway Regional School District's High School diploma. Participation in Option II is predicated on the application process through which students seek approval. Paperwork to obtain approval for Option II can be requested through the school counseling office or our [OPTION II](#) page.

Grading, Academic Honors, and Eligibility

Weighted/Unweighted Grading Scale & GPA

An assigned grade is a measure of student achievement relative to identified grade-level standards, course expectations, and overall curricular goals and objectives. Grades serve to inform students, parents, teachers, and administrators of the degree to which mastery has been attained and to help teachers adjust instruction to meet the individual needs of all students.

All students and parents/guardians have access to monitor student progress throughout the year via the online grading system, PowerSchool. Families without Internet access may request paper copies of the reports by contacting the Counseling Department.

The following grading system evaluates student progress on a 10-point scale and includes weighting for advanced courses. Student's grade point average, or GPA, calculates using a weighted approach for Honors and Advanced Placement (AP) courses.

Grade	10-Point Scale	Unweighted	Honors Weighted (+0.5)	AP Weighted (+1.0)	Proficiency Definition
A+	97-100	4.0	4.5	5.0	demonstrates mastery of content & skills and student is ready to move forward
A	93-96	4.0	4.5	5.0	
A-	90-92	3.7	4.2	4.7	demonstrates strong proficiency on content & skills and student is ready to move forward
B+	87-89	3.3	3.8	4.3	
B	83-86	3.0	3.5	4.0	
B-	80-82	2.7	3.2	3.7	demonstrates proficiency on concepts & skills but student would benefit from continued reflection & learning on needed/identified areas to move forward with confidence
C+	77-79	2.3	2.8	3.3	
C	73-76	2.0	2.5	3.0	demonstrates below proficiency on concepts & skills and student should engage in reflection & additional learning on needed/identified areas to close gaps and move forward with confidence
C-	70-72	1.7	2.2	2.7	
D+	67-69	1.3	1.8	2.3	
D	63-66	1.0	1.5	2.0	demonstrates a lack of proficiency on concepts & skills and student should engage in reflection & additional learning on needed/identified areas to close gaps and move forward with confidence
D-	60-62	0.7	1.2	1.7	
F	59 and below				

District Grading Categories & Ranges

Teachers within the Kingsway Regional School District consistently use the following grading categories and percentages:

- **Primary** - Assessments/assignments in this category comprise 40% of a student's grade & typically assess multiple standards introduced throughout the unit or multiple units.
- **Secondary** - These assessments/assignments account for 40% of a student's grade & typically focus on the discrete skills and understandings students need to acquire before engaging in a primary assessment/assignment. These assessments/assignments are in line with the district's reassessment practice (below)
- **Supportive** - In this category, 20% constitutes the overall grade. These assessments/assessments usually focus on scores achieved from independent work towards proficiency or mastery in the standards.

Teachers are required to have a minimum number of primary, secondary and supportive grades by mid-semester and by end of the semester. For more information on grading categories, visit [GRADING AT KINGSWAY](#).

District Reassessment Practice

Kingsway Regional School District values all learners, and the learning process itself, as we continue our commitment to excellence. To this point, we acknowledge that not all learners learn the same way, at the same pace, and at the same moment in time. Therefore, we believe that students should understand and take ownership of their learning by reflecting on errors and by taking steps to engage further in the learning process with the aim of demonstrated improvement. As a result, the district engages in a reassessment practice throughout all subjects 7-12 in which students can choose to reassess a secondary assessment that falls below an 83. For information on this practice, visit our [REASSESSMENT](#).

Minimum Semester Grade

In consideration of possible adjustment difficulties students may experience at the beginning of the year, a minimum grade of 45 will be used for the first semester for full year courses only. Beyond the first semester, a student will receive the exact grade that he or she has earned.

Class Rank & Academic Distinction Program

Kingsway Regional School District does not publish class rank nor utilize class rank for distinction at graduation. Instead, the district institutes an Academic Distinction Program through the assignment of Latin Honors upon graduation. Students who graduate with high GPAs receive one of the following distinctions:

- **Summa Cum Laude** (with highest honor) - Awarded to students who achieve a *weighted* GPA of 3.90 or higher
- **Magna Cum Laude** (with high honor) - Awarded to students who achieve a *weighted* GPA of 3.70 – 3.89
- **Cum Laude** (with honor)- Awarded to Students who achieve a *weighted* GPA of 3.50 – 3.69

High School Athletic Eligibility

New Jersey Interscholastic Athletic Association (NJSIAA) eligibility rules apply to all boy and girl varsity, junior varsity, sophomore, and freshman teams that will be representing a high school. Students must accept responsibility for making sure they meet the NJSIAA eligibility requirements. If students have any questions or concerns after reading the eligibility rules, or if, at any time, they think they may be in jeopardy of falling below the minimum required credits for athletic eligibility, they should contact their school counselor, or athletic director.

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

Fall and Winter Sports: All incoming freshmen are eligible for athletic competition during the first semester. Students in grades 10, 11, and 12 are eligible for athletic competition during the first semester if they passed 25% of the credits required by the State of New Jersey for Graduation, during the immediately preceding academic school year.

Spring Sports: To be eligible for athletic competition during the second semester, all students must have passed the equivalent credits required by the State of New Jersey for graduation at the close of the preceding semester. Full year courses shall count as one-half of the total credits to be gained for the full year to determine credits passed during the immediately preceding semester.

Students are ELIGIBLE if they transfer because of a change of residence by parents with a signed transfer form from sending school that states that the student did not transfer for athletic advantage:

A student-athlete transferring from one secondary school to another, without a bona fide change of residence shall

be ineligible to participate for a period of thirty (30) calendar days or one half of the maximum number of games allowed in the sport by NJSIAA rules (the ineligibility period) or from the beginning of the regular schedule, whichever is less, in any sport in which the student has previously participated at the varsity level. Please Check the NJSIAA website at njsiaa.org for further information regarding high school athletics and eligibility.

- Students are not eligible after the class in which they originally enroll graduates.
- Students are not eligible except as defined by the NJSIAA, if they have accepted any cash or merchandise prizes (this may especially occur in bowling or golf).

Co-Curricular Activities Eligibility

The minimum academic eligibility requirements for students to participate in co-curricular activities are the same as those established for athletics. All co-curricular activities are year-round activities; therefore, students will be determined to be eligible for these activities based on the first-semester eligibility requirements. Students not eligible on September 1 may participate in the co-curricular activity during the second-semester, if they meet second-semester eligibility..

Senior Incentive Program

Seniors in Good Standing are identified as those who are not on the academic ineligibility list and are clear of any outstanding disciplinary infractions and/ or monetary obligations. Students will be added or removed based on periodic records reviews. Seniors in good standing may be eligible to participate in Senior Privileges. This includes Senior Flex, Single Session, and Driving. Continued eligibility will be based upon the following and privileges will be revoked when the following criteria is not met:

- Attendance: Students must have no more than eight (8) unexcused absences.
- Discipline: Students must be in Good Student Standing
- Academics (Use of Semester Grades Only): Academic eligibility will be determined by semester grades and credits earned.
- A student who is on the ineligibility list at the end of their junior year is not eligible to apply for senior privileges until the second semester of their senior year; full schedules will be given to seniors who are ineligible.
- Obligations: All school obligations must be satisfied

Senior Flex Privilege—Late Arrival/Early Dismissal

Eligible seniors may arrive at school late or leave early on specific days when a study hall in their schedule occurs during 1st bell class (Late Arrival) or 8th bell class (Early Dismissal). On these days, Late Arrival students must sign in at the Attendance Office prior to the 2nd bell class, and Early Dismissal students must sign out at the Attendance Office prior to the 8th bell class. Seniors must sign up with their school counselor and get approved to participate. Senior Early Release Privilege Eligible seniors do not qualify for Senior Flex Privilege (Late Arrival/Early Dismissal).

Preparing for a Successful Entrance to College

General Requirements

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

1. **High School Record** -This includes an evaluation of completed courses, the levels of academic courses, and the grades earned. All of this determines each student's GPA.
2. **Testing Information** -This includes the SAT Reasoning Test and SAT Subject Tests and/or The American College Test (ACT) and possibly the Advanced Placement Evaluations. These test scores need to be submitted directly to the college from the testing agency.

3. **Recommendation Letters** -It is the responsibility of the student to request recommendations.
4. **Extracurricular/Co-Curricular Activities** -This includes the number of activities, the level of involvement, and the projected contribution to the college in non-academic areas.

We understand that each student begins the college planning process at different levels of understanding and with different goals. School counselors meet with each student during the year to provide assistance, resources, support, and encouragement as the student engages in self-discovery and in identifying the right path for him or her. Parents are also encouraged to work closely with the school counselor and their child as they prepare to live beyond high school.

Traditional Course Requirements: 4-Year Colleges

Generally, 4-year colleges prefer a minimum of courses outlined below during high school. However, parents and students are always encouraged to research requirements for specific colleges or universities of interest.

- | | |
|--------------------------------|--|
| 1. English | 4 years |
| 2. Algebra I & II and Geometry | 3 years + |
| 3. History / Social Studies | 3 years + |
| 4. Science | 3 years + |
| 5. World Language | 2 years + <i>of the same language.</i> |

Traditional Course Requirements: 2-Year Colleges

Two-year colleges typically require a high school diploma and a specified score on an identified standardized assessment.

Maximizing High School to Prepare for College

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

1. Establish personal goals. Students should have some specific educational, occupational, and personal objectives toward which they are working, but can revisit them whenever needed.
2. Evaluate personal strengths, interests, aptitudes, and needs with honesty.
3. Learn the requirements for entrance to the college or school of choice or to the kind of work planned after graduation.
4. During the eleventh grade, visit the colleges or vocational resources of interest.
5. Consult parents, teachers, and school counselors in order to benefit from their experience and the wealth of information that they can make available. Talk with citizens of the community who are currently working in the profession or vocation of interest.
6. Select the subjects which are to be included in the program of studies. Choose those that will contribute most toward helping to achieve established goals.

College Athletic Eligibility

Student athletes who want to practice and play sports their first year in a National Collegiate Athletic Association (NCAA) Division I or Division II College must satisfy the initial requirements of the NCAA. For further details about the conditions for initial eligibility, refer to one of the following websites: www.ncaa.org, www.eligibilitycenter.org or speak to your school counselor

Educational Planning Support through Naviance

Kingsway is pleased to introduce Naviance-Student, a comprehensive college and career readiness solution for middle and high schools that helps align student strengths and interests to post-secondary goals, and improve student outcomes. Naviance will allow students/families to:

- Discover individual strengths and learning styles
- Career exploration & assessments
- Get involved in the planning and advising process – Build a resume, complete online surveys, and manage timelines and deadlines for making decisions about colleges and careers
- Plan for post-secondary success—Set short- and long-term goals and complete tasks related to career and college planning
- Research colleges – Utilize college search engines to create a customized list of schools for you to consider
- Sign up for college visits – Find out which colleges are visiting our school and sign up to attend those sessions
- Request teacher recommendations for colleges

Naviance also allows school counselors to share information with students/families about upcoming meetings and events, local scholarship opportunities, and other Web resources for college and career information. In addition, the site includes a link that you can use to send school counselors an email message.

To access Naviance, click on the appropriate link below.

- [High School Naviance](#)
- [Middle School Naviance](#)

When you visit the site for the first time, please enter your personal registration code in the New User box and follow the on-screen instructions to create your own account. If you do not know your registration code, please contact your guidance counselor for assistance. Once you have your own account, you will sign in using the username and password you chose during the registration process.

Kingsway Regional School District's Course Offerings and Planning

Highlighted Academic Programs and Partnerships at Kingsway Regional School District

Academy Programs (9-12)

Prerequisite: Students interested in applying for one of the advanced Academy Programs must successfully complete Advanced Algebra I or Advanced Geometry in grade 8 with a grade that reflects proficiency. Additional requirements are considered for entry.

KRHS offers two Academy Programs, *Business Leadership* and *S.T.E.M.*, for qualifying students. Each program is divided into two phases: two years of interdisciplinary education requirements and two years of advanced preparation aligned with collegiate programming. Class rigor and course expectations are advanced, and course sequences have been developed that are unique to each academy. The academy curriculum integrates career-themed subject matter with collaborative project-based learning. The application process initiates in the fall/winter of the 8th-grade year. The admissions formula considers multiple measures to ensure that each accepted student is successful in the program. Our formula considers 7th and 8th-grade academic grades in math and ELA, an entrance examination, teacher recommendations, test scores, and student essays. Please visit our websites for more detailed information: [BUSINESS LEADERSHIP ACADEMY](#) and [STEM ACADEMY WEBSITES](#).


Dual Credit/High School Plus Program (9-12)

Please note: An application is required for participation.

KRHS has collaborated with local colleges and universities to offer dual credit (high school and college credit) for courses taken at our high school. Kingsway students who enroll in approved dual credit courses have the opportunity to earn college credits while on Kingsway’s campus. Students enrolling in the program must register and a discounted tuition rate. Once the course is completed, the grade is sent to the college or university for review and a college transcript is generated. Generally, a minimum final grade of a B or higher will provide three (3) college credits; however, there are exceptions. For specific information, please consult the course teacher or school counselor. For a list of eligible courses, visit our [HIGH SCHOOL PLUS](#) page. For course transfer questions, visit [NJ TRANSFER](#) to determine how it may apply to NJ Colleges and Universities.

HyFlex Course Offerings (11-12)


KRHS offers HyFlex course formats for students entering 11th or 12th grade that provide students the flexibility to work in a non-traditional learning environment through a combination of synchronous and asynchronous instruction. These opportunities have the potential to positively affect the student learning experience with self-paced, personalized learning, and greater exposure to the online classroom in preparation for college. All course offerings, regardless of format, align with the New State Learning Standards and/or the AP College Board Course Standards. Additionally, each course leverages Kingsway’s curricula, built and vetted by Kingsway teachers, and delivered via our learning management system, Schoology. [Click here to learn more about HyFlex.](#)

Marker	Modality	Definition
	HyFlex	Flexible learning environment with a combination of synchronous (in-person or video conference instruction) and asynchronous (virtual or offline independent study) designed to engage students in active learning providing students with more control over the time, place, pace, and path of their learning <i>*scheduled during the school day; the balance of in-person, classroom instruction versus asynchronous learning will vary from student to student, as determined by the teacher and based on individual student need.</i>

Characteristics of a HyFlex Program Student

With the freedom and flexibility of enrolling in HyFlex courses comes added personal student responsibility. The learning process in any class format requires commitment and discipline to meet success; HyFlex learning demands time management, independent study skills, motivation, perseverance, academic readiness, and technical skills. Students pursuing HyFlex course offerings must be focused, prepared, and proactive. While students in HyFlex classes interact with their teacher and classmates, some learning is initiated by the student via self-paced, asynchronous work and engagement with learning materials, such as discussion boards. Successful HyFlex students undertake assignments with fidelity, and proactively study for assessments.

Interested students should have the following characteristics (or be willing to work on them), if they desire to participate in a HyFlex course offered at Kingsway Regional High School.



PROFILE OF A SUCCESSFUL HYFLEX LEARNER

1 SELF-MOTIVATED

Do you have a strong desire to learn skills, acquire knowledge, and fulfill learning activities?

2 STRONG TIME-MANAGEMENT SKILLS

Can you create and maintain a study schedule and meet deadlines for schoolwork?

3 INDEPENDENT STUDY HABITS

Can you maintain self-discipline to complete learning activities and study without direct supervision?

4 EFFECTIVE COMMUNICATOR


Do you ask for help, make contact with your teacher or other students, and describe any problems you have with learning materials?

5 ACADEMICALLY READY

Do you have the academic skills and satisfactory grades to succeed in the class?

6 TECHNOLOGICALLY PREPARED

Are you comfortable in a “virtual environment” and able to use Schoology, email, Google Drive sharing, send attachments, and participate in online discussions?



Navy Junior Reserve Officer Training Corps (NJROTC) (9-12)

Please note: An application is required for participation and students are selected using multiple measures.

KRHS offers a Navy Junior Reserve Officer Training Corps, or NJROTC, program that implements the U.S. Department of the Navy's accredited curricula and is delivered by a specially trained Senior Naval Science Instructor. While the program uses a military-based foundation to deliver the program, the overall program focuses on building students' leadership and citizenship knowledge and promotes self-confidence, self-discipline, and hard work to achieve goals. Students gain opportunities to participate in community service, military drills, field meets, physical fitness, and co-curricular visits to naval or other military organizations. The program will begin as a Navy National Defense Cadet Corps (NNDCC), a forerunner to the NJROTC, and is being advertised with its more familiar name - NJROTC. Please visit our [NJROTC website](#) for more detailed information.

School of Health Professions (including Veterinary Science) (10-12)

Prerequisite: Successful completion of Health Professions I: Introduction to Health Professions & application process during the sophomore year that considers multiple measures.

KRHS offers a School of Health Professions for students who may be interested in careers related to the health professions fields such as nursing, physical therapy, occupational therapy, medical assistant, surgical technologist, athletic trainer, etc. Within the School of Health Professions, KRHS offers a veterinary science track. This experience allows students to apply the knowledge and skills gained from the successful completion of Kingsway's Veterinary Science course at KRHS and the corresponding experiences within a voluntary practicum offered through the honors-level course. The School of Health Professions offers a specific course sequence that leads to an off-site, hands-on experience during semester II of the student's senior year. During their sophomore year, students have the opportunity to take Health Professions I: Introduction to Health Professions. Students interested in continuing through the program during their junior and senior year **need to apply at the end of Semester I of Health Professions I: Introduction to Health Professions**. For more information on the contents and goals of these courses and programs, please reference the Science & Health Professions section of this guide or contact your school counselor. You can also visit our [HEALTH PROFESSIONS WEBSITE](#).

Team Scholastics (9-12)

Prerequisite: Placement in Math 8 – Pre-algebra during grade 8 & application process that considers multiple measures.

The Kingsway Regional School District (KRSD) recognizes the positive impact interdisciplinary teaming has on the student experience, a practice that has supported the middle school for over a decade. As such, Kingsway Regional High School has established an interdisciplinary team, Team Scholastics, for a select group of qualifying and motivated students at the 9th & 10th-grade level. This structure, together with a required elective course in grades 9- 12, assists students with a successful transition to high school so they may work to achieve at high levels as they head to college. The team consists of an English, math, history, and science teacher that will work collectively to provide a meaningful and successful 9th and 10th-grade year for a shared group of student team members who have a goal of taking advanced-level courses during their junior and senior year. Math 8 students are invited to apply for Team Scholastics at the end of the first semester. The admissions formula considers multiple measures such as academic performance, test scores, attendance, behavior, and an interview to ensure that each accepted student is successful in the program. For more information, please contact your child's school counselor. More information can be found on our [TEAM SCHOLASTICS WEBPAGE](#).

Unified Physical Education (7-12)

This inclusive course provides a unique opportunity for students with and without disabilities to participate in developmentally appropriate activities including physical fitness, sports, and other educational opportunities.

Students work together to increase competence and confidence in a variety of physical and team activities. The Unified Physical Education course supports the development of leadership skills for all students as well as the empowerment of all students to foster an inclusive class and school-wide environment. Students can apply to be part of the program each year. For more information, please contact your child's school counselor.

Six Programs of Study & Career Concentrations (7-12)

The information contained in the following pages provides the direction needed to capture the interests of KRSD students while preparing to meet the New Jersey graduation requirements. These innovative career-centered program guides accommodate *all* students in the school system. Their purpose is to assist children and their parents/guardians in developing a plan to achieve their unique goals in preparation for the student's future.



Kingsway Regional School District has established the following Six (6) Programs of Study to assist students in the identification of future career goals.

1. Health Professions
2. Business and Leadership
3. Liberal Arts
4. Creative Arts
5. Law and Justice
6. S.T.E.M. (Science, Technology, Engineering, and Mathematics)

Each of the above noted Six Programs of Study correlate to the following sixteen (16) nationally recognized career clusters: *Agriculture, Food & Natural Resources Architecture & Construction; Arts, Audio/Video Technology & Communications; Business, Management & Administration; Education & Training; Finance, Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Marketing, Sales & Service; Science, Technology, Engineering & Mathematics; and, Transportation, Distribution & Logistics.*

Within each Program of Study, recommended concentrations further assist students in identifying interests that correspond to specific careers. These concentrations include the course offerings within Kingsway School District and contain possible future courses for subsequent years. Students, parents, teachers, counselors, and administrators are encouraged to communicate frequently in the planning and course selection process to secure the best possible path and outcome for students.

The Six Programs of Study established by the district aim to:

- help students identify interests;
- identify how courses connect to specific careers; and,
- improve students' skills and understanding as they prepare for post-graduation studies or employment.

Additionally, the goals of these above-noted Six Programs of Study prepare students to create a career plan that:

- helps them to understand and have knowledge of a variety of jobs within a career field;
- creates awareness of training and educational opportunities; and,
- provides opportunities for training, re-training, and further education.

The following section assists students and their parents in the development of a plan in preparation for students' future professions and careers. The patterns detailed on the following pages provide recommendations but not requirements. Any deviation from the patterns should be to meet an individual's abilities, interests, needs, and/or circumstances and should be discussed with his or her counselor. For more information on the specific career clusters, please visit [O*NET ONLINE](#).

Programs of Study & Career Concentrations (7-12)

The table below matches various elective offerings in middle school and high school. The electives are only suggestions to help guide the planning process among students, parents, school counselors, and teachers. More information about the elective content and/or other electives offered is contained throughout this program-planning guide.

