

Central Regional High School

2017-2018 ACADEMIC PROGRAM GUIDE

FOREST HILLS PARKWAY
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A MESSAGE FROM THE PRINCIPAL

Dear Student:

Central Regional is a comprehensive school district with a wide selection of offerings to meet the needs of all our students. Whether this is your first or fourth year in the high school, you will be given the opportunity to pursue numerous opportunities to build a solid foundation for your future.

Our curriculum is all embracing and diverse. The major portion of this booklet is devoted to descriptions of the courses available to you. We have provided you with important information regarding graduation requirements and promotion policies in addition to suggestions for patterns of study.

We hope you and your parents will use this program of studies to answer your most fundamental questions regarding the content of the classes you will select for next year. Meeting with your counselor can assist you in evaluating your abilities, interests and career aspirations to insure a program that best meets your needs.

It is my sincere hope that you will have a productive and enjoyable high school experience. My office is always open to you and your parents, and I will assist you in any way that I can.

Sincerely,

Douglas Corbett
High School Principal

GRADUATION REQUIREMENTS

Total of 120 credits minimum are required. The following courses must be included to meet high school graduation requirements for pupils in grades 9-12.

English – 4 years. ESL students may use ESL as one year towards the requirement.

World History or World Studies – 1 year – Gr. 9

U.S History – 2 years – Gr.10 & 11

Physical Education / Health – 1 year of physical education, health and safety **for each year of enrollment**

Mathematics – 3 years - 1 year of Algebra, 1 year of Geometry, 1 year of other Math

Science – 3 years - 1 year of Biology, 1 year of chemistry, 1 year of other Science

Visual and Performing Arts –1 year of fine or performing arts

21st Century Life and Careers or Career-Technical Education. 1 year. Gr. 9-12

World Languages – 1 year. ESL students may use ESL as 1 year towards requirement.

Financial, Economic, Business, and Entrepreneurial Literacy- ½ year. This will begin with the Class of 2014.

Technological Literacy- Integrated throughout the curriculum. Gr. 9-12

State Standardized Testing Requirements for Graduating Class of 2017-2020

English Language Arts	Mathematics
PARCC ELA Grade 9 >= 750 (Level 4) or	PARCC Algebra I >= 750 (Level 4) or
PARCC ELA Grade 10 >=750 (Level 4) or	PARCC Geometry >= 725 (Level 3) or
PARCC ELA Grade 11 >= 725 (Level 3) or	PARCC ELA Grade 11 >= 725 (Level 3) or
SAT Reading* >= 400 or	SAT Math* >= 400 or
ACT Reading or ACT PLAN Reading >= 16 or	ACT or ACT PLAN Math>= 16 or
Accuplacer Write Placer >= 6 or	Accuplacer Elementary Algebra >= 76 or
PSAT10 Reading or PSAT/NMSQT