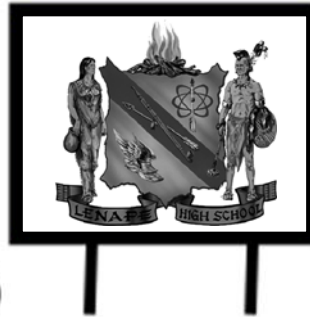




Lenape Regional HS District Program of Studies 2017-2018

Lenape ✦ Shawnee ✦ Cherokee ✦ Seneca

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TO
SUCCESS



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Foreword

This curriculum guide has been prepared to assist students in selecting subjects best suited to meet their individual needs and abilities. Please refer to the Requirements for Graduation. Students need 130 credits to graduate. The school program of each student is an individual matter necessitating cooperative planning by parents, student and school. Careful consideration should be given by all concerned to ensure the best possible selection of a school program.

Students are requested to contact their counselors in the event they have questions relative to curriculum planning for next year.

Dr. Carol L. Birnbohm
Superintendent of Schools



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Course Planning Worksheet

9 th Grade	Credits	10 th Grade	Credits	11 th Grade	Credits	12 th Grade	Credits
1. English 1		1. English 2		1. English 3		1. English 4	
2. Math*		2. Math*		2. Math*		2. Elective	
3. Science**		3. Science**		3. Science**		3. Elective	
4. World Language		4. World Language		4. Elective		4. Elective	
5. Elective		5. U.S. History 1		5. U.S. History 2		5. World Cultures	
6. PE & Health		6. PE & Health		6. PE & Health		6. PE & Health	
7. Visual/Performing Arts or 21 st Century Life and Careers or Technical Education		7. Visual/Performing Arts or 21 st Century Life and Careers or Technical Education		7. Financial Literacy***		7. Elective	
8. Elective		8. Elective		8. Elective		8. Elective	
Total Credits		Total Credits		Total Credits		Total Credits	

* Math -15 Credits including Algebra I, Geometry and either Introduction to Algebra II or Algebra II

** Science -15 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.

*** Financial Literacy - 2.5 Credits

130 CREDITS NEEDED TO GRADUATE

Required Courses

English.....	20 Credits/4 yrs.
*Math	15 Credits/3 yrs.
**Science.....	15 Credits/3 yrs.
U.S. History.....	10 Credits/2 yrs.
World Cultures	5 Credits/1 yr.
World Language	10 Credits/2 yrs.
P.E. and/or Health.....	5 Credits per year
***Financial Literacy	2.5 Credits/ ½ year
Visual/Performing Arts.....	5 Credits/1 yr.
21 st Century Life and Careers or Career-Technical Education	5 Credits/1 yr.

<p>Grade standing is determined by credits earned:</p> <hr/> <p><i>To achieve 10th grade</i> status (sophomore) - 29 credits</p> <p><i>To achieve 11th grade</i> status (junior) - 58 credits</p> <p><i>To achieve 12th grade</i> status (senior) - 91 credits or earn enough credits to complete graduation requirements by June of that school year.</p>
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See page 2 for a list of courses that meet the Financial Literacy, Visual/Performing Arts and 21st Century Life/Careers or Career-Technical Education requirements. Lunch will be scheduled in addition to the eight periods selected.

**Visual Performing Arts, 21st Century Life and Careers or Career-Tech Ed and Financial,
Economic Business and Entrepreneurial Literacy
Lenape Regional High School District Course List**

For the 5-Credit Requirement for Visual/Performing Arts:

- **All Art Courses:** Foundations of Art, Art (III), Creative Arts Media, Sculpture, Art Major (I, II), Advanced Placement Studio Art
- **All Music Courses:** Orchestra, Beginner Band, Concert Band, Jazz Band, Wind Ensemble, Piano Lab I, Chorus, Girls Ensemble, Concert Choir, Music Appreciation, Music Theory (I), AP Music Theory, String Ensemble, Jazz Improvisation, Technology in Music (I, II)
- **Technology Education Courses:** Photography (I, II, III), Exploring Photography, TV Broadcast Technology (I, II, III), Drafting and Design (I, II), Architectural Design
- **STEM:** Introduction to Engineering Design (IED)
- **Business Education Courses:** Web Design, Graphic Presentations, Exploring Graphic Presentations, Animation and Interactive Web Design
- **Family Consumer Science Course:** Interior Design, Fashion and Clothing (I, II, III)
- **JROTC Courses**

For the 5-Credit Requirement for 21st Century Life and Careers or Career-Technical Education:

- **All Business Education Courses:** Accounting (I, II, III, IV), Cooperative Education, Computer Applications, Exploring Computer Applications, Employment Strategies, Entrepreneurship, Introduction to Business, Exploring Introduction to Business, Sales and Marketing, Web Design, Animation and Interactive Web Design, Graphic Presentations, Exploring Graphic Presentations, Personal Finance, Study Skills & Career Awareness, Sports, Entertainment & Hospitality Marketing
- **All Family Consumer Science Courses:** Fashion and Clothing (I, II, III), Foods and Nutrition (I, II, III), Interior Design, Introduction to Family and Consumer Sciences, Life Skills, Living Skills, Child Development (I, II)
- **All Technology Education Courses:** Auto Technology, Drafting and Design (I, II), Architectural Design, Electronics Technology (I, II), Engineering Design, TV Broadcast Technology (I, II, III), Photography (I, II, III), Exploring Photography, Metal Working, Technology Today, Exploring Technology Today, Woodworking (I, II, III, IV), Exploring Woodworking (I, II), Car Care*, Home Improvement*
- **Music Courses:** Technology in Music (I, II)
- **Mathematics Courses:** Computer Programming I, Computer Programming II
- **STEM Project Lead the Way:** Introduction to Engineering Design (IED), Computer Integrated Manufacturing (CIM – Lenape only), Digital Electronics (DE – Cherokee only), Engineering Design and Development (EDD), Environmental Sustainability (ES – Seneca and Shawnee only), Principles of Engineering (POE)
- **JROTC Courses**

For the 2.5 Credit Requirement for Financial, Economic Business and Entrepreneurial Literacy:

(Unless noted, these are 5 credit courses)

- **Business Education Courses:** Accounting (I, II, III, IV), Entrepreneurship, Introduction to Business, Exploring Introduction to Business, Personal Finance, Sales and Marketing, Cooperative Education/Work Experience
- **Social Studies Course:** AP Economics, Financial Literacy*
- **Mathematics Course:** Consumer Math**
- **JROTC:** Leadership Education Training IV (Lenape only); Naval Science III (Cherokee only); Aerospace Science and Leadership III (Seneca only)

* Semesterized course with 2.5 credits.

** This course does not meet the math graduation requirement.

(Rev. 11/15)

Choosing Your Curriculum

Graduation requirements are designed to 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 curriculum and vocational options, **the ultimate responsibility for this planning belongs to the student and parent/guardian(s)**. Accepting the right to make decisions carries responsibilities. Examine closely the contributions you are willing and able to make to a particular course, as well as the benefits you can derive. Weigh the difficulty of your total course load. Also, consider the demands of commitments outside the classroom. Make choices for the right reasons.

When selecting courses, past performances, results on standardized tests, and future plans should be among the indicators factored into a final decision. Parent consultation and/or inquiry is encouraged. Parents give their approval by signing the course selection sheet after discussing options with their child.

Requirements for Graduation

In order 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 130 credits which include the required subjects listed on the Course Planning Worksheet. 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.

Levels of Instruction

The honors curriculum is designed to provide the highly motivated and self-disciplined student with an opportunity to pursue a variety of subject areas in an intensely challenging academic environment. The coursework will be sophisticated and demanding, frequently requiring the student to participate in independent research, to analyze facts and evaluate information. The student must also anticipate that each honors course selected will require an extensive time commitment beyond the scheduled classroom. A student who reflects the appropriate intellectual mindset, who can demonstrate a superior academic effort and is willing to dedicate the required time for each selected Honors (HON) class should be successful in this program. The levels of instruction are:

- HON:** Honors – Requires a strong command of basic skills and is extremely rigorous. This is equivalent to the demands of a college level course.
- ACC:** Accelerated – Requires a good command of basic skills and the ability to perform in a rigorous program at a rapid pace. This is a college prep course.
- CP:** College Prep – Requires a command of basic skills and is moderately paced. This is a college prep course.
- MOD:** Modified – Reinforces and builds upon basic skills.
- PR:** Pullout Replacement – Special Education.
- *A** **Adapted Instruction** – Instruction that requires significant curricular adaptations to the scope, assessments, and/or grading for the course and further reflected on the transcript.

Special Education Services

The Lenape District offers a complete range of programs for students who have been determined to be "Eligible for Special Education and Related Services."

Resource Center programs: Integral to these programs is a curriculum stressing study, organizational skills, and transition planning. Resource center teachers are in close contact with the students' mainstream teachers.

- In-class support
- Pull-out support
- Pull-out replacement instruction in content areas

Inclusion: The vast majority of classified students are being served in regular programs with support or minimal pullout, with a varying degree of in-class support. The objective is to provide every student with an opportunity to receive education in the least restrictive environment with programs designed to meet his or her individual needs.

Self-contained programs: These programs are for students requiring a much more concentrated instructional program. There are various and separate programs serving students with severe learning, developmental, and emotional difficulties. Some mainstreaming may occur as appropriate.

Other services provided:

- Speech and language therapy
- Psychological counseling
- Parent of Special Education Students (POSES) Support group
- Child Study Teams based within each school
- Transition Services program/Job-Coaching
- Work study programs both in and out of school
- Support groups for students

Sequoia Alternative Program: A district program for classified and non-classified students who require a highly structured learning environment with intense academic remediation and instruction, interactive discipline and counseling, and varied opportunities for social and emotional development. All students have an IEP (Individualized Education Plan) or an IPP (Individual Program Plan) which is reviewed yearly. A case manager from the Child Study Team and/or a mentor is assigned to work with the student, parent(s), and teachers.

Out of District placements: Proposed for students who need more intensive services in a more restrictive setting, than can be provided at the four high schools or Sequoia. As determined appropriate by the IEP team, students may receive specialized programs in public or private special education settings.

For students who do not receive Special Education but require an Accommodation Plan:

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 Center to determine eligibility and receive assistance.

Basic Skills Improvement Program

In accordance with State Department of Education requirements, all pupils whose proficiencies in basic communication, writing, science, and math skills are below the established state-wide standards shall receive remedial instruction to meet each pupil's identified needs. These proficiencies are measured by district and State assessments.

Communication with parents and students regarding placement in the Basic Skills Program will be made on an individual need basis.

Option Two Program

N.J.A.C.6A:8-5.1(a)iii, commonly known as “Option Two”, permits district boards of education to establish curricular activities or programs aimed at achieving the New Jersey Core Curriculum Content Standards for promotion and graduation purposes. Option Two serves as an alternative to traditional high school courses. The following programs are available to the students of the Lenape Regional High School District as alternative means of obtaining the necessary credit for graduation:

1. College/Vocational Courses
2. Distance Learning
3. Work/Internship
4. Community Service
5. Proof of Proficiency
6. Credit for Courses Completed Prior to Grade Nine
7. Summer School Original Credit
8. Tutoring for Original Credit
9. Independent Study
10. Firefighter/EMT
11. LDTV Communications
12. Physical Education

Option Two programs will allow students to obtain credit for learning experiences outside of the traditional classroom environment. These experiences provide real-world connections not available in the school setting. Students may be permitted late arrival or early release from the school day in order to participate in some of the approved Option Two programs. For more information about the Option Two Program, please visit the District website at www.lrhhsd.org or contact your counselor.

Three-Year Program

It is possible to graduate high school in three years by participating in an accelerated curriculum. Administrative approval is required for this track. See your school counselor for details and application procedures. Students considering the Three-Year Program must apply in writing to the principal by August 15th of their second year in high school. Students considering the Three-Year Program will need to participate in various Option Two Programs.

Rowan College at Burlington County & Rowan University CAP Program

College Accelerated Program (CAP)

Courses, which have been distinguished by an asterisk and described as "RCBC or RU CAP Courses," offer students the option of obtaining Rowan College at Burlington County or Rowan University Credits at the same time they earn high school credits. These courses are taught during the normal school day by members of the Lenape Regional High School District staff, who also are certified through RCBC or RU. Students who take these courses and want to receive college credits will be required to complete the RCBC or RU registration process and pay the RCBC or RU tuition. RCBC or RU credits are widely accepted by colleges and universities nationwide. It is recommended you research the policies of colleges you are considering and find out if your CAP credit will transfer. Please see the online Program of Studies for more information, www.lrhhsd.org.

Failure (Re-Scheduling)

Students who do not receive remediation in a summer school, by distance learning or by private tutoring for required courses, must contact the counseling center by the end of June to be rescheduled. Students will be scheduled 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 the normal four years may continue to attend until they graduate or reach the age of 20, whichever occurs first.

Special education students who are continually working toward IEP goals and objectives are eligible to continue until the age of 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.

Report Cards

Reports of students' marking period grades are issued four times per year. All students and parents/guardians have access to monitor student progress throughout the year via the online grading system, Genesis Student Information Parent Module. Report Cards for the first three marking periods will not be mailed home since grades are accessible online via the Genesis parent access module. Final report cards will be mailed home. **For more information on the Parent Module please visit the District website at www.lrhdsd.org. Families without Internet access may request a paper copy of the marking period reports by contacting the Counseling Center.**

Grading

- A = Excellent (90-100%)
- B = Good (80-89%)
- C = Average (70-79%)
- D = Poor (60-69%)
- F = Failure (59% and below)
- P = Passing (60-100%)
- WP = Withdraw Passing
- WF = Withdraw Failing
- I = Incomplete

Schedule Changes

The district schools conduct extensive orientation programs in subject and subject level variations in the course of study. To minimize disruptions of student schedules and to maintain class size balance and continuity of instruction, changes in student programs must be reasonably restricted.

Prior to the original program selection by the students, the schools conduct departmental programs describing subjects and subject level differences to provide students with reliable information to select their subjects.

Student's selected programs for the ensuing year are submitted for individual inspection in the spring of the year. These are proofs of the student's requests. Changes, additions, and/or deletions are permitted where possible as outlined in the change of schedule regulation below.

Regulation 2264: Change of Schedule

The Lenape Regional High School District offers a comprehensive educational program to meet the needs and interests of all students. The Master Schedule is developed from course requests submitted in the late winter/early spring and is finalized in August in order to set student and teacher schedules and to set class sizes throughout the district. There is always the possibility that a class will close early due to heavy enrollment or that a class will not be scheduled due to an insufficient number of students electing that subject. Counselors meet with students and teachers to give input and recommendations as students are making their selections.

Schedule change decisions will be governed by the following guidelines:

It is in the student's best interest to have the appropriate schedule in place at the time school opens. Every effort is made to provide students with a schedule commensurate with state and district guidelines and personal post graduate plans prior to the opening of school in September. **A request for a change in schedule must be submitted in writing, signed by a parent/guardian, to the counseling center prior to August 1.**

Students who have requested a course on their selection sheets and have not been scheduled for the course may see their counselors during the first two weeks of school to correct the error.