**Please note: Those electives in italics are middle school electives*

Program of Study	Career Cluster(s)	Career Concentration(s)	*Elective Choices 7-12
HEALTH PROFESSIONS	Health Science	Athletic Training/Health & Exercise Science	<i>Sports and Health Science</i> , Health Professions I: Introduction to Health Professions, Honors/CP Health Professions II: Kinesiology and Injury Recognition, Health Professions III: Seminar and Practicum, Anatomy and Physiology, AP Statistics
		Dietician and Nutritionist	<i>Sports and Health Science</i> , Anatomy and Physiology, AP Biology, Health Professions I: Introduction to Health Professions, Honors/CP Health Professions II: Kinesiology and Injury Recognition, Health Professions III: Seminar and Practicum, AP Chemistry, AP Physics, AP Statistics
		Pre-Pharmacy	<i>Sports and Health Science</i> , Anatomy and Physiology, AP Biology, Chemistry, AP Chemistry, AP Physics, Health Professions I: Introduction to Health Professions, Honors/CP Health Professions II: Kinesiology and Injury Recognition, Health Professions III: Seminar and Practicum, AP Statistics
		Medical Assistant	<i>Sports and Health Science</i> , Introduction to Computers, Veterinary Science, Health Professions I: Introduction to Health Professions, Honors/CP Health Professions II: Kinesiology and Injury Recognition, Health Professions III: Seminar and Practicum, AP Statistics, AP Biology, AP Chemistry, AP Physics
		Therapeutic Services (Physical, Occupational, Psychiatric, etc.)	<i>Sports and Health Science</i> , Health Professions I: Introduction to Health Professions, Honors/CP Health Professions II: Kinesiology and Injury Recognition, Health Professions III: Seminar and Practicum, Anatomy and Physiology, AP Biology, AP Psychology, AP Statistics
	BUSINESS & LEADERSHIP	Business, Management, & Administration, Finance, & Marketing	Business Information Management
Human Resources			<i>Business and Computer Science</i> , Human Behavior and Culture,

Program of Study	Career Cluster(s)	Career Concentration(s)	*Elective Choices 7-12	
LIBERAL ARTS			Introduction to Law, AP Psychology, Introduction to Computers, Introduction to Women and Gender Studies, AP Statistics, Honors Principles of Marketing, Honors Business Law and Ethics, U.S. and World Affairs, Naval Sciences I-IV	
		Accounting	<i>Business and Computer Science</i> , Principles of Accounting, Principles of Economics, AP Statistics, Honors Business Law and Ethics	
		Business Finance	<i>Business and Computer Science, Exploring Entrepreneurship</i> , Introduction to Law, Probability and Statistics, Public Speaking and Debate, Introduction to Computers, Principles of Accounting, Principles of Economics, AP Statistics, Honors Business Law and Ethics	
		Marketing	<i>Business and Computer Science, Exploring Entrepreneurship</i> , Introduction to Computer, Public Speaking and Debate, Principles of Accounting, Principles of Economics, AP Statistics, Honors Principles of Marketing, Honors Business Law and Ethics, Computer Science Essentials, AP Computer Science Principles, AP Computer Science A	
		Advertising	<i>Art 7, Art8, Creativity Lab, Business and Computer Science, Exploring Entrepreneurship</i> , Creative Writing, Introduction to Computers, Public Speaking and Debate, Digital Design and Illustration I, Digital Design and Illustration II, Photography, Film Studies, Journalism, TV Video I, TV Video II, TV Video III, Business Management and Marketing, Honors Principles of Marketing, AP Economics, AP Statistics, Honors Business Law and Ethics, Computer Science Essentials, AP Computer Science Principles, AP Computer Science A	
		Education & Training, Government & Public Administration, Hospitality & Tourism, Human Services	Foreign Service	<i>Language I A/IB</i> , World Language I, II, III, IV, and V plus AP World Language, Global Terrorism, AP US Government and Politics, Public Speaking and Debate Introduction to Women and Gender Studies, AP World History, Principles of Economics, AP Economics, AP Statistics, Honors Business Law and Ethics, U.S. & World Affairs, Naval Sciences I-IV
			Governance	Introduction to Law, Human Behaviors and Culture, Holocaust & Genocide, AP US Government and Politics, , Public Speaking and Debate, AP World History, Principals of Economics, AP Economics, Honors Law and Ethics, Journalism, Honors Business Law and Ethics, U.S. and World Affairs, Naval Sciences I-IV

Travel and Tourism *Language I A/IB*, Concentration in foreign language of choice, Public Speaking and Debate, Introduction to Computers, Global

Program of Study	Career Cluster(s)	Career Concentration(s)	*Elective Choices 7-12	
CREATIVE ARTS: FINE & PERFORMING			Terrorism, AP US Government and Politics, Journalism, AP World History, Principles of Economics, AP Economics, Global Cuisine, Business Management and Marketing, Honors Principles of Marketing, U.S. and World Affairs	
		Culinary Arts	<i>Exploring Entrepreneurship</i> , Creative Living, Food and Nutrition, Art of Baking, Global Cuisine, Business Management and Marketing, Honors Principles of Marketing	
		Professional Support Services	<i>Business and Computer Science</i> , Introduction to Computers, Creative Living, Public Speaking and Debate, Human Behaviors and Culture, Introduction to Women and Gender Studies, Principles of Accounting, Naval Sciences I-IV	
		Counseling and Mental Health Services	Human Behaviors and Culture, Holocaust & Genocide, AP Psychology, Introduction to Women and Gender Studies, Introduction to Child Development, AP Statistics, Honors Business Law and Ethics,	
		Early Childhood Education	Human Behaviors and Culture, Introduction to Child Development, Creative Living, Public Speaking and Debate, AP Psychology	
		*Teaching/Training	Introduction to Child Development, Naval Sciences I-IV, Public Speaking and Debate, 3 series sequence with a concentration (i.e. English, history, mathematics, science, etc.) <i>*Talk to your school counselor about options</i>	
		Arts, A/V Technology & Communications	Audio/Video Technology and Film	<i>Business and Computer Science</i> , TV Video I, TV Video II, TV Video III, Film Studies, Public Speaking and Debate, Photography, Cartooning and Animation, Introduction to Music Technology, Drama: Acting and Performance, Computer Science Essentials, AP Computer Science Principles, AP Computer Science A
			Journalism and Broadcasting	<i>Exploring Entrepreneurship</i> , Creative Writing, Public Speaking and Debate, Film Studies, Journalism, Drama: Acting and Performance, Photography, TV Video I, TV Video II, TV Video III, U.S. and World Affairs
			Graphic Design	<i>Art 7, Art 8, Creativity Lab, Exploring Entrepreneurship, Business and Computer Science</i> , Digital Design and Illustration I, Digital Design and Illustration II, Photography, Computer Science Essentials, AP Computer Science Principles, AP Computer Science A

Program of Study	Career Cluster(s)	Career Concentration(s)	*Elective Choices 7-12
		Performing Arts	<i>Introduction to Band, Band, Chorus, Introductory Piano, Guitar, Orchestra, Concert Band, Percussion Ensemble, Kingsway Chorale, Film Studies, Drama: Acting and Performance, Beginning/Intermediate Piano, AP Music Theory, *Talk to your school counselor about options related to band, chorus, and other performing arts electives in grades 7-12</i>
		Performing Arts-Music Technology	Introduction to Music Technology, AP Music Theory
Visual Arts		<i>Art 7, Art 8, Creativity Lab I & II, Art I & II, AP Art I & II, Art Appreciation, Cartooning & Animation, Ceramics I, AP Ceramics, AP Studio Art Drawing, Applied Art, and AP Art History</i>	
Commercial Arts		<i>Art 7, Art 8, Creativity Lab, Exploring Entrepreneurship, Applied Art, Creative Writing, Digital Design and Illustration I, Digital Design and Illustration II, Photograph, Public Speaking and Debate, Film Studies Journalism, TV Video I, TV Video II, TV Video III, Principles of Economics, Business Management and Marketing, Honors Principles of Marketing, AP Economics, AP Statistics</i>	
LAW & JUSTICE	Law, Public Safety, Corrections & Security	Law Enforcement Services	Introduction to Law, Forensics, Human Behaviors and Culture, Holocaust & Genocide, Military History, Public Speaking and Debate, Global Terrorism, AP US Government and Politics, AP Statistics, AP Economics, Honors Business Law and Ethics, Introduction to Women and Gender Studies, AP World History, U.S. and World Affairs, Cybersecurity, Naval Sciences I-IV
		Correction Services	Introduction to Law, Human Behaviors and Culture, Holocaust & Genocide, AP Psychology, Military History, Global Terrorism, AP US Government and Politics, Introduction to Women and Gender Studies, AP Statistics, AP Economics, U.S. and World Affairs, Naval Sciences I-IV
		Legal Services	<i>Exploring Entrepreneurship, Business and Computer Science, Introduction to Law, American Government, Public Speaking and Debate, Forensics, Holocaust & Genocide, AP Psychology, Introduction to Women and Gender Studies, Military History, Global Terrorism, AP US Government and Politics, AP Statistics, AP Economics, Honors Business Law and Ethics, Principles of Economics, AP Statistics, AP Economics, AP World History, U.S. and World Affairs, Cybersecurity, Naval Sciences I-IV</i>

S.T.E.M.	Agriculture, Food & Natural Resources, Architecture & Construction, Information Technology, Science, Engineering & Mathematics	Architecture and Construction	<i>S.T.E.M. Architectural Design, Discovering S.T.E.M., S.T.E.M. Racing Challenge, Probability and Statistics, AP Art History, Principles of Engineering, AP Statistics, Computer Science Essentials, AP Computer Science Principles, AP Computer Science A, Naval Sciences I-IV</i>
		Veterinary Science	<i>Discovering S.T.E.M., Anatomy and Physiology, Veterinary Science, AP Biology, AP Statistics</i>
		Equine Science	<i>Discovering S.T.E.M., Anatomy and Physiology, Veterinary Science, AP Biology, AP Statistics</i>
		Environmental Service Systems	<i>Discovering S.T.E.M., Environmental Science, AP Biology, AP Statistics, AP Environmental</i>
		Programing and Software Development	<i>Exploring Entrepreneurship, Business and Computer Science, Digital Design and Illustration I, Digital Design and Illustration II, Introduction to Music Technology, AP Statistics, Business Management and Marketing, Honors Principles of Marketing, Cybersecurity, Computer Science Essentials, AP Computer Science Principles, AP Computer Science A</i>
		Web and Digital Communications	<i>Exploring Entrepreneurship, Business and Computer Science, Digital Design and Illustration I, Digital Design and Illustration II, Cartooning & Animation, Journalism, Introduction to Music Technology, Business Management and Marketing, Honors Principles of Marketing, Cybersecurity, Computer Science Essentials, AP Computer Science Principles, AP Computer Science A, Cybersecurity, Naval Sciences I-IV</i>
		Information Technology	<i>Exploring Entrepreneurship, Business and Computer Science, Discovering S.T.E.M., Digital Design and Illustration I, Digital Design and Illustration II, Cartooning and Animation, Introduction to Music Technology, Business Management and Marketing, Honors Principles of Marketing, Cybersecurity, Computer Science Essentials, AP Computer Science Principles, AP Computer Science A, Naval Sciences I-IV</i>
		Engineering	<i>S.T.E.M. Architectural Design, Fine and Technical Art, Discovering S.T.E.M., S.T.E.M. Racing Challenge, Principles of Engineering, Public Speaking and Debate, Principles of Economics, AP Statistics, AP Economics, Cybersecurity, Computer Science Essentials, AP Computer Science Principles, AP Computer Science A</i>

Choosing Your Courses

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

Although counselors assist students in choosing curricular options, the ultimate responsibility for this planning belongs to the student and parent/guardian(s); this carries responsibility. Therefore, examine closely the contributions one is willing and able to make to a particular course, as well as the benefits that can be derived. This includes weighing the difficulty of your total course load as well as the demands of commitments outside the classroom. Make choices for the right reasons. When selecting courses, past performances, results on standardized tests, and future goals should be among the indicators factored into a final decision. Parent and/or current teacher consultation is highly encouraged.

Awarding Credit for High School Courses Completed in Middle School:

High school credit for designated middle school courses may be requested once the student is in Kingsway Regional High School. Currently, any pupil that successfully completes a full year of Advanced Algebra I, Advanced Geometry, and/or part A and B of a World Language will receive high school credit respectively. The accrued credit will be reflected on the pupil’s high school transcript, but will not count towards a student’s GPA. Students may choose at the end of semester I to not have the credits reflected on their transcript; therefore, they will need to take the course once in high school.

Levels of Instruction: College Prep, Honors, and Advanced Placement

To ensure we meet the needs of all students, Kingsway Regional School District offers a variety of educational levels of instruction at the high school outlined below.

College Prep (CP) – Requires a command of basic skills, is moderately paced, and successfully prepares a student for entry to college.

Honors (Hon) – Requires a strong command of basic skills and the ability to perform in a rigorous program at an accelerated pace. Honors level courses incorporate sophisticated and challenging coursework, including at an independent level, and successfully prepares a student for entry to college.

Advanced Placement (AP) – Requires an excellent command of basic skills and is extremely rigorous. This is equivalent to the demands of a college level course, requiring extensive time commitment beyond the scheduled classroom. It is highly encouraged that students who enroll in AP courses will sit for the course AP Exams in May. *Success on these exams may result in college credit.*

Some benefits of taking AP courses and exams you should consider:

- Standing out during the college admissions process with your transcript.
- Taking AP exams help students get a clear understanding of what will be needed to succeed on college level exams.
- Entering college with AP credits gives students the time to move into upper-level courses in their field of interest.
- Students who take a corresponding college course, whether by choice or because it is required, will have an advantage over their peers if they take the AP course and exam.
- Considering your AP scores for the most competitive scholarship awards.
- Research by the College Board consistently shows students who are successful in AP courses and on AP exams typically experience greater academic success in college compared to similar students who do not participate in AP courses and AP exams. The College Board reports that AP students who earn credit for introductory college courses tend to earn higher final GPA than non-AP students and are more likely to graduate from college in four years.

A student who reflects the appropriate academic mindset and academic readiness level, who can demonstrate a superior educational effort, and who is willing to dedicate the required time for each selected Honors or AP class, should be successful in this program. In addition to published course prerequisites, students should consider their AP Potential in helping them to decide if an AP course is a good fit. AP Potential is a tool that assists schools with identifying students who are likely to score a 3 or better on a given AP Exam, based on research that shows strong correlations between PSAT scores and AP Exam results. When applicable, counselors will discuss students' AP Potential as part of the scheduling advisement process. For more information about AP courses and exams, visit the College Board AP.

Special Education Services

At Kingsway, we believe all students are capable of academic success with the appropriate support and interventions and that students with disabilities shall be educated in the least restrictive environment (LRE). Furthermore, special classes, separate schooling, or other removals of a student with a disability from the student's general education class shall occur only when the nature or severity of the educational disability is such that education in the student's general education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily.

As a result, we foster a learning environment that prioritizes inclusion in the general education setting and the delivery of tailored accommodations and modifications to support learning needs. Kingsway Regional School District offers a range of programs for students who have been determined "Eligible for Special Education and Related Services." Related services include, but are not limited to, consultative services from a special education teacher, school nursing services, speech/language therapy, occupational therapy, physical therapy, counseling, behavioral support, and special transportation. These are provided for students who are deemed in need of such services by the student's team.

- **General Education Program - Fully Mainstreamed:** This program option occurs within the general education classroom with instruction being provided by the general education teacher who serves as the subject-area specialist. In this single-teacher model, the general education teacher is responsible for implementing the Individualized Education Plan (IEP).
- **General Education Program - In-Class Support Resource (ICR):** This service delivery model occurs within the general education classroom. In this model, the general education teacher has primary instructional responsibility for the student. ICR is provided in the student's general education class at the same time as the rest of the class. This setting also includes related consultative services by the special education teacher to secure progress on classified students' goals and objectives. These services may include the development and demonstration of techniques and strategies; Data collection on the effectiveness of the techniques and strategies; and/or the development of positive behavioral supports. There will be no more than 10 special education students in an ICR setting.
- **Special Education Program - Small Group Instruction (SGI) or Pull-Out Resource Center (RC):** This service delivery model refers to a small group learning environment where either a subject-certified teacher or a special education-certified teacher instructs classified students using a modified version of the general education curriculum. Class size is limited to 12 for RC and 16 for SGI.
- **Special Education Program - Self-contained (S.T.E.P.):** Our self-contained program, S.T.E.P. (Structured Transitional Education Program), is a service delivery model dedicated to enhancing the lives of students with unique & multiple learning needs through structured, transitional supports and educational opportunities that provide real-life application of functional, academic, and 21st century life and career skills in the school, community and workplace. The major objective of S.T.E.P. is to support students with learning differences to transition to independent living. One component of S.T.E.P. is Community-based Instruction (CBI) that occurs within community environments. The goal is to offer a variety of "hands-on" learning opportunities to help students acquire the skills necessary to live independently. CBI outings include grocery-shopping trips, accessing and using public transportation, recognizing signs in the community, and participating in recreation and leisure. The program also offers a number of courses that provide real-life application of functional, academic, and 21st century life and career skills in the school, community and workplace. Course offerings exclusive to S.T.E.P. include: *Daily Living, Independent Living, and Botany*, which are detailed below.
- **Daily Living** addresses functional skills for independent living that offer opportunities to practice such skills within the learning environment. Topics covered include but are not limited to: self-care,

housekeeping, health, safety and first aid, and food and meal planning. In addition to their coursework, students participate in community-based instruction throughout the school year.

- **Independent Living** prepares young adults in S.T.E.P. for making decisions about their futures. The responsibilities of being independent and managing resources are strongly emphasized. Topics in this course include but are not limited to personal management and goal setting, workplace safety, vocational skills, money management, and food and meal planning. In addition to their coursework, students participate in community-based instruction throughout the school year. For students ages 16+, Structured Learning Experiences (SLE) are provided, which give students sustained and repeated practice in a variety of public and retail settings to prepare them for jobs and careers.
- **Botany I** is an introductory course for students with a strong interest in this science and related concepts. Careers in the industry are discussed as well as basic plant systems and pest control. The students will be introduced to the areas of greenhouse management, nursery management, and landscaping. Through a variety of lectures and applied labs, the students will be exposed to the factors that are essential for optimum plant growth. The course will review many of the agribusinesses associated with plant and soil science and will stress premier leadership, personal growth, and career development
- **Botany II** builds on the introduction to the biology of plants in Botany I and is infused with real-world application, with an emphasis on job readiness and work-based learning strategies such as apprenticeship, entrepreneurship, school-based enterprise, and job shadowing. Direct instruction and lab-based learning discuss plant structure, function, classification, diversity, and responses to environmental conditions. The course will continue the focus on the agribusinesses associated with plant and soil science and will stress premier leadership, personal growth, and career development.

English as a Second Language

Students identified as Limited English Proficient (LEP) enrolled in an English as a Second Language (ESL) program as required by New Jersey State code. The ESL program improves English reading, writing, speaking, and listening for multilingual students. Students receive support from a properly certified ESL teacher in the general education setting as well as through specialized courses.

Gifted and Talented

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities. The district offers a continuum of supports for students identified as gifted. More information can be found on our [GIFTED AND TALENTED WEBPAGE](#).

Additional Student Supports

Section 504 Services

The District complies with all provisions of the "Rehabilitation Act -Section 504" and "Americans with Disabilities Act -ADA, 1992." A student may be referred to the school's 504 Coordinator through the counseling department to determine eligibility and receive assistance.

Multi-Tiered System of Supports (MTSS)

The district implements a Multi-Tiered System of Supports (MTSS) that provides academic, social, and emotional supports for students. It is a school-wide approach that teachers, counselors, psychologists, and other specialists use as a team to assess and address student needs. Some of these supports are noted below. More in-depth information can be found on our [MTSS](#) website.

Academic Success Plans

The purpose of the Academic Success Plan (ASP) is for an identified student, with assistance from the academic school counselor, to identify problems and barriers that have contributed to unsatisfactory academic performance while also listing steps and/or resources that can be utilized to increase academic performance. Ultimately, the ASP is an opportunity for a student to reflect on current practice and behaviors while developing some strategies that will contribute to academic success.

Math and English- Language Arts Labs

Students who need additional supports as identified through multiple measures (i.e. recommendations, course grades, and/or test scores) have the opportunity to take part in a supplemental course of instruction. This course helps support and grow the key skills and concepts students need to be successful. Teachers offer tailored instruction and progress monitoring in a smaller group setting to aid in individualizing instruction. These pass/fail courses include individualized quarterly progress reporting of student growth.

Social and Emotional Health

As the district remains committed to students' social and emotional health, the district proactively captures needs of the student body through a universal screening process. All students in grades 7-12 take a brief wellness screening in their Physical Education & Health classes, in survey form, two times per school year. The Behavioral and Emotional Screening System (BESS) is a brief wellness screener that includes a student self-report that takes approximately 5- 10 minutes to complete via an online platform. Visit our website to learn more about our [SOCIAL AND EMOTIONAL HEALTH](#) process.

Intervention and Referral Services (I&RS)

Intervention & Referral Services (I&RS) consists of an interdisciplinary team of professionals within the school who come together throughout the school year to formulate coordinated services and team delivery systems to address the full range of student learning, behavior, social, and health problems in the general education program. The goal of the committee is to see measurable student improvement in the identified targeted areas. The I&RS Committee develops an Action Plan containing goals, interventions, and a timeline for the plan's duration. Faculty, staff or parents may refer a student to the I&RS team through the school counseling department.



Committed to Excellence

Middle School Course Selection



KINGSWAY REGIONAL SCHOOL DISTRICT

7-12 Electives At-A-Glance

2023-2024



Middle School Electives

S.T.E.M. & Business	
Course Name	Grade Level(s)
Business & Computer Science	7
Discovering S.T.E.M.	7-8
Exploring Entrepreneurship	8
Exploring the Digital World	7-8
Sports and Health Science	7-8
S.T.E.M. Architectural Design	7
S.T.E.M. Racing Challenge	8
Art	
Course Name	Grade Level(s)
Art 7	7
Art 8	8
Creativity Lab 7	7
Creativity Lab 8	8
Music	
Course Name	Grade Level(s)
Intro to Band	7
Band	7-8
Chorus, Voice, & Movement	7-8
Guitar	7
Introductory Piano	8
Jazz Ensemble	8
World Language	
Course Name	Grade Level(s)
French IA/Italian IA/Spanish IA	7
French IB/Italian IB/Spanish IB	8

High School Electives

English/ Language Arts		
Course Name	Grade Level(s)	Credit
Creative Writing	9-12	1.0
Film Studies	10-12	1.0
Journalism	9-12	1.0
Public Speaking & Debate	9-12	1.0
Social & Digital Media Awareness	9-12	0.5
Mathematics		
Course Name	Grade Level(s)	Credit
AP Calculus AB	11-12	1.0
AP Calculus BC	11-12	1.0
AP Statistics	11-12	1.0
College Prep/ AP Pre-Calculus	11-12	1.0
College Math	11-12	1.0
Honors Calculus	11-12	1.0
Probability & Statistics	11-12	1.0
World Language		
Course Name	Grade Level(s)	Credit
AP French Language & Culture	12	1.0
AP Italian Language & Culture	12	1.0
AP Spanish Language & Culture	11-12	1.0
College Prep/Advanced French II, Spanish II, & Italian II	9-12	1.0
French I, Spanish I, & Italian I	9-12	1.0
Hon. French III, Spanish III, & Italian III	10-12	1.0
Hon. French IV, Spanish IV, & Italian IV	11-12	1.0
Social Studies		
Course Name	Grade Level(s)	Credit
AP Economics Micro/Macro	11-12	1.0
AP European History	12	1.0
AP Government & Politics	11-12	1.0
AP Psychology	11-12	1.0
AP US History I	10	1.0
AP US History II	11	1.0
AP World History	9-12	1.0
Global Terrorism: Past & Present	10-12	1.0
Honors Holocaust & Genocide	10-12	1.0
Human Behavior & Culture	10-12	1.0
Introduction to Law	10-12	1.0
Intro. to Women & Gender Studies	10-12	0.5
Military History	10-12	0.5
US & World Affairs	11-12	0.5
Science & Health Professions		
Course Name	Grade Level(s)	Credit
College Prep/Honors Veterinary Science	11-12	1.0
AP Biology	12	1.3
AP Chemistry	11-12	1.3
AP Environmental Science	11-12	1.0
AP Physics I	10-12	1.3
AP Physics II	11-12	1.3
College Prep/Honors Anatomy & Physiology	11-12	1.0
College Prep/Honors Principles of Engineering	11-12	1.0
Environmental Science	9-12	1.0
Forensics	11-12	1.0
Health Professions I: Introduction to Health Professions	10-12	1.0
College Prep/Honors Health Professions II: Kinesiology & Injury Recognition	11-12	1.0
Health Professions III: Seminar & Practicum	12	1.0

Performing Arts		
Course Name	Grade Level(s)	Credit
AP Music Theory	11-12	1.0
Beginning Piano	9-12	1.0
Intermediate Piano	9-12	1.0
Concert Band	9-12	1.0
Dragon Singers	9-12	1.0
Drama: Acting & Performance	9-12	1.0
Intro. to Music Technology	9-12	1.0
Jazz Ensemble I, II, & Select Jazz Ensemble	9-12	1.0
Kingsway Chorale	9-12	1.0
Percussion Ensemble I & II	9-12	1.0
Treble Chorus	9-12	1.0
Business & Technology		
Course Name	Grade Level(s)	Credit
AP Computer Science A	10-12	1.0
AP Computer Science Principles	9-12	1.0
Business Management & Marketing	11-12	1.0
Career Exploration	9	0.5
Computer Science Essentials	9-12	1.0
Cybersecurity	9-12	1.0
Honors Business Law & Ethics	11-12	0.5
Honors of Principles of Marketing	11-12	0.5
Intro. to Computers	9-12	0.5
Principles of Accounting	10-12	0.5
Principles of Economics	10-12	0.5
TV/Media Production II: Studio I	10-12	1.0
TV/Media Production I: Software Applications	9-12	1.0
TV/Media Production III	11-12	1.0
Wealth Management	9	0.5
Visual Arts		
Course Name	Grade Level(s)	Credit
Advanced Art I	10-12	1.0
Advanced Art II	10-12	1.0
Advanced Ceramics	11-12	1.0
AP Studio Art Drawing	11-12	1.0
Applied Art	11-12	1.0
Art I	9-11	1.0
Art II	10-12	1.0
Art Appreciation	9-12	1.0
AP Art History	10-12	1.0
Cartooning & Animation	9-11	1.0
Ceramics	10-12	1.0
Digital Design & Illustration I	10-11	1.0
Digital Design & Illustration II	11-12	1.0
Photography	10-12	1.0
Family & Consumer Science		
Course Name	Grade Level(s)	Credit
Creative Living	9-10	0.5
Intro. to Child Development	10-12	1.0
Art of Baking	10-12	0.5
Global Cuisine	10-12	0.5
Food & Nutrition	10-12	0.5
Navy Junior Reserve Officer Training Corps (NJROTC)		
Course Name	Grade Level(s)	Credit
Naval Science I	9-12	1.0

Please use this elective sheet in combination with the Personalized Student Learning Plan (PSLP) on the following page to choose your elective courses. Please review the course descriptions contained within this guide for more detailed information on each course.

7-12 Personalized Student Learning Plan (PSLP)

Below is an important worksheet to help plan the courses your child will take while attending the Kingsway Regional School District. Please use the preceding pages containing the NJ Graduation Requirements, Programs of Study, Career Concentrations, and Elective Choices as a reference while completing the plan. Be aware that post-high school plans for college, employment, or career training may require courses beyond the graduation requirements. Also, if your child plans to complete the high school program with some advanced-level courses, please ensure he or she registers for the necessary prerequisite classes.

You are strongly encouraged to complete the stated graduation requirements in the years indicated on the worksheet below. Use the Electives at a Glance on the previous page as well as the descriptions in this course guide to help you decide which courses to take in each subject area.

Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12	
Course Title	Course Title	Course Title	Credits	Course Title	Credits	Course Title	Credits	Course Title	Credits	Course Title	Credits
English	English	English I	1.0	English II	1.0	English III	1.0	English IV	1.0		
Literature	Literature	PE & Health	1.0	PE & Health	1.0	PE & Health	1.0	PE & Health	1.0		
Science	Science	Science**	1.0	Science**	1.0	Science**	1.0	Elective	1.0		
Social Studies	Social Studies	World History	1.0	US History I	1.0	US History II	1.0	Elective	1.0		
Mathematics	Mathematics	Mathematics*	1.0	Mathematics*	1.0	Mathematics*	1.0	Elective	1.0		
PE & Health	PE & Health	World Language***	1.0	Elective	1.0	Elective	1.0	Elective	1.0		
Elective	Elective	College & Career Seminar <i>(or Academy / Team Scholastic related program elective)</i>	0.5	Elective	1.0	Elective	1.0	Elective	1.0		
Elective	Elective	Elective: Visual/Performing Arts OR 21st Century	1.0	Elective: Visual/Performing Arts OR 21st Century	1.0	Elective	1.0	Elective	1.0		
		Financial Literacy Requirement	0.5								
		Total Credits	8.0	Total Credits	8.0	Total Credits	8.0	Total Credits	8.0		

* Math -3 Credits including Algebra 1, Geometry and 3rd level math which builds on the concepts of Algebra and Geometry

** Science -3 Credits including one year of Biology, one year from the following courses: Chemistry, Environmental Science or Physics and a third year of a science of the student's choice.

***Please be aware that many four-year colleges require 2-4 years of a World Language.

Kingsway Regional Middle School Course Offerings

Kingsway Regional Middle School includes grades seven and eight. Students interact in interdisciplinary teaching teams that provide instruction in English, literature, math, science, and social studies. A separate team of teachers provides instruction in the elective courses.

Every student is required to take the following in his or her seventh and eighth-grade year: English, literature, math, science, social studies, health/physical education, and elective courses (up to 4 depending upon the length of each.). Successful completion of middle school occurs when a student meets the academic expectations of the required program.

ENGLISH LANGUAGE ARTS

English—Grade 7

The English 7 course is a writing course focused on three genres of writing: narrative, explanatory and argumentative, and is a companion to Literature 7 coursework. This English course challenges students to develop and enhance their writing skills by requiring them to write for various purposes and audiences.

In their writing, students will learn to take a position and explore new ideas while interacting with a wide range of literature, including stories, plays, and poems. Classroom discussions related to these topics and texts will enhance students' ability to express ideas clearly and build on the opinions of others. Students will improve their ability to cite relevant evidence when interpreting or analyzing a text or supporting their points in speaking and writing, informed by the information they will read from areas of interest such as history and science.

Language Skills: Students broaden their composition skills by examining model essays in various genres by student and published writers. They will hone their writing skills through in-depth planning, organizing, drafting, revising, proofreading, and feedback. Students build on their grammar and mechanics skills with in-depth study of sentence analysis and structure, agreement, and punctuation and specific grammatical structures, such as clauses and simple, compound, and complex sentences. Students' academic vocabulary enhances as students experience complex texts, including stories, plays, historical novels, poems, and informational books and articles.

English—Grade 8

In Grade Eight English, coursework will again focus on three genres of writing: narrative, explanatory, and argumentative, and is a companion to Literature 8 coursework. This English course is designed for students to continue developing and enhancing writing skills by requiring them to analyze mentor texts-to write for a variety of purposes and audiences. Writing tasks in grade eight may include stories, memoirs, poems, scripts, literary analysis, argumentative, and explanatory essays. Students will also conduct research that will require analyzing resources and accurate interpretation of literary and informational text. Students will engage in various classroom discussions on topics and texts, express ideas clearly, and build upon ideas across the curriculum.

Language Skills: Students will become more proficient as writers in this course. Students analyze model essays from the perspective of readers' and writers' in composition lessons, focusing on ideas and content, structure and organization, style, word choice, and tone. Students receive feedback to help them work toward a polished final draft during the writing process.

In addition to writing formal essays, students will write and deliver a persuasive speech. Students expand their knowledge of grammar usage, and mechanics through sentence analysis and a focus on specific grammatical structures, such as verbal phrases, nouns, adjectives, and adverbs, to enhance sentence variety. Students strengthen their vocabularies through thematic units focused on word roots, suffixes and prefixes, context clues, and other essential vocabulary-building strategies.

Literature—Grade 7

Literature in grade 7 guides students in the close reading and critical analysis of a wide range of literature and nonfiction texts paired text to support fictional text including stories, plays, historical novels, poems, and informational books and articles. The coursework develops vocabulary, comprehension, and analytical skills and exposes students to a wide variety of good literature. When interacting with text students develop the ability to cite relevant evidence when interpreting or analyzing a text or supporting their points in speaking and writing. They will determine a theme or central idea of a text, analyze its development, and determine how particular elements of a story or play interact (i.e. How the setting shapes the characters or plot). Students will engage in a range of classroom discussions on topics and texts, expressing ideas clearly and building on the opinions of others. To respond to literature and enhance and develop writing skills, students will write for various purposes and audiences.

Literature—Grade 8

Enabling students to construct meaning from the text is a primary goal in this course of study. In addition, the grade eight coursework is designed to continue to build students' ability to cite relevant evidence using annotations with a variety of close reading strategies to create inferences and analysis of diverse texts. The inferences and analysis made from this evidence generate the theme or central idea of a text and its development throughout a text. The students will also determine and analyze points of view and evaluate an author's assumptions and claims. This will be accomplished using various means of instruction that will emphasize discovery, discussion, and evaluation. Active participation by the students is essential in developing lifelong reading skills. Through the multiple diverse readings, students will be required to extend their understanding/comprehension in their writing. Therefore, the writing tasks in grade eight may include poems, literary analysis, essays, and argumentative/explanatory essays. To enhance and develop writing skills, the students will write for various purposes and audiences.

MATHEMATICS

Math 7 —Grade 7

This grade-level course will reinforce previously taught mathematical concepts and introduce higher-level critical thinking skills. The purpose of the middle school math program is to introduce and develop pre-algebra skills over a two-year period through introduction of the grade-level New Jersey Student Learning Standards; calculators will also be introduced. Instructional time will focus on four critical areas. These include developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and, drawing inferences about populations based on samples. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations

Advanced Pre-Algebra 7—Grade 7

**Recommendation: Multiple measures including local and standardized assessments, state assessments, teacher recommendations, and historical math grades are used to determine placement in an advanced math course at the middle school.*

This course is part of an accelerated program for students who have demonstrated content mastery in previous mathematics courses. Academic rigor will be significant and students will experience challenging coursework. Students enrolled in this course will complete an introductory algebra program in preparation for Algebra I in 8th grade. This course differs from Math 7 in that it contains content from 8th grade as well. While coherence exists (i.e. it logically builds from the 6th grade), the additional content demands an accelerated pace for instruction and learning. Critical areas of study include developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; formulating and reasoning about expressions and equations; and, drawing inferences about populations based on samples; and eighth grade

standards that are critical for progressing to Algebra 1. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Math 8 —Grade 8

This math course provides students with an understanding of basic math concepts to develop a foundation for Algebra I in 9th grade. In Grade 8, instructional time focuses on three critical areas. These include formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence; and, understanding and applying the Pythagorean Theorem. Students will focus on multi-step word problems, radicals, formulas, and operations with polynomials. This course meets grade-level objectives outlined within the New Jersey Student Learning Standards. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Advanced Algebra I —Grade 8 (or Grade 7 for identified students)

Prerequisite: Successful completion of Advanced Pre-algebra in grade 8 with a “C” or better. Students interested in applying for one of the Academies at the high school must successfully complete Algebra I, with proficiency, at the middle school as one measure for consideration. Successful completion of this full course results in high school credit.

This course is part of an accelerated program for students who have demonstrated content mastery in previous mathematics courses. Academic rigor will be significant and students will experience challenging coursework. The fundamental purpose of this fast-paced Advanced Algebra I high-school level course is to formalize and extend the mathematics that students learned through the end of the previous Pre-Algebra course. The critical areas deepen the understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. In addition, the units will introduce methods for analyzing and using quadratic functions, including manipulating expressions for them, and solving quadratic equations. Students understand and apply the Pythagorean Theorem, and use quadratic functions to model and solve problems. This course differs from High School Algebra I in that it contains content from 8th grade. While coherence exists (i.e. it logically builds from the accelerated pre-algebra course), the additional content when compared to the high school course demands a faster pace for instruction and learning. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Advanced Geometry —Grade 8

Prerequisite: Successful completion of Advanced Algebra I with a completion of a “C” or better. Successful completion of this full course results in high school credit.

Requirement: Graphing calculator, TI-84 Plus

This course is part of an accelerated program for students who have demonstrated content mastery in previous mathematics courses. Academic rigor will be significant and students will experience challenging coursework. This class is for those students who have completed Advanced Algebra I with proficiency. The fundamental purpose of Geometry is to formalize and extend students’ geometric experiences from previous math courses. Students explore complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention is paid to the introductory content for the Geometry conceptual category found in the high school equivalent course. The class starts with two- dimensional geometry and its functional uses, and it is extended to coordinate with three- dimensional geometry. Topics from non-Euclidean geometry and trigonometry are also covered. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Math Lab—Grades 7 & 8

Students who have been identified as needing additional support on basic skills using multiple measures (i.e. teacher recommendations, course grades, local assessments, and available standardized measures) support will be offered during their 7th or 8th grade year. It will be taken together with the grade-level math course. Students who take Math Lab are not assigned a grade, as the purpose of this course is to develop growth in mathematical skills and gain confidence as a student. Instead, the teacher will provide ongoing progress monitoring. This program aims to reinforce skill deficits as well as many of the same theories taught in Math 7 & 8 and will enable the students to study the concepts more in-depth and in a smaller group setting.

SCIENCE

Science—Grade 7

The seventh-grade science course is the first part of a two-year integrated general science program. The themes of the course encompass Chemistry, Biology, and Earth Science disciplines. The course also focuses on the nature of science; science processes; and scientific inquiry through lectures, discussion, research, and hands-on experiences.

Science—Grade 8

The eighth-grade science course is the second part of a two-year integrated general science program. The themes of the course encompass the Life, Earth, and Physical science disciplines. The course also focuses on the nature of science; science processes; and scientific inquiry through lectures, discussion, research, and hands-on experiences.

SOCIAL STUDIES

Social Studies—Grade 7

The seventh grade Social Studies course will highlight the following: exploration and expansion of the New World through European Colonization along with early Colonial America up to and including the American War for Independence. The students will explore units on The New Nation as well as work through a unit on Civics. In addition to building content knowledge, the students will also learn to be effective readers and critical thinkers. Reading is critical to building knowledge in history. The students will demonstrate an understanding of domain-specific words and phrases; attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information and follow detailed descriptions of events and concepts. In Social Studies 7, the students will develop the ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world.

Social Studies—Grade 8

The eighth grade Social Studies course traces the history of the United States from its development as a nation—Revolutionary War through Reconstruction (1776 – 1896). As they develop knowledge of the historical record of the United States, the students will also acquire an understanding of civics by exploring the impact of democracy on the state, the people, and the system of law in our society. Students learn the role of the leaders in the emergence of our basic system and the U.S. Constitution. The creation of the American Republic, the development of the nation, and the causes and events of the Civil War will make up an integral part of the course. In addition to building content knowledge, the students will also learn to be effective readers and critical thinkers. Reading is critical to building knowledge of history. The students will demonstrate an understanding of domain-specific words and phrases; attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information and follow detailed descriptions of events and concepts. In history, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. Students will read complex informational texts with independence and confidence. In Social Studies 8, the students will develop the ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world.

PHYSICAL EDUCATION AND HEALTH

Overview of the Physical Education and Health Curricula: *The 7th and 8th-grade Physical Education & Health units of study will be twenty-five days long, of which 20 days are physical education and 5 days is health education. Students will rotate through the 25-day cycle throughout the entire school year.*

Physical Education—Grade 7

In the 7th-grade students interact with the five fitness components and activities that promote an appreciation for lifelong and physical fitness and wellness as well as social and emotional well-being. Throughout the course, students relate various types of movement patterns, sports skills, individual sports concepts and activities, and team sports concepts and activities to help establish a lifelong appreciation for one's overall health and fitness. The course includes daily fitness-related warm-ups to promote and establish physically active routines as well as frequent activities that support mental health (i.e. Mindfulness, coping strategies, stress-reducing strategies, etc.). Students engage in various individual and team sports to promote cooperation, personal achievement, and successful adoption of activities to enhance and promote lifelong health and fitness.

Health—Grade 7

The 7th-grade health curriculum includes the introduction of life management skills so that students can develop and use personal and interpersonal skills to form good health habits, both physically and mentally. Students learn character development, goal setting, self-esteem building, and a positive self-concept to make the right choices. Additionally, they develop problem-solving, coping, peer pressure, and refusal skills. Students acquire knowledge about sexuality, alcohol, tobacco/vaping, and other drugs and medicines and apply these concepts to support a healthy lifestyle. This course also addresses the six levels of critical thinking—knowledge, comprehension, application, analysis, synthesis, and evaluation. Students engage with thought-provoking questions and predict outcomes, make inferences, apply knowledge to new situations, and role-play.

Physical Education—Grade 8

The 8th-grade students will continue the development and mastery of the five fitness components and activities that promote an appreciation for physical and lifelong fitness and wellness activities as well as social and emotional health. Throughout the course, students will continue to acquire knowledge of various types of movement patterns, sports skills, individual sports concepts and activities, and team sports concepts and activities to establish a lifelong appreciation for one's overall health and fitness. The course includes daily fitness-related warm-ups to promote and establish physically active routines as well as frequent activities that support mental health (i.e. Mindfulness, coping strategies, stress-reducing strategies, etc.). Students engage in various individual and team sports to promote cooperation, personal achievement, and successful adoption of activities to enhance and promote lifelong health and fitness.

Health—Grade 8

The 8th-grade health curriculum includes learning about the physical, emotional, and social aspects of human relationships and sexuality. Students learn to apply these concepts to support a healthy, active lifestyle both mentally and physically. Life management skills, such as decision-making, personal safety, problem-solving, self-esteem, and refusal skills, will be discussed and reinforced. Students learn topics such as relationships, pregnancy and parenting, and communicable diseases. This course also addresses the six levels of critical thinking—knowledge, comprehension, application, analysis, synthesis, and evaluation. Students engage with thought-provoking questions and predict outcomes, make inferences, apply knowledge to new situations, and role-play.

Unified Physical Education —Grades 7 & 8

This inclusive course provides a unique opportunity for students with and without disabilities to participate in developmentally appropriate activities including physical fitness, sports, and other educational opportunities. Students work together to increase competence and confidence in a variety of physical and team activities. The Unified Physical Education course supports the development of leadership skills for all students as well as the

empowerment of all students to foster an inclusive class and school-wide environment. Students can apply to be part of the program each year. For more information, please contact your child's school counselor.

S.T.E.M. AND BUSINESS ELECTIVES

Exploring the Digital World—Grades 7 & 8

Understanding how to find trustworthy information on the web is a large part of a student's academic and personal lives. This semester course will assist students with navigating and making sense of the vast amounts of information presented to them in the digital world (social media sites, electronic advertisements, online forums, websites, etc.). Students will learn the basics of remaining safe while taking advantage of the opportunities and information the digital world affords them. This course will focus on how to think critically, behave safely, work collaboratively, and participate responsibly in the digital world. This course is available for students in grade 8 who did not take it in grade 7.

Sports and Health Science—Grades 7 & 8

This semester course is an introductory level elective for the student who wants to explore various content related to overall life fitness and the science of fitness for health. Topics will focus on healthy lifestyle choices, nutrition, sports medicine, physical fitness, supplements, fitness advertising claims, health-related careers, the skeletal and muscular system of the body, and other health-related issues. In addition to these concepts, students should be prepared to engage in high levels of physical activity as they work to make connections between fitness and the body.

Discovering S.T.E.M. — Grade 7

In this semester course, students will learn about different career fields in S.T.E.M. and participate in designing projects using processes drawn from the fields of science, technology, engineering and mathematics. This course will advance problem-solving skills by taking students through the steps that scientists and engineers use in their work in a cyclical process of exploratory learning, problem-solving, and discovery intended to promote higher-order thinking skills in order to work through projects connected to the real world.

S.T.E.M. Architectural Design—Grade 7

This semester course will use a cross-curricular approach to learning that involves the reading and interpretation of informational text and application to real-world problem-solving using creative and critical thinking as well as math application. Students will utilize Google Sketchup to design structures and build scale models while learning the global effects of the structure.

Business & Computer Science—Grade 7

This semester course will introduce students to the principles of business in the 21st Century while reinforcing keyboarding and computer skills related to Microsoft Suite. Using project-based instruction, students will be able to build a foundational knowledge of computer applications, information systems, internet safety, and 21st Century skills. Students will also be introduced to basic foundational elements of computer science.

Discovering S.T.E.M. —Grade 8

This semester course teaches students the fundamentals of the Engineering Design Process and offers inquiry-based approaches to address age-appropriate design challenges. Students will understand how engineers, scientists and mathematicians all work together with technology to solve problems. The class encourages students to apply understandings and offers them the opportunity to use scientific knowledge, engineering, and mathematics skills to solve problems and apply those solutions in real work applications. Group work is emphasized, as related skills are needed to work as part of a design team in a project-based environment.

S.T.E.M. Racing Challenge—Grade 8

This semester course introduces students to early hands-on engineering lessons. Students begin by learning about the basics of experimental design. As learners are introduced to various activities, they are given the opportunity to learn more about the science and math behind how various racing devices work and how to optimize performance. As motorsports professionals do, students learn to improve the performance of various structures, create their own projects, and choose pathways outside of the motorsports theme. Toward the end of the course, students are given the chance to work with a high-tech Racing Challenge car in order to optimize performance. The S.T.E.M. Racing Challenge is a powerful tool for breaking down traditional subject matter. In education today, we are often program-heavy and systems-light. The Racing Challenge curriculum and coalition is a catalyst for real change.

Exploring Entrepreneurship—Grade 8

This semester course will focus on the skills it takes to successfully run a business. Topics such as operating costs, markets, needs vs. wants, branding and marketing, and persuasive & public speaking are emphasized. Google Suite is used to facilitate a collaborative approach to building a marketing plan.

VISUAL AND PERFORMING ARTS

Art—Grade 7

A semester course, Art 7 is an exciting, creative class designed to provide instructor-led “studio art” experiences. In this semester course, students will have the opportunity to explore some of the major units of art including Drawing, Painting, and Sculpture. Students will learn about art history and critiquing art, as well as color theory and design, while acquiring the skills and techniques to become more creative students in all of their subject areas, preparing them for increased success moving forward.

Art—Grade 8

A semester course, Art 8 is for all students to further their technical abilities and knowledge of the art world. This is an instructor-led studio art class designed to provide knowledge and skills with various art materials, such as drawing, painting, and sculpture. The content will expand on concepts learned in Art 7 while still allowing the beginner to be successful. This semester course will enhance observational and visual skills, preparing students for a variety of careers and for future art courses. The elements and principles of art, along with vocabulary, art history, and art criticism will be infused into the program.

Creativity Lab I— Grade 7 or 8

This semester course is designed to tap into students’ creativity by allowing them to work through self-directed projects. Students will explore the artistic process through the use of various media. All students will create unique projects that build their individual skills so that they are each successful but challenged. Students will be encouraged to take artistic risks, make mistakes, and try again. Students will grow a love for the arts and build confidence in their artistic abilities through experimentation while learning the elements of design.

Creativity Lab II—Grade 8

Prerequisite: Creativity Lab I or Art 7

This course is designed for the serious artist who is interested in continuing their growth after taking Creativity Lab I or Art 7. This hands-on course will allow students to learn and utilize the elements and principles of design through self-directed projects. Through a personalized learning approach, students will explore various media and continue to learn techniques. Students will be encouraged to take artistic risks and learn new techniques as they build their artistic abilities. Students will learn how to analyze their work and the work of their peers in a positive environment as they develop a portfolio of work.

Introduction to Band – Grade 7

Introduction to Band is a yearlong course designed for students in 7th grade with no prior experience in band and who are interested in playing a band instrument (woodwind, brass, percussion) for the first time. After choosing

their instrument, students will learn fundamental musical skills through group and individual study and combine with students in Band 7 to perform in the spring concerts. Introduction to Band 7 is designed to transition students who did not participate in band in elementary school into the Band 8 and/or Jazz Ensemble courses, which lead to the high school band program.

Band —Grade 7

Prerequisite: Prior band experience and the ability to read music

Seventh Grade Band is a yearlong instrumental (woodwind, brass, and percussion) performance class for students with prior band experience. Daily rehearsals will consist of group instrumental technique training, music theory development, and rehearsing concert repertoire. Students will develop skills and knowledge in technique, music reading, intonation, musicality, music history/current music, and rehearsal/performance procedures. Music of varied styles and cultures will be studied and performed, including symphonic literature, film scores, and current music, accompanied by study of diverse composers from those areas. Several day and evening concerts are scheduled throughout the year and student participation in these performances is a requirement of the course. Band 7 is designed to provide a fluid transition to Band 8 or Jazz Ensemble.

Chorus, Voice, and Movement —Grade 7

Seventh-grade Chorus, Voice, and Movement is a yearlong course designed for singers of all ability levels interested in developing skills in vocal performances and musical theater. Students will gain experience in various aspects of musical performances including singing, acting, and movement/choreography while focusing on scenes and shows from the Broadway genre. Daily rehearsals will consist of a warm-up period, group vocal and movement technique training, learning individual parts, and fitting those parts into the body of the ensemble. Students will also develop skills in technique, tone production, music reading, vocal intonation, diction, and rehearsal/performance procedures. Music and theatrical performances of varied styles and genres are studied and performed. Several day and evening concerts are throughout the year, and student participation will be required for the course.

Guitar—Grade 7

This semester course is for students with little or no experience in guitar. During this class, students will develop skills in simple chording, single-note melodies, scales, and basic music theory as it applies to the guitar. Students will be able to gain a basic understanding of chords and notes on the guitar and be able to synthesize that in the performance of various pieces of music on the guitar.

Band—Grade 8

**Prerequisite: Band 7 or Introduction to Band, or recommendation of the teacher*

Eighth Grade Band is a yearlong instrumental (woodwind, brass, and percussion) performance class designed as a direct continuation of Band 7 or Introduction to Band. Daily rehearsals will consist of group instrumental technique training, music theory development, and rehearsing concert repertoire. Students will develop skills and knowledge in technique, music reading, intonation, musicality, music history/current music, and rehearsal/performance procedures. Music of varied styles is studied and performed, including symphonic literature, film scores, and current music, accompanied by the study of diverse composers from those areas, with an emphasis placed on advanced repertoire. Several day and evening concerts are scheduled throughout the year, and student participation in these performances is a requirement of the course. Band 8 is designed to provide a fluid transition to the high school band program.

Chorus, Voice, and Movement—Grade 8

Eighth-grade Chorus, Voice, and Movement is a yearlong course designed for singers of all ability levels interested in developing skills in vocal performances and musical theater. Students will gain experience in various aspects of musical performances including singing, acting, and movement/choreography while focusing on scenes and shows from the Broadway genre. Daily rehearsals will consist of a warm-up period, group vocal and movement technique training, learning individual parts, and fitting those parts into the body of the ensemble. Students will also develop skills in technique, tone production, music reading, vocal intonation, diction, and rehearsal/performance

procedures. Music and theatrical performances of varied styles and genres are studied and performed. Several day and evening concerts are throughout the year, and student participation will be required for the course.

Jazz Ensemble—Grade 8

**Prerequisite: Student selection-is based upon a successful audition.*

Jazz Ensemble is a yearlong instrumental (saxophone, brass, keyboard, guitar, bass, and drum set) performance class for students with proficient musical experience. Musical improvisation is introduced and focused on as a core component of the course. A wide selection of musical genres is studied and performed, including swing, funk, Latin styles, bebop, and rock, accompanied by the study of performers and composers from those areas. Music reading is a requirement for this course and consistent individual practice in instrumental technique is an additional expectation. Several day and evening performances are scheduled throughout the year, and student participation in these performances is a requirement of the course. Jazz Ensemble 8 is designed to provide a fluid transition to the high school jazz program.