Students are required to work to their fullest potential prior to making a request for any schedule change. Students must demonstrate that they have attempted to fulfill all course expectations, e.g., completion of all assignments, seeking extra help, and have met all other conditions established by the instructor.

Students enrolling in a course after the start of the semester are responsible for all course expectations. This includes coursework covered prior to the student's enrollment. The student is responsible for developing a work completion schedule with the instructor.

All students will be scheduled for a minimum of seven classes per day.

Level Changes -These are changes within the same subject area. Class changes between departments are not considered level changes. Level changes may be considered within the following time lines:

- **All courses** - Level changes will be considered from the sixth week of classes until one week after first marking period report cards have been issued and again for one week after first semester report cards have been issued.
- **Course changes/Drops** - The investigation into the possibility of course changes/drops for full year and first semester courses may begin with the third full week of school and continue up to the seventh week of classes. For second semester courses only, students will have the first two weeks at the start of the new semester to investigate changes.
- Withdrawal from any course will result in the recording of a WP (withdraw passing) or WF (withdraw failing) on the student's permanent record (transcripts).

- A change of teacher within the same course is not recommended. However, extenuating circumstances sometimes arise that may necessitate the need to consider a change. A teacher change may be made only by the principal after careful review of the supervisor's recommendation.
- No schedule change will be considered without teacher input. When a teacher determines it is in the student's best interest to remain in the course, a parent conference must be held before any further consideration is given to the request.
- Parental permission is necessary for **ALL** changes except those resulting from clerical error.
- Any change in schedule may impact **Athletic Eligibility and/or college admissions**.

Rank In Class

There are two formats for class rank based upon the regular grade point average (GPA) and the weighted grade point average (wGPA). A class rank will be calculated for all pupils at the end of the sixth, seventh semesters. Rankings for the sixth and seventh semesters are the district's official class ranks with weighted and regular grade point averages becoming part of the student's transcript. Classes designated as pass/fail shall not be included in either rank. Situations may occur which affect the scheduling of a typical program for certain students. Credits earned outside the defined school day may count toward earning a high school diploma, but may not necessarily be computed in the development of the class rank. Questions on specific circumstances should be directed to the school counselor.

1.) Calculating the regular GPA for the Regular Class Rank.

The regular GPA shall be computed on the basis of all subjects taken within the school day. Grade points will be awarded on a 4.0 scale with A = 4, B = 3, C = 2, D = 1, and F = 0. The final grade for the course shall be multiplied by the number of credits completed for each course. The total points for all courses completed are then divided by the total credits completed to determine GPA.

2.) Calculating the wGPA for the Weighted Class Rank.

- Only core academic courses or other courses designated as Advanced Placement (AP) will be included in the wGPA.
- A core academic course is any course, regardless of level, from any of the five academic areas which are: English, world languages, math, science and social studies.
- The wGPA shall be calculated by dividing the total weighted quality points by the total credits of the courses completed in the core academic area.
- Weighted quality points shall be calculated by multiplying the final grade for the core academic course by the number of credits completed for each core academic course using the following 6.0 scale:

HON/AP	A=6, B=5, C=4, D=3, F=0
ACC	A=5, B=4, C=3, D=2, F=0
CP/MOD/PR	A=4, B=3, C=2, D=1, F=0

- Core academic courses taken through a Summer School Remediation program shall be computed as a CP-D.
- Core academic courses taken through an Option Two program shall be counted in the wGPA only if the pupil has successfully taken the district Proof of Proficiency assessment for that course.

3.) Disclosure of Class Rank

Official rank will be issued at the completion of the 6th and 7th semesters. Commencement honors, however, will be based on the 7th semester weighted rank. Weighted and regular grade point averages, as well as weighted and regular class rank, will become part of the student's official transcript.

4.) Class Rank for the Purpose of the Graduation Ceremony

In order to qualify for valedictorian or salutatorian at graduation, students must have attended at least their junior and senior years in one of the high schools in the district. Transfer students who do not meet this qualification will be ranked for college placement purposes but not for graduation honors. The wGPA at the end of the 7th semester will be used to determine the valedictorian and salutatorian.

In the event multiple pupils are ranked number one in the weighted class rank then the following criteria will be applied to establish the order for the determination of valedictorian and salutatorian:

1. Total number of Advanced Placement (AP) courses
2. Total number of HON courses
3. Total number of ACC courses
4. Total number of classes taken

The pupil tied for number one with the most number of AP courses will be the valedictorian and the pupil with the next to highest number of AP courses will be the salutatorian. In the event that there is a tie with the number of AP courses taken then each criteria will be tested until there is a distinction between the valedictorian and the salutatorian.

This same procedure shall be used in the event that there is a single valedictorian and multiple salutatorians.

Recommendations For Entrance To College

A. 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 requirements of individual colleges since admission standards vary greatly from school to school.

1. **High School Record** -This includes an evaluation of the number of academic units which a student has completed, the levels of academic units, and the grades earned. All of this is combined to determine each student's grade point average and class rank.
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. **Recommendations** -It is the responsibility of the student to request recommendations.
4. **Non-Academic Activities** -This includes the number of activities, the level of involvement, and the projected contribution to the college in non-academic areas.

In the academic areas, there are many variations which a student may select. It should be noted that many colleges expect students to have completed at least 16 academic units in high school. One academic unit refers to any full year course in English, Social Studies, Mathematics, Sciences, and World Languages. Individual colleges make their own determination as to what level of instruction constitutes an academic unit for admission.

B. Course Requirements: 4 Year Colleges

Most 4 year colleges require a **minimum** of 16 Academic Units:

1. English.....4 yrs. (4 units)
2. Algebra 1 & 2 and Geometry3 yrs. (3 units)
3. U.S. History/World Cultures.....3 yrs. (3 units)
4. Earth Science or Physical Science,
Biology, Physics or Chemistry.....3 yrs. (3 units)
5. French, Spanish, Latin, Italian or German,
Russian2 yrs. (2 units) of the same language.
6. Electives: Academic subjects only, i.e., 1 yr. (1 unit), English, Mathematics, Social Studies, Science and Languages.

C. Course Requirements: Two Year Colleges

Most Two year colleges require high school graduation.

D. The program of studies which students plan for themselves will help them to enjoy a successful and profitable high school career. It will determine how well they are prepared for college entrance 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.

Establish personal goals. Even though they may be revised, students should have some specific educational, occupational, and personal objectives toward which they are working.

1. Honestly evaluate personal strengths, interests, aptitudes, and needs.
2. Learn the requirements for entrance to the college or school of choice or to the kind of work planned after graduation.
3. During the eleventh grade, visit the colleges or vocational resources of interest.
4. 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.
5. Select the subjects which are to be included in the pattern of studies. Choose those which will contribute most toward helping to achieve established goals.

Attendance

Compulsory attendance at school is a long-standing state policy and has been upheld by the courts of New Jersey and the U.S. Supreme Court as a matter of public concern and legislative regulation.

The Lenape District Board of Education has an obligation to require that the students be present in school in order that they may be taught. This policy is for the benefit of the students, their parents, and the community at large.

The length of the academic year is generally limited to 180-182 days for students. The curriculum is designed to achieve a maximum educational effect within the limited number of school days. Therefore, any absence from school jeopardizes the ability of a student to complete the prescribed course of study satisfactorily. Maximum attendance is a prescribed condition upon which all courses of study are based.

Documentation should be submitted immediately following an absence. Absence from school jeopardizes the ability of a pupil to satisfactorily complete the prescribed course of study and violates the statues requiring children to regularly attend school (NJSA 18a-38:25-26). Students who do not complete a FULL school day by leaving early or arriving after the first instructional period begins will be marked absent. Pupils missing more than nine unexcused days for a year-long course or four unexcused school days for a semester course, will not have completed the course of study as prescribed and, as such, will not qualify to receive the assigned credit for the course subject to Section V (Course Credit) and Section VI (Appeals) of Board Policy #5200 -Pupil Attendance. No-credit status is a temporary condition predicated upon the attendance of the pupil. If extenuating circumstances exist for reasons of sickness or hardship, an attendance appeals committee may be petitioned by parents/guardians concerning no-credit status. The attendance appeals committee meets at the end of each semester. Otherwise, students who miss more than four unexcused days in a semester or nine unexcused days in a school year; may register to complete the course requirements for classes successfully passed in a credit completion program offered during the summer. Students absent more than 45 unexcused days are not eligible for credit completion.

A complete list of the attendance policy regulations appears in the District student handbook and is available in the main offices of the high schools.

High School Athletic Eligibility

New Jersey Interscholastic Athletic Association Eligibility Rules apply to all boy and girl varsity, junior varsity, sophomore, and freshman teams which will be representing a high school. **STUDENTS MUST ACCEPT RESPONSIBILITY FOR MAKING SURE THAT 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, athletic director or team coach immediately!

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 8 consecutive semesters following entrance to ninth grade.

Students are academically ELIGIBLE for athletic competition if the following criteria is met:

1. **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 (30) required by the State of New Jersey for Graduation (120), during the immediately preceding academic school year.
2. **Spring Sports:** To be eligible for athletic competition during the second semester, ALL STUDENTS must have passed the equivalent of 12.5% of the credits (15) required by the State of New Jersey for graduation (120) at the close of the preceding semester. Full year courses shall be equated 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 by that student's parent or guardian, 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) from the beginning of the regular schedule, whichever is less**, in any sport in which the student has previously participated **at the varsity level**.

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).

Check the NJSIAA website at njsiaa.org for further information regarding high school athletics and eligibility.

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 the second semester eligibility requirements.

College Athletic Eligibility

Student athletes who want to practice and play sports their freshman year in a National Collegiate Athletic Association (NCAA) Division I or Division II College must satisfy the initial requirements of the NCAA. The NCAA adopted new standards for core courses and academic eligibility. Academic courses taken in the Lenape Regional High School District designated as HON or ACC meet the new criteria, as a core course, set forth by the NCAA. For further details about the conditions for initial eligibility, refer to one of the following web sites:

www.ncaa.org

www.eligibilitycenter.org

Course Offerings

PLEASE NOTE: The following listed courses are generally available throughout the District. However, there are instances where specific courses may be limited to only one or two locations. Such occasions occur when:

1. There are facility limitations at a site.
2. The District is experimenting with a course at a site to evaluate it for inclusion in the curriculum.
3. There may be a demand for a specific course at one site and not at the others.
4. There are variations in pre-high school preparations among sending districts.

It must also be remembered that only when a sufficient number of registrations take place is it possible to operate a course.

Courses listed on the following pages with an * asterisk are courses that may provide the option of obtaining Burlington C

Art

All Art courses meet graduation requirements for Visual/Performing Arts.

Foundations of Art (Art I)

Teaches drawing, design, and 3-dimensional art, which may include: perspective, painting, portraiture, still life, color theory, clay and sculpture. Students develop awareness of elements of art. Incorporates art history, production, criticism and aesthetics.

Exploring Art

Teaches basic drawing and design skills. Students develop basic understanding of elements of art and principles of design. Incorporates art history, production, criticism and aesthetics, through practical, hands-on applications. Emphasis will be placed on basic skills, small group instruction, and/or individualized attention. NOTE: This course will NOT fulfill prerequisite for Art II.

Creative Arts Media (Art II)

Creative Arts Media is a second level, visual art course, where students will apply and expand upon previous knowledge from Foundations of Art. Students will utilize the principles of design to creatively explore various arts media. Arts media will include, but not be limited to, advanced drawing techniques, figure drawing, pottery, color theory, painting, and sculpture. A key component of this course is student-driven, creative, problem solving. This class will produce an intermediate portfolio preparing students for the upper-level courses, such as: Art Major I, Sculpture, and Art III. The prerequisite course is Foundations of Art.

***Creative Arts Media II (Art III)**

Builds on concepts learned in previous courses. Students learn advanced techniques of fine art. Attention given to development of problem solving, decision-making, and critical thinking skills. In addition to skill building exercises, students complete finished projects in a variety of two-and three-dimensional media. Many projects are self-directed, and students are frequently given the opportunity to make decisions regarding subject matter and choice of media. Units of study may include drawing, painting, sculpture, printmaking, illustration, design, art history, and career opportunities. Students gain a deeper appreciation of art and a basis for lifelong artistic endeavors. Prerequisites: Foundations of Art and Creative Arts Media. *This course is currently under revision. Upon Board approval the description of the course will be modified to align with the revised curriculum and current New Jersey Core and Common Core Standards. *Offered as RCBC Cap Course.*

Sculpture

Students will learn additive, subtractive and manipulative methods of overall sculpture with a variety of methods, techniques and mediums. Once Sculpture is completed, students can pursue any higher level art class, including AP Studio Art as a 3D Design student-pending teacher recommendations and qualifying grades of an A or B in Sculpture). Prerequisites: Foundations of Art and Creative Arts Media.

***Art Major I**

Double period class which builds on concepts learned in previous art classes. *Open to juniors and seniors who have successfully completed and shown exceptional ability in Art, Foundations of Art and Creative Arts Media. Course selection is determined by previous art class grade point average and teacher recommendation.* Students will develop portfolios which can be used as entrance requirement at university level and will investigate college and career options in the art field. Emphasis on creative interpretation of subject matter, observational drawing, figure drawing, color theory, applied design, three dimensional design, computer graphics, art history and art criticism. **Offered as RCBC Cap Course.*

***Art Major II**

Double period class which builds on concepts learned in previous art classes. *Open to seniors who have successfully completed Art Major I.* Students will develop portfolios, which can be used as an entrance requirement at the university level, and will investigate college and career options in the art field. Continued emphasis on creative interpretation of subject matter, observational drawing, figure drawing, color theory, applied design, three dimensional design, and computer graphics. Stronger emphasis on art history and art criticism. **Offered as RCBC Cap Course.*

***AP Studio Art**

HON

Double period class equivalent to a first year college studio art class. *Open to seniors who have shown exceptional ability in art.* Emphasis on critical decision making, independent studio work, investigation of formal and conceptual issues, and development of technical skills concerning the visual art elements. Students will be prepared to submit a portfolio of work and slides to the College Board for scoring. Could receive college credits or advanced placement standing depending upon their scores and policies of individual colleges. **Offered as RCBC Cap Course.*
Prerequisite: Art Major I or Sculpture.

Business Education

All Business Education courses meet graduation requirement for 21st Century Life and Careers or Career-Technical Education. Courses with (●) also meet Visual/Performing Arts requirements. Courses with a (+) also meet the Financial, Economic Business and Entrepreneurial Literacy requirements.

Accounting I +

Teaches basic principles of accounting, covering accounting cycles, and emphasizing skills necessary to record, classify, interpret and analyze business activities for a service and merchandising business organized as a proprietorship and corporation. Problems, projects, and business simulations are used. Students are introduced to computerized accounting systems. This course fulfills the Financial Literacy graduation requirement.

Accounting II +

Reviews basic accounting principles and develops advanced topics such as payroll, inventory, uncollectible accounts, depreciation, and accruals. Emphasis on corporate/partnership accounting. Students work on computer applications for spreadsheets and automated accounting. Prerequisite: Accounting I. This course fulfills the Financial Literacy graduation requirement.