Introductory Piano—Grade 8

This semester course is for students with little or no experience in piano. During this class, students will develop skills in music theory and keyboard performance. Throughout this class, the students will know how to place their hands on a piano/keyboard/synthesizer, name the notes on a piano keyboard, play and recognize the written music, name notes on a musical staff, name, perform and recognize the duration of notes on a staff, recognize, name and perform their original piece of music

WORLD LANGUAGE

Successful completion of the full two-year IA/IB program will award the student one high school credit and allow the student to take a level II language course upon entry into high school. Academic rigor will be significant and students will experience challenging coursework.

French IA/Italian IA/Spanish IA—Grade 7

Students will have the opportunity to take the level I Language program over two full years in middle school. During the seventh grade year of the program, students will take the first semester of the high school equivalent language course, but studied over one school year. During the eighth grade year of the program, students may opt to take the remainder of the course over the year to complete the high school course's second semester and thus complete the Level I program course.

In level 1A, the students work at the novice-low to novice-mid proficiency levels within three essential modes: interpretive, interpersonal, and presentational. In each of these modes, students demonstrate an understanding of spoken and written communication within the appropriate cultural context through direct oral and written communication with others. This includes oral and/or written communications where students present information, concepts, and ideas to an audience of listeners or readers. The level 1A course emphasizes the following key areas: comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness.

French IB/Italian IB/Spanish IB—Grade 8

The level IB program offers students the opportunity to complete one full year of high school credit in a language, beginning with the seventh grade 1A course, in French, Italian, or Spanish. These courses provide the students with basic grammatical structures and emphasize the development of listening, speaking, reading, and writing skills. Cultural awareness and understanding are integral components of each lesson. The level I program is the first year in a five- year program that begins in middle school and continues in high school. Students taking a level I world language class will receive high school graduation credit upon successful completion of the 1A & 1B coursework. Taking these courses will enable the students to accelerate and enhance world language study in the future.



Committed to Excellence

High School Course Selection



KINGSWAY REGIONAL SCHOOL DISTRICT

7-12 Electives At-A-Glance

2023-2024



Middle School Electives

S.T.E.M. & Business	
Course Name	Grade Level(s)
Business & Computer Science	7
Discovering S.T.E.M.	7-8
Exploring Entrepreneurship	8
Exploring the Digital World	7-8
Sports and Health Science	7-8
S.T.E.M. Architectural Design	7
S.T.E.M. Racing Challenge	8
Art	
Course Name	Grade Level(s)
Art 7	7
Art 8	8
Creativity Lab 7	7
Creativity Lab 8	8
Music	
Course Name	Grade Level(s)
Intro to Band	7
Band	7-8
Chorus, Voice, & Movement	7-8
Guitar	7
Introductory Piano	8
Jazz Ensemble	8
World Language	
Course Name	Grade Level(s)
French IA/Italian IA/Spanish IA	7
French IB/Italian IB/Spanish IB	8

High School Electives

English/ Language Arts		
Course Name	Grade Level(s)	Credit
Creative Writing	9-12	1.0
Film Studies	10-12	1.0
Journalism	9-12	1.0
Public Speaking & Debate	9-12	1.0
Social & Digital Media Awareness	9-12	0.5
Mathematics		
Course Name	Grade Level(s)	Credit
AP Calculus AB	11-12	1.0
AP Calculus BC	11-12	1.0
AP Statistics	11-12	1.0
College Prep/ AP Pre-Calculus	11-12	1.0
College Math	11-12	1.0
Honors Calculus	11-12	1.0
Probability & Statistics	11-12	1.0
World Language		
Course Name	Grade Level(s)	Credit
AP French Language & Culture	12	1.0
AP Italian Language & Culture	12	1.0
AP Spanish Language & Culture	11-12	1.0
College Prep/Advanced French II, Spanish II, & Italian II	9-12	1.0
French I, Spanish I, & Italian I	9-12	1.0
Hon. French III, Spanish III, & Italian III	10-12	1.0
Hon. French IV, Spanish IV, & Italian IV	11-12	1.0
Social Studies		
Course Name	Grade Level(s)	Credit
AP Economics Micro/Macro	11-12	1.0
AP European History	12	1.0
AP Government & Politics	11-12	1.0
AP Psychology	11-12	1.0
AP US History I	10	1.0
AP US History II	11	1.0
AP World History	9-12	1.0
Global Terrorism: Past & Present	10-12	1.0
Honors Holocaust & Genocide	10-12	1.0
Human Behavior & Culture	10-12	1.0
Introduction to Law	10-12	1.0
Intro. to Women & Gender Studies	10-12	0.5
Military History	10-12	0.5
US & World Affairs	11-12	0.5
Science & Health Professions		
Course Name	Grade Level(s)	Credit
College Prep/Honors Veterinary Science	11-12	1.0
AP Biology	12	1.3
AP Chemistry	11-12	1.3
AP Environmental Science	11-12	1.0
AP Physics I	10-12	1.3
AP Physics II	11-12	1.3
College Prep/Honors Anatomy & Physiology	11-12	1.0
College Prep/Honors Principles of Engineering	11-12	1.0
Environmental Science	9-12	1.0
Forensics	11-12	1.0
Health Professions I: Introduction to Health Professions	10-12	1.0
College Prep/Honors Health Professions II: Kinesiology & Injury Recognition	11-12	1.0
Health Professions III: Seminar & Practicum	12	1.0

Performing Arts		
Course Name	Grade Level(s)	Credit
AP Music Theory	11-12	1.0
Beginning Piano	9-12	1.0
Intermediate Piano	9-12	1.0
Concert Band	9-12	1.0
Dragon Singers	9-12	1.0
Drama: Acting & Performance	9-12	1.0
Intro. to Music Technology	9-12	1.0
Jazz Ensemble I, II, & Select Jazz Ensemble	9-12	1.0
Kingsway Chorale	9-12	1.0
Percussion Ensemble I & II	9-12	1.0
Treble Chorus	9-12	1.0
Business & Technology		
Course Name	Grade Level(s)	Credit
AP Computer Science A	10-12	1.0
AP Computer Science Principles	9-12	1.0
Business Management & Marketing	11-12	1.0
Career Exploration	9	0.5
Computer Science Essentials	9-12	1.0
Cybersecurity	9-12	1.0
Honors Business Law & Ethics	11-12	0.5
Honors of Principles of Marketing	11-12	0.5
Intro. to Computers	9-12	0.5
Principles of Accounting	10-12	0.5
Principles of Economics	10-12	0.5
TV/Media Production II: Studio I	10-12	1.0
TV/Media Production I: Software Applications	9-12	1.0
TV/Media Production III	11-12	1.0
Wealth Management	9	0.5
Visual Arts		
Course Name	Grade Level(s)	Credit
Advanced Art I	10-12	1.0
Advanced Art II	10-12	1.0
Advanced Ceramics	11-12	1.0
AP Studio Art Drawing	11-12	1.0
Applied Art	11-12	1.0
Art I	9-11	1.0
Art II	10-12	1.0
Art Appreciation	9-12	1.0
AP Art History	10-12	1.0
Cartooning & Animation	9-11	1.0
Ceramics	10-12	1.0
Digital Design & Illustration I	10-11	1.0
Digital Design & Illustration II	11-12	1.0
Photography	10-12	1.0
Family & Consumer Science		
Course Name	Grade Level(s)	Credit
Creative Living	9-10	0.5
Intro. to Child Development	10-12	1.0
Art of Baking	10-12	0.5
Global Cuisine	10-12	0.5
Food & Nutrition	10-12	0.5
Navy Junior Reserve Officer Training Corps (NJROTC)		
Course Name	Grade Level(s)	Credit
Naval Science I	9-12	1.0

Please use this elective sheet in combination with the Personalized Student Learning Plan (PSLP) on the following page to choose your elective courses. Please review the course descriptions contained within this guide for more detailed information on each course.

7-12 Personalized Student Learning Plan (PSLP)

Below is an important worksheet to help plan the courses your child will take while attending the Kingsway Regional School District. Please use the preceding pages containing the NJ Graduation Requirements, Programs of Study, Career Concentrations, and Elective Choices as a reference while completing the plan. Be aware that post-high school plans for college, employment, or career training may require courses beyond the graduation requirements. Also, if your child plans to complete the high school program with some advanced level courses, please ensure he or she registers for the necessary prerequisite classes.

You are strongly encouraged to complete the stated graduation requirements in the years indicated on the worksheet below. Use the Electives at a Glance on the previous page as well as the descriptions in this course guide to help you decide which courses to take in each subject area.

Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12	
Course Title	Course Title	Course Title	Credits	Course Title	Credits	Course Title	Credits	Course Title	Credits	Course Title	Credits
English	English	English I	1.0	English II	1.0	English III	1.0	English IV	1.0		
Literature	Literature	PE & Health	1.0	PE & Health	1.0	PE & Health	1.0	PE & Health	1.0		
Science	Science	Science**	1.0	Science**	1.0	Science**	1.0	Elective	1.0		
Social Studies	Social Studies	World History	1.0	US History I	1.0	US History II	1.0	Elective	1.0		
Mathematics	Mathematics	Mathematics*	1.0	Mathematics*	1.0	Mathematics*	1.0	Elective	1.0		
PE & Health	PE & Health	World Language***	1.0	Elective	1.0	Elective	1.0	Elective	1.0		
Elective	Elective	College & Career Seminar <i>(or Academy/Team Scholastics related program elective)</i>	0.5	Elective	1.0	Elective	1.0	Elective	1.0		
Elective	Elective	Elective: Visual/Performing Arts OR 21st Century	1.0	Elective: Visual/Performing Arts OR 21st Century	1.0	Elective	1.0	Elective	1.0		
		Financial Literacy Requirement	0.5								
		Total Credits	8.0	Total Credits	8.0	Total Credits	8.0	Total Credits	8.0	Total Credits	8.0

* Math -3 Credits including Algebra 1, Geometry and 3rd level math, which builds on the concepts of Algebra and Geometry

** Science -3 Credits including one year of Biology, one year from the following courses: Chemistry, Environmental Science or Physics and a third year of a science of the student's choice.

***Please be aware that many four-year colleges require 2-4 years of a World Language.

Kingsway Regional High School Course Offerings

The Kingsway Regional School District's Board of Education and professional staff recognize the need for students and parents to plan an engaging, exceptional, and comprehensive school program that enables each student to fulfill the New Jersey State graduation requirements in a manner that provides for individual interests, needs, and career goals.

It is also recognized that every student is on a pathway to a career, whether it be in the near or distant future. It is the intention of Kingsway Regional High School to ensure that each student is confidently prepared to enter a career path that is suited to his or her interests and abilities whether it be directly upon graduation from high school or whether it requires further training and/or higher education. Our students today will have opportunities and challenges that will prepare them for tomorrow. Choosing a course of study for each student is an important step in preparing for that future. We can ensure that our students are successful by working together to provide them with the very best educational experience.

KRHS's curriculum provides students with the tools they need to map out both a short-range and long-range plan for high school study. As you prepare to choose courses, please be sure to refer to the high school graduation requirements located in this document to ensure that your student meets state and local graduation requirements

Additionally, the markers below specify the following course criteria throughout the guide:

- | | | | |
|---|--|---|--|
|  | <i>Complies with the National Collegiate Athletic Association</i> |  | <i>Specific to Kingsway's S.T.E.M. Academy</i> |
|  | <i>May be eligible for college credit through our partnership with a local college or university</i> |  | <i>Specific to Kingsway's Business Leadership Academy</i> |
|  | <i>Available in a HyFlex Learning Environment</i> |  | <i>Specific to Kingsway's School of Health Professions</i> |
|  | <i>Specific to Kingsway's Team Scholastics</i> |  | <i>Specific to Kingsway's NJROTC Program</i> |

ENGLISH LANGUAGE ARTS

Honors English I
Grade 9
Course # 100H
Credits 1.0

Meets 1.0 of 4.0 credits of ELA State Graduation Requirement



In Honors English I, students are challenged to improve their written and oral communication skills while strengthening their ability to understand and analyze literature in various genres. Students enrolled in this course work engage in activities that enhance their skills and challenge them to consider complex ideas and apply the knowledge they have learned. Coursework required students to interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. Additionally, students will expand their literary and cultural knowledge by reading great classic and contemporary works representative of various time periods, cultures, and worldviews. The students will develop the skill, fluency, and concentration to produce high-quality writing, and the capacity to revise and edit their writing over multiple drafts. Writing tasks include literary analysis, research papers,

creative writing, narratives, and argumentative and explanatory essays. The Honors level English course will require students to apply a greater depth of knowledge and growing sophistication in analyzing increasingly challenging texts. Synthesis of this knowledge will be demonstrated through a variety of writing tasks, including analyzing multiple texts, as well as through citing strong and thorough textual evidence to support an analysis of what the text says explicitly as well as inferences are drawn from the text; supporting arguments in an analysis of challenging topics or texts; and participating effectively in group discussions, expressing ideas clearly and persuasively and building on the opinions of others. The students will continue to learn and apply the rules of standard written English and strengthen and expand their vocabulary, use of language, and sophistication in developing and organizing ideas.

College Prep English I

Grade 9

Course # 101

Credits 1.0

Meets 1.0 of 4.0 credits of ELA State Graduation Requirement



Students enrolled in College Prep English I will be challenged to improve their written and oral communication skills while strengthening their ability to understand and analyze literature in various genres. The course guides students through a broad array of literature and informational texts using close reading and critical analysis of classic and contemporary works of literature to appreciate the texts and the contexts in which the works were written. Students will interpret what they read and present analysis based on appropriate examples and evidence from the text throughout the course. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. The students will develop the skill, fluency, and concentration to produce high-quality writing, and the capacity to revise and edit their writing over multiple drafts. Writing tasks include literary analysis, research papers, creative writing, narratives, and argumentative and explanatory essays. At the College Prep level, students will analyze how complex characters develop throughout a text; cite strong textual evidence to support an analysis of what the text says explicitly as well as inferences are drawn from the text; support arguments in an analysis of challenging topics or texts; and, participate effectively in group discussions, expressing ideas clearly and persuasively and building on the ideas of others. The students will continue to learn and apply the rules of standard written English and to strengthen and expand their vocabulary, use of language, and sophistication in developing and organizing ideas.

Honors English II

Grade 10

Course # 104H

Credits 1.0

Meets 1.0 of 4.0 credits of ELA State Graduation Requirement

Prerequisite: Successful completion of English I.



In Honors English II, students build on existing literature and composition skills and move on to higher levels of sophistication. Students work on independent projects that enhance their skills and challenge them to consider complex ideas and apply their knowledge. Students will closely and critically read complex works of literature and informational texts. Students will interpret what they read and present an analysis based on appropriate examples and evidence from the text. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. Additionally, students will expand their literary and cultural knowledge by reading great classic and contemporary works representative of various time periods, cultures, and worldviews. There will also be an increased emphasis on building a strong vocabulary so that students can read and understand increasingly complex texts. The students will develop the skill, fluency, and concentration to produce high-quality writing. Writing tasks include literary analysis, research papers, creative writing, narratives, and argumentative and explanatory essays. The Honors level English course will require students to apply a greater depth of knowledge and growing sophistication in analyzing increasingly complex texts. Students will continue to learn and apply the rules of standard written English and to strengthen and expand their vocabulary, use of language, and sophistication in the development and organization of ideas. Some reading and writing guidelines are similar from Grade 9 to Grade 10. The students will continue to learn and apply the rules of standard written English and strengthen and expand their

vocabulary, use of language, and sophistication in developing and organizing ideas.

College Prep English II

Grade 10

Course # 105

Credits 1.0

Meets 1.0 of 4.0 credits of ELA State Graduation Requirement

Prerequisite: Successful completion of English I.



In College Prep English II, students build on existing literature and composition skills and move to higher levels of sophistication. They will closely and critically read complex works of literature and informational texts. Students will interpret what they read and present an analysis based on appropriate examples and evidence from the text. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. Additionally, students will expand their literary and cultural knowledge by reading great classic and contemporary works representative of various time periods, cultures, and worldviews. There will also be an increased emphasis on building a strong vocabulary so that students can read and understand increasingly complex texts. The students will develop the skill, fluency, and concentration to produce high-quality writing, and the capacity to revise and edit their writing over multiple drafts. Writing tasks include literary analysis, research papers, creative writing, narratives, and argumentative and explanatory essays. Some reading and writing guidelines are similar from Grade 9 to Grade 10. As they advance in grade level students are expected to develop their skills and apply a greater depth of knowledge with increasingly complex texts and writing assignments. During Grade 10, the students will continue to use skills and expertise in the following key areas: ideas and details, craft and structure, language development, and speaking and listening skills. Students also practice test-taking skills for standardized assessments in critical reading and writing.

AP English III - Advanced Placement English Language and Composition

Grade 11

Course # 111AP

Credits 1.0

Meets 1.0 of 4.0 credits of ELA State Graduation Requirement

Prerequisite: Successful completion of English II



AP English Language and Composition is a freshman college-level composition course designed to assist juniors in becoming skilled readers of complex texts, and skilled writers capable of constructing rich, cogent prose. The students read, analyze, and discuss texts drawn from a variety of time periods, disciplines, and contexts. Emphasis will be placed on increasing awareness of the interactions among writers' purposes, audience expectations, and contexts, and the resources of language and rhetorical strategies that contribute to effective and mature writing. The coursework offers opportunities to delve into the rhetoric of orators and writers—close reading techniques and critical thinking. Although the course's content is predominantly an exploration of nonfiction, students will analyze fiction through novels and drama, as well, to deepen their understanding of the ways writers use language to advance their claims. In their writing, students will move beyond the five-paragraph essay to the more sophisticated writing expected at the collegiate level as their focus shifts from a rigid, formulaic structure to an emphasis on content, purpose, and audience. Students will develop the skill, fluency, and concentration to produce high-quality writing, including opportunities to improve their writing through revision. Writing tasks include literary and rhetorical analyses, arguments, and syntheses. The students will continue to learn and apply the rules of standard written English and strengthen and expand their vocabulary, use of language, and sophistication in developing and organizing ideas.

Honors English III

Grade 11

Course # 108H

Credits 1.0



Meets 1.0 of 4.0 credits of ELA State Graduation Requirement

Prerequisite: Successful completion of English II

In Honors English III, students read and analyze works of American literature from Colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics in preparation for standardized tests. Students enrolled in this challenging course will also complete projects that deepen their understanding of the themes and ideas presented in the curriculum. The students will develop the skill, fluency, and concentration to produce high-quality writing, including opportunities to improve their writing through revision. Writing tasks include literary analysis, research paper, creative writing, narrative, and argumentative essay. The students will apply a greater depth of knowledge and sophistication in their analyses. The students will continue to learn and apply the rules of standard written English and strengthen and expand their vocabulary, use of language, and sophistication in the development and organization of ideas.

College Prep English III

Grade 11

Course # 109NW

Credits 1.0

Meets 1.0 of 4.0 credits of ELA State Graduation Requirement

Prerequisite: Successful completion of English II



In College Prep English III, students read and analyze American literature and informational texts from Colonial to contemporary times, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and discussions. Students develop vocabulary skills and refresh their knowledge of grammar, usage, and mechanics. Students will examine how two or more texts from the same time- period treat similar themes or topics. Students will identify and evaluate the reasoning used in historical documents and support arguments in analyzing challenging topics or texts. Students will interpret what they read and present analysis based on appropriate examples and evidence from the text. There will also be an increased emphasis on building a strong vocabulary so that students can read and understand increasingly complex texts and prepare for the SAT. Writing tasks include literary analysis, research papers, creative writing, narratives, and argumentative and explanatory essays. As they advance in grade level students are expected to develop their skills and apply a greater depth of knowledge with increasingly complex texts and writing assignments.. During Grade 11, the students will continue to use skills and knowledge in the following key areas: ideas and details, craft and structure, language development, and speaking and listening skills.

AP English IV - Advanced Placement English Literature and Composition

Grade 12

Course # 112AP

Credits 1.0

Meets 1.0 of 4.0 credits of ELA State Graduation Requirement

Prerequisite: Successful completion of English III



The Advanced Placement course in English Literature and Composition engages students in the careful reading and critical analysis of fictional works. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students will consider a work's structure, style, themes, and such small-scale elements as the use of figurative language, imagery, symbolism, and tone. This course is for students who are capable of performing at a college level while in secondary school and willing to devote the energy necessary to complete a course more rigorous and demanding than other high school

English courses designed for the college-bound student. Class periods are spent responding to various selected readings. Oral participation is essential. Students will have the option of taking the Advanced Placement test in May for college credit. Summer readings and written responses as preparation for the course are required to gain reading experience and to demonstrate the ability to function independently and responsibly. These readings will serve as the basis of discussion during the first weeks of school.

Honors English IV

Grade 12

Course # 113H

Credits 1.0

Meets 1.0 of 4.0 credits of ELA State Graduation Requirement

Prerequisite: Successful completion of English III



In Honors English IV, Students read selections from British literature in a loosely organized chronological framework. They analyze these texts' themes, styles, and structures and make thematic connections among diverse authors, periods, and settings. Students work independently on many of their analyses and engage in creative collaboration with their peers. They will construct thoughtful analyses and provide strong textual evidence to support their thinking. Students will compose in various genres: exploratory and argumentative essays, literary analysis, comparative analysis, researched arguments, and narrative texts. Honors teachers will expect their students' written work and discussions to demonstrate a higher level of rigor and independent thinking that aligns with the kinds of advanced skills they will be expected to possess in college and beyond. During the school year, honors students will deepen their skills associated with generating ideas, crafting projects with both written and visual components, understanding and interacting with increasingly challenging texts, and implementing sophisticated language in their written and verbal expressions.

College Prep English IV

Grade 12

Course # 114NW

Credits 1.0

Meets 1.0 of 4.0 credits of ELA State Graduation Requirement

Prerequisite: Successful completion of English III



In College Prep English IV, the students will closely read, critically interpret, and synthesize complex works from selected British literature and informational texts. They analyze these texts' themes, styles, and structures and make thematic connections among diverse authors, periods, and settings. Students will develop their abilities to closely and critically read complex works of literature and informational texts, and to interpret what they read and their analysis based on appropriate examples and evidence from the text. Students will create assignments in various forms: exploratory and argumentative essays, literary analyses, researched arguments, and creative texts. Over the course of the school year, College Prep students will work toward the following: building a strong vocabulary, participating in a discussion, collaborating with peers, generating ideas and taking a stance on a topic, effectively incorporating evidence from texts to support their claims, and constructing successful written assignments.

English Language Arts Lab I, II, III, & IV

Grades 9 -12

Course #s 101/105/109/118

Credits 1.0

Students in grades 9 through 12 who have been identified as needing additional support using multiple measures (i.e., recommendations, course grades, and standardized test scores) will be offered a lab course during the school day. The lab courses are designed to help support essential skills and concepts students need to be successful in the College Prep English courses through targeted instruction on a student's area of need. Over the course of a

semester or the school year, students will work to improve individual skill deficits that hinder their overall performance in English and other related classes. These deficits will be remediated using instruction targeting their individual needs and monitored through goal setting. Students will also have the opportunity during the ELA lab to work on their core English classwork and communication skills for success in the world outside of the classroom. Students who show growth using the noted identification criteria above will have an opportunity to exit from the class. This course grades on a pass/fail basis and uses alternative means to assess student progress toward goals.

Public Speaking and Debate

Grades 9-12

Course # 122

Credits 1.0

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement



Public Speaking is a high school course that focuses on effective public speaking techniques, including verbal and nonverbal communication skills. This is an ideal course for students interested in developing and improving public speaking, oral presentation, and debate skills. Units emphasize individual policy research and the study and use of the parliamentary procedure. In addition, students will research, write, and deliver an informative speech and a persuasive speech on topics of their choosing. Students will also participate in small group communication, a Lincoln/Douglas Debate, and impromptu speaking. Particular emphasis will be placed upon structure, delivery, vocal control and pitch, oral interpretation of material, and PowerPoint process to create a visual component to an oral presentation. Students will use cognitive functions of analysis, synthesis, and evaluation, **and** the process activities of inquiry and creative thinking. In addition, students have opportunities to participate in out-of-class activities and competitions such as Model Congress and NJ Dramatic and Forensic League.

Social & Digital Media Awareness

Grade 9 -12

Course# 012

Credits 0.5

Meets 0.5 of 0.5 credits of 21st Century Life and Careers State Graduation Requirement

This semester course provides students an essential understanding of the role and impact of social and digital media in our lives today as they prepare to navigate a complex world. The course explores students' digital footprint, the history and impact of social media, and the uses of digital and media literacy to consume and produce multimedia projects. Students will have the opportunity to apply and demonstrate proficiency in concepts learned in class by engaging in projects designed to investigate social and digital media to solve real-world problems.

Creative Writing

Grades 9-12

Course # 124NW

Credits 1.0

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement



Creative Writing marries the humanities with the student's appreciation of written expression. Designed for the student who has a passion for writing and a desire to expand his/her writing skills, this course allows the pursuit of creative ideas and techniques in his/her writing. This yearlong course will allow students to critique and model various writers and genres, and writing projects will focus on imagination, observation, and mature syntax and style elements. Students will concentrate on multitudinous writing activities, including but not limited to personal narrative, poetic forms, characterization, establishing conflict, and plot development. Students will also engage in the writer's workshop experience by exercising the process of peer editing and constructive criticism; entering original pieces into scholarly writing contests; and, when available, published authors will address the students to offer guidance in writing and publishing.

Journalism
Grades 9-12
Course #
123NW Credits
1.0

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement



Journalism is an English elective course offered to freshmen, sophomores, juniors, and seniors. The course will provide students with an introduction to the basics of journalistic theory and skills. Students will engage in various oral, listening, and written activities directly related to journalism. Through such activities, students will develop the skills of a journalist, but will also improve their overall oral and written communication skills. Instruction will focus on introducing the journalistic competencies necessary for the publication of a newspaper and fostering the development of these competencies in the students. After studying the history and significance of the media (with emphasis on print media) and current trends, students will explore a variety of journalistic styles and methods. Students will then apply this knowledge to prepare for and conduct interviews, and to write news stories, feature stories, editorials, and reviews. Course activities will also foster the development of critical thinking skills, collaboration, and writing skills necessary to analyze their work and that of their peers. Finally, students will become proficient users of computer technology that will assist in graphic layout and design.

Film Studies
Grades 10-12
Course # 129
Credits 1.0

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement

The course aims to teach students how to critically analyze and evaluate films as cultural texts that open a window into society. The primary form of cultural and historical analysis that will be undertaken in this class will involve students viewing various films and writing critical film reviews. A good film review examines both how a film works and how and why it affects the viewer the way it does. Students will learn how to use popular films to understand competing perspectives on history, culture, and society. While some class time will be spent on viewing films, an equal amount of time will be spent on writing instruction related to film analysis. Students will learn to recognize the technical aspects of the film that contribute to its “deeper meaning.” Essential questions include, “What is the screenwriter’s intent?” and “How do the cast and production team communicate that meaning to the audience?” Essays include formal analysis, film history, ideological and cultural essays, and film criticism.

Honors
Capstone Grade
12 860S/861B
Credits 1.0

Prerequisite: Successful participation in Phase I and Phase II of the S.T.E.M. and Business Leadership Academy. All students who take this course will meet in a HyFlex format.

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement



The Honors Capstone at Kingsway Regional is a multi-disciplinary culminating activity that allows students to demonstrate the knowledge and skills they have gained through a personalized project focused on an interest, career plan, or academic pursuit. This capstone project is designed by the student, approved by the course teacher(s), and completed under the supervision and guidance of said faculty members. During semester I, students will be exposed to skills to successfully complete the capstone experience. At the end of semester I, each student will conduct research and create an approved capstone proposal and action plan. At the close of the first semester,

students will independently work to finish the implementation of their selected projects under the supervision of capstone teachers. Students must maintain a journal of progress with bi-weekly entries that discusses their project along the way. The projects will be due in May/June and will conclude with a presentation to a panel.

MATHEMATICS

Foundations of Algebra

Grade 9

Course # 301

Credits 1.0

Requirement: Graphing calculator, TI-84 Plus recommended

Students who have been identified as needing additional support for success in high school math and preparation for college and career readiness using multiple measures (i.e. recommendations, course grades, and/or test scores) will be offered this course during their first year. Course content will include an assessment and review of important pre- algebra skills in addition to a preview of the math concepts and skills that encompass algebra and geometry to ensure a solid foundation as the student moves into Algebra I in their sophomore year. Students who take this course may have their science sequence adjusted to best meet their individual needs.

College Prep Algebra

I Grades 9-12

Course # 304

Credits 1.0

Meets 1.0 of 3.0 credits of Math State Graduation Requirement



NOTE: An additional mathematics lab course will be offered for any student who has been identified through multiple measures (i.e. recommendations, course grades, and/or test scores, etc.) as needing additional supports for success.

Requirement: Graphing calculator, TI-84 Plus recommended

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Many of the concepts presented in Algebra I are progressions of the concepts that began in grades 6 through 8. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. This course will involve work with more complicated equations and inequalities, functions and their graphs, systems of equations, polynomials, factoring, and various other topics. Students should be proficient in working with fractions and decimals without a calculator. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Honors Geometry

Grades 9-12

Course # 311H

Credits 1.0

Meets 1.0 of 3.0 credits of Math State Graduation Requirement Prerequisite: Successful completion of Algebra I



Requirement: Graphing calculator, TI-84 Plus recommended

The fundamental purpose of the course is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The class starts with two-dimensional geometry and its functional uses, and it is extended to coordinate with three-dimensional geometry. Topics from non-Euclidean geometry and trigonometry are also covered. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course is part of an accelerated program for students who have demonstrated content mastery in previous mathematics courses. Academic rigor will be significant and students will experience challenging coursework.

College Prep Geometry

Grades 9-12

Course # 310

Credits 1.0

Meets 1.0 of 3.0 credits of Math State Graduation

Requirement Prerequisite: Successful completion of Algebra I



NOTE: An additional mathematics lab course will be scheduled for any student who has been identified through multiple measures (i.e. recommendations, course grades, and/or test scores, etc.) as needing additional supports for success.

Requirement: Graphing calculator, TI-84 Plus recommended

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. This course involves plane, two-dimensional figures. A study of point, line, and angle relationships are made. Also included are angles related to parallel lines and circles as well as proving triangles congruent by use of reasoning. Formulas are used in conjunction with finding the area, volume, and perimeter of various polygons. The basic trig functions of Sine, Cosine, and Tangent are also taught. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Honors Algebra II

Grades 9-12

Course # 309H

Credits 1.0

Meets 1.0 of 3.0 credits of Math State Graduation

Requirement Prerequisite: Successful completion of Geometry.



Requirement: Graphing calculator, TI-84 Plus recommended

Continuing with and building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms as well as working with and solving problems involving sequences and series. The student will review, strengthen, and expand the skills learned in Algebra I. There will be a concentration

on the more difficult problems in each area of the course content. Additionally, this course builds on the previous knowledge from geometry or trig ratios and circles in order to model periodic phenomena. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course is part of an accelerated program for students who have demonstrated content mastery in previous mathematics courses. Academic rigor will be significant and students will experience challenging coursework.

College Prep Algebra II

Grades 9-12

Course # 308

Credits 1.0

Meets 1.0 of 3.0 credits of Math State Graduation Requirement

Prerequisite: Successful completion of Geometry.



NOTE: An additional mathematics lab course will be offered for any student who has been identified through multiple measures (i.e. recommendations, course grades, and/or test scores, etc.) as needing additional supports for success.

Requirement: Graphing calculator, TI-84 Plus recommended

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The students will review, strengthen, and expand the skills acquired in Algebra I. Topics include Probability & Statistics, Sequences & Series, Complex Numbers, Quadratic, Polynomial, Radical, Rational, and Trigonometric Functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

College Mathematics

Grades 11-12

Course # 305NW

Credits 1.0

Meets 1.0 of 3.0 credits of Math State Graduation Requirement



Our emphasis in this course will be a practical one: the use of mathematics for solving problems. These problems may arise in various fields and in a variety of real-life situations. Any student intending to attend community college or a state college or university would benefit from this course, which will focus on those skills tested by a College Basic Skills Test. Topics will include the following: set theory, logic, problem-solving, discrete mathematics, probability, and statistics in addition to some application of algebra and geometry.

Probability and Statistics

Grade 11-12

Course # 322NW

Credits 1.0

Meets 1.0 of 3.0 credits of Math State Graduation Requirement

Prerequisite: Successful completion of Algebra II.



Requirement: TI-84 Plus Graphing Calculator

An understanding of basic probability and statistics is vital for nearly all careers, as well as for most standardized testing. Probability and Statistics is a yearlong mathematics course for students planning a career in business, science, education, engineering, accounting, law, medicine, math, or communications as well as those who have an interest in mathematics. The course will focus on calculating, understanding, interpreting, and applying descriptive and inferential statistics, probabilities, experimental design, and construction of confidence intervals and with an overall emphasis on their applications in our world. Some of the topics in this course include random samplings, permutations and combinations, and frequency distributions. In addition, you will study the measures of variability and learn how to test hypotheses. Students are exposed to four broad conceptual themes: Theme 1: Describing patterns and departures from patterns; Theme 2: Planning and conducting a study; Theme 3: Anticipating Patterns: Exploring random phenomena using probability and simulation; Theme 4: Statistical Inference: Estimating population parameters and testing hypotheses.

Algebra I Lab, Geometry Lab, Algebra II Lab

Grade 9-12

Course # 315/316/308

Credits 0.5 or 1.0

Requirement: Graphing calculator, TI-84 Plus recommended

Students in grades 9 through 12 who identified as needing additional supports using multiple measures (i.e. recommendations, course grades, and/or standardized test scores) will be offered a math lab course during the school day. The math lab courses support the key skills and concepts students need to be successful in the corresponding College Prep math course through targeted instruction on a student's area of need. Over the course of a semester or the school year, students will work to improve individual skill deficits that hinder their overall performance in math and other related classes. These deficits will be remediated using instruction targeting their individual needs and monitored through goal setting. Students will also have the opportunity during the math lab to work on their core math classwork as well as basic math skills for success in the world outside of the classroom. Students who show growth using the noted identification criteria above will have an opportunity to exit the class. This course grades on a pass/fail basis and uses alternative means to assess student progress toward goals.

Senior Math Lab

Grade 12

Course # 320

Credits 0.25

Students who have not passed New Jersey's state-approved standardized assessment will complete the state's portfolio requirement during this course. Students will focus on higher-order mathematical thinking skills including problem-solving; representation; reasoning; and, communication. Additionally, the course will focus on four primary mathematical concepts including, numbers and operations; algebra and functions; geometry and measurement; and data analysis, statistics, and probability. This course grades on a pass/fail basis and uses alternative means to assess student progress toward goals.

Advanced Placement Statistics

Grade 11-12

Course # 322AP

Credits 1.0

Meets 1.0 of 3.0 credits of Math State Graduation

Requirement Prerequisite: Successful completion of Algebra



II

Requirement: TI-84 Plus Graphing Calculator

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing

as they build conceptual understanding. This course is part of an accelerated program for students who have demonstrated content mastery in previous mathematics courses. Academic rigor will be significant and students will experience challenging coursework.

Advanced Placement Pre-Calculus

Grades 10-12

Course # 313AP

Credits 1.0

Meets 1.0 of 3.0 credits of Math State Graduation Requirement

Prerequisite: Successful completion of Algebra II



Requirement: Graphing calculator, TI-83 or TI-84 Plus recommended

In AP Precalculus, students explore everyday situations and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course content is organized into four units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. The four units covered are: (1) Polynomial and Rational Functions, (2) Exponential and Logarithmic Functions, (3) Trigonometric and Polar Functions, (4) Functions Involving Parameters, Vectors, and Matrices.

Pre-Calculus

Grades 11-12

Course # 313NW

Credits 1.0

Meets 1.0 of 3.0 credits of Math State Graduation Requirement

Prerequisite: Successful completion of Algebra II



Requirement: Graphing calculator, TI-84 Plus recommended

Trigonometry and Pre-calculus creates a solid foundation for further mathematical endeavors, particularly for college bound students. The intent of this course is to enable students to move toward independent learning within the context of review and extension, as well as to provide an introduction of topics essential for further study. Attention will be given to strengthening skills learned in previous courses and using these skills to develop problem-solving strategies in advanced mathematical topics. This is a full-year course that will include linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; system of equations and matrices. Additional topics cover trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including laws of cosine and sine and arithmetic of complex numbers. Cross-curricular connections are made throughout the course to calculus, art, science, and a variety of other fields related to mathematics. Graphing, problem solving, and analysis are stressed. Graphing calculator use is emphasized. The use of technology is infused to gather, analyze, and communicate mathematical information.

Honors Calculus

Grade 11-12

Course # 321H

Credits 1.0

Meets 1.0 of 3.0 credits of Math State Graduation Requirement

Prerequisite: Successful completion of Pre-Calculus



Requirement: Graphing calculator, TI-84 Plus recommended

This course is intended for those students who have successfully completed Pre-Calculus. A thorough knowledge of

algebra, geometry, and trigonometry is mandatory. The fundamental purpose of this course is to develop the students' understandings of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Students will learn to appreciate the value of calculus as the mathematics of change and motion. This course will prepare students for further study in all branches of higher mathematics, science, and related fields. Topics that will be included are limits and continuity, differentiation with applications, and integration with applications. Calculus is not only the language for expressing physical laws in precise terms, but it is also a tool for studying these laws. Technology is used regularly to reinforce these approaches, to confirm written work, to implement experimentation, and to assist in interpreting results. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course is part of an accelerated program for students who have demonstrated content mastery in previous mathematics courses. Academic rigor will be significant and students will experience challenging coursework.

Advanced Placement Calculus/AB

Grade 11-12

Course # 314AP

Credits 1.0

Meets 1.0 of 3.0 credits of Math State Graduation Requirement

Prerequisite: Successful completion of Pre-Calculus



Requirement: Graphing calculator, TI-84 Plus recommended

AP Calculus is a course intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, axiomatic geometry, trigonometry, and analytic geometry. It is an introduction to calculus with elementary functions. The topics in the scope of the course are divided into three broad categories: limits and continuity, differential calculus, and integral calculus. Students will receive instruction that emphasizes topics found on the AP Calculus exam. It is highly recommended that students take the AP exam in the spring to obtain college credits for possible use upon graduation. This course is part of an accelerated program for students who have demonstrated content mastery in previous mathematics courses. Academic rigor will be significant and students will experience challenging coursework.

Advanced Placement Calculus/BC

Grade 11-12

Course # 317AP

Credits 1.0

Meets 1.0 of 3.0 credits of Math State Graduation Requirement

Prerequisite: Successful completion of AP Calculus /AB



Requirement: Graphing calculator, TI-84 Plus recommended

AP Calculus BC is roughly equivalent to both first and second-semester college calculus courses. It extends the content learned in AB to different types of equations (polar, parametric, vector-valued) and new topics (such as Euler's method, integration by parts, partial fraction decomposition, and improper integrals), and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections among these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. This course is part of an accelerated program for students who have demonstrated content mastery in previous mathematics courses. Academic rigor will be significant and students will experience challenging coursework.

Advanced Placement World History**Grade 9-12****Course # 510AP****Credits 1.0***Meets 1.0 of 3.0 credits of History State Graduation Requirement**Recommendation: Students taking as a 9th grader will be recommended for this course using multiple measures (historical grades, teacher recommendation, and standardized test scores) Students who take it in grade 9 do not have the HyFlex option.*

AP World History is designed to be the equivalent of a two-semester introductory college world history course. In AP World History, students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1000 C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. This course is part of an accelerated program for students who have demonstrated content mastery in previous history courses. Academic rigor will be significant and students will experience challenging coursework.

Honors World History**Grade 9****Course # 510H****Credits 1.0***Meets 1.0 of 3.0 credits of History State Graduation Requirement*

World History is the study of our global community's past, emphasizing the people and events that changed past societies, and how these changes affect our modern society. This course will discuss the world's history from the fourteenth century to the present. Throughout this course, students will recognize the continuity of human behavior through time and will engage in analysis and synthesis befitting an honors level curriculum. Emphasis is on a myriad of skills including online discussion, debate, primary source analysis, critical thinking, and complex writing.

College Prep World History**Grade 9****Course # 500NW****Credits 1.0***Meets 1.0 of 3.0 credits of History State Graduation Requirement*

World History is the study of our global community's past, emphasizing the people and events that changed past societies, and how these changes affect our modern society. This course will discuss the world's history from the fourteenth century to the present. The course focuses on important themes, ideologies and concepts, with content playing a supporting role. This requires students to develop their critical thinking, analytical, and interpretive skills. In addition, it requires students to understand that the challenges and issues facing the world today are not completely new, having their roots in historical and cultural contexts. Students consider essential questions that are directly linked to the state standards.

Advanced Placement United States History I

Grade 10

Course # 511AP

Credits 1.0

Meets 1.0 of 3.0 credits of History State Graduation Requirement Prerequisite: Successful completion of World History



The Advanced Placement program in United States History I is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history between the years of 1607-1865. The AP U.S. History I course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. This approach involves the use of basic college-level textbooks and the examination of supplemental readings in the forms of documents, essays, or books on special themes. After completion of AP United States History II, students will be eligible to take the Advanced Placement examination. This course is part of an accelerated program for students who have demonstrated content mastery in previous history courses. Academic rigor will be significant and students will experience challenging coursework.

Honors United States History I

Grade 10

Course # 501H

Credits 1.0

Meets 1.0 of 3.0 credits of History State Graduation Requirement Prerequisite: Successful completion of World History



This course is designed to provide students with an in-depth examination of the political, economic, and social development of the United States. It will include topics from Westward Expansion through the Great Depression and New Deal. This course allows students to analyze and synthesize materials at an advanced level. An emphasis on primary source material gives students an opportunity to examine historical information from multiple perspectives and practice reading, writing, speaking, and critical thinking skills.

College Prep United States History I

Grade 10

Course # 502

Credits 1.0

Meets 1.0 of 3.0 credits of History State Graduation Requirement Prerequisite: Successful completion of World History



This course is designed for students with an overview of the political, economic, and social development of the United States from Westward Expansion to the New Deal. As students move through the content they will explore the themes of civics, government, and human rights, geography, people and the environment, economics, innovation and technology, and history, culture and perspectives. Students in College Prep USI will consider multiple perspectives and apply an understanding of critical media literacy skills.

Advanced Placement United States History II

Grade 11

Course # 512AP

Credits 1.0

Meets 1.0 of 3.0 credits of History State Graduation Requirement Prerequisite: Successful completion of US History I



The Advanced Placement program in United States History II is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with problems and materials in United States history between the years 1865 and the present. The AP U.S. History II course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. This program will prepare students for intermediate and advanced college courses by providing them with tasks equivalent to those made by full year introductory college courses. This approach involves the use of a college-level textbook and the examination of supplemental readings in the forms of documents, essays, or books on special themes. This course is part of an accelerated program for students who have demonstrated content mastery in previous history courses. Academic rigor will be significant and students will experience challenging coursework.

Honors United States History II

Grade 11

Course # 504H

Credits 1.0

Meets 1.0 of 3.0 credits of History State Graduation Requirement

Prerequisite: Successful completion of US History I



This course provides the student with an overview of the political, economic, and social development of the United States between 1930's and the present. This course will focus on World War II (WWII), the Cold War, the American Civil Rights Movement, and the Decades (1950-2000). The course is writing intensive and students will be required to work collaboratively as well as independently and present to the class.

College Prep United States History II

Grade 11

Course # 505NW

Credits 1.0

Meets 1.0 of 3.0 credits of History State Graduation Requirement

Prerequisite: Successful completion of US History I



This course provides students an overview of the political, economic, and social history of the United States since the 1930's. This course pays close attention to the role of the United States in world conflicts such as World War II, the Cold War, and the Global War on Terrorism and explains the effects of these global conflicts on the American people and on American politics. This course also focuses on how American society has changed and become the United States we know today. Lastly, this course will offer students the opportunity to develop study skills and knowledge in a variety of areas. Among these study skills are factual reading, college proficient writing, note taking, research, map, and listening skills. Practice on these basic skills takes place through class group work, presentations, debates, and projects.

Human Behavior and Culture Grades 10-12

Course # 524

Credits 1.0

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement



This course is designed to provide an introductory overview of concepts related to human behavior in society. Students will examine human mind and behavior with emphasis on personality traits and their roles in human development. The course aims to explore what motivates humans' attitudes and behaviors. Topics of psychological perspectives and research methods as well as biology in behavior, memory, and psychological disorders will be the focus. As the year progresses, students will examine how individuals are influenced by society. Students are encouraged to look beyond their personal experiences toward the recurring patterns in a group's attitudes and actions as they vary across time,

culture, and social groups. Topics of sociological theories, cultural conformity, socialization, deviance, stratification and minority groups will be explored to develop a greater understanding of the individual and the environment and to successfully adapt in a changing world. The course is writing intensive and tailored towards upperclassmen because of the various topics addressed.

U.S. and World Affairs

Grades 11-12

Course # 520NW

Credits 1.0

Meets 0.5 of 1.0 credits of 21st Century Life and Careers Graduation Requirement



This course brings the modern world into the classroom to explore the most pressing issues currently affecting the United States and the world over. Although current events vary from year to year, the course contains two large sections - challenges to American foreign affairs and domestic issues. The other focal point of this course is an inward look at social trends, issues, and ongoing tensions that shape the fabric of American politics. The course blends present-day current events historical analysis for deeper understanding. In the end, students who successfully complete this course will be more aware of the complexities of our world today and the role we have as citizens in shaping affairs in America and beyond.

Introduction to Law Grades 10-12

Course # 523

Credits 1.0

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement



This course is an overview of legal systems and the field of jurisprudence. Content will include the history and development of the American legal system, laws and values, individual rights and liberties, the criminal justice system, family law, and torts. Students will review key documents in the development of our system of laws and the major historical events that have shaped national policies, state statutes, and the common practices of everyday citizens.

Global Terrorism: The Past and the Present

Grades 10-12

Course # 050

Credits 0.5

Meets 0.5 of 1.0 credits of 21st Century Life and Careers Graduation Requirement



The current and ongoing War on Terror has put the topic of terrorism at the forefront since the terrorist attacks on September 11, 2001. Terrorism as a tactic to achieve the goals of a group is not at all a new one. This course will focus on the issues surrounding terrorism and the application of terrorism over the course of history as well as the different varieties of terrorism: theological terrorism, political terrorism, narcoterrorism, revolutionary terrorism, state terrorism—as well as other forms. Along with the types of terrorism, this course will focus on the different perspectives of both the terrorists and those that are their targets—as well as counter-terrorism policies. The students will evaluate the long-term consequences and outcomes of terrorism.

Introduction to Women and Gender Studies

Grades 10-12

Course # 052

Credits 0.5

Meets 0.5 of 1.0 credits of 21st Century Life and Careers Graduation Requirement



This course provides students an overview of topics in women and gender studies in America. The course enables

students to explore the social construction of gender and analyze historical and contemporary systems of privilege and oppression. Students will analyze how gender shapes social roles and identities and the experience of gender within and across cultures. The semester will begin with an exploration of how gender shapes social roles and identities. In addition to exploring gender, students will investigate representations of gender in television and other media and their reciprocal impact on individuals, culture, and society. The semester will conclude with exploring critical issues concerning gender in a global context. Students are encouraged to think, rethink, and reevaluate much of what they have experienced and learned through a gendered lens and to gain critical vocabulary and analytical skills to question the gendered world in which they live. Emphasis is on analysis and discussion and the course is heavily project based.

Military History

Grades 10-12

Course # 051

Credits 0.5

Meets 0.5 of 1.0 credits of 21st Century Life and Careers Graduation Requirement



This course gives students an enhanced view on the critical wars of history as well as the development of warfare throughout the modern ages. This course will begin with the examination of World War I, continue through the major conflicts of the 1900s, and end with the analysis of present-day warfare. Throughout this course, students will look at the most significant wars of our time with a stronger focus on military strategies and a more in-depth perspective of how these wars impact the world and United States as a whole. Some of the major topics will include World War I, The Cold War, and the Vietnam War. In these wars, students will get an up-close look at the technology/weaponry of these wars, the system of alliances that set these wars in motion, the critical battles that decided the outcome, and the treaties that ended these conflicts. Heightened topics in these units will include trench warfare, appeasement, and foreign policy. Military history will conclude with the War on Terror and advanced analysis on the technology and warfare of the modern world. This course offers students the opportunity to fully focus on the vital conflicts of our history, create their own views on each war, and analyze the development of military technology. Emphasis will be placed on a myriad of skills including online discussion, debate, primary source analysis, critical thinking, and complex writing.