***Accounting III+**

Foundation for further study of accounting. Students attain knowledge of more complex and diverse accounting topics such as taxes, analysis of financial statements, career opportunities, cost accounting, spreadsheet applications, and computer accounting systems. Prerequisite: Accounting II. **Offered as BCC Cap Course.* This course fulfills the Financial Literacy graduation requirement.

***Accounting IV+**

HON

Advanced academic level course. Students complete a variety of projects using Quicken and Peachtree accounting software while focusing on building a strong foundation in advanced accounting concepts. Prerequisite: Accounting III. **Offered as RCBC Cap Course.* This course fulfills the Financial Literacy graduation requirement.

Computer Applications

Recommended for all students. Covers skill development for keyboarding, word processing, databases, spreadsheets, desktop publishing, slide presentations, Internet technology, and advanced course study. Special emphasis will be given to practical activities to teach students to research, analyze, and synthesize information.

Exploring Computer Applications

Covers skill development for keyboarding, word processing, databases, spreadsheets, desktop publishing, slide presentations, and Internet technology. Special emphasis will be given to practical activities to teach students to research, analyze, and synthesize information. Emphasis will be placed on basic skills, small group instruction, and/or individualized attention.

Community Based Training

PR

Designed to expose students with identified disabilities to exploratory, practical work experiences in the community. This is a cooperative school/work experience. *Available through the Child Study Team.*

Cooperative Education+

Cooperative Business Education (CBE), Cooperative Marketing Education (CME), or Cooperative Work Experience (CWE). Designed for the student who wants to work part-time in a business environment during the school year. Cooperative Education provides a background for either attending college or obtaining full-time employment following graduation from high school. Students learn marketable skills related to their career objective - emphasizing business etiquette, computer technology, and personal development. Students will participate in class discussions, small group learning, research, and on-the-job training. 15 academic credits will be granted for completing the related class and the paid work experience component. This course fulfills the Financial Literacy graduation requirement.

Employment Strategies

Designed to prepare students with the skills for success in developing an appropriate post-high school plan. Areas of concentration include career research, application process, communication/interview skills, social skills, financial literacy, career related technology skills and job shadowing. The student will be able to use personal and interpersonal skills during real life role playing scenarios. This course is highly recommended for those students considering taking Option Two in their senior year.

***Entrepreneurship+**

Intended for students planning to enter college in business fields, such as accounting, business administration or management. Teaches factors that a new business owner must consider, such as demographics, legal requirements, financial considerations, and operational functions. Participants develop their own business plans and are eligible to be members of DECA (an association of marketing students). This course fulfills the Financial Literacy graduation requirement. **Offered as RCBC Cap Course if taken in addition to Introduction to Business.*

***Graphic Presentations●**

Teaches basic design concepts and applies these strategies to real-world projects using a variety of industry standard software packages. Students will create presentation documents such as letterheads, logos, invitations, flyers, brochures, advertisements, etc. Students will also learn to use a digital camera and scanner. **Offered as RCBC Cap Course.*

Exploring Graphic Presentations●

Teaches basic design concepts and applies these strategies to real-world projects using a variety of industry standard software packages. Students will create presentation documents such as letterheads, logos, invitations, flyers, brochures, advertisements, etc. Students will also learn to use a digital camera and scanner. Emphasis will be placed on basic skills, small group instruction, and/or individualized attention.

***Introduction to Business+**

Explores various topics in the business world. Specific areas of study include economic systems, management, marketing, advertising, banking and credit, ethics, international business, and career exploration. Develops computer literacy, consumer, and communication skills. This course fulfills the Financial Literacy graduation requirement. **Offered as RCBC Cap Course if taken in addition to Entrepreneurship.*

Exploring Introduction to Business

Explores various topics in the business world. Specific areas of study include economic systems, management, marketing, advertising, banking and credit, ethics, international business, and career exploration. Develops computer literacy, consumer, and communication skills. This course fulfills the Financial Literacy graduation requirement. Emphasis will be placed on basic skills, small group instruction, and/or individualized attention.

Keyboarding/Computer Applications PR

Includes basic keyboarding and word processing skills as well as databases and spreadsheets. Desktop publishing, PowerPoint presentations, Internet technology and safety are course topics. *Available through the Child Study Team.*

Personal Finance+

Students develop a sound basis for personal financial literacy in this year-long course. Students learn wages, benefits, employment-protection legislation, and how to read a paycheck. They learn to manage, utilize, and reconcile checking and savings accounts, including electronic banking. Personal decision-making regarding career, credit, transportation, housing, investment, and risk management choices will be covered. Additional resources utilized will include guest speakers, personal finance software, on-line games, programs, etc. This course fulfills the Financial Literacy graduation requirement.

Prevocational Skills PR

Designed to prepare students for employment in the community. Units within the course include career exploration, vocational skills, ability assessments, job-finding skills, social and employability skills, and money management. Students will participate in job sampling in the classroom and/or school building. *Available through the Child Study Team.*

Retail Careers (Cherokee/Lenape)**PR**

Transfer of skills from the school store setting to a real life setting is a major goal. As "employees" of the Lenape or Cherokee school stores, students develop skills in cash register operation, accurate money exchange, stocking shelves, facing merchandise, monitoring inventory, shrinkage control, and customer service. *Available through the Child Study Team.*

***Sales and Marketing+**

Introduces the broad field of sales and marketing providing students with basic information to develop interest in this career area. Students learn, through small groups, projects and research, the basics of marketing, selling, and advertising. They also may participate in the operation of the school store and in DECA (an association preparing emerging leaders and entrepreneurs in marketing, finance, hospitality and management). This course fulfills the Financial Literacy graduation requirement. **Offered as RCBC Cap Course.*

Sports, Entertainment, and Hospitality Marketing

The sports, entertainment, and hospitality industries represent one of the fastest growing segments of the U.S. economy. This specialized course offers students the opportunity to learn advanced concepts of marketing and management in the sports, entertainment and hospitality industries. Focus is on the study of marketing as it relates to event management, sponsorship, promotion, strategic planning, endorsements, marketing plans, hotel/restaurant/convention planning, and legal and ethical issues. Students are given the opportunity to participate in DECA (an association for marketing students).

Study Skills and Career Awareness

Addresses the life skills needed for success in high school, college and career. Areas of concentration include time-management, organization, study habits, note taking, test taking, learning styles and critical thinking skills. Students explore how diversity, attitude, listening, ethics and communication are integral parts of the workplace needed for a fulfilling career. Career research, employment documents, interviewing techniques and SAT vocabulary practiced. Internet resources and guest speakers are an essential part of this course.

Web Design●

Introduces web design as a communication and research/reference tool. Covers introduction to web design, essential terms and technologies, issues and policies, key reference sites, and design development of HTML. Enables students to author and edit Web Pages; to create image files using scanner and digital camera; and to create audio files and presentations.

***Animation & Interactive Web Design ●**

Students will use industry standard software to create and design professional websites and animated movies. Students will design various websites, create animated banners, animated storybooks, and implement image editing and interactive media. Students should have basic computer knowledge. **Offered as RCBC Cap Course with Graphic Presentations taken as a pre-requisite.*

HON:	Honors –	Requires a strong command of basic skills and is extremely rigorous. This is equivalent to the demands of a college level course.
ACC:	Accelerated –	Requires a good command of basic skills and the ability to perform in a rigorous program at a rapid pace. This is a college prep course.
CP:	College Prep –	Requires a command of basic skills and is moderately paced. This is a college prep course.
MOD:	Modified –	Reinforces and builds upon basic skills.
PR:	Pullout Replacement –	Special Education.

English

Ninth grade students are required to pass English I. Tenth, eleventh and twelfth grade students are required to pass English II, English III and English IV and may take semesterized courses in addition to those courses. NJ Common Core Standards are addressed in all English courses.

English I

HON, ACC, CP, MOD

English I is taught using the Reading/Writing Workshop model. Each week is spent on writing instruction, and the study of literature - short stories, the novel, drama and poetry, as well as non-fiction. Students are introduced to several writing modes, including research. Independent reading is required throughout the year. As students write more extensively, they become more critical readers, and as they read more, they learn to identify and incorporate the tools of master writers.

English II

HON, ACC, CP, MOD

English II is the thematic exploration of American literature through various “voices” exemplified by our writers: voices of conformity and protest, of self-exploration, of disillusionment, and voices facing adversity. In addition, writing skills taught in English I are further refined. Research skills are introduced and students will produce a full-length research paper.

***AP English Language and Composition**

HON

Offered by invitation only to juniors who display special ability in English, this course allows students to write in many forms -narrative, exploratory, expository, and argumentative -on many different subjects from personal experiences to public policies, from imaginative literature to popular culture. Equivalent to a first year college course, students taking this course will be prepared to take the College Board's Advanced Placement test in Language and Composition. Students may receive college credit or advanced standing depending upon their test scores and individual college policy. **Offered as RCBC Cap Course.*

English III

ACC, CP, MOD

Focuses on philosophical themes (the nature of humanity, authority, societal change, the hero), as portals to strengthening writing, reading and speaking skills. Literature studied includes non-fiction in addition to poetry, drama and fiction from a diverse and global selection of writers. Rhetorical and research skills are emphasized.

***AP English Literature and Composition**

HON

Offered by invitation only to seniors who display special ability in English. Equivalent to a first year college English course, students taking this course will be prepared to take the College Board's Advanced Placement Test in Literature and Composition. Students may receive college credit or advanced standing depending upon their test scores and individual college policy. **Offered as RCBC Cap Course.*

English IV**ACC, CP, MOD**

This course explores the connection between literature and identity formation. The literature focuses on different genres of American, British, and world literature as they relate to intrapersonal and interpersonal relationships. It continues to stress critical thinking and applies writing skills previously developed in English I, II, and III to a college application essay, an argument, and a rhetorical analysis. A literacy research unit leading up to or during the 4th marking period represents a culmination of skills in reading, writing, and research.

English I, II, III, IV**PR**

Emphasis is on remediation of weaknesses in reading, writing, and vocabulary development. At all levels, students will develop and learn to apply skills to "real life" situations. *Available through the Child Study Team*

Humanities Seminar**ACC**

Designed to teach students to develop their ability to see art, listen to music, and read literature. In addition to developing criteria for aesthetic judgment, the course emphasizes evaluation of the historic, social, and philosophical significance of ideas, institutions, and works of human expression. The course will demonstrate the evolution of crucial themes and ideas and relate them to current issues and attitudes. Students will develop skills necessary for communication of ideas to others. Humanities Seminar is a Level 2 academic elective without prerequisite. It will be team taught by a teacher from the English Department and a teacher from the Humanities Department.

Individual Studies I**PR**

Designed for students in need of individualized or small group instruction in study skills. Areas of study include note-taking, outlining, test taking skills, organization, listening skills, following directions, and use of technology to complete research. Students will begin self-advocacy portfolios to provide insight and reflection about their learning styles and personality traits. These students will also receive support in their academic classes. *Available through the Child Study Team.*

Individual Studies II**PR**

Focuses on self-advocacy, communication and appropriate social interaction. Continuation of advanced study skills as well as HSPA English and math preparation. Students will explore post-secondary interests and continue to expand upon their self-advocacy portfolios. These students will also receive support in their academic classes. *Available through the Child Study Team.*

Individual Studies III**PR**

Includes career exploration and post-secondary preparation, civic duties and life skills when appropriate. Emphasis will be placed on making the transition from high school meaningful and successful. These students will also receive support for their academic classes. *Available through the Child Study Team*

Individual Studies IV**PR**

Emphasis is on career and post-secondary preparation. Students will write resumes, prepare for CST senior exit meetings and practice interview techniques. These students will also receive support for their academic classes. *Available through the Child Study Team.*

Reading**PR**

Designed for students in need of individual, small group, and direct instruction in the area of reading. Individualized instructional approaches are utilized based on the identified needs of the students. *Available through the Child Study Team.*

SEMESTERIZED ENGLISH COURSES**Celebrating Diversity****ACC**

Focuses on the belief that all people have inherent qualities that can be used to make positive contributions to society. Emphasis will be placed on learning and understanding the importance of tolerance and respect for people regardless of culture, race, religion, sexual orientation, socioeconomic status, body image, or disability. Students will read various genres of literature, watch media presentations, participate in class discussions, and complete projects.

Creative Drama**ACC**

Creative Drama focuses on three aspects of theatre - technique, communication, and cultural context. Students will examine movement, expression, characterization, and staging. They will read a number of plays from different time periods and cultures, and they will participate in pantomime, monologues, and scene writing, performance and evaluation.

Creative Writing**ACC**

Designed for students who like to write and wish to learn more about how to express themselves imaginatively in the short story, the poem, and the one-act play. In addition to the study of particular literary devices and techniques, there is much reading and keeping of personal journals as sources of ideas. Students are encouraged to submit their work in contests and in publications. A command of basic writing skills is necessary. *This course is currently under revision. Upon Board approval the description of the course will be modified to align with the revised curriculum and current New Jersey Common Core Standards.*

Discussion and Debate**ACC**

Utilizes current issues as a vehicle for the exchange of ideas, attitudes, and beliefs. Discussion of issues is based on logical thinking, research, and proofs. Research, critical thinking, speaking and listening are stressed. Students will learn how to formally debate using policy and Lincoln/Douglas formats. Students are taught to weigh evidence, use logical judgment, and arrive at unbiased conclusions. Students prepare collaborative arguments with partners as well as rebuttals against opponents. The components of Mock Trial are taught and enacted within the classroom setting.

Introduction to College Writing**ACC**

Prepares the student for the college-level composition requirement. Each student will create a number of paragraphs and essays of various types based on personally selected and teacher selected topics. Oral presentations may be required. Students in this course must be interested in improving their writing ability.

Journalistic Writing**ACC**

Journalistic writing will show students how to write and evaluate different types of journalism, making them more conscious consumers of news, while also teaching a foundation of skills and forms used in journalistic writing. Topics will vary from world news to school events, politics to sports. Students will learn how to evaluate news sources, identify the manipulation of facts within news writing, and evaluate bias in news reporting by examining news reports from print, online, and television sources. Students will also learn to write for both print and television news. The class relies heavily upon projects as a resource for both learning and applying newly acquired knowledge. Journalistic writing is designed not only for the aspiring journalist, but also the discerning viewer.

Literature of the Holocaust**ACC**

Educates students about the period of time called the Holocaust from 1933 to 1945. Students will get an overview of the time period and will read personal accounts in a variety of genre. Fiction as well as non-fiction will be included. Students will also work on projects, see videos, participate in class discussions, and write essays and reports. Emphasis will be placed on learning to accept others and tolerance of different cultures in order to eliminate future genocides.

Mass Media**ACC**

Probes the nature of communication: why people need to communicate and how they do it. Students examine newspapers, magazines, radio, television programs, and film to assess the media's influence on daily lives. They investigate techniques used to sway individual decisions, and also evaluate how public and individual opinions are formed.

Musical Theater**ACC**

Explores the purposes and creators of musicals. The course involves many individual readings, written research, and possible field trips. Students may write and perform in their own musicals. Form as an indicator of social changes is studied. Musical ranging from the past to the present are analyzed in regard to type, intent, and structure.

Mythology**ACC**

Concentrates on various world mythologies demonstrating universal archetypes and themes and how they connect to each other and to modern society. These themes are reviewed and discussed through various readings as well as writing assignments, speaking assignments, and projects. Works will include worldwide multi-cultural, and classical creation and hero myths.

Poetry**ACC**

Includes many forms of poetry: narrative, descriptive, sonnet, ode, limerick, riddle, etc. Students interpret poems orally and in writing. The writing of original poems may be required. *This course is currently under revision. Upon Board approval the description of the course will be modified to align with the revised curriculum and current New Jersey Common Core Standards.*

Public Speaking**ACC**

Helps students acquire confidence and poise before an audience. Emphasis is on organization, structure, research, and delivery of speeches. Techniques for effective speaking are stressed. Students are encouraged to develop original thoughts into effective public messages. *This course is currently under revision. Upon Board approval the description of the course will be modified to align with the revised curriculum and current New Jersey Common Core Standards.*

SAT Prep**ACC**

Prepares students for the verbal and math sections of the SAT. Nine weeks will be spent on verbal and nine weeks on math. The critical reading, writing, vocabulary, and logical reasoning skills needed on the SAT will be addressed. Specific test-taking strategies for the SAT will also be presented. Completing this course is in no way a guarantee of desired results on the SAT. Open to second semester sophomores, all juniors, and first semester seniors. Credits will not count toward English or Math requirements for graduation. Students will be graded on a pass/fail basis. Students will complete a portfolio of practice tests, work samples, and skill sets which will be assessed by the instructor using a pre-established rubric. This is a pass/fail course. *This course is currently under revision. Upon Board approval the description of the course will be modified to align with the revised curriculum and current New Jersey Common Core Standards.*

Science Fiction**ACC, CP**

Fiction based on scientific developments or futuristic possibilities with a strong look at the “what if.” The course explores concepts such as the rise of dystopian societies, the effects of technology on civilization, as well as aliens, time travel and even the zombie apocalypse. This course will encourage students to apply the theories, concepts and themes of science fiction in order to better understand the present, as well as to grasp both the possibilities and the pitfalls of the future.

Seminar in Ideas**ACC**

This course gives students the opportunity to discuss, argue and evaluate issues in philosophy, culture, religion, psychology, and education, in literature, film, and other media. Topics frequently studied include war, animal rights, and the role and value of art in society.

Shakespeare**ACC**

Why is Shakespeare the world's most popular playwright? This course attempts to answer that question by reading, discussing, and writing about his plays: their themes, conflicts, and characters. Background reading and written critical analyses are required. Research and films are used to get the "feel" of Shakespeare. *This course is currently under revision. Upon Board approval the description of the course will be modified to align with the revised curriculum and current New Jersey Common Core Standards.*

Sports Literature**CP**

Continues to build English skills by using stories about athletic competition and sports figures. Reading selections will include short stories, newspaper and magazine articles, and biography.

Strategies for Success in**High School and Life****ACC, CP**

Offered to freshmen and sophomores only, this course is designed to foster appreciation for cultural diversity and individualism as well as to teach study skills at an early stage to be applied throughout high school and higher learning. Taught by English and history departments. Credits will not count toward English or history requirements for graduation.

Vocabulary Enrichment**ACC**

Suited for serious college-bound juniors and seniors who seek to improve their reading comprehension and writing skills through word study. Special emphasis is placed on word origin, research, and the application of new vocabulary while reading both fiction and non-fiction.

Women in Literature**ACC**

Examines writing by and about women. Selections are taken from British and American literature and represent all genre. A variety of critical approaches will be used. Students will be expected to respond both orally and in writing to the reading selections assigned.

English as a Second Language (ESL)

The three year program of study presented by the Lenape District is designed to meet the needs of all students whose first language is not English and who qualify as limited English proficient according to state guidelines.

ESL I

An introduction to the phonetic and grammatical construction of the English language. All activities are centered around improving listening, reading, speaking, and writing skills. Emphasis is on students becoming communicative and able to function in everyday situations. If it is determined that the student needs two periods of English a day, 10 credits can be obtained by taking ESL I as a high intensity course.

ESL II

Builds on knowledge acquired either in ESL I or background experience. Techniques will be practiced to improve reading comprehension, speaking skills through directed conversation, listening skills through audio materials, and writing short paragraphs.

ESL III

Advanced ESL addresses the needs of those students who are competent enough in English to excel at high content level courses but have not passed state guidelines to be exited from ESL. Much emphasis is placed on writing and some literature is read. Final exiting from the program will be individually based using tools recommended by state requirements.

Family and Consumer Sciences

All Family and Consumer Sciences Courses meet graduation requirements for 21st Century Life and Careers. Interior Design and Fashion and Clothing 1, 2, 3 also meet graduation requirements for Visual/Performing Arts.

FULL YEAR COURSES

Child Development

Students gain knowledge in child growth, the interrelationship of all areas of development, and guiding a child from pre-natal through school age. Units of study include: decisions in parenting; prenatal development; special needs children; various family models in a diverse society; and proper care of a preschool child to ensure a healthy and safe environment. This course explores roles and techniques for working with children through readings, observations, projects, and guest speakers. It prepares students to work in the field of early childhood education and to develop skills necessary for balancing career and family while gaining in-depth knowledge of human growth and development. Cherokee and Seneca offer expanded preschool programs.

Fashion and Clothing I

This course teaches basic clothing construction and fashion appreciation with safe and correct use of sewing machines, pattern alteration and interpretation, wardrobe planning, textiles, and clothing care as applied to selected projects which vary according to student ability. Students gain an understanding of career opportunities in fashion, design, and technology. Intro to Family Consumer Sciences is recommended as a background to this course. Meets Visual/Performing Arts requirement.

Fashion and Clothing II

This course exposes students to more advanced concepts in clothing construction as well as fashion history and areas of the fashion industry such as career choices. Students complete hands-on sewing and home arts projects and a variety of fashion history and design assignments. Topics include: designing fashions for today's consumer; fashion history from the 1500s to the present; introduction to the over lock serger; and altering ready-to-wear garments. Prerequisite: Fashion and Clothing I. Meets Visual/Performing Arts requirement.

Fashion and Clothing III

This course challenges students to explore a variety of fabrics, sewing equipment, and advanced techniques. Individuality is expressed through projects involving more difficult pattern manipulation and tailoring techniques. Students selecting this course should have a strong background in garment construction. Prerequisite: Fashion and Clothing II. Meets Visual/Performing Arts requirement.

Foods and Nutrition I

This course focuses on a study of nutritional needs throughout the life cycle with an emphasis on the needs of adolescents. Material is presented with a comprehensive approach of academic exploration and practical application that includes diet self-analysis, healthy food preparation techniques, and better food choices. Students prepare a wide range of foods using a variety of food preparation techniques, tools, and equipment. This course prepares students for life after high school and is necessary for taking Foods and Nutrition 2 and 3. Introduction to Family Consumer Sciences is recommended as a background to this course.

Foods and Nutrition II

This course provides a more comprehensive understanding of the various topics in food preparation, safety, and sanitation, along with a focus on the traditions and cooking styles of foreign regions including Eastern and Mediterranean Europe, the Middle East, and African and Asian nations. An in-depth study of the regional foods and cooking styles of the United States is included. Students improve problem-solving, decision-making, and critical thinking skills. Practical applications of course content will be emphasized. Prerequisite: Foods and Nutrition I.

Foods and Nutrition III

This course offers variety of advanced food preparation techniques as well as a comprehensive overview of Culinary Arts. Topics include: baking and pastry, cake decorations, garnishing, stocks, soups, sauces, and various major preparation techniques. Presentation and the mastery of specialized equipment are emphasized. Careers in many areas of the industry are also discussed. Prerequisite: Foods and Nutrition I and Foods and Nutrition II.

Interior Design

This course teaches the elements and principles of design and how they apply to home decorating, architectural styles, period furniture, wall arrangements, and accessories in a comprehensive manner. Students learn to arrange furniture, design floor plans, elevations, and kitchens, and select window treatments and lighting for efficiency and aesthetics. Students develop decision-making skills that can be applied to present and future lifestyles.

Introduction to Family Consumer Sciences

This course provides general knowledge of life skills. The units of this full-year course are personal development, foods and nutrition, clothing/sewing, housing and interior design, child development, and career awareness. This course is recommended before taking Foods and Nutrition I, II, III and Fashion and Clothing I, II, III.

Exploring Life Skills

This course provides general knowledge of life skills. The units of this full-year course are cooking, nutrition, sewing, child development, relationships, careers, housing and interior design. Emphasis is placed on basic skills, small group instruction, and individualized attention.

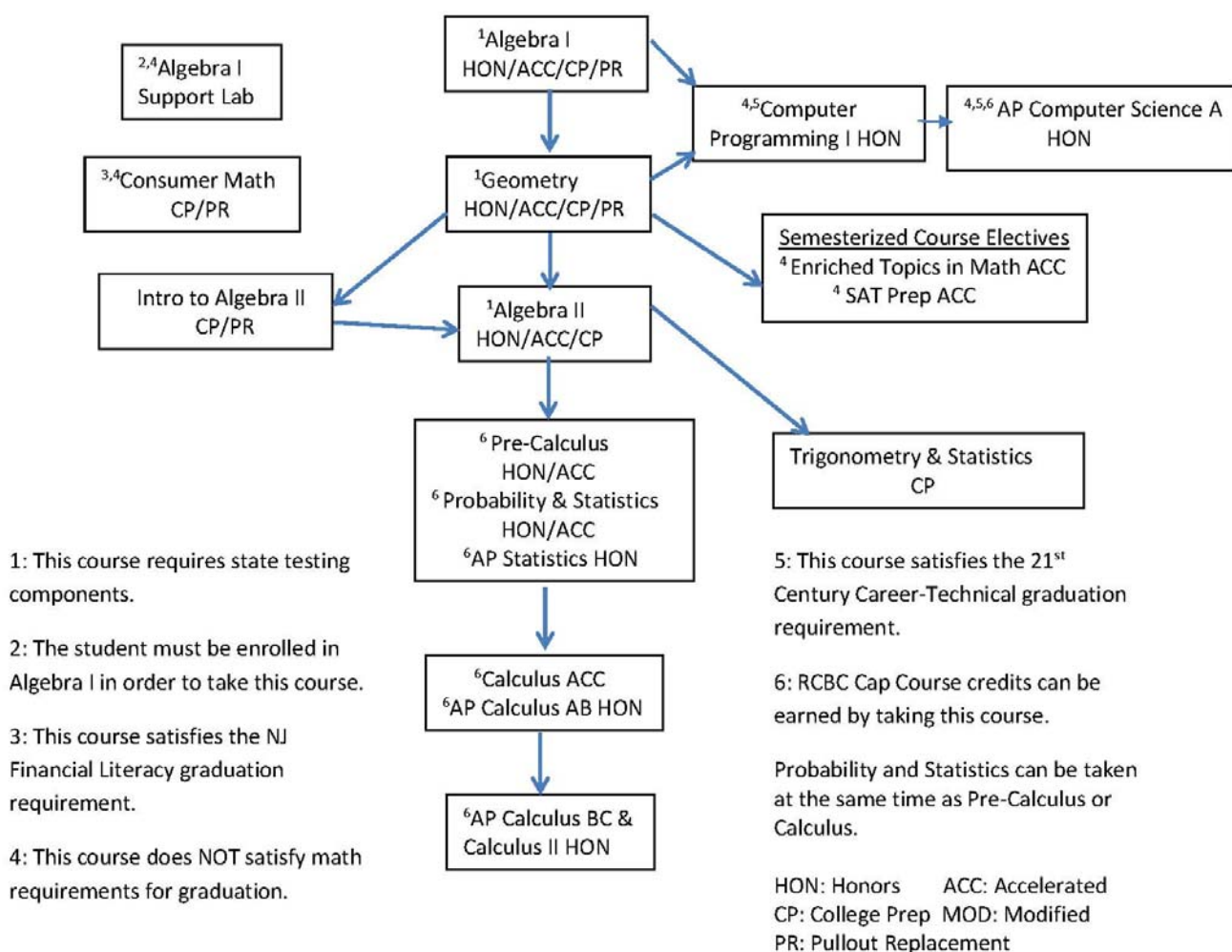
Living Skills**PR**

This course is designed to provide general knowledge of independent living skills. The units are safety, consumer skills, clothing, foods and nutrition, social skills, and household management. *Available to students who need small group instruction and who are recommended by the Child Study Team.*

Mathematics

Note: All New Jersey public school students must successfully complete a minimum of three years of mathematics as a graduation requirement. Algebra I, Geometry and either Algebra II or Introduction to Algebra II are required. Additionally, students may be required to pass a state assessment in mathematics as a graduation requirement. The TiNspire (Non-CAS Version) calculator is used in all math classes. Below is a flowchart to assist students and parents in planning for a high school mathematics course sequence.

Recommended Mathematics Flowchart



HON:	Honors –	Requires a strong command of basic skills and is extremely rigorous. This is equivalent to the demands of a college level course.
ACC:	Accelerated –	Requires a good command of basic skills and the ability to perform in a rigorous program at a rapid pace. This is a college prep course.
CP:	College Prep –	Requires a command of basic skills and is moderately paced. This is a college prep course.
MOD:	Modified –	Reinforces and builds upon basic skills.
PR:	Pullout Replacement –	Special Education.

Algebra I

HON, ACC, CP, PR

Lays the groundwork for all mathematics study by establishing the concepts of set theory, axioms, and properties of the real number system. Equations and inequalities are studied with emphasis on transforming verbal statements into mathematical symbols. Polynomials, rational algebraic expressions, graphing, linear/quadratic equations and radicals are also examined. *PR level is available through the Child Study Team.*

Algebra I Support Lab

Designed to provide additional support for students enrolled in Algebra I who are identified as in need of support in Algebra I. Credits for this course do not satisfy math requirements for graduation. This is a pass/fail course. Must be concurrently enrolled in Algebra I to take this course.

Algebra II

HON, ACC, CP

Builds on the algebraic foundation of Algebra I. Involves the study of functions and their graphs – including quadratic, polynomial, rational, radical, exponential, logarithmic and trigonometric and probability. CP is available only to seniors. Prerequisite: Algebra I and completion of or concurrently taking Geometry.

Geometry

HON, ACC, CP, PR

Based on Euclid's elements of deductive reasoning which emphasized the geometry of the plane surface. Area, volume, congruent triangles, polygons, and constructions are studied. Algebraic applications of geometric concepts are frequent. Prerequisite: Algebra I. *PR level is available through the Child Study Team.*

Introduction to Algebra II

CP, PR

This course builds on foundations of Algebra I and Geometry to study systems of linear equations, functions, polynomials, quadratic equations, complex numbers, and discrete mathematics. Prerequisite: Algebra I and Geometry. *PR level is available through the Child Study Team.*

Trigonometry & Statistics

CP

Designed for students who have completed Algebra II as a transition to Pre-Calculus ACC. Students will study trigonometric functions and their applications, descriptive and inferential statistics, and basic probability. Prerequisite: Algebra II.