Honors Holocaust and Genocide

Grades 11-12

Course # 509

Credits 1.0



This full-year course is designed to give the student a survey of major genocidal movements throughout the 20th Century and into the present day and to explore a variety of subjects and philosophical concerns. Topics to be discussed and examined will involve deep thinking and analysis, as well as the exploration of personal and collective feelings and views; students may find some of the subject matter difficult, controversial, and challenging. This course mainly focuses on the Holocaust and its history but will also explore other genocides, patterns of human behavior, moral imperatives, and the roles of various groups in these events. While the Jewish citizens were the primary victims of the Nazi terror, other groups also suffered similar fates. While the Holocaust was unique in many ways, it was also universal in the scheme of Genocide throughout history. Themes that will be explored include the roles of the bystander, resistor, rescuer, and liberator as well as the victims and perpetrators.

Advanced Placement Government and Politics

Grades 11-12

Course # 516AP

Credits 1.0

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement



AP United States Government and Politics is a college-level introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will learn to read and interpret data, develop evidence-based arguments, and engage in an applied civics or politics research-based project. It is highly recommended that students take the AP exam in the spring to obtain college credits for possible use upon graduation. This course is part of an accelerated program for students who have demonstrated content mastery in previous history courses. Academic rigor will be significant and students will experience challenging coursework.

Advanced Placement European History

Grade 12

Course # 513AP

Credits 1.0

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement



The Advanced Placement program in European History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with problems and materials in European History between the years 1450 (The High Renaissance) to the present. The course will examine themes in intellectual and cultural history, political and diplomatic history, and social and economic history. This program will prepare students for intermediate and advanced college courses by providing them with tasks equivalent to those made by full year introductory college courses. This approach involves the use of a college-level textbook and the examination of supplemental readings in the form of documents, essays, or books on special themes. Emphasis is on a myriad of skills including online discussion, debate, primary source analysis, critical thinking, and complex writing. This course is part of an accelerated program for students who have demonstrated content mastery in previous history courses. Academic rigor will be significant and students will experience challenging coursework.

Advanced Placement Psychology

Grades 11-12

Course # 514AP

Credits 1.0

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement



The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. Students will focus on various themes, including history and approaches, research methods, biological basis of behavior, sensation and perception, states of consciousness, learning, motivation and emotion, cognition, developmental psychology, personality, testing and individual differences, abnormal behavior, treatment of abnormal behavior, and social psychology. This course is part of an accelerated program; academic rigor will be significant and students will experience challenging coursework.

Advanced Placement Economics (Micro/Macro)

Grade 11-12

Course # 517AP

Credits 1.0

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement

Recommendation: Students benefit from Principles of Economics prior to this course



During this course, students will prepare for both the Microeconomic and Macroeconomic AP exams. During the first

semester of the course, students will delve into concepts related to Microeconomics. Specifically, they will explore the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. During the second semester, students will begin to explore concepts related to Macroeconomics. This section of the course provides students the ability to think like economists and to question, to evaluate marginal costs and benefits, and to explore the many ways in which one action causes secondary actions. Topics emphasized are national income, economic performance measures, economic growth, and international economics. This course is part of an accelerated program; academic rigor will be significant and students will experience challenging coursework.

SCIENCE AND SCHOOL OF HEALTH PROFESSIONS

Honors Algebra-based Physics

Grade 9

Course # 421H

Credits 1.0

Meets 1.0 of 3.0 credits of Science State Graduation

Requirement Prerequisite: Concurrent enrollment in Geometry



Within the course, students will engage in an overview of the science of physics (the study of matter and energy) at an advanced pace, while also preparing for subsequent enrollment in Advanced Placement Physics and/or Honors Chemistry. The course consists of a variety of classroom and laboratory experiences covering units on forces and motion, fundamental forces, Kepler's laws, energy, the physics of the geosphere, wave properties, electromagnetic radiation, and electricity. Because most of the content is delivered in class through discussions, demonstrations, lab explorations, regular attendance is very important, students will frequently be asked to work in small group situations to explore, learn and apply physics principles. Laboratory work will emphasize connections made between classroom discussions and calculations and the outcomes observed in the labs, as well as issues related to precision and accuracy and significant figures. Engineering standards will be addressed through group building exercises that will apply and test physics concepts learning in the classroom.

College Prep Algebra-based Physics

Grade 9-10

Course # 420NW

Credits 1.0

Meets 1.0 of 3.0 credits of Science State Graduation Requirement

Prerequisite: Concurrent enrollment in Algebra I



This course will provide students an overview of the science of physics (the study of matter and energy). The course consists of a variety of classroom and laboratory experiences covering units on forces and motion, fundamental forces, Kepler's laws, energy, the physics of the geosphere, wave properties, electromagnetic radiation, electricity and magnetism. Because most of the content is delivered in class through discussions, demonstrations, lab explorations, regular attendance is very important. Students will frequently be asked to work in small group situations to explore, learn and apply physics principles. Laboratory work will emphasize connections made between classroom discussions and calculations and the outcomes observed in the labs. Engineering standards will be addressed through group building exercises that will apply and test physics concepts learning in the classroom.

Advanced Placement Physics I

Grade 9-12

Course # 409AP

Credits 1.3

Meets 1.3 of 3.0 credits of Science State Graduation Requirement

Prerequisite: Concurrent registration in or completion of Algebra II ~~and completion Physics~~



AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. The laboratory program will include procedures, experiments, and projects designed to illustrate physical principles, data collection methodologies, and the appropriate analysis of physical data. Lab procedures will include data collection using classical and computer interfaced data collection equipment, as well as computer- simulated data. This course is

part of an accelerated program for students who have demonstrated content mastery in previous science courses. Academic rigor will be significant and students will experience challenging coursework.

Advanced Placement Physics II

Grade 10- 12

Course # 410AP

Credits 1.3

Meets 1.3 of 3.0 credits of Science State Graduation Requirement

Prerequisite: Successful completion of Advanced Placement Physics I



AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Lab procedures will include data collection using classical and computer interfaced data collection equipment, as well as computer- simulated data. This course is part of an accelerated program for students who have demonstrated content mastery in previous science courses. Academic rigor will be significant and students will experience challenging coursework.

Honors Chemistry

Grades 10-11

Course # 406H

Credits 1.0

Meets 1.0 of 3.0 credits of Science State Graduation Requirement Suggested

Prerequisite: Completion of Algebra I



In this course, students relate the structure of chemicals to their function. The concepts developed and stressed include the following: matter, energy, and change; measurements and problem-solving; the atom and its components; arrangement of electrons in atoms; the periodic law; chemical bonding; chemical formulas and chemical compounds; chemical equations and reactions; stoichiometry; solutions, reaction energy and reaction kinetics; and chemical equilibrium. Students will apply concepts in a laboratory setting to deepen understanding and demonstrate mastery. Other skills that will be developed include mathematical application and reasoning, interpretation of data, scientific literacy, critical thinking and lab safety. Honors chemistry is paced faster than college prep and concepts are explored more in depth to prepare for honors biology and further study.

College Prep Chemistry

Grades 10-11

Course # 406**Credits 1.0**

Meets 1.0 of 3.0 credits of Science State Graduation

Requirement Prerequisite: Completion of Algebra I



In this course, students relate the structure of chemicals to their function. The concepts developed and stressed include the following: matter, energy, and change; measurements and problem-solving; the atom and its components; arrangement of electrons in atoms; the periodic law; chemical bonding; chemical formulas and chemical compounds; chemical equations and reactions; stoichiometry;; solutions; reaction energy and reaction kinetics; and chemical equilibrium. Students will apply concepts in a laboratory setting to deepen understanding and demonstrate mastery. Other skills that will be developed include mathematical application and reasoning, interpretation of data, scientific literacy, critical thinking and lab safety.

Advanced Placement Chemistry**Grades 11-12****Course # 406AP****Credits 1.3**

Meets 1.3 of 3.0 credits of Science State Graduation Requirement

Prerequisite: Completion of Chemistry and Algebra II, concurrent enrollment in or completion of Pre-calculus



AP Chemistry is a college-level course, using first-year college texts and laboratory experiments. It is designed to give the science major a more extensive chemical background. The course content will draw upon the student's knowledge of first year chemistry. In addition, new concepts will be covered such as acid base and solution equilibrium, thermochemistry, electrochemistry, oxidation reduction and organic chemistry. The laboratory experience includes a combination of seven science practices in conjunction with guided inquiry. This course is part of an accelerated program for students who have demonstrated content mastery in previous science courses. Academic rigor will be significant and students will experience challenging coursework. AP Chemistry is designed such that a student may receive advanced placement at the college level upon successful performance on the Advanced Placement Examination.

Honors Biology Grade 10-11**Course # 404H****Credits 1.0**

Meets 1.0 of 3.0 credits of Science State Graduation Requirement



In this course, students will explore biology through a collaborative and lab/inquiry based environment, developing critical thinking and problem-solving skills essential to becoming informed productive contributors to society in the 21st century. High school students will engage in engineering practices and apply crosscutting concepts to deepen their understanding of the living things and their interdependence with the environment. Units that will be explored are: matter and energy transformations in ecosystems, interdependent relationships in ecosystems, cell specialization and homeostasis, DNA and inheritance, natural selection and evolution, and human impact on the environment. Through applications of each one of these units, students will gain understanding of how humans affect other lives and use this understanding to make informed data-based decisions.

College Prep Biology**Grade 11****Course # 404****Credits 1.0**

Meets 1.0 of 3.0 credits of Science State Graduation Requirement



In this course, students will explore biology through a collaborative and lab/inquiry based environment, developing critical thinking and problem-solving skills essential to becoming informed productive contributors to society in the 21st century. High school students will engage in engineering practices and apply crosscutting concepts to deepen their understanding of the living things and their interdependence with the environment. Units that will be explored are: matter and energy transformations in ecosystems, interdependent relationships in ecosystems, cell specialization and homeostasis, DNA and inheritance, natural selection and evolution, and human impact on the environment. Through applications of each one of these units, students will gain understanding of how humans affect other lives and use this understanding to make informed data-based decisions.

Advanced Placement Biology

Grade 11-12

Course # 411AP

Credits 1.3

Meets 1.3 of 3.0 credits of Science State Graduation

Requirement Prerequisites: Biology and Chemistry



This AP level course explores the finer details of biological processes and requires a highly motivated student. The student will be required to recall many of the principles acquired in biology and chemistry. These skills will be utilized in many of the college-level laboratory exercises that support the content. Topics to be covered include the chemistry of life, cell structure and function, cellular energetics, cell communication and cell cycle, heredity, gene expression and regulation, natural selection and ecology

AP Environmental

Grade 11-12

Course # 416AP

Credits 1.0

Meets 1.0 of 3.0 credits of Science State Graduation Requirement

Prerequisite: Biology

The goal of the AP Environmental Science course is to 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 human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The following themes provide a foundation for the structure of the AP Environmental Science course: 1. Science is a process. Science is a method of learning more about the world. Science constantly changes the way we understand the world. 2. Energy conversions underlie all ecological processes. Energy cannot be created; it must come from somewhere. As energy flows through systems, at each step more of it becomes unusable. 3. The Earth itself is one interconnected system. Natural systems change over time and space. Biogeochemical systems vary in ability to recover from disturbances. 4. Humans alter natural systems. Humans have had an impact on the environment for millions of years. Technology and population growth have enabled humans to increase both the rate and scale of their impact on the environment. 5. Environmental problems have a cultural and social context. Understanding the role of cultural, social and economic factors is vital to the development of solutions. 6. Human survival depends on developing practices that will achieve sustainable systems. A suitable combination of conservation and development is required. Management of common resources is essential.

Honors Anatomy and Physiology

Grades 11-12

Course # 410H

Credits 1.0

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement



This course includes a focus on the structure and function of the human body, as it pertains to how the body systems relate to one another in organization, adaptation, and homeostasis. A phylogenetic approach will be used to describe the development of various anatomical structures. Inquiry, lecture and laboratory are the three integral parts to this course. Topics such as cytology, histology, comparative anatomy, genetics, and embryology will also be taught in the course.

College Prep Anatomy and Physiology

Grades 11-12

Course # 410NW

Credits 1.0

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement



This course focuses on the structure and function of the single cell organism up to and including the parts of the human organism. A phylogenetic approach will be used to describe the development of various anatomical structures. Inquiry, lecture and laboratory will be part of the course. Topics such as cytology, histology, comparative anatomy, genetics, and embryology will also be taught in the course.

Environmental Science

Grade 9-12

Course # 416

Credits 1.0

Meets 1 of 3 credits of Science State Graduation Requirement



This course is designed to 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 human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. This course will help students to evaluate situations and to apply scientific knowledge and skills to make responsible decisions. These goals will be achieved through a systematic and coordinated application of classroom activities, and laboratory experiences. Most of the content within this course centers on the theme of Earth's sustainability. As students go through each of the units, they also address the effect that humans have had on planet Earth. As students explore the different themes of the course, they try to investigate solutions to various environmental problems. Major emphasis is placed on how environmental science can help students make informed decisions and how these choices can lead to various outcomes. The major studies of this course include the creation of planet earth, the atmosphere, the oceans, ecosystems, human population dynamics, environmental health, agriculture, water resources, biodiversity decline, energy challenges, atmospheric pollution, changing climate, and the discussion of our role in the sustainability of our planet.

Forensics

Grades 11-12

Course # 417

Credits 1.0

Prerequisites: Physics & Chemistry (or corequisite of Biology)

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement



Forensics is the application of science to law. Therefore, the primary focus of this class is having students explore how various inquiry-based scientific disciplines are applied to both civil and criminal law proceedings. The course examines the common day "CSI Effect" and works to dispel myths and misconceptions about the processes and analytics used to solve crimes. The course integrates physics, chemistry, biology, civil & criminal law, reading, and writing in day-to-day lectures, activities, and hands-on experiences. Students will regularly analyze evidence, apply scientific practices, and present their findings. There is a heavy focus on reading case studies and case law in this course. An emphasis is also placed on being able to write and defend conclusions in a concise manner supported

with evidence either from class or from the lab experiences presented. Students work regularly in teams to complete tasks simulating the team nature of forensics investigations and the importance of assigning roles and managing workload properly. Students also have regular opportunities to present evidence and arguments giving them a chance to hone their public speaking skills. Topics include, but are not limited to, the following: an introduction to civil and criminal law; crime scenes & protocols; physical and trace evidence specifically including hairs and fibers; fingerprints; human remains involving entomology (bugs), anthropology (bones), and odontology (teeth); serology involving blood typing, blood spatter, and drugs & toxicology; fires & explosions including arson, explosives, and ballistics; DNA; and white collar crime including forgeries & document analysis and cyber forensics.

Honors Principles of Engineering

Grades 11-12

Course #419H

Credits 1.0

Prerequisite: Physics, Chemistry, and Pre-Calculus or Honors Calculus.

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement



Principles Of Engineering (POE) is a high school-level survey course of engineering, utilizing the Project Lead the Way Curriculum. The course exposes students to some of the major concepts that they will encounter in a post-secondary engineering course of study. Students have an opportunity to investigate engineering and high tech careers. POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem-solving skills based upon engineering concepts. Students will employ engineering and scientific concepts in the solution of engineering design problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community.

College Prep Principles of Engineering

Grades 11-12

Course # 419

Credits 1.0

Prerequisite: Physics, Chemistry, and Algebra II

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement



Principles Of Engineering (POE) is a high school-level survey course of engineering, utilizing the Project Lead the Way Curriculum. The course exposes students to some of the major concepts that they will encounter in a post-secondary engineering course of study. Students have an opportunity to investigate engineering and high tech careers. POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem-solving skills based upon engineering concepts. Students will employ engineering and scientific concepts in the solution of engineering design problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community.

Health Professions I: Introduction to Health Professions

Grades 10 -12

Course # 47

Credits 1.0

Priority will be granted to students who complete course interest form

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement



Health Professions I: Introduction to Health Professions includes information for developing skills and knowledge

that applies to any health care profession. The students interact with various professions and history associated with the fields of medicine through a collaborative and inquiry-based environment. Students obtain skills and knowledge necessary to treat and care for injuries utilizing critical thinking and problem-solving skills and demonstrate applied practical skills applicable to real-world situations. Content within this course includes the history of medicine, medical liability, technology in medicine, and medicine's evolution. Students take vital signs such as pulse, respiration, temperature, blood pressure, and percent oxygen concentration, while also interpreting the results. In order for students to be familiar with OSHA regulations, blood-borne pathogens are introduced so they are able to protect themselves and others from exposure. Students gain knowledge in the use of emergency equipment, emergency and extrication procedures; and protocols involved with life-threatening and non-life-threatening medical conditions. Skills and knowledge are demonstrated by placing students in various real-world scenarios where they analyze and apply appropriate emergency skills such as stabilization and extrication techniques that would pertain to moving an injured or ill person.

Health Professions II: Kinesiology and Injury Recognition

Grades 11-12

Course # 48

Credits 1.0

Prerequisite: Successful completion of Health Professions I: Introduction to Health Professions with a grade of C or better

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement



Health Professions II builds upon the fundamentals established in Health Professions I: Introduction to Health Professions. This course is for those students who wish to pursue a career in the field of medicine. This course will place a strong emphasis on kinesiology, anatomy, and injury recognition. Content within this course focuses on creating a solid background in Anatomy and Kinesiology that will carry over into the remaining units of the course. Students obtain extensive knowledge of the articular system and the motions created at the joint articulations of that system. Concepts discussed provide the knowledge necessary to treat illnesses and injuries for the appendicular and axial regions of the body. Components covered include discovering the tissues of the body; understanding the tissue healing cycle; how joint structure affects movement; recognition and care of injuries for various joints of the body. Students develop an understanding of the Stages of Healing and apply that knowledge toward assessing injuries and the use of modalities in treating injuries therapeutically. The accumulation of knowledge is utilized to analyze various medical and health related topics involving 21st century concepts that can be utilized in the workforce and in everyday life. Students apply knowledge and skills gained to various careers involving diagnostic and therapeutic care. Knowledge gained assists students in introductory college level courses in the Health Professions.

Honors Health Professions II: Kinesiology and Injury Recognition

Grades 11-12

Course # 48H

Credits 1.0

Prerequisite: Successful completion of Health Professions I: Introduction to Health Professions with a B or higher;

- *Student accepted into the School of Health Professions (Traditional Track Only) must also be concurrently or have previously taken Anatomy & Physiology and achieved a B or higher; Students must be accepted or be on waiting list to the SHP program sophomore year, via an application process using multiple measures; Seniors who are not in the SHP Program must have a strong desire to pursue a career in Health Professions*

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement



Injury Recognition and Kinesiology is intended for those students who wish to pursue a career in Health Care. Content within this course will focus on creating a solid background in Anatomy and Kinesiology that will carry over into the remaining units of the course. Students will develop skills in Injury treatment and prevention through an interdisciplinary approach. Assessment baseline skills will be established to prepare them for the Seminar experience. Students will gain extensive knowledge that allows them to think critically about anatomy and how the body functions. Modern issues in Health Care will also be discussed to enhance real-life situations that will prepare

students for a wide variety of experiences they may face working in the medical field. Students will be able to apply knowledge and skills gained to various careers involving diagnostic and therapeutic care. Knowledge gained can be applied to introductory college-level courses in the health professions. The accumulation of knowledge will then be utilized to analyze various medical and health-related topics involving 21st-century concepts that can be utilized in the workforce.

Honors Health Professions III: Seminar and Practicum

Grades 12

Course # 49

Credits 1.0

Prerequisite

- **School of Health Professions - Traditional Track:** Successful completion of Health Professions I: Introduction to Health Professions, Health Professions II: Kinesiology and Injury Recognition with a grade of C or better. Students should be concurrently enrolled in or have previously taken Anatomy and Physiology with a grade of C or better. Students must be accepted to the SHP program sophomore year, via an application process using multiple measures (including academic performance, attendance, & behavior) Students who plan to take online RCSJ courses on our campus must also meet required prerequisites of the college. Please reach out to your counselor to learn more.
- **School of Health Professions - Veterinary Science Track:** Successful completion of Health Professions I: Introduction to Health Professions, Veterinary Science with a grade of C or better. Students must be accepted to the SHP program sophomore year, via an application process using multiple measures (including academic performance, attendance, & behavior) Students who plan to take online RCSJ courses on our campus must also meet required prerequisites of the college. Please reach out to your counselor to learn more.

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement



Health Professions Seminar and Practicum is a Senior Level Course, and the final phase of the Health Professions Program. This course allows students to expand current content knowledge and to utilize acquired practical skills and knowledge from Health Professions I: Introduction to Health Professions and Health Professions II. During semester one, students will be introduced to new content that will allow them to expand upon their medical terminology. The content will focus on interpreting and writing SOAP notes, disease and disorders of various regions of the body, and treatments associated with those disorders. Students develop and master evaluations, charting, and observation skills that will be necessary for data collection, interpreting results and practicum hard skills. Students gain knowledge in the use of emergency equipment, emergency and extrication procedures; and protocol involved with life threatening and non-life-threatening medical conditions. Skills and knowledge are demonstrated by placing students in various real world scenarios where they analyze and apply appropriate emergency skills such as stabilization and extrication techniques that would pertain to moving an injured or ill person. During this portion of the course students will be certified in First Aid and CPR by Gloucester County Emergency Medical Service. Students read and interpret professional research related to the medical field. American Psychological Association (APA) formatting will be utilized for all writing assignments to prepare students for college writing in the Health Careers. During the second semester, students rotate among clinical orthopedic specialists and various other healthcare professionals through a partnership with medical organizations. Students will journal their real-world experiences in order to share and discuss with the supervising teacher to help prepare them for 21st century career skills and concepts. Discussions in the classroom will focus on professional practices and skills.

Veterinary Science

Grades 11-12

Course # 415

Credits 1.0

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement



This course is structured to provide students with a variety of experiences that will provide a foundation in animal science by introducing them to the characteristics of animals as well as their biological classification. The anatomy and physiology of animals and their role and impact on the environment will also be studied. Students learn through

a combination of classroom activities, including hands-on experiments, projects and the integration of technology that provide experiences similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, or industry personnel face in their respective careers. Students will study specific topics related to career options, veterinary terminology, and animal classification. They will also discover the workings of the various physiological systems present in different types of animals. Along with this, students will assess the nutritional value of certain animal diets along with discussing the marketing procedures behind specific types of foods. Students will also be able to engage in debate and research on interesting topics related to artificial selection, sanitation procedures, infectious diseases, and proper animal care.

Honors Veterinary Science

Grades 11-12

Course #415H

Credits 1.0

Meets 1.0 of 1.0 credits of 21st Century Life and Careers Graduation Requirement



Veterinary science is the study and integration of the biology and management of animals, highlighted by the disciplines of nutrition, physiology, reproduction, genetics, and behavior. Animals provide companionship, food, and fiber, as well as serving as valuable research models. This course is structured to provide students with a variety of experiences that will provide a foundation in veterinary science by introducing them to characteristics of animals, their anatomical & behavioral differences, biological classification as well as their ecological importance. Students will have an opportunity to learn from experts and specialists in the field, and be able to observe and learn in clinical settings. Students will engage in debate and research on interesting topics related to artificial selection, sanitation procedures, infectious diseases, and proper animal care. As part of the School of Health Professions, students will take their learning further, concentrating on topics specific to veterinary science careers, terminology, and animal classification.

Note: Students who take this course will be eligible to participate in off-site experience at local veterinary centers during their senior year of Health Professions Seminar.

PHYSICAL EDUCATION & HEALTH

Physical Education & Health—Grade 9

Course # 41

Credits 1.0

Meets 1.0 of 4.0 credits of PE & Health State Graduation Requirement

Grade 9 Physical Education instruction focuses on social and emotional learning through student participation, basic skills and cognitive development of individual and team sports as well as through physical fitness and lifelong related activities, which focus on a lifelong commitment to being healthy. Students will develop a greater sense of teamwork and sportsmanship through various sports, such as soccer, flag football, badminton, volleyball, basketball, tennis, softball, recreational games and activities and team building activities. Students will participate in teacher guided Mindfulness practices and gain skills to help manage stress and improve mental health. Fitness related activities are introduced using the Wellness Center and group fitness activities. Training principals and the five components of fitness are the focus: cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition.

Grade 9 Health Education begins with a focus on wellness that teaches general health skills involving topics such as personal growth, social and sexual health, and strategies to cope with stress. Units will then progress to pregnancy and parenting, community health services and support, and health conditions, diseases and medicines. These skills will be applied to various discussions involving sexuality, relationships, interpersonal communication, and character development.