***Pre-Calculus**

HON, ACC

Based on the study of functions. It begins with a review of Algebra II, continues with trigonometric functions and their applications, then concludes with several topics in advanced algebra. Prerequisite: Algebra II. **Offered as RCBC CAP Course.*

***Calculus**

ACC

Designed for students with mathematical aptitude who have an understanding of Pre-Calculus and the desire to study Calculus in college. The year begins with a review of elementary functions followed by a study of limits, differential calculus and beginning integral calculus. Prerequisite: Pre-Calculus. **Offered as RCBC CAP Course.*

***AP Calculus AB** **HON**

Equivalent to a first semester college calculus course. Students taking this course will be able to take the College Board Placement Test in AB Calculus and could receive college credit or advanced standing depending upon their score and the policy of the college. Prerequisite: Pre-Calculus. **Offered as RCBC CAP Course.* NOTE: A student may select either Calculus AB or BC, but not concurrently.

***AP Calculus BC** **HON**

Offered to those students who display special ability in mathematics. The course is faster paced and broader in-depth than Calculus AB and covers two full semesters of college calculus. Students taking this course will be able to take the College Board Advanced Placement Test in BC Calculus and could receive college credit or advanced standing depending on their scores and the policy of the college. Prerequisite: Pre-Calculus. **Offered as RCBC CAP Course.* NOTE: A student may select either Calculus AB or BC, but not concurrently.

AP Calculus BC and Calculus II **HON**

Expands the depth of study of some Calculus AB topics, prepares students to take the Advanced Placement Test in Calculus BC, and include additional topics beyond the BC Calculus curriculum. Students could receive college credit or advanced standing depending on their scores and the policy of the college. This course is designed for advanced mathematics students who have completed one year of Calculus. **Offered as RCBC CAP Course.*

***Probability and Statistics** **ACC**

Divided into three categories: descriptive statistics, probability, and inferential statistics. The course includes application for college bound students for all academic areas. Prerequisite: Algebra II. **Offered as RCBC CAP Course.*

***AP Statistics** **HON**

Equivalent to a college statistics course. Students taking this course will be able to take the College Board Advanced Placement Test in Statistics and could receive college credit or advanced standing depending upon their score and the policy of the college. Prerequisite: Algebra II. **Offered as RCBC CAP Course.*

Computer Programming I **HON**

Designed to be an introductory programming course. The concepts taught will include input/output operations, arithmetic operations, accumulating and displaying totals, comparing, array processing, searching and sorting, string processing, file processing, and report generation. Emphasis will be on problem-solving techniques and logic. Prerequisite: Completion of or concurrently taking Geometry. Credits for this course do not satisfy math requirements for graduation.

***AP Computer Science A** **HON**

Designed as a second year programming course to teach problem-solving heuristics, algorithm development using top-down design, and good programming style and techniques through an object-oriented approach to be extended to future programming languages that may be studied. Students will enhance their knowledge of input/output operations, arithmetic operations, accumulating and displaying totals, comparing, array processing, searching and sorting, string processing, file processing, and report generation. Emphasis on problem-solving techniques and logic. Prerequisite: Computer Programming I. Credits for this course do not satisfy math requirements for graduation. **Offered as RCBC CAP Course.*

Consumer Math **CP, PR**

Designed to prepare students to deal with situations in their daily lives that require knowledge of comparing and reconciling savings accounts and checking accounts, renting apartments, purchasing housing, determining real estate taxes, buying cars, investigating insurance options, etc. This course satisfies the personal financial literacy graduation requirement. This course does not satisfy math requirements for graduation. *PR level is available through the Child Study Team.*

Math I, II**PR (Self-contained)**

Emphasis is on mastery and application of basic math operations. Additional topics include measurement, number theory, pre-algebra, basic geometry, and problem solving. *Available through the Child Study Team.*

Math III/IV**PR (Self-contained)**

Emphasis is on consumer math skills and personal financial literacy. Units include budgeting, career preparation and earnings, banking//saving//investing, buying//renting a home, travel, transportation. This course will meet the state's personal financial literacy requirement. *Available through the Child Study Team.*

SEMESTERIZED MATH COURSES**Enriched Topics in Mathematics****ACC**

Designed to examine non-traditional topics in mathematics with a focus on problem solving. Enables students to examine unique historical and modern topics, such as the history of math, graph theory, logic, election theory, apportionment, game theory, cryptography and set theory. All of these topics will assist students with applying mathematics to real world contexts while enhancing problem-solving skills and techniques. Designed for students with interests in mathematics. Prerequisite: Geometry HON or ACC.

SAT Preparation**ACC**

A one-semester elective which prepares students for the verbal and math sections of the SAT. Nine weeks will be spent on verbal and nine weeks on math. Critical reading, writing, vocabulary and logical reasoning skills needed on the SAT will be addressed. Specific test-taking strategies for the SAT will also be presented. Completing this course is in no way a guarantee of desired results on the SAT. Credits for this course do not satisfy math or English graduation requirements. This is a pass/fail course. Open to second semester sophomores, all juniors, and first semester seniors who have completed both Algebra I and Geometry.

Music

All Music courses meet graduation requirements for Visual/Performing Arts.

Orchestra

For students who play a string instrument (violin, viola, cello or bass) and read music. Special attention will be given to the development of technique, intonation, sight-reading and tone production. Literature of all periods is performed, including one concert with full orchestra (strings combined with band students who play wind, brass and percussion instruments.) Performance in festivals and concerts for the school and community are requirements for the course. *This course is currently under revision. Upon Board approval the description of the course will be modified to align with the revised curriculum and current New Jersey Common Core Standards.*

Concert Band

For students who play an instrument (wind or percussion) and read music. Special attention will be given to development of techniques, intonation, sight reading, tone production and playing experience as a member of a performing ensemble. Performances at concerts and festivals are requirements of this course. *This course is currently under revision. Upon Board approval the description of the course will be modified to align with the revised curriculum and current New Jersey Core and Common Core Standards.*

Beginner Band

Designed for students who are interested in learning how to play a wind instrument. It includes learning playing technique, how to read music and all other basic concepts of performance. This course will also meet the fine arts requirement now mandated by the State of New Jersey for graduation of all incoming freshmen. Students may be required to rent or purchase an instrument.

Jazz Band

Designed for students who are interested in the performance and mastery of literature written for Jazz Band. Offered to advanced instrumental students. All students must audition for the class and will be recommended by the director for admission into this course. Emphasis is on advanced instrumental techniques, performance of jazz music for the ensemble, and preparation for regional and college auditions. Performances at concerts, competitions, and festivals are requirements of this course.

Wind Ensemble

All students must audition for the class and will be recommended by the director for admission into the course. Emphasis is on advanced instrumental techniques, performance of wind ensemble literature, and preparation for regional band and college auditions. *This course is currently under revision. Upon Board approval the description of the course will be modified to align with the revised curriculum and current New Jersey Common Core Standards.*

Piano Lab

Designed for the student who has very little or no piano experience. In this course, the student will learn to read and write music; perform on the piano; compose and improvise music; and incorporate music history, music of different cultures, and music of modern society in the assigned pieces of music. *This course is currently under revision. Upon Board approval the description of the course will be modified to align with the revised curriculum and current New Jersey Core and Common Core Standards.*

Chorus

All kinds of choral literature are studied and performed in this course. Emphasis is placed on the development of the voice, music interpretation, and reading music. Activities include school concerts and outside performances.

Girls Ensemble

Geared for the more musically talented student. May require an audition as a prerequisite. Emphasis is placed on the development of the voice, music interpretations, and reading music. Activities include school concerts and outside performances.

Concert Choir

Geared for the most musically talented student. May require an audition as a prerequisite. An ability to sing and hear at the highest level of accuracy and musicianship, as determined by the director, is expected. Frequent voice testing to secure understanding of, and ability to sing repertoire. SATB literature of all styles and periods will be performed.

Music Appreciation

A survey of music from its origins to contemporary compositions. Requires much listening to music in class with subsequent discussion and analysis. Students will study the basic elements and history of music, different musical instruments and selections from a wide variety of musical styles.

Music Theory I

Provides elementary training in reading, writing, analyzing, and performing music. Prior experience in reading music suggested. *This course is currently under revision. Upon Board approval the description of the course will be modified to align with the revised curriculum and current New Jersey Common Core Standards.*

Advanced Placement Music Theory

Advanced Placement Music Theory is for the accelerated music student pursuing a career in music. Basic musical skills and knowledge learned in Music Theory I, such as clefs, rhythms, and notation, will be refined and enhanced. While students will study written theoretical topics like counterpoint, diatonic and chromatic harmony, part writing and harmonic and melodic analysis, students will spend the majority of their time working on developing their ability to aurally identify intervals, chord qualities, and dictate melodies. Students will also study music history, focusing on Western classical music, and will learn some basic composition and orchestration skills. Students taking this class are eligible to take the Advanced Placement examination in Music Theory. Prerequisite Music Theory I (Final grade of A or B) **Offered as RCBC Cap Course.*

String Ensemble

Offered to more advanced string students. Instruments in the ensemble include violins, violas, cellos and basses. Emphasis is placed on the development of advanced technique, musical interpretation and music reading skills. Literature of all periods is performed, including one concert with full orchestra (strings combined with band students who play wind, brass and percussion instruments). Performance in festivals and concerts for the school and community are required and membership in the Lenape Regional Orchestra is highly recommended.

Jazz Improvisation

Offered to instrumentalists with at least one year experience in the band program in the high school. **All** students must audition for the class and will be recommended by the director for admission into the course. This class explores the skills that it takes to improvise the jazz idiom. Students must be able to read written notation. Students will be required to learn some traditional theory and history of jazz and will perform in class, as well as community functions. *This course is currently under revision. Upon Board approval the description of the course will be modified to align with the revised curriculum and current New Jersey Common Core Standards.*

Technology in Music I

Provides an overview of, and hands-on experience with a number of commercially-available, music-related hardware and software products. Extensive class time is devoted to gaining a practical understanding of the Musical Instrument Digital Interface (MIDI) and applying it effectively in the areas of composition, orchestration, recording, performance, and education. Other technology covered includes electronic keyboards, software synthesizers, digital audio, sound synthesis, CD-ROM, and multimedia. This course satisfies the fine and performing arts requirement or the technology requirement for graduation.

***Technology in Music II**

An extension of Technology in Music I, taking an in depth look at subjects covered in that class, with emphasis placed on digital audio and Multi-Media elements. Students will work toward creating original audio/video portfolios. Prerequisite: Technology in Music I. **Offered as RCBC Cap Course*

Physical Education/Health

Physical Education and Health are state-mandated programs required to be taken during each year of enrollment in school.

Sports Medicine

ACC

Designed to allow college prep students an opportunity to learn about sports medicine, human anatomy and physiology, and various allied health professions. The course is geared toward providing the students with a strong knowledge base and hands-on skills in the area of sports medicine. Any student considering advancing their education in biology, pre-med, or related sports medicine/allied health should make this course part of their high school educational experience.

Physical Education I, II, III, IV

Emphasizes physical fitness and the importance of developing/maintaining lifetime physical fitness habits. Portions of the courses stress the development of teamwork, trust, cooperation, strategy, leadership and problem solving skills as well as, building self esteem and self-confidence. Physical education activities emphasize skill development and knowledge of individual sports, team sports, lifetime and rhythmic activities through a structured four year program. In addition, physical fitness activities are routinely included in the weekly physical education program.

Health Education I

Includes family living, responsible decision making, character education, and physical, social, and mental growth and development. The course also includes knowledge about the effects of drugs, alcohol, and tobacco on the individual, family, and society. In addition, current newsworthy issues, including AIDS, are examined with respect to their impact on the individual, the family and society. *PR level is available through the Child Study Team.*

Health Education II

Covers New Jersey State Motor Vehicle laws with emphasis on the following areas: Graduated Driver License Program, rules and regulations, defensive driving tactics, consequences of distracted driving, basic vehicle control, and the dangers associated with drugs, alcohol and driving. *PR level is available through the Child Study Team.*

Health Education III

Covers basic first-aid knowledge and emergency first-aid techniques, including CPR for infants, children, and adults. It also focuses on basic nutrition and physical fitness concepts. There is an emphasis on the impact of positive fitness and nutrition decisions, while illustrating the negative impact that drugs, alcohol, and tobacco will have on the student's well being. *PR level is available through the Child Study Team.*

Health Education IV

A study of the various stages of life between birth and death. The course also integrates problems associated with substance abuse and their effects on pregnancy, marriage, family living, finances, parenting, quality of life, and life expectancy. Other health problems are reviewed with respect to their impact on the individual, the family, and society. *(All state mandates are met in the four-year health program.) PR level is available through the Child Study Team.*

Health Education I, II, III, IV PR (Self-contained)

Includes family living, responsible decision-making, character education, and physical, social, and mental growth and development. This course includes knowledge about the effects of drugs, alcohol, and tobacco on the individual, family, and society. Current newsworthy issues, including AIDS, are examined. The course also covers first-aid knowledge and emergency techniques, basic nutrition, physical fitness and movement concepts. A study of various stages of life between birth and death are explored. After individualized assessment from teachers, parents, and the CST, the New Jersey State Motor Vehicle laws with emphasis on defensive driving and seat belt safety will be addressed. *PR level is available through the Child Study Team.*

Adaptive Physical Education

Physical Education Program designed to meet the needs of student's specific physical needs. *PR level is available through the Child Study Team*

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ACC:	Accelerated –	Requires a good command of basic skills and the ability to perform in a rigorous program at a rapid pace. This is a college prep course.
CP:	College Prep –	Requires a command of basic skills and is moderately paced. This is a college prep course.
MOD:	Modified –	Reinforces and builds upon basic skills.
PR:	Pullout Replacement –	Special Education.

Science

Every New Jersey public school graduate must successfully complete a minimum of three years of science. The LRHSD graduation requirements are that all students must take three science classes. Students are encouraged to take more than the minimum requirement. Our core science courses are environmental science, biology, chemistry, and physics. Depending on their college plans and math aptitude, those students interested in a science-related college major may double up in science in order to take AP or advanced science classes. All HON and ACC sciences, excluding environmental science, genetics and astronomy, are six credit courses unless otherwise stated. Six credit courses incorporate an additional lab period once a cycle as a continuous allotment of instructional time designated to allow teachers to incorporate laboratory-based activities that extend beyond the standard 57-minute class period. Technology is infused throughout the science program. Students completing the first-year biology curriculum will be responsible for taking the NJDOE Biology Competency Test.

Astronomy

ACC

Study of origin and makeup of the universe. Topics covered may include the earth's motions, the solar system, stars, galaxies, and cosmology. Processes will be explained using basic physics. Labs are integrated into the five contact periods per week. Mathematical applications are frequent, and completion of Algebra I and geometry is needed. Intended for students who have finished or are concurrently completing their core science requirements.

Environmental Science

HON, ACC, CP, MOD, PR

This course is an experiential exploration of the physical and biological aspects of the natural environment, both local and global, allowing students to discover their personal interrelationships with their surroundings and, using scientific methods, to develop a respect and sense of stewardship for the environment. *PR level is available through the Child Study Team.*

Biology

HON, ACC, CP, MOD, PR

Basic survey course in the life sciences. Topics include: biochemistry, cell biology, energy, genetics, evolution, ecology and diversity of life. Students gain an appreciation of the interdependence of all living things and human impact on the biosphere. Successful completion of Algebra I is recommended for HON and ACC students. *PR level is available through the Child Study Team.*

***AP Biology**

HON

Offered as a second-year biology course and *designed for the student who excelled at first-year biology*. Equivalent to two semesters of college biology. Students will be prepared to take the College Board's Advanced Placement Test and could receive college credit or advanced standing depending upon their scores and the policy of the college. The course is laboratory-oriented and includes dissections. Completion of chemistry is strongly recommended. **Offered as RCBC CAP Course.*

Advanced Biology **ACC**

A second-year biology course offering an in-depth study of selected topics in biology. Student involvement and initiative are emphasized. Problem solving, mathematical analysis of data, and critical thinking are important aspects of advanced biology. This course includes genetics, molecular biology and biotechnology; anatomy and physiology; evolution; and ecology. The course is lab-oriented and includes dissections. It is recommended for students with a strong interest in these areas of biology and who have successfully completed biology and have completed or are currently taking chemistry.

Chemistry **HON, ACC, CP**

Focuses on the nature and behavior of matter and utilizes mathematical skills in problem solving and laboratory experiences. Major topics include: atomic structure, chemical elements, compounds, reactions, gas laws, and applications of the periodic chart. Basic techniques are developed in laboratory experiments. Successful completion of Algebra I and geometry are recommended for HON and ACC students.

***AP Chemistry** **HON**

Offered as a second-year course and *designed for the student who excelled at first-year chemistry*. Equivalent to a first-year college course. Students will be prepared to take the College Board's Advanced Placement Test and could receive college credit or advanced standing depending upon their scores and the policy of the college. **Offered as RCBC CAP Course.*

Advanced Chemistry **ACC**

A second-year chemistry course which covers in more detail much of the material from the first year course. Particular emphasis is placed on the mathematics involved. Laboratory experiences reinforce standard techniques relating to the material covered in class. Recommended for students planning careers in the sciences or medicine.

Integrated Science **MOD, PR**

Hands-on, critical thinking-based course with emphasis on life skills and work place readiness skills. Students are exposed to three areas of science: chemistry, physics and environmental science. Available to juniors and seniors after the completion of environmental science and biology. *PR level is available through the Child Study Team.*

***AP Physics I** **HON**

Offered as a first-year course to students who display strong interest in area of physics. Equivalent to one semester of non-calculus based college course. Students will be prepared to take the College Board's Advanced Placement Test and could receive college credit or advanced standing depending upon their scores and the policy of the college. Students should have completed or be currently taking pre-calculus. **Offered as RCBC CAP Course.*

Physics **ACC, CP**

Emphasizes concepts and theory in classical physics. Topics may include: motion, forces, energy, wave behavior and its applications, electricity, magnetism. This course involves laboratory applications of physics concepts. Successful completion of Algebra II is strongly recommended for ACC.

***AP Physics C** **HON**

Offered as a second-year course and *designed for the student who excelled at first-year physics*. Equivalent to a first year college course. Students will be prepared to take the College Board's Advanced Placement Test and could receive college credit or advanced standing depending upon their scores and the policy of the college. Designed to follow the first year of physics and includes the use of calculus. **Offered as RCBC CAP Course.*

***Genetics** **HON**

Designed for the student who excelled at AP or Advanced Biology, and has taken or will be taking either chemistry or physics. Stresses current developments and applications in the field of genetics. Topics may include molecular and cellular biology, inheritance patterns, chromosome behavior, and abnormalities, biotechnology, genetics of cancer, developmental biology, and experimental design. Students who elect this course should enjoy problem-solving and be motivated to work independently. Laboratory activities emphasized and integrated into the coursework. **Offered as BCC CAP Course.*

Science**PR (Self-contained)**

A hands-on science course with emphasis on life skills and workplace readiness skills. Students are exposed to biology, environmental science, and physical science. *PR level is available through the Child Study Team. This course is currently under revision. Upon Board approval the description of the course will be modified to align with the revised curriculum and current New Jersey Common Core Standards.*

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MOD:	Modified –	Reinforces and builds upon basic skills.
PR:	Pullout Replacement –	Special Education.

Social Studies

***U.S. History I**

HON, ACC, CP, MOD, PR

An in-depth analysis of United States history up to 1900, which focuses on the social changes, territorial expansion, industrialization, and conflicts over power that helped shape the United States. **Honors offered as RCBC Cap Course. PR level is available through the Child Study Team.*

AP U.S. History (U.S. History II)

HON

An in-depth analysis of the history of the United States from 1900 to the present, which focuses on the roles of change, conflict, diversity, scarcity, interdependence and authority in shaping and affecting the 20th Century. **HON Offered as RCBC CAP Course.*

***U.S. History II**

ACC, CP, MOD, PR

An in-depth analysis of the history of the United States from 1900 to the present, which focuses on the roles of change, conflict, diversity, scarcity, interdependence and authority in shaping and affecting the 20th Century. *PR level is available through the Child Study Team.*

World Cultures

HON, ACC, CP, MOD, PR

Study of the geography, history and philosophies, governments, arts, economics, and social systems of the major cultural areas. Students will be able to identify and locate the political divisions and describe the physical characteristics including climate and landforms for each of the cultural regions, from the 16th century to the present. Students will acquire a historical understanding of each cultural region including political, economic, and religious events that shaped the region with an emphasis on understanding their impact on present global situations. Students will be able to describe, compare, and analyze the elements of culture, and recognize that these elements are interrelated. Cultural regions studied are Latin America, Sub-Saharan Africa, North Africa and the Middle East, Europe and Russia, South Asia, East Asia, and Southeast Asia and the Pacific. *PR level is available through the Child Study Team.*

SOCIAL STUDIES ELECTIVES

Humanities

ACC

Designed to teach students to develop their ability to see art, listen to music and read literature. In addition to developing criteria for aesthetic judgment, the course emphasizes evaluation of the historic, social and philosophical significance of ideas, institutions and works of human expression. Demonstrates the evolution of crucial themes and ideas and relate them to current issues and attitudes. Students develop skills necessary for communication of ideas to others. The course is team-taught by a teacher from the English Department and a teacher from the Humanities Department. *This course is currently under revision. Upon Board approval the description of the course will be modified to align with the revised curriculum and current New Jersey Core and Common Core Standards.*

AP European History*HON**

The study of European history since 1400 introduces students to cultural, economic, political and social developments that played a fundamental role in shaping the world today. Offered to those students who display special abilities in Social Studies. Equivalent to a first year college course. These students will be able to take the College Board's Advanced Placement Test and could receive college credit or advanced standing depending upon their scores and the policy of the college. Summer readings are required in this class.

**Offered as RCBC CAP Course.*

Modern European History**ACC**

Designed to study European history from the Renaissance to the present. The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world today. *This course is currently under revision. Upon Board approval the description of the course will be modified to align with the revised curriculum and current New Jersey Common Core Standards.*

AP Psychology*HON**

Honors level psychology course which covers the general areas of the E.T.S. A strong background in biological sciences is recommended. **Offered as RCBC CAP Course.*

Psychology**ACC, CP**

Introduces student to basic concepts of the discipline of psychology. Ideas discussed promote understanding of human behavior from both a biological and social perspective. Emphasis placed on viewing psychology as a science encouraging intellectual curiosity and critical evaluation of everyday issues. *This course is currently under revision. Upon Board approval the description of the course will be modified to align with the revised curriculum and current New Jersey Common Core Standards.*

American Government**ACC**

Develops interest and enhances knowledge of American political system and government structure. Concentrates on the following issues: political heritage, the growth and operation of the federal government, the Supreme Court and individual rights, the function of state and local governments, the voter's role in political campaigns, and an understanding of political topics in today's world. *This course is currently under revision. Upon Board approval the description of the course will be modified to align with the revised curriculum and current New Jersey Core and Common Core Standards.*

Current Affairs**CP**

Study of present day national and international events which can affect our lives. Seeks to develop an understanding of changing world conditions: social, political, and economic. *This course is currently under revision. Upon Board approval the description of the course will be modified to align with the revised curriculum and current New Jersey Core and Common Core Standards.*

AP Economics:**HON****Microeconomics and Macroeconomics**

Designed for students who are excellent readers, have well-developed skills in research, written and oral communications, an awareness of current events, and a particular interest in the social sciences. This course fulfills the personal financial literacy requirement for graduation.

MICROECONOMICS:

Focuses on the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. Primary emphasis is on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

MACROECONOMICS:

Focuses on principles of economics that apply to an economic system as a whole. Particular emphasis is on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, economic growth and international economics.

Foundations of Leadership**ACC**

Introduces fundamental principles of leadership with an emphasis on the application of the principles of self-development and organizational effectiveness. Students learn more about themselves through participation in class discussions, experimental challenge activities, seminars, and group work. Strong emphasis on the development of effective communication skills.

Sociology**ACC**

Examines and analyzes how societies, communities, and smaller groups are organized and maintained and, most importantly, how they affect human behavior. Students examine how societal elements such as class, culture, race, gender, family, medicine, business, technology, education, religion, and government affect their lives. Emphasis on deepening students' understanding of both their own experiences and the complexity of social phenomena in contemporary America society.

AP World History*HON**

Develops understanding of global changes and consequences throughout history and compares ancient societies. Builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills using primary sources. Students may choose to take the World History AP test in May. **Offered as RCBC CAP Course.*

World Civilizations**ACC**

Examines the foundation and development of civilizations from early humans to the 16th Century. Encompasses a study of the origins of humankind, ancient civilizations of Egypt, Mesopotamia, and the Hebrews, the classical cultures of Greece and Rome, Medieval Europe and the Rise of Islam, and the early non-Western cultures of India, China and Mesopotamia.

World Geography**ACC**

Centers on the physical characteristics of the countries: location, climate, topography, products and resources, population, and trade. Skills in map analysis and interpretation of climate data are featured.

Human Behavior**PR (Self-contained)**

Provides at-risk students with the skills needed to experience greater success both in school, in life and in the workplace. Emphasis on helping students build a positive self-image by learning to accept responsibility for their actions, understanding the effect their actions will have on others, and learning to build positive relationships based on effective communication. *PR level is offered through the Child Study Team.*

Social Studies**PR (Self-contained)**

Addresses US history, geography, world cultures, citizenship, and current events. Emphasis on class discussions, organizational skills, and the relevance of the material to the students' everyday lives. *PR level is offered through the Child Study Team.*

SEMESTERIZED SOCIAL STUDIES ELECTIVES**American Minorities****ACC**

The lifestyles and attitudes of minority groups in America are compared and contrasted. Attention is given to social issues and the emerging roles of minorities in diverse communities.

Gender, Culture and Society (American Women) ACC

Explores contemporary social issues as well as pertinent historical events in the history of the American female. Topics include male and female gender roles, a historical overview of women in American History focusing on the struggle for women's suffrage. Examines contemporary issues such as equal pay, reproductive choices, Title IX and violence against men/women. Analysis of the media enables students to evaluate the prevailing image of men and women in today's society. Explores the formation of a positive body self-image and the causes, symptoms and treatment of disordered eating.

Constitutional Law ACC

Examines and addresses the basic rights and freedoms of American citizens. General course content outlines the history and development of the Constitution and the Bill of Rights. Selected Supreme Court decisions from 1803 to current time will be analyzed and discussed in a historical perspective and how they apply to current situations.

Financial Literacy ACC

This course will teach key economic principles that are necessary to properly prepare students for personal and civic financial literacy and to interact in the global community. This course fulfills the personal financial literacy requirement for graduation. Prerequisite: Successful completion of Algebra I.

Modern United States Wars ACC

Examines American involvement in the major wars of the 20th Century, including the Spanish-American War, World Wars I and II, the Korean, Vietnam, and Persian Gulf wars. Analyzes and compares factors which influenced American participation in these conflicts, and examines how these wars affected American political, economic, and social institutions. Issues including the Holocaust, the internment of Japanese-Americans, and segregation in the military will be discussed. Provides in-depth look at the battles, technology, and weaponry of each war, as well as show the soldiers were viewed by Americans on the home front. *This course is currently under revision. Upon Board approval the description of the course will be modified to align with the revised curriculum and current New Jersey Core and Common Core Standards.*

Strategies for Success in High School and Life ACC, CP

Designed primarily as an elective for freshmen, although any student in any grade may take it. Fosters appreciation for cultural diversity and individualism and teaches study skills at an early stage to be applied throughout high school and higher learning. Taught by English and History departments. Credits will not count toward English or History requirements for graduation.

United States Foreign Affairs ACC

Traces the development of American foreign policy of the Twentieth Century. Provides in-depth look at significant trends and attitudes including those of the Cold War (American-Soviet relations), the American role as the political and economic leader in the Western world, and the current and future role of America in international affairs. Issues such as nuclear weapons, global trade, and the increasing worldwide demand for oil are discussed. Examines the attacks on September 11th, the War on Terror, national security, human rights issues and awareness, and the role the United Nations plays in foreign affairs. *This course is currently under revision. Upon Board approval the description of the course will be modified to align with the revised curriculum and current New Jersey Core and Common Core Standards.*

Technology Education

All Technology Education Courses meet graduation requirements for 21st Century Life and Careers or Career-Technical Education. Courses with (●) also meet Visual/Performing Arts requirements.

***Automotive Technology (Double Period – Cherokee and Seneca only)**

Emphasis is on the internal combustion engine, ranging from the simplest two-cycle to complex automobile engines. Practical hands-on experience is a part of the classroom activity. An overview of automotive careers is included. **Offered as RCBC Cap Course.*

Television Broadcast Technology I●

This is an introduction to communication theories and tools. It emphasizes both resources and experiences in video production. The course covers preproduction planning, camera use, lighting, and sound recording techniques, as well as electronic editing and computerized character generation.