Physical Education & Health—Grade 10

Course # 42

Credits 1.0

Meets 1.0 of 4.0 credits of PE & Health State Graduation Requirement

Grade 10 Physical Education will consist of movement skills and concepts, various team sports, fitness activities, lifelong sports/activities, and mindfulness. During these activities students will further their development and understanding in the five major fitness components. (cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition) Team sports & lifelong activities will include but are not limited to - badminton, pickleball, volleyball, basketball, tennis, flag football, soccer, and softball. Physical fitness activities will include but are not limited to - use of the wellness center, weight lifting, fitness equipment, and other various activities to develop all components of fitness. These activities will aid in furthering students' development in teamwork and sportsmanship.

Grade 10 Driver's Education introduces students to the rules of the road, teaching them how to become safe and mature drivers. This course will give students the knowledge to safely navigate New Jersey roadways as well as teach them how to have a positive and safe attitude toward their driving privilege. Topics that will be covered during this course includes personal safety, defensive driving skills, the dangers of distracted driving, New Jersey rules/regulations/penalties, the effects of drinking and drugs on driving, sharing the road with others, organ donation, graduated driver's license laws, and the responsibility of a driver. At the end of this course, students will be administered the New Jersey State Permit Exam in conjunction with the New Jersey Motor Vehicle Commission to assess their knowledge.

Physical Education & Health—Grade 11

Course # 43

Credits 1.0

Meets 1.0 of 4.0 credits of PE & Health State Graduation Requirement

Grade 11 Physical Education will engage in three major areas of study in Physical Education: movement skills and concepts, physical fitness, team, individual and dual sports, and lifelong activities. Each class, students will participate in a comprehensive lesson related to one of the three units on a cyclical basis. After the comprehensive lesson, students will move to an assigned unit that incorporates one or all of the three courses of study. Sportsmanship, cooperation, and wellness will be integrated in all areas of study. Students will also focus on various motivations for being active as well as demonstrate the ability to design and lead a rhythmic activity.

Grade 11 Health focuses on emotional health, and will explore health-related areas such as nutrition, alcohol & tobacco and other drugs, dependency, substance disorders & treatments, health conditions, diseases & medicines. Students will be prepared to make educated decisions about their physical, mental and social well-being. Taking responsibility for one's own health is an essential step towards maintaining a healthy lifestyle.

Physical Education & Health—Grade 12

Course # 44

Credits 1.0

Meets 1.0 of 4.0 credits of PE & Health State Graduation Requirement

Grade 12 Physical Education will engage students in three major areas of study: physical and lifelong fitness, individual & dual sports, and movement skills & concepts. Students will be assessed based on their understanding of the units listed above throughout the duration of the year. Sportsmanship, strategy and movement concepts will be integrated throughout all areas of study. Students will participate in teacher guided Mindfulness practices and develop skills to help manage stress and improve mental health. Fitness related activities are introduced using the Wellness Center and group fitness activities. Training principals and the five components of fitness are the focus: cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition.

Grade 12th Health will assist students to explore personal growth & development, health conditions, diseases and medicines & safety and first aid care. Students will be equipped with the skills and knowledge to perform tasks such as before giving care, cardiac & breathing emergencies and first aid care. Taking responsibility for the care of oneself and others is an essential step in maintaining a healthy lifestyle.

Unified Physical Education—Grade 9 -12

Course #45

Credits 1.0

Meets 1.0 of 4.0 credits of PE & Health State Graduation Requirement

This inclusive course provides a unique opportunity for students with and without disabilities to participate in developmentally appropriate activities including physical fitness, sports, and other educational opportunities. Students work together to increase competence and confidence in a variety of physical and team activities. The Unified Physical Education course supports the development of leadership skills for all students as well as the empowerment of all students to foster an inclusive class and school-wide environment. Students can apply to be part of the program each year. For more information, please contact your child's school counselor.

WORLD LANGUAGES

French I**Grades 9-12****Course # 200****Credits 1.0**

Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement



In French I, students work at the novice-mid proficiency level within three essential modes: interpretive, interpersonal, and presentational. The students demonstrate an understanding of spoken and written communication within the appropriate cultural context. The students present through oral and/or written communications to listeners and readers. The students engage in direct oral and written communication with others. The French I course emphasizes the following key areas: comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students will build proficiency through dialogues, readings, drills, interacting with various audio-visual materials, games, cultural dramatizations, and role-playing. In addition to increasing the student's awareness of French culture and civilization, understanding and tolerance of cultural differences will be emphasized.

French II**Grades 9-12****Course # 201****Credits 1.0**

Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement

Prerequisite: Successful completion of French I or French IA/IB at the middle school



In French II, students will transition from the Novice-Mid Level to Novice-High Level. Students will demonstrate further proficiency in speaking, listening, reading, and writing skills. French II is a course designed to give the students the ability to comprehend and communicate in simple, everyday language, and some understanding of the French way of life.

Advanced French II**Grades 9-12****Course# 201A****Credits 1.0**

Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement

Prerequisite: Successful completion of French I or French IA/IB at the middle school and teacher recommendation



In French II Advanced, students will transition from the Novice-Mid Level to Novice-High Level. The students will demonstrate further proficiency in speaking, listening, reading, and writing skills. French II Advanced is a course designed to give the students the ability to comprehend and communicate in simple, everyday language, and some understanding of the French way of life. In this advanced course, additional emphasis will be placed on usage of the

target language in the classroom.

Honors French III

Grades 10-12

Course# 202H

Credits 1.0

Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement

Prerequisite: Successful completion of French II or Advanced French II



In French III Honors, students will transition from the Novice-High Level to the Intermediate-Low Level. The course includes further study of grammar with increased attention paid to speaking, writing, and reading comprehension skills to develop students' practical proficiency in each area. In this honors course, the use of the target language in the classroom will increase.

Honors French IV

Grades 11-12

Course 203H

Credits 1.0

Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement

Prerequisite: Successful completion of Honors French III



In French honors IV, students will transition from the Intermediate-Low Level to the Intermediate-Mid Level in French IV Honors. Students will continue to acquire and refine the fundamentals of French speaking, reading, writing, and listening to develop practical proficiency. The students will strengthen and expand their control of sentence structure, vocabulary, and advanced grammatical concepts and syntax. In addition, the students will continue their investigation into culture through the French language itself, and through varied literary, historical, and digital resources. In this course, the teacher and the students will be expected to use the target language as the primary method of communication in the classroom. This course may qualify for dual credit through accredited college.

Advanced Placement (AP) French Language and Culture — French V

Grade 12

Course # 204AP

Credits 1.0

Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement

Prerequisite: Successful completion of Honors French IV



In Advanced Placement (AP) French V, students will transition from the Intermediate-Mid Level to the Intermediate-High. This course is a rigorous program with an emphasis on refinement of advanced grammar and individual reading and writing projects and the target language will be the primary form of communication. The course will emphasize the use of French for active communication and literature and culture. Students will understand spoken French in various contexts through reading, writing, speaking, and listening exercises and authentic materials, including various digital resources. Assorted activities and methods will be utilized to prepare students for the AP French Language and Culture Exam.

Spanish I

Grades 9-12

Course # 209

Credits 1.0

Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement



In Spanish I, students work at the novice-mid proficiency level within three essential modes: interpretive, interpersonal, and presentational. The students demonstrate an understanding of spoken and written communication within the appropriate cultural context. The students present through oral and written communications to listeners ~~or~~ and readers. The students engage in direct oral and ~~for~~ written communication with others. The Spanish I course emphasizes the following key areas: comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. The students will build proficiency through dialogues, readings, drills, and a variety of audio-visual materials, games, cultural dramatizations, and role-playing. In addition to increasing the student's awareness of French culture and civilization, understanding and tolerance of cultural differences will be emphasized.

Spanish II

Grades 9-12

Course # 210

Credits 1.0

Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement

Prerequisite: Successful completion of Spanish I or Spanish IA/IB at the middle school



In Spanish II, students will transition from the Novice-Mid Level to Novice-High Level. The students will demonstrate further proficiency in speaking, listening, reading, and writing skills. Spanish II is a course designed to give the students the ability to comprehend and communicate in simple, everyday language, and some understanding of the way of life in different Latino countries.

Advanced Spanish II

Grades 9-12

Course 210A

Credits 1.0

Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement

Prerequisite: Successful completion of Spanish I or Spanish IA/IB at the middle school and teacher recommendation



In Spanish II Advanced, students will transition from the Novice-Mid Level to Novice-High Level in Spanish II Advanced. The students will demonstrate further proficiency in speaking, listening, reading, and writing skills. Spanish II Advanced is a course designed to give the students the ability to comprehend and communicate in simple, everyday language, and some understanding of the way of life in different Latino countries. In this advanced course, additional emphasis will be placed on usage of the target language in the-classroom.

Honors Spanish III

Grades 10-12

Course # 211H

Credits 1.0

Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement

Prerequisite: Successful completion of Spanish II or Advanced Spanish II



In Spanish III Honors, students will transition from the Novice-High Level to the Intermediate-Low. The course includes the further study of grammar with increased attention paid to speaking, writing, and reading comprehension skills to develop students' practical proficiency. In this honors course, the use of the target language in the classroom will increase.

Honors Spanish IV

Grades 11-12
Course # 212H
Credits 1.0

Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement

Prerequisite: Successful completion of Honors Spanish III



In Spanish IV Honors, students will transition from the Intermediate-Low Level to the Intermediate-Mid level. Students will continue to acquire and refine fundamentals of Spanish speaking, reading, writing, and listening to develop practical proficiency. The students will strengthen and expand their control of sentence structure, vocabulary, and advanced grammatical concepts and syntax. In addition, the students will continue their investigation into culture through the Spanish language itself, and through varied literary, historical, and digital resources. In this course, the teacher and the students will be expected to use the target language as the primary method of communication in the classroom.

Advanced Placement (AP) Spanish Language and Culture — Spanish V

Grade 11-12
Course # 213AP
Credits 1.0

Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement

Prerequisite: Successful completion of Honors Spanish IV



In Advanced Placement Spanish V, students will transition from the Intermediate-Mid Level to the Intermediate-High level in Advanced Placement Spanish V. This course is a rigorous program with an emphasis on refinement of advanced grammar and individual reading and writing projects. The course will emphasize the use of Spanish for active communication as well as literature and culture, and target language will be the primary mode of communication. Students will understand spoken Spanish in various contexts through reading, writing, speaking, and listening exercises and authentic materials, including various digital resources. Assorted activities and methods will be utilized to prepare the student for the AP Spanish Language and Culture Exam.

Italian I

Grades 9-12
Course # 230
Credits 1.0

Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement



In Italian I, the students work at the novice-mid proficiency level within three essential modes: interpretive, interpersonal, and presentational. The students demonstrate an understanding of spoken and written communication within the appropriate cultural context. The students present through oral and/or written communications to listeners or readers. The students engage in direct oral and/or written communication with others. The Italian I course emphasizes the following key areas: comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. The students will build proficiency through dialogues, readings, drills, and a variety of audio-visual materials, games, cultural dramatizations, and role-playing. In addition to increasing the student's awareness of French culture and civilization, understanding and tolerance of cultural differences will be emphasized.

Italian II

Grades 9-12
Course # 231
Credits 1.0

Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement

Prerequisite: Successful completion of Italian I or Italian IA/IB in middle school.



In Italian II, students will transition from the Novice-Mid Level to Novice-High. The students will demonstrate further proficiency in speaking, listening, reading, and writing skills. Italian II is a course designed to give the students the ability to comprehend and communicate in simple, everyday language, and some understanding of the Italian way of life.

Advanced Italian II

Grades 9-12

Course 231A

Credits 1.0

Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement

Prerequisite: Successful completion of Italian I or Italian IA/IB in middle school and teacher recommendation



In Italian II Advanced, students will transition from the Novice-Mid Level to Novice-High in Italian II Advanced. The students will demonstrate further proficiency in ~~their~~ speaking, listening, reading, and writing skills. Italian II Advanced is a course designed to give the students the ability to comprehend and communicate in simple, everyday language, and some understanding of the Italian way of life. In this advanced course, additional emphasis will be placed on usage of the target language in the classroom.

Honors Italian III

Grades 10-12

Course # 232H

Credits 1.0

Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement

Prerequisite: Successful completion of Italian II or Advanced Italian II



In Italian III Honors, students will transition from the Novice-High Level to the Intermediate-Low Level. The course includes the further study of grammar with increased attention paid to speaking, writing, and reading comprehension skills to develop students' practical proficiency. In this honors course, the use of the target language in the classroom will increase.

Honors Italian IV

Grades 11-12

Course # 233H

Credits 1.0

Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement

Prerequisite: Successful completion of Honors Italian III



In Italian IV Honors, students will transition from the Intermediate-Low Level to the Intermediate-Mid Level in Italian IV Honors. Students will continue to acquire and refine fundamentals of Italian speaking, reading, writing, and listening to develop practical proficiency. The students will strengthen and expand their control of sentence structure, vocabulary, and advanced grammatical concepts and syntax. In addition, the students will continue their investigation into culture through the Italian language itself, and through varied literary, historical, and digital resources. In this course, the teacher and the students will be expected to use the target language as the primary method of communication in the classroom.

Advanced Placement (AP) Italian Language and Culture — Italian V

Grade 12

Course # 234AP

Credits 1.0

Meets 1.0 of 1.0 credits of World Languages State Graduation Requirement

Prerequisite: Successful completion of Honors Italian IV



In Advanced Placement Italian V, students will transition from the Intermediate-Mid Level to the Intermediate-High. This course is a rigorous program with an emphasis on refinement of advanced grammar and individual reading and writing projects and the target language will be the primary form of communication. The course will emphasize the use of Italian for active communication and literature and culture and the use of the target language consistently. Students will understand spoken Italian in various contexts through reading, writing, speaking, and listening exercises and authentic materials, including various digital resources. Assorted activities and methods will be to prepare the student for the AP Italian Language and Culture Exam.

PERFORMING ARTS

Drama: Acting and Performance

Grades 9-12

Course # 128

Credits 1.0

Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement

In this performance-based course, students will learn the fundamentals of acting to develop the ability to produce free, imaginative, and purposeful behavior on the stage in relation to environments, objects, and other persons. Through improvisation, role-playing, theater games, and dramatic situations, students will apply a variety of performance skills with the goal to explore, develop, and stretch their dramatic and/or comedic talents, imaginations, and creativity. Based on the teachings of Constantine Stanislavsky, this course will include insights of other famous acting teachers such as Uta Hagen, Sanford Meisner, Lee Strasberg, Michael Chekhov, and Stella Adler. This course culminates in in-class performances of selected scenes and monologues, and ensemble work from a variety of plays with special focus given to the emotional and sensory requirements in the text. No previous theatrical experience is required, but a passion to perform and a desire to learn the craft of acting is essential. In addition, students have opportunities to audition and participate in the fall play, and drama club, and to compete in the NJ Dramatic and Forensic League in order to apply the craft in live performance situations.

Concert Band

Grades 9-12

Course # 700/703

Credits 1.0

Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement

Concert Band is an instrumental (woodwind and brass) performance class for students with prior musical experience. Students will develop skills in music theory, technique, tone production, music reading, instrumental intonation, and rehearsal/performance procedures. Music of varied styles will be studied and performed. Several day and evening concerts occur throughout the year, and student participation in these performances will be a requirement of the course.

Percussion Ensemble I and II

Grades 9-12

Course # 709/709II

Credits 1.0

Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement

This course is designed to offer students practical experience in the playing of percussion instruments in a variety of chamber music settings. The students will have the opportunity to explore the following areas of percussion: Snare

Drum and related indefinite pitched drums, Keyboard Percussion, Timpani, Small Accessories (Cymbals & Bass Drum), Drum Set. This course is designed to explore the traditional, contemporary, and world music literature for the Percussion Ensemble and Concert Band. Percussion Ensemble II is a continuation of Percussion Ensemble I with exposure to more advanced repertoire. Several evening concerts occur throughout the year; and student participation in these performances will be a requirement of the course.

Jazz Ensemble I, II, & Select Jazz Ensemble

Grades 9-12

Course # 701/701A/702

Credits 1.0

Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement

Prerequisite: Audition required. Enrollment in jazz ensemble is reserved for students with prior experience in a Kingsway jazz ensemble or by successful audition with the band director.

Jazz Ensemble is an instrumental (saxophone, brass, guitar, bass, piano and percussion) performance class for students with prior musical experience. Music reading is an absolute requirement of this course. Students will develop skills in technique, tone production, music reading, instrumental intonation, improvisation, and rehearsal/performance procedures. Music of varied styles will be studied and performed. Several day and evening concerts occur throughout the year and student participation in these performances will be a requirement of the course.

Kingsway Chorale

Grades 9-12

Course # 707C

Credits 1.0

Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement

Kingsway Chorale is a non-auditioned, vocal performance class for students of all ability levels. In this class, students will develop skills in vocal tone production, intonation, musical interpretation, diction, phrasing, part-singing, ensemble performance, and note reading. Music of varied styles and of graduated difficulty will be studied and performed. Several day and evening concerts occur throughout the year and student participation in these performances will be a requirement of the course.

Dragon Singers

Grades 9-12

Course # 707D

Credits 1.0

Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement

Prerequisite: Audition or recommendation from KRHS choral director required. Previous musical experience is required. All students will be placed according to audition or recommendation from KRHS choral director.

Dragon Singers is an auditioned vocal performance course designed for the advanced high school mixed choral ensemble (Soprano, Alto, Tenor, and Bass). Students selected for this course demonstrate advanced vocal/musical abilities. In this class, students will develop advanced levels of knowledge and application of vocal tone production, intonation, musical interpretation, diction, phrasing, part-singing, ensemble performance, and sight singing. Music of varied styles and advanced repertoire will be studied and performed. Several day and evening concerts will be scheduled throughout the year; and student participation will be a requirement of the course. Students in this course may also audition for and be enrolled in another vocal ensemble (i.e., Treble Chorus).

Treble Chorus

Grades 9-12

Course # 707A

Credits 1.0

Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement

Prerequisite: Audition or recommendation from KRHS choral director required. Previous musical experience is required. All students will be placed according to audition or recommendation from KRHS choral director.

Treble Chorus is an auditioned vocal performance course designed for Soprano and Alto voices. Students selected for this course demonstrate advanced vocal/musical abilities. Students will develop advanced knowledge and skills in vocal tone production, intonation, musical interpretation, diction, phrasing, part-singing, and ensemble performance. Several day and evening concerts occur throughout the year and student participation in these performances will be a requirement of the course. Students in this course may also audition for and be enrolled in another vocal ensemble (i.e., Kingsway Chorale).

Piano I

Grades 9-12

Course # 715

Credits 1.0

Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement

This course is designed to introduce students with little or no experience to Piano. Students will learn to locate pitches, read music, and understand basic music theory. Varied repertoire provides students with the opportunity to work with many different types and styles of music, thus allowing them to be exposed to different expressive qualities and technical demands.

Piano II Grades 9-12

Course # 716

Credits 1.0

Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement

Prerequisite: Students must complete Piano I with a passing grade OR be exempted from Piano I through Teacher recommendation.

This course is designed to introduce students with some experience with piano or music theory to intermediate piano skills. Students will learn to locate pitches, read music, and understand basic music theory. Varied repertoire provides students with the opportunity to work with many different types and styles of music, thus allowing them to be exposed to different expressive qualities and technical demands.

Introduction to Music Technology

Grades 9-12

Course # 720

Credits 1.0

Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement

In this course, students will discover and explore introductory concepts used in music sequencing, notation, and recording. No prior musical experience is needed, however, having training on an instrument or voice is helpful. Students will create music using sequencing/editing/notation software, synthesizers, and drum machines. Students interested in the current methods of music creation and production should consider taking this course.

AP Music Theory

Grades 11-12

Course # 710AP

Credits 1.0

Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement

Prerequisites: At least one year of high school band/choir or private lessons and teacher recommendation. Students should have the ability to read musical notation fluently. Piano I is highly recommended.

This course corresponds to one semester of an introductory college music theory course. Topics include musicianship, musical material, and procedures. Musicianship skills include dictation, listening skills, sight singing, and keyboard harmony. Musical materials skills include interpreting scores and being able to recognize various processes or music as they are heard or presented in scores. The development of aural skills is the primary objective. Keyboard harmony skills include notation and realization of traditional harmony. Although there are no prior course prerequisites, students should be able to read and write musical notation, and it is strongly recommended that the student has acquired at least basic performance skills in voice or on an instrument.

VISUAL ARTS

Art I

Grades 9-11

Course # 730

Credits 1.0

Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement

Students taking this class will have the opportunity to explore many different mediums and concepts in art. The first semester primarily consists of basic drawing skills and techniques such as observing contour, tone and value, color, figure drawing, perspective, and composition. The second semester uses a range of mediums both two-dimensionally and three-dimensionally such as paint, printmaking, sculpture, textile design, ceramics, and mixed media. Students will also study different art movements and artists.

Art II

Grades 10-12

Course # 731

Credits 1.0

Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement Prerequisite: Successful completion of Art I

This is the second year for art elective students. All techniques learned in Art I will be reviewed and reinforced throughout the course in both 2-dimensional and 3-dimensional media. Students will be introduced to historical and contemporary artists and approaches. In addition, the students will be expected to develop their work to greater involvement in media and creativity.

Cartooning & Animation

Grades 9-11

Course # 732A

Credits 1.0

Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement

Students taking this class will have the opportunity to expand on basic drawing skills and create original cartoons and animations, while studying the history of the cartooning industry and applying current techniques. Students will first develop drawing skills and basic cartooning skills, such as observational drawing and portraiture. Students will learn about character design through a variety of projects and media, and develop their own character study through both writing and visual approaches. Students will read a variety of historically significant comic strips, and learn how to create their own comic strip by hand. Students will develop an appreciation of the history of the comic book genre, studying both Marvel and DC Comics origins and how the development of comic books relate to historical events and figures. Students will create their own comic books after reading and researching historical concepts and styles. Students will be able to identify and create diverse types of cartoons, such as political cartoons, 1 panel comics, manga, and graphic novels. Finally, Students will be able to learn and apply the principles of animation using apps to understand squash and stretch, anticipation, and other animation concepts.

Applied Art

Grades 11-12

Course # 733

Credits 1.0

Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement Prerequisite: Successful completion of any art course

This advanced art course will cover a concentrated study of problem solving through Mostly 3-Dimensional design

and construction. Students will be expected to create objects utilizing multiple media while incorporating art history, elements and principles of design, and other visual theories taught in class. Sculptural techniques utilizing papier- mâché, paper crafts, metals, ceramics, Mosaic, and fibers/fabric/dyeing/stitching will be covered. Students can expect to learn vocabulary, techniques, and processes used throughout visual history and ways to apply these in their own unique and original contemporary works.

Ceramics

Grades 10-12

Course # 734

Credits 1.0

Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement

This course is designed for students with moderate art knowledge who are interested in developing a hands-on skill while broadening their artistic awareness. Clay is an extremely versatile medium that lends itself to a wide variety of possibilities for artistic expression. In Ceramics, the students will learn construction techniques, surface decorating treatments, glazing, proper tool usage, and safety in the ceramic studio. The major emphasis will be placed on hand-building techniques including coil, slab, pinch, and sculpture. Students will also learn cultural, historical, and traditional information that influences potters throughout the world.

Advanced Ceramics

Grade: 11-12

Course # 736

Credits 1.0

Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement

**Prerequisite: Successful completion of Ceramics*

In Advanced Ceramics, students will continue to build off of the skills and techniques the student has learned and acquired in Ceramics. Students will complete more in-depth investigations within the medium including self-research and investigation. The goal of Advanced ceramics is a more student-centered approach with building method choices and themes. Ceramic artists will be discussed as well as historical concepts. Students taking this course are interested in the medium and furthering their artistic skills through a variety of rigorous advanced-level projects. Wheel techniques will be incorporated. Projects range from new techniques, building on past techniques, and self-investigation and inquiry which support conceptual projects. Students will produce an advanced-level portfolio and body of work within the medium of clay.

Art Appreciation

Grades: 9-12

Course #729

Credits 1.0

Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement

In this course, students will explore a variety of visual art forms and their historical and cultural contexts. This course does not require any prior experience with the visual arts. Art appreciation includes an in-depth study of the fundamental elements of art and a creative exploration of materials and techniques. Starting with a brief overview of prehistoric art through the renaissance, then moving on to the study of modern and contemporary art, students will learn about and experiment with the materials and techniques used to create the art they are studying. Fields of the artistic investigation will include painting, printmaking, sculpture, drawing, and design. This course will also include art theory and criticism and the crossover between art and other disciplines.