***Television Broadcast Technology II●**

Students will refine and expand the skills acquired in Television Broadcast Technology I and receive advanced instruction in electronic news gathering and other programming formats. Emphasis will be placed on completing assignments to be aired on Lenape District TV. Organizational skills, writing skills, professionalism and the ability to work cooperatively are necessary for success in this class. Prerequisite: Television Broadcast Technology I. **Offered as RCBC CAP Course.*

***Television Broadcast Technology III●**

Continues exploring the skills learned in Television Broadcast Technology II and III. Students will produce a full-length video documentary and/or a full-length instructional video. Students will experience both location and studio production techniques and utilize many research interview techniques. Prerequisite: Television Broadcast Technology I and II. **Offered as RCBC CAP Course.*

***Drafting and Design I●**

Introduces the technological world of drafting communications, including the terms, careers, methods, and drawing types used in drafting and design. Students complete technical sketches, geometric constructions, orthographic projects, and pictorial drawings. Computer Aided Drafting is a key component of the course. This course is recommended for students considering careers in engineering, architecture or design. **Offered as RCBC Cap Course at conclusion of Drafting & Design II*.*

***Drafting and Design II●**

Designed to further develop CAD skills and increases knowledge in drafting. Students apply their knowledge of drafting to more technical and challenging drafting and design activities. Three-dimensional modeling software is an integral part of the curriculum. Prerequisite: Drafting and Design I. **Offered as RCBC Cap Course.*

Architectural Design●

Focuses on developing residential architectural plans. All facets of the house design will be explored. Problem solving solutions to specific design problems and creation of models are an integral aspect of the course. Drawings will be completed using AutoCAD. Prerequisite: Drafting and Design I and II.

***Engineering Design●**

Focuses on problem-solving and design. Problems involving gear design, cams, and linkages are among some of the topics covered. Designs and drawings will be completed using AutoCAD and Rhino. Prerequisite: Drafting and Design I and II. **Offered as RCBC Cap Course.*

***Electronics Technology I**

Electronics I is the first of two courses that encompasses science, technology, engineering, and math concepts related to the design and application of electrical principles and topics including circuit characteristics, electronic components, and testing equipment. This is achieved through a variety of design, inquiry, and project based learning activities employed through the course of study. **Offered as a RCBC CAP Course.*

***Electronics Technology II**

Electronics II applies topics from the first year course to digital electronic and robotics concepts. Topics in this course require the use of troubleshooting methods, integrated circuits, digital logic, microcontrollers, and robotics through a variety of design, inquiry, and project based learning activities. It is recommended that students have completed Algebra I. Prerequisite: Electronics Technology I. **Offered as a RCBC Cap Course.*

Metal Working (Lenape Only)

Comprehensive course providing experiences in many metal working areas, including sheet metal construction, foundry, bench metal, ornamental ironwork, arc and gas welding, and machining. Students are instructed in the use of hand and power metal working equipment for the construction of selected projects. Also included in the instruction is shop safety, reading plans, precision measurement, and metal properties, processes and classifications.

Exploring Photography I●

Emphasis will be placed on basic skills, small group instruction, and/or individualized attention. Gives students an in-depth look at the field of digital photography. Students are taught the basics of digital photography from composition to basic photo-manipulation and color printing using imaging software. Hands-on computer experience is provided to all students on the photography lab equipment included color printers, scanners, and digital cameras.

Photography I●

Gives students an in-depth look at the field of digital photography. Students are taught the basics of digital photography from composition to basic photo-manipulation and color printing using imaging software. Hands-on computer experience is provided to all students on the photography lab equipment included color printers, scanners, and digital cameras.

Photography II●

A comprehensive course that includes instruction in the areas of digital photography and graphic design. Knowledge gained in Photography I will be expanded upon as we explore areas of individual interests and abilities. At all levels the use of computers will be utilized in the use of software filters and effects tools. Projects will be assigned and work will be required outside of class. Prerequisite: Photography I.

***Photography III●**

Builds on the solid foundation of technical skill and design principles developed in Photography I and II and offers the chance for students to pursue specialized interests related to photography and digital imaging including multi-image production and photo-illustration. A strong curriculum that emphasizes both theory and practice characterizes this course. Prerequisite: Photography I and II. **Offered as RCBC CAP Course.*

Technology Today

Instills awareness of the technology that surrounds today's rapidly changing environment. Thinking, problem solving, and design skills are developed through a variety of class projects. Students learn and apply skills in the communications, manufacturing, construction, bio-technology, and transportation areas.

Exploring Technology Today

Instills awareness of the technology that surrounds today's rapidly changing environment. Thinking, problem solving, and design skills are developed through a variety of class projects. Students learn and apply skills in the communications, manufacturing, construction, bio-technology, and transportation areas. Emphasis will be placed on basic skills, small group instruction, and/or individualized attention.

Woodworking I

Teaches use of hand tools in the procedures of cutting common wood joints. Safety practices in the use of hand held and stationary power equipment is enforced. Students construct teacher prescribed and individual woodworking projects.

Exploring Woodworking I

Teaches use of hand tools in the procedures of cutting common wood joints. Safety practices in the use of hand held and stationary power equipment is enforced. Students construct teacher prescribed and individual woodworking projects. Emphasis will be placed on basic skills, small group instruction, and/or individualized attention.

Woodworking II

Assumes basic knowledge of hand tool use, and power equipment safety procedures and operation, and individual projects of a higher level of advancement and proficiency are constructed. Career opportunities in woodworking are presented. Prerequisite: Woodworking I and Exploring Woodworking I.

Exploring Woodworking II

Assumes basic knowledge of hand tool use, and power equipment safety procedures and operation, and individual projects of a higher level of advancement and proficiency are constructed. Career opportunities in woodworking are presented. Emphasis will be placed on basic skills, small group instruction, and/or individualized attention. Prerequisite: Woodworking I and Exploring Woodworking I.

Woodworking III

Teaches use of hand tools, power equipment, safety procedures, and line production. Career opportunities in woodworking are presented. Finer cabinetry methods of construction will be stressed. Students work on projects and high levels of proficiency are expected. A knowledge of basic woodworking is required. Prerequisite: Woodworking I and II.

Woodworking IV

Advanced level class where students have the opportunity to strengthen their skills through theory and practical applications in labs. Students will develop their problem solving, decision-making, and critical-thinking skills. Units of study will include lumber types, period studies, shop applications, finishing, and safety. This course will prepare students for possible home projects as well as career opportunities and development. Prerequisite: Woodworking I, II and III.

SEMESTERIZED COURSES**Car Care**

Designed for the future and current vehicle owners or operators who want to learn how to safely and properly maintain their vehicles. In addition to theory instruction, students will have the opportunity for actual hands-on activities.

Home Improvement

Designed for future homeowners or apartment tenants who want to learn how to properly maintain their residences. In addition to theory instruction, students will have the opportunity for actual hands-on activities.

World Languages

All World Languages courses are aligned with the New Jersey Student Learning Standards for World Languages. Graduation requirements mandate at least 10 credits (2 years) in World Languages (WL).

- **Levels:** Students should carefully consider their appropriate placement before starting any language program. Most students headed for academic four-year colleges will take Accelerated (ACC). Students headed for two-year colleges might consider taking College-Prep (CP). Modified (MOD) level instruction is for students who need Modified English, or who have found Spanish too difficult at the CP level. Students who have completed a year of study at one level (e.g. CP) may struggle to move up a level (e.g. ACC) for the next year.
- **Sequence:** It is strongly recommended that students new to the school who enroll in a second-, third-, fourth-, or fifth-year language course have completed the preceding language course in the sequence or have demonstrated proficiency (e.g. via Proof of Proficiency) in that course.
- **Honors (HON) Courses** are challenging. I/II and II/III courses are very challenging because they combine two years of language study into one. These courses are offered for highly motivated students willing to undertake extremely rigorous study. This option allows students to prepare for the possibility of the fifth year of a language. I/II and II/III courses are recommended for freshmen who earned an “A” in eighth-grade English and for tenth-, eleventh-, and twelfth-graders who have earned an “A” in a previous WL ACC course or an “A” or “B” in a previous WL HON course.
- **Heritage Speakers** (students who speak in their homes languages our district offers) should contact their school’s World Languages Department over the summer to take a proficiency test for placement purposes. After evaluation, the WL course will be recommended that will enable the student to be properly challenged.

***French I/II**

HON

This rigorous course combines the first two years of study into one. It focuses on correct pronunciation, basic grammar, and cultures of the French-speaking world and emphasizes listening, speaking, reading, and writing skills. This course prepares students for French III and enables them to prepare for the possibility of the fifth year of the language. **Offered as RCBC CAP Course.*

French I

ACC, CP

This course introduces the sounds, vocabulary, and grammatical constructions of the language with emphasis on listening, speaking, reading, and writing skills. French culture, geography, and social customs are interwoven throughout the course.

***French II**

ACC, CP

This course builds upon the skills learned in French I (reading, writing, listening and speaking). Students will continue developing proficiency in these four skills while enhancing their knowledge of French-speaking cultures. **ACC offered as a RCBC CAP Course.*

***French III**

HON

This course builds upon the speaking and listening skills acquired in the French I and II ACC courses. It helps students expand their vocabulary and understand intricacies of grammar. Detailed instruction about the French-speaking world, customs, and institutions is given. Students are introduced to readings in French. **Offered as RCBC CAP Course.*

***French IV**

HON

This course builds upon previous study of language skills and Francophone culture. Fluency in spoken French is emphasized through thematic conversations. Students read and discuss literature in French. **Offered as RCBC CAP Course. This course is currently under revision. Upon Board approval the description of the course will be modified to align with the revised curriculum and current New Jersey Student Learning Standards.*

***AP French Language and Culture** **HON**

This course prepares students to take the AP French Language and Culture examination. Students further their understanding of the French-speaking cultures, read excerpts of literature, acquire in-depth comprehension of formal and informal French, and express ideas orally and in writing with accuracy and proficiency. This course is **Offered as RCBC CAP Course.*

***German I/II** **HON**

This rigorous course combines the first two years of study into one. It focuses on correct pronunciation, basic grammar, and cultures of the German-speaking world. It emphasizes listening, speaking, reading, and writing skills. This course prepares students for German III and enables them to prepare for the possibility of the fifth year of German. **Offered as RCBC CAP Course.*

German I **ACC**

This course introduces the sounds, vocabulary, and grammatical constructions of the language with emphasis on listening, speaking, reading, and writing skills. German culture, geography, and social customs are interwoven throughout the course.

***German II** **ACC**

This course builds upon the grammar and vocabulary of German I and expands students' speaking, listening, reading and writing abilities. The culture, geography, and social customs of German-speaking countries continue to be examined. **Offered as RCBC CAP Course.*

***German III** **HON**

This course advances the sequential study of grammar and vocabulary begun in German I and II. Speaking, listening, reading, and writing skills are further developed through the study of culture and social customs of the German-speaking world. Special emphasis is placed on travelling to a German-speaking country and being able to function there both with language proficiency and proper etiquette. **Offered as RCBC CAP Course*

***German IV** **HON**

This course builds on the previous study of oral and written language skills and German culture. Fluency in spoken German is developed through conversation and reading. **Offered as RCBC CAP Course.*

***Italian I/II** **HON**

This course, only intended for highly motivated students, combines the first two years of study into one. It orients students to correct pronunciation of the Italian language and basic grammar components and introduces them to the Italian culture. Listening, speaking, reading, and writing skills are emphasized. The course prepares students for Italian III Honors and enables students to prepare for the possibility of the fifth year of Italian. **Offered as RCBC CAP Course.*

Italian I **ACC**

This course introduces the sounds, vocabulary, and grammatical constructions of the language with emphasis on listening, speaking, reading, and writing skills. Italian culture, geography, and social customs are interwoven throughout the course.

***Italian II /III** **HON**

This course combines the second and third year of study into one. This rigorous course is only for the highly motivated language student. **Offered as RCBC CAP Course.*

***Italian II** **ACC**

This course builds upon the grammar and vocabulary of Italian I. It expands students' speaking, listening, reading, and writing abilities and continues the study of Italian culture. **Offered as RCBC CAP Course.*

***Italian III** **HON**

This course furthers the development of speaking, listening, reading, and writing skills through the study of Italian culture, social customs, and short stories. The course continues the sequential study of vocabulary and advanced grammar. **Offered as RCBC CAP Course.*

Italian IV*HON**

This course builds upon the previous study of language skills and Italian culture. Fluency in spoken Italian is developed through extensive conversation and reading. Students are introduced to Italian literature through the study of short stories and excerpts from the works of various classic authors. **Offered as RCBC CAP Course.*

AP Italian Language and Culture**HON**

This course prepares students to take the AP Italian Language and Culture examination. It is designed for students displaying special abilities in Italian and prepares them for further college study. Students gain an understanding of Italian culture, read literary texts, acquire an in-depth comprehension of formal and informal written Italian, compose expository passages, and express ideas orally and in writing with accuracy and fluency.

Latin I**HON**

This course introduces students to Latin grammatical forms and vocabulary. Students translate from Latin to English and write in Latin. Roman history, culture, and mythology are strongly emphasized.

Latin II**HON**

This course reviews Latin I and introduces the students to grammar concepts and vocabulary applicable to Latin II. Students read Roman authors such as Livy, Julius Caesar, and Plautus and study the culture and history of the Romans. **Offered as Rowan University CAP Course.*

Latin III**HON**

This course continues the study of Latin vocabulary and reviews Latin grammar. Students focus on reading the prose of Latin authors. The course offers a more in-depth study of the culture, government, and history of the Romans. **Offered as Rowan University CAP Course. This course is currently under revision. Upon Board approval the description of the course will be modified to align with the revised curriculum and current New Jersey Core and Common Core Standards.*

AP Latin**HON**

This course prepares students to take the AP Latin examination. It comprises a detailed study of selections from Vergil's Aeneid and selections from Caesar's Commentarii de Bello Gallico. Students translate literally and develop the ability to comprehend and to critically analyze Vergil's epic narrative poem and Caesar's prose history of the war in Gaul. Focus is also given to the socio-political context of these works which were written during a crucial period in Roman history.

Russian I**HON**

Students who complete Russian I will be well on their way toward achieving the American Council on the Teaching of Foreign Languages (ACTFL) Standards for Foreign Language Learning: Communication, with emphasis on the use of Russian for "real-life" situations; Cultures, by which students will understand the essentials necessary to function in Russia; Connections, meaning aspects of Russian society will be taught through authentic readings, audio, and video activities; Comparisons, encompassing how, through examination of basic aspects of Russian language and culture, students will make conclusions about language and culture at home; and Communities, describing how course materials will allow students to gain a sense of how Russia may look, sound, and feel, and will prepare students to engage in active communication with friends and colleagues in the Russian-speaking world. Students will learn the 33-letter Cyrillic alphabet the first week. All students are welcome.

Russian II**HON**

This course continues the contemporary approach to language learning by focusing on the development of functional competence in the four skills (listening, speaking, reading, and writing), as well as the expansion of cultural knowledge. The course also provides comprehensive explanations of Russian grammar along with the structural practice students need to build accuracy. **Offered as Rowan University CAP Course.*

Russian III**HON**

This course furthers the development of skills in listening, speaking, reading, and writing through the study of Russian culture. It introduces students to Russian literature, cuisine, and traditional arts and crafts. Also emphasized are the acquisition of additional vocabulary and a stronger command of more advanced grammar. **Offered as Rowan University CAP Course. This course is currently under revision. Upon Board approval the description of the course will be modified to align with the revised curriculum and current New Jersey Core and Common Core Standards.*

AP Russian Language**HON**

AP Russian Language will prepare students to take the Prototype AP Russian Examination. The standards-based curriculum stresses proficiency in the four skills: listening, speaking, reading, and writing. The language is taught through the use of authentic materials such as current audio and video news clips, articles, and advertisements. There is an emphasis on advanced vocabulary and role-playing to prepare students to communicate in a variety of contemporary settings. **Offered as Rowan University CAP Course.*

Spanish I/II*HON**

This rigorous course combines the first two years of study into one. It focuses on correct pronunciation, basic grammar, and culture of the Spanish-speaking world. Listening, speaking, reading, and writing skills are emphasized. This course prepares students for Spanish III Honors and enables students to prepare for the possibility of the fifth year of Spanish. **Offered as RCBC CAP Course.*

Spanish I**ACC, CP**

This course introduces the sounds, vocabulary, and grammatical constructions of the language with emphasis on listening, speaking, reading, and writing skills. Spanish culture, geography, and social customs are interwoven throughout the course.

Spanish Communication I**MOD**

This course introduces basic vocabulary, grammar, and conversational skills centering on common subjects such as greetings, likes and dislikes, personal descriptions, time and schedules, and school life. Students are also introduced to the culture of the Spanish-speaking world through geography and fine arts.

Spanish II*HON, ACC, CP**

This course continues to orient students to the sounds of the Spanish language and basic grammar. Listening, speaking, reading, and writing skills and the study of Spanish-speaking cultures are emphasized. Topics and concepts introduced in Spanish I are addressed on a more sophisticated level befitting the students' growing command of vocabulary and grammatical structure. **HON and ACC offered as RCBC CAP Courses.*

Spanish Communication II**MOD**

This course expands essential vocabulary, conversational topics, and concepts introduced in Spanish Communication I. Topics are addressed on a higher level befitting the students' growing command of vocabulary, grammar, and understanding of culture.

Spanish III*HON, ACC, CP**

This course continues the sequential study begun in Spanish I and II. Emphasis is placed on vocabulary development, advanced grammar, speaking, and listening. Further understanding and appreciation of Spanish culture is stressed. **HON and ACC offered as RCBC CAP Courses.*

Spanish IV*HON, ACC**

This course is designed for students interested in continuing their study of Spanish in college. It furthers students' skills in speaking, reading, and writing in Spanish while enhancing their understanding and appreciation of Hispanic literature, art and culture. **Offered as RCBC CAP Course.*

AP Spanish Language and Culture*HON**

This course prepares students to take the AP Spanish Language and Culture examination. Students will enhance their understanding of Spanish and Hispanic culture, read selected pieces of literature, acquire in-depth comprehension of formal and informal written Spanish, compose expository passages, and express ideas orally and in writing with accuracy and fluency. **Offered as RCBC CAP Course.*

Spanish V*ACC**

This course is designed for students who want a fifth year of Spanish without the rigor of the AP course. It continues the study of language and literature, with many opportunities for speaking, reading, and writing on a variety of topics including contemporary culture and issues. **Offered as RCBC CAP Course.*

Spanish**PR**

This course introduces students to basic Spanish language and culture. Students will communicate with each other using Spanish phrases. Emphasis will be on Spanish vocabulary and understanding of regions in the world where Spanish-speaking cultures are important. *PR level is available through the Child Study Team.*

Project Lead the Way (PLTW)

The PLTW (STEM) course meets graduation requirement for 21st Century Life & Careers or Career-Technical Education.

NOTE: The foundation course from the Pathway to Engineering program is titled IED (Introduction to Engineering Design). This course is offered by invitation only to 9th graders who meet acceptance criteria.

Science, Technology, Engineering, and Mathematics (STEM) education programs like the one offered by PLTW engage students activities-, projects-, and problem-based (APPB) learning, which provides hands-on classroom experiences. Students create, design, build, discover, collaborate and solve problems while applying what they learn in math and science. They're also exposed to STEM fields through professionals from local industries who supplement the real-world aspect of the curriculum through mentorships and workplace experiences. The curriculum is standards-based, aligned with both Common Core and Next Generation Science Standards.

PLTW's comprehensive curriculum for engineering and biomedical sciences has been collaboratively designed by

PLTW teachers, university educators, engineering and biomedical professionals and school administrators to promote critical thinking, creativity, innovation and real-world problem solving skills in students.

The Pathway to Engineering (PTE) program is intended for grades nine through twelve. PTE explores the design process and links STEM principles to relevant problem-solving activities. Courses complement traditional mathematics and science courses. PTE is designed to prepare students to pursue post-secondary education and careers in STEM-related fields.

Introduction to Engineering Design

(Year 1)

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

Computer Integrated Manufacturing

HON

(Year 2 Lenape only)

Manufactured items are part of everyday life, yet most students have not been introduced to the high-tech, innovative nature of modern manufacturing. This course illuminates the opportunities related to understanding manufacturing. At the same time, it teaches students about manufacturing processes, product design, robotics, and automation. Students can earn a virtual manufacturing badge recognized by the National Manufacturing Badge system.

Digital Electronics

HON

(Year 2 Cherokee only)

From smart phones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

Environmental Sustainability

HON

(Year 2 Seneca and Shawnee only)

In ES, students investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply issues, and renewable energy. Applying their knowledge through hands-on activities and simulations, students research and design potential solutions to these true-to-life challenges.

**Principles of Engineering
(Year 3)**

HON

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

**Engineering Design and Development
(Year 4)**

HON

The knowledge and skills students acquire throughout PLTW Engineering come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing EDD ready to take on any post-secondary program or career.

JROTC

All JROTC courses meet graduation requirements for 21st Century Life and Careers or Career-Technical Education.

NOTE: Army JROTC offered at Lenape High School only
Naval JROTC offered at Cherokee High School only
Air Force JROTC offered at Seneca High School only

The Junior Reserve Officer Training Corps (JROTC) program is authorized by the enactment of Public Law 88-647 and codification in Title 10 U.S.C., Sec. 2031, which states, "It is a purpose of the Junior Reserve Officer Training Corps to instill in students, in the United States secondary educational institutions, the value of citizenship, service to the United States, and personal responsibility and a sense of accomplishment while instilling in them self-esteem, teamwork, and self-discipline." ROTC prepares high school students for responsible leadership roles, while making them aware of their rights, responsibilities and privileges as American citizens. The program is a stimulus for promoting graduation from high school and strengthening students for post secondary success, while providing instruction and rewarding opportunities that will benefit the student, community and nation. No military commitment is incurred by participation in JROTC.

Scholarship Opportunities:

JROTC through its curriculum and leadership training prepares students for a three or four year ROTC scholarship at more than one thousand colleges and universities; to include the USMA West Point, the Naval Academy, and the Air Force Academy.

Advanced Pay-Grade:

JROTC Cadets who successfully complete two to four years of the program receive an advanced pay-grade should a graduate enlist in any branch of the armed services; both active, reserve, the National Guard, and the U.S. Coast Guard.

Army

Leadership Education Training: (LET -1)

Introduces JROTC Cadets to a cooperative effort which is divided into seven units: Citizenship in Action, Leadership Theory and Application, Foundations for Success, Wellness, Fitness, and First Aid, Geography, Map Skills, and Environmental Awareness, Citizenship in American History and Government, Service Learning, as well as selected optional subjects. Cadets may have the opportunity to participate in JROTC related activities such as Drill, Raider, and Cadet Challenge Physical Fitness Teams. Additionally, JROTC participates in weekend leadership training exercises and in the summer cadets may attend the JROTC Cadet Leadership Camp (JCLC).

Leadership Education Training: (LET -2)

Expands on instruction that addresses intermediate leadership theory. In addition, the four-phase lesson plan is used, which requires the cadets to inquire, gather, process, and apply known and learned information. Cadets may have the opportunity to participate in JROTC related activities such as Drill, Raider, and Cadet Challenge Physical Fitness Teams. Additionally, JROTC participates in weekend leadership training exercises and in the summer cadets may attend the JROTC Cadet Leadership Camp (JCLC). Prerequisite: Successful completion of LET 1.

Leadership Education Training: (LET -3)

Reinforces previous instruction through applied leadership development and applied leadership theory. The course places emphasis on Land Navigation, Techniques of Oral Communications, Service Learning, Character Education, Earth Science, and selected optional subjects. Cadets may participate in JROTC related activities such as Drill, Raider, and Cadet Challenge Physical Fitness Teams. Additionally, JROTC participates in weekend leadership training exercises and in the summer cadets may attend the JROTC Cadet Leadership Camp (JCLC). Prerequisite: Successful completion of LET 2.

Leadership Education Training: (LET -4)

Enhances leadership skills through instruction which address advanced leadership development through advanced leadership techniques. This course also includes Drill and Ceremony, Character Education, Advanced Communications, Staff Functions and Procedures, Financial Planning, and selected optional subjects. Additionally, Cadets have the opportunity to participate in leadership conferences and weekend training exercises. Prerequisite: Successful completion of LET 3.

Navy

Naval Science I: (NS-1)

This course introduces the cadets to the meaning of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. The course engenders a sound appreciation for the heritage and traditions of the United States. The course goal is to develop in each cadet a growing sense of pride in his or her organization, associates, and self. These elements are taught at the fundamental level. To achieve the above goals, the cadets will focus on the positive traits of citizenship by emphasizing both the Navy Core Values (Honor, Courage, & Commitment), and the Cherokee High School Core Values (Accountability, Integrity, & Respect). The wearing of a Naval Junior ROTC uniform and maintaining grooming standards is mandatory.

Naval Science II: (NS-2)

Builds on the general introduction provided in Naval Science I. The traits of citizenship and leadership are further developed through promotions and assignment of billets of increased responsibility. The course introduces cadets to several technical subjects of Naval Science. Topics include a naval perspective of the history of WWII Pacific & Atlantic, the Cold War, the Korean War, Vietnam War, Operation Desert Storm/Shield, and the Current War on Terrorism. Basic Seamanship Training includes Tides & Coastal Processes, Sonar & Radar, Types & Classes of Naval Ships & Submarines, Maritime Strategy (During War & Peace time), Maritime Geography, and Naval Weapons Systems. Second year Navy cadets continue leadership skill training and both platoon/company drill. Students are required to wear the Navy JROTC uniform once a week and meet Navy JROTC grooming standards. Prerequisite: NS-1.

Naval Science III: (NS-3)

This course is broken down into four categories; Naval knowledge, Leadership, Naval Skills, and Personal Finance. The course will also continue to focus on the positive traits of citizenship by emphasizing both the Navy Core Values (Honor, Courage, & Commitment), and the Cherokee High School Core Values (Accountability, Integrity, & Respect). In addition to the course curriculum, leadership experience and opportunities are further developed through promotions to the Officer and senior enlisted cadet ranks. Emphasis is placed on increasing leadership skills through the assignment of duties which are of a more complex and demanding nature. The wearing of a Naval Junior ROTC uniform and maintaining grooming standards is mandatory. This course fulfills the personal financial literacy requirement for graduation. Prerequisite: NS-2.

Naval Science IV: (NS-4)

Focuses continues on the further development of leadership skills begun in Naval Science III through theoretical and applied leadership; to include billet assignments as company commander, company executive officer, and drill commanders. Course content includes reading assignments and case studies focusing on leadership, ethics and Global Awareness. Cadets will also have practical application as billet holders within the unit and work with younger cadets. Effective written communication and public speaking skills are emphasized. NS-4 cadets will also complete a course final project as a group. Students are required to wear the Navy JROTC uniform once a week and meet Navy JROTC grooming standards. Prerequisite: NS-3.

Air Force

Overview: Each Military Science course is divided into three separate but equivalent sections of study; Aviation Science, Leadership Education, and Health and Wellness. Leadership Education is sub-divided into smaller sections of learning which includes team-building exercises and Air Force drill requirements. Health and Wellness is broken down into various aspects of physical fitness from team activities to exercises in preparation for the Presidential Physical Fitness Exam. Before participating in the JROTC Physical Fitness program, all cadets are required to complete the AFJROTC Physical Fitness Program Cadet Participation Consent Form with Health Screening Questionnaire. All cadets are required and expected to wear the uniform, meet grooming standards and participate in the scheduled PT activities each week.

Aerospace Science I and Leadership I: (791)

A Journey into Aviation History – This course is an aviation history course focusing on the development of flight throughout the centuries. The emphasis is on civilian and military contributions to aviation, interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets.

Introduction to AFJROTC - Leadership Education I outlines' the basic principles of leadership in the Air Force as applied to the Air Force Junior ROTC cadet corps. Cadets are required to teach, learn and perform 30 basic Air Force Drill commands throughout the school year. Cadets will learn about making smart health and wellness choice, US citizenship, AFJROTC history, and high personal standards. In the Health and Wellness portion cadets will work together to develop their physical fitness to prepare to take the US Presidential Physical fitness Exam.

Aerospace Science II and Leadership II: (792)

Cultural Studies: An Intro to Global Awareness - This course introduces students to the world's cultures through the study of world affairs, regional studies, and cultural awareness. The course delves into history, geography, religions, languages, culture, political systems, economics, social issues, environmental concerns, and human rights. It looks at major events and significant figures that have shaped each region.

Leadership Education II: stresses communications skills and cadet corps activities. Much information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. Cadets are required to continue their study and performance of the 30 basic Air Force Drill commands throughout the school year. Cadets will be familiar with Air Force customs and courtesies and drill procedures. In the Health and Wellness portion cadets will work together to develop their physical fitness to prepare to take the US Presidential Physical fitness Exam.

Prerequisite: 791

Aerospace Science III: (793)

Exploring Space: The High Frontier - This is a science course that includes the latest information available in space science and space exploration: beginning with the earliest days of astronomy through modern astronomy, an in-depth study of space and upper atmosphere travel, manned spaceflight and the human experience in space. It also examines the latest advances in space technology, including robotics in space, the Mars Rover, and commercial uses of space.

Leadership Education III: - This course it is designed to prepare students for life after high school in the high-tech, globally oriented, and diverse workplace of the 21st century. Students will learn all aspects of financial planning and money management. The Holland Interest Inventory and other self-assessments will help them to reveal their attitudes, aptitudes, and personal skills. In the Health and Wellness portion cadets will work together to develop their physical fitness to prepare to take the US Presidential Physical fitness Exam.

Prerequisite: 792

Aerospace Science IV: (794)

Management of the Cadet Corps - The cadets should manage the entire corps during their fourth year in the Air Force Junior ROTC program. This hands-on experience affords cadets the opportunity to put theories of previous leadership courses into practice. Planning, organizing, coordinating, directing, controlling, and decision-making will be done by cadets. They will put into practice their communication, decision-making, personal-interaction, managerial, and organizational skills. Instructors should keep in mind that since there is no textbook for this course, the course syllabus will be structured so that cadets achieve course objectives by completing core management activities.

Leadership Education IV: This course provides exposure to the fundamentals of management. The text contains many leadership topics that will benefit students as well as provide them with some of the necessary skills needed to put into practice what they have learned during their time in JROTC. Throughout the text are many ethical dilemmas, case studies, and role play activities built into the lessons. These activities are based on real life experiences and will students the opportunity to practice what they learn by getting involved in discussions and expressing their opinions.

In the Health and Wellness portion cadets will work together to develop their physical fitness to prepare to take the US Presidential Physical fitness Exam.

Prerequisite: 793