Photography

Grades 10-12

Course # 735

Credits 1.0

Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement

Photography will give students an in-depth look into photography and how to use a camera. Students will build a foundation of photography as they learn how to properly use a DSLR camera and its many functions. They will

take photos outside around campus utilizing skills obtained; study how to tell a story through a photograph, mat photos, and much more. Students will learn the many intricacies of using a DSLR camera such as understanding aperture, shutter speed, ISO, and knowing the differences in lenses to create professional-grade photos. Students will learn about the various careers in photography and how each differs. Assignments include shutter speed photos, point of view, advertisements, studio portraits, photojournalism, children's book photography, and more.

Advanced Art I

Grades 10-12

Course # 737

Credits 1.0

Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement

Prerequisite: Successful completion of Art I and teacher recommendation

This course is offered to serious art students who exhibit an unusual amount of interest as well as technical skills in the field of art and who may plan to pursue a career in art and design after graduation. The primary function of this course is to prepare students for future study and help them to develop their talent and knowledge of art. In Advanced Art I during the first semester, a great deal of emphasis will be placed on drawing and design. Students will be exposed to a wide variety of exercises, techniques, subjects, and media. Students in all advanced art courses will be given an opportunity to explore the computer as a means of researching and producing art. Students are encouraged to work from life or photo references taken by the student, placing emphasis on ownership and originality to each artwork. Second semester will be spent on more advanced media and techniques with individualized attention given to the weaknesses and needs of each student, especially in the areas of painting.

Advanced Art II

Grades 10-12

Course # 738

Credits 1.0

Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement

Prerequisite: Successful completion of Advanced Art I and teacher recommendation

This course is offered to serious art students who exhibit an unusual amount of interest as well as strong technical skills in the field of art and plan on taking AP Studio Art their senior year or who may plan to pursue a career in art and design after graduation. This course acts as a Pre-AP Studio Art course; all of the artworks created in this course can be applied to the Quality section of the AP Studio Art Exam. The primary function of this course is to prepare students for future study and help them to develop their talent and knowledge of art. Students in all advanced art courses will be given an opportunity to explore the computer as a means of researching and producing art. A great deal of emphasis will be placed on utilizing references from different sources, working from life, or taking original photo references with a camera. Students will be exposed to a wide variety of exercises, techniques, subjects, and media. Students are strongly encouraged to develop strong conceptual ideas and use their personal voice through their art-making process. Much of this course will be focused on more advanced media and techniques with individualized attention given to the weaknesses and needs of each student, especially in the areas of painting.

Digital Design & Illustration I

Grades 10-11

Course # 741

Credits 1.0

Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement

Digital Design & Illustration is offered as part of, and in addition to, the traditional art curricula. Students will discover graphic design as a process of visual communication and problem solving using typography, photography, and illustration. Graphic designers create and combine symbols, images, and text to form visual representations of ideas and messages. They use typography, visual arts, and page layout techniques to create visual compositions. This course will use appropriate graphics software, including Adobe Illustrator and Photoshop, to teach the fundamental technology of vector (digital drawing) as well as raster (photographic) images. Students will use this computer software as an art tool to produce logos, illustrations, tessellations, t-shirt

designs, advertisements, and manipulated photographic images. Students will become familiar with techniques and skills gaining hands-on experience most valuable for the design industry.

Digital Design & Illustration II

Grades 11-12

Course # 742

Credits 1.0

Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement

Prerequisite: Successful completion of Digital Design & Illustration I

Digital Design and Illustration II is offered as a second year, Digital Art elective. Students will further develop career-oriented digital skills with an emphasis on current trends in Graphic Design and Illustration. Students will continue to utilize Adobe Illustrator and Adobe Photoshop software as art tools to plan and create advanced digital illustrations and designs. Students will be encouraged to work at an advanced level, explore and develop personal styles and techniques, and work independently on a variety of projects including but not limited to t-shirt designs, vector portraits, information graphics, typography, editing personal photos, and package design solutions.

Advanced Placement Studio Art Drawing

Grades 11-12

Course #747

Credits 1.0

Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement

This course is offered to serious art students who exhibit an unusual amount of interest as well as technical skills in the field of art and who may plan to pursue a career in art and design after graduation. This is a college-level studio art course and helps students to build a portfolio of work displaying a variety of subjects and mediums through mastery of drawing skills and concepts. Students in all advanced art courses will be given an opportunity to explore the computer as a means of researching and producing art. During the first semester, a great deal of emphasis will be placed on a sustained investigation where students work in preferred mediums. Students will be exposed to a wide variety of exercises, techniques, subjects, and media. During the second semester, students will continue to focus on their concentration, a Sustained Investigation of a particular theme, topic, or style. Students will then create some individual works to add to their Quality portion of the portfolio for the exam. Students mostly work independently in this course and should be highly motivated with strong time management skills. Students will be expected to produce a large number of works both in the classroom and at home. Students may choose to take the AP Studio Art exam, which is a combination of uploading images of works onto the College Board site and physically mailing five original works to be scored. A qualifying score may earn a student college credits depending on the institution.

Advanced Placement Art History

Grades 10-12

Course # 744AP

Credits 1.0

Meets 1.0 of 1.0 credits of Visual/Performing Arts State Graduation Requirement

Recommendation: Students benefit from a strong World History and/or Art background

This course focuses on developing students' art historical skills as they examine and analyze major forms of artistic expression from a variety of cultures from ancient times to present. While visual analysis is a fundamental tool of the art historian, the course also emphasizes understanding how and why works of art function in context, considering issues such as patronage, gender, and the functions and effects of works of art. Students investigate how imagery has shaped our perceptions and behavior throughout time, providing insight into the past and into our own age and culture. This course is part of an accelerated program for students who have demonstrated content mastery in previous history courses. Academic rigor will be significant and students will experience challenging coursework. A qualifying score may earn a student college credits depending on the institution.

Wealth Management**Grade 9****Course # 600****Credits 0.5***Meets 0.5 of 0.5 credits of Financial, Economic, Business, and Entrepreneurial Literacy State Requirement*

This project-based financial literacy course develops student understanding and skills in such areas as economic decision-making, time value of money, financial management, and types of investments. Students acquire an understanding and appreciation of the need for personal financial management and investing. To encourage immediate implementation of financial management skills, Wealth Management utilizes an ongoing project for course delivery and reinforcement. The course content is sequenced for students to develop a full understanding of their role and responsibility in their financial future. Throughout the course, students are presented with problem-solving situations for which they must apply academic and critical-thinking skills.

College & Career Seminar**Grade 9****Course # 602****Credits 0.5***Meets 0.5 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement*

KRHS Graduation requirement (This excludes students from Team Scholastics and Academy Students. Specific 9th grade electives that substitute this requirement are in place.)

This course is required for all incoming freshmen (excluding those in Academy Programs & Team Scholastic) and will focus on building student's understanding of the sixteen career clusters and how Kingsway's elective offerings can support and/or develop their college and career interests. Students will gain insight into the relationship between college and career and their educational planning. Aspects of the district's educational planning tool, Naviance, will be integrated into instruction as well as key skills for success in high school including goal setting, time management, organizational skills, self-advocacy, etc.

Business Leadership Academy Seminar**Grade 9****Course # 612****Credits 1.0***Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement*

This full year course is required for all students enrolled in the Business Leadership Academy and replaces the College & Career Seminar requirement for freshmen. This course is designed to support the exploration of specific careers related to business and introduce students to service learning while building supportive relationships among cohort members.

S.T.E.M. Academy Seminar**Grade 9****Course # 009****Credits 0.5***Meets 0.5 of 1.0 credits of 21st Century Life and Careers Graduation Requirement*

This semester course is required for all students enrolled in the S.T.E.M. Academy and replaces the College & Career Seminar graduation requirement for freshmen. This course supports the exploration of specific careers related to Science, Technology, Engineering, and Mathematics and introduce the student to service learning while building supportive relationships among inter-academy cohort members.

Scholastic Seminar 9

Grade 9

Course # 130A

Credits 1.0

Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement



This first sequence of the Team Scholastic Elective is a yearlong academic course that prepares students for college and career readiness and success. Students receive instruction utilizing a rigorous college preparatory curriculum, and tutor-facilitated study groups; strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills. Students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and larger community through extracurricular activities and community service. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test taking, note taking, and research techniques.

Scholastic Seminar 10

Grade 10

Course # 131A

Credits 1.0

Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement



This second sequence of the Team Scholastic Elective is a yearlong academic course that prepares students for college and career readiness and success. Students receive instruction utilizing a rigorous college preparatory curriculum, and tutor-facilitated study groups; strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills. Students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. Students will continue their involvement in their school and larger community through participation in extracurricular and community service. In the 10th grade year, students will continue to refine their academic learning plans and goals, increasing awareness of their actions and behaviors, as well as develop an increased ability to self-monitor, self-regulate, and manage time. Students will expand their writing portfolio to include analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

Scholastic Seminar 11

Grade 11

Course # 132A

Credits 1.0

Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement



This third sequence of the Team Scholastic Elective is a yearlong academic course that prepares students for college and career readiness and success. Students receive instruction utilizing a rigorous college preparatory curriculum, and tutor-facilitated study groups; strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note taking, and research. The eleventh grade Team Scholastics Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first and second-year college students. In addition to the academic focus of the elective seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.

Students will also continue their involvement in their school and larger community through participation in extracurricular activities and community service.

Scholastic Seminar 12

Grade 12

Course #: 133A

Credits 1.0

Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement



This fourth and final sequence of the Team Scholastic Elective is a yearlong academic course that prepares students for college and career readiness and success. Students receive instruction utilizing a rigorous college preparatory curriculum, and tutor-facilitated study groups; strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note taking and research. In the twelfth grade Scholastics Elective course, students will continue to refine their academic learning plans and goals, create legacy projects including service learning projects/mentoring, as well as develop an increased ability to self-monitor, self-regulate, and manage time. Students will expand their writing portfolio. Lastly, students will prepare for college with inquiry based collaborative study groups utilizing higher order thinking questioning techniques.

Business Management and Marketing

Grades 11-12

Course # 611

Credits 1.0

Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement

Business Management and Marketing is intended for students who plan to attend college and may desire to obtain a degree in business or start a business of their own. The course provides students with insight into the personal characteristics of a manager, management styles, and functions of management, management-level decision-making policies, and current-day problems faced by management. Using technology in the classroom, students analyze case studies about current business management situations and prepare presentations. Additionally, students will study the fundamentals of marketing, the sales process, the development and promotion of a product, the creation of a customer profile, target marketing, and brand strategy. Working as an individual or as a member of a team, students will develop and demonstrate a marketing plan. Business ethics and concern for the customer are emphasized. Throughout the year, students will explore the disciplines of self-leadership, presentation skills, self-promotion, the interview process, employment letters, résumés, etc.

Principles of Accounting

Grades 10-12

Course # 060

Credits 0.5

*Meets 0.5 of 0.5 credits of Financial, Economic, Business, and Entrepreneurial Literacy State Requirement
OR Meets 1.0 of 1.0 21st Century Life and Careers State Graduation Requirement*

This course is designed to introduce students to basic accounting. Emphasis is on the classification of accounts, learning basic types of entries to be made in journals, becoming familiar with the various types of journals used in the business world, posting, worksheets, adjusting and closing entries, and financial reports. Bank reconciliations, payroll deductions, and payroll taxes for both employee and employer will be explored. Students will also gain a general knowledge of the different occupations in the accounting field.

Principles of Economics

Grades 10-12

Course # 061

Credits 0.5

*Meets 0.5 of 0.5 credits of Financial, Economic, Business, and Entrepreneurial Literacy State Requirement
OR Meets 1.0 of 1.0 21st Century Life and Careers State Graduation Requirement*

This semester-based elective is an introduction to fundamental micro and macroeconomic concepts. Major topics include supply and demand, prices, market structures, financial markets, money and banking, monetary and fiscal policy, government regulations and comparative economic systems. There will be an emphasis in this course on economic literacy, and a major goal will be to develop an understanding of the vocabulary, analytical techniques, and quantitative skills used by economists. Students will become familiar with analyzing economic models, graphs, and data. Furthermore, students will apply economic theory to the real world issues of economic development, market structures, the environment and the impact of technology. This course is required for all students enrolled in the Business Leadership Academy.

Honors Principles of Marketing

Grades 11-12

Course # 062H

Credits 0.5

*Meets 0.5 of 0.5 credits of Financial, Economic, Business, and Entrepreneurial Literacy State Requirement
OR Meets 1.0 of 1.0 21st Century Life and Careers State Graduation Requirement*

During this semester course, students will learn marketing, advertising, and promotional skills essential to the business industry. Students will explore the processes of developing consumer audiences and moving products from producers to consumers. Special emphasis is placed on understanding buyer behavior and dynamics, marketing campaigns and strategic planning, advertising methods, sales operations and management, consumer relations, retailing, and applications to specific products and markets. Students learn In-depth promotional strategies with hands-on activities that include formulating storyboards, print layouts, and diverse media campaigns. As part of this course, students will explore marketing specific to the fashion, hospitality and tourism, and sports and entertainment industries. This course is required for all students enrolled in the Business Leadership Academy.

Honors Business Law and Ethics

Grades 11-12

Course # 063H

Credits 0.5

Meets 0.5 of 0.5 credits of 21st Century Life and Careers State Graduation Requirement

During this semester course, students will explore the basic principles of our legal system as it applies to business, ethics, and individual and corporate social responsibility. Liability, contract and sales law, torts, consumer rights, ethical decision-making, and legal obligations will be emphasized. The course will explore the government's role in regulating and monitoring businesses engaged in banking, retail sales, investment, manufacturing, internet sales, and service industries. Students will gain an understanding of why and how contracts are used in business as well as explore ethical decision-making processes within business systems. Throughout this course, students will engage in and learn from various case study analysis, presentations, guest speakers, hypothetical applications of law and ethics, and debate. This course is required for all students enrolled in the Business Leadership Academy

Introduction to Computers

Grades 9-12

Course # 627

Credits 0.5

Meets 0.5 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement

This is a semester course focused on understanding computer applications in-depth. The content includes the study of programs such as Microsoft Word, Excel, Access and PowerPoint in this fast-paced course. Students will work towards being more proficient at keyboarding.

Computer Science Essentials

Grades 9-12

Course # 628**Credits 1.0**

Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement

In Computer Science Essentials, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. They'll apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them. Computer Science Essentials helps students create a strong foundation to advance to Computer Science Principles, Computer Science A, and beyond.

Cybersecurity**Grades 9-12****Course # 625****Credits 1.0**

Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement

The Cybersecurity course is a full-year course designed to expose high school students to the ever-growing and far-reaching field of cybersecurity. Students accomplish this through problem-based learning, where students role-play and train as cybersecurity experts. This course gives students broad exposure to the many aspects of digital and information security while encouraging socially responsible choices and ethical behavior. It inspires algorithmic thinking, computational thinking, and especially, "outside-the-box" thinking. Students explore the many educational and career paths available to cybersecurity experts, as well as other careers that comprise the field of information security.

AP Computer Science Principles**Grades 9-12****Course # 628AP****Credits 1.0**

Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement

Prerequisite: Successful completion of Algebra I. It is recommended that students have some knowledge of Computer Science prior to taking this course.

Using Python® as a primary tool, students learn the fundamentals of coding, data processing, data security, and task automation, while learning to contribute to an inclusive, safe, and ethical computing culture. The course promotes computational thinking and coding fundamentals and introduces computational tools that foster creativity. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

AP Computer Science A**Grades 10-12****Course # 629AP****Credits 1.0**

Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement

Prerequisite: Successful completion of Computer Science Principles or Teacher Recommendation

AP Computer Science A (CSA) is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. Fundamental topics in this course include the design and development of solutions that use control structures, data structures, and object-oriented programming using the Java programming language, the analysis of potential solutions, and the ethical and social implications of computing systems. CSA curriculum, provided by PLTW, is designed with alignment to the College Board Computer Science A framework.

Television/Media Production I: Software Applications

Grades 9-12
Course # 635
Credits 1.0

Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement

This introductory class is designed to provide students with a strong foundation in the basic methods, principles, and tools associated with television and media production. Designed as a Prerequisite to the advanced Television/Media Production classes, this course will explore the role of media in our society, the structure of story-telling, elements of a production, production phases, and the various roles of those involved in the production. Students will learn how to use industry-standard software such as Final Cut Pro and Adobe Premiere to help them develop engaging media products, deliver it through a variety of media outlets and devices, and analyze their own work and the work of others.

Television/Media Production II: Studio I

Grades 10-12
Course # 636
Credits 1.0

Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement

Prerequisite: Successful completion of Television/Media Production I

This course is designed to enhance student's knowledge in the various methods of video communication. Students will expand their comprehension and utilization of the audio and video production software, Final Cut Pro, with an emphasis on fixed/studio productions. Students will use studio equipment, including television cameras, an audio mixing board, a lighting board, a teleprompter, a character generator, a computer, and video software. Students will be able to communicate, evaluate, and create different forms of media. The students will begin to participate in -the production of KDTV, our daily-taped news program shown at the start of each day. This will include the filming, editing, and reporting on school events that involve academics, sports, clubs, performing arts, etc. In addition to the news format, game shows, talk shows; and other fixed recording environments will also be studied.

Television/Media Production III

Grades 11-12
Course # 637
Credits 1.0

Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement

**Prerequisite: Successful completion of Television/Media Production II*

This course is designed to give students a working knowledge of a typical television station and its departments and give hands-on training in Broadcast Television. The curriculum is competency base with skills and associated tasks mirroring industry requirements. The students will receive training in career-related areas such as crew productions, communications, and safety practices. Students will receive training in industry-specific skills related to advanced camera operation, advanced lighting design, technical directing, and advanced editing. Students will be responsible for Kingsway's television programming and operating the station's various components. Production work and job searching will also be explored. The major production is KDTV, our daily-taped news program shown at the start of each day. Students will continue building directing, producing, and editing skills by independently creating projects throughout the course.

NAVY JUNIOR RESERVE OFFICER TRAINING CORPS (NJROTC)

Please note for the 2023-2024 School Year:

- **Students in grades 9 & 10 in September 2023:**
 - Students have the opportunity to participate in 3-4 years of the full NJROTC program.

- Students must complete the NJROTC Application of Interest to be considered for the program
- **Students in grade 11 in September 2023:**
 - Students have the chance to participate in 2 years of the full NJROTC program and must complete the NJROTC Application of Interest to be considered for the full program.
 - OR...Students can select Naval Science I as an elective during registration; no application is needed.
- **Students in grade 12 in September 2023:**
 - Students can select Naval Science I as an elective; no application is needed.

Naval Science I
Grades 9-12 | (See above.)
Course # 870
Credits 1.0

Prerequisite: (See above)

Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement



This course is an introduction to the meaning of citizenship. Students will learn the elements of leadership, the value of scholarship in attaining life goals, the importance of a healthy lifestyle, how to control stress, principles of first aid, and an overview of Naval ships and aircraft. These elements are presented at the fundamental level. Core course content includes an introduction to the NJROTC program, the NJROTC uniform, introduction to military drill and ceremonies, introduction to leadership, citizenship and government, introduction to fitness and first aid, and an introduction to the US Navy. Naval Science I will replace the College Career Seminar and Wealth Management requirement for all 9th graders.

Naval Science II | To Be Offered in School year 2024-2025

Grades 10-12
Course # 871
Credits 1.0

Prerequisite: Successful completion of Naval Science I.

Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement



This course broadens the understanding of students in operative principles of leadership learned in Naval Science I. Students learn about teamwork, using order and discipline to accomplish objectives. Students gain a more in-depth knowledge of Naval ships and aircraft. Marine navigation and seamanship is introduced. Core course content includes : ongoing instruction towards leadership, an introduction to maritime history, the Revolutionary War, Civil War, World War I, World War II, Cold War Era, an introduction to nautical sciences, maritime geography, oceanography, meteorology, astronomy, and physical sciences.

Naval Science III | To Be Offered in School year 2025-2026

Grades 11-12
Course # 872
Credits 1.0

Prerequisite: Successful completion of Naval Science II.

Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement



This course builds on the principles discussed in Naval Science II. The course introduces Cadets to the technical areas of naval science and the role of the U.S. Navy in maritime history. Core course content includes: sea power, national security, naval operations, military law and international law at sea, an introduction to ship construction and damage control, organization, basic seamanship, and continued instruction in leadership, citizenship, and discipline.

Naval Science IV | To Be Offered in School year 2026-2027
Grades 12

Course #873**Credits 1.0**

Prerequisite: Successful completion of Naval Science III.

Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement



This course focuses on practical leadership. Students in this course will have the opportunity to lead under supervision. Students will have the opportunity to work with other junior Cadets as mentors and leaders. There is a strong emphasis on preparation for life after high school. Core course content includes: theoretical and applied aspects of leadership, motivational techniques, goal setting and development, and ACT/SAT preparation courses.

FAMILY AND CONSUMER SCIENCE

Introduction to Child Development**Grades 10-12****Course # 756****Credits 1.0**

Meets 1.0 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement

This course offers an in-depth study of human growth and development from conception through age six. Child Development will build a positive understanding of children's growth and development and a solid foundation of parenting skills. This course offers an in-depth study of human growth and development from conception through Preschool. Major theories related to children's physical, cognitive, social, and emotional growth are examined, and benchmarks of human development are identified and discussed. Students will learn how parents and childcare providers can meet the needs for healthy growth and development through the completion of projects and in-class activities. Students are encouraged to examine their childhoods and think about how they might affect their future parenting skills. Through a weekend with the Real Care Baby, students will better understand the time, patience, and knowledge required to raise a child. Child Development is a good class for anyone interested in being a teacher, daycare provider, nurse, doctor, or parent.

Creative Living**Grades 9-10****Course # 750****Credits 0.5**

Meets 0.5 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement

Everyone has wants and needs when it comes to their clothing and their living space. Creative living with textiles is a way for students to express themselves in their clothing and interior design skills. In this class, students will learn about elements and principles of design by making lifestyle decisions in planning a wardrobe, clothing maintenance and repair skills, ways to decorate a home on a budget, and being creative with what you have. This is a hands-on class where students will be given projects to express their styles of interior design, fashion, and sewing projects. Hand and machine sewing basics will be taught. Students will have choices in different sewing projects.

Food and Nutrition**Grades 10-12****Course #751****Credits 0.5**

Meets 0.5 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement

This course is a hands-on focus on the science of food and Nutrition. Experiences will include food safety and sanitation, food preparation, and dietary analysis to develop a healthy lifestyle with pathways to career readiness. The classwork will focus on the kitchen basics such as measuring, following a recipe, and commonly used tools and equipment. Students will demonstrate basic food preparation techniques in practical lab experiences and analyze the finished product. Students will create food items using ingredients provided and recipes selected within a given period. Food and Nutrition is a Prerequisite for the Art of Baking and Global Cuisine semester

courses to ensure students are adequately prepared for work in subsequent courses.

Art of Baking

Grades 10-12

Course # 076

Credits 0.5

Meets 0.5 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement

Prerequisite: Successful completion of Food and Nutrition

This hands-on course focuses on the art and science of baking and in it students will build upon knowledge acquired from Foods and Nutrition coursework with a focus on a wide array of baked goods and confections. This course is a study of baking fundamentals including, dough, quick breads, pies, cakes, and cookies. Students will apply knowledge and skills of how basic ingredients function, baking/pastry vocabulary, and mixing techniques to produce baking/pastry products. Students will develop basic bread and pastry skills using tried and true techniques to make breads, muffins, biscuits, pies, cakes, pastries, and specialized desserts. Attention to detail and artistic flair are key skills that develop during this class. Plated desserts, international baked foods, and decorated cakes are highlighted in this semester-long course.

Global Cuisine

Grades 10-12

Course # 077

Credits 0.5

Meets 0.5 of 1.0 credits of 21st Century Life and Careers State Graduation Requirement

Prerequisite: Successful completion of Food and Nutrition

Food can take you on a journey to other lands and cultures without leaving your kitchen. In Global Foods, we will examine food history to see its influences on how we eat today. Students will research the sights, sounds, and tastes of a specific country and their cultural influences. Recipes will be selected using ingredients found locally enabling students to replicate the dishes at home. Students will map a food worldwide, comparing how a specific food is prepared and eaten in many countries. Finally, we will return to the United States to see how food usage changes as it travels through the 50 states. This is a hands-on course preparing recipes from cultures around the world to illustrate native foods and special cooking techniques and skills. Students will have the opportunity to plan, prepare, and taste various global foods such as appetizers, entrees, side dishes, and desserts. Students will compare the interrelationship between food habits and culture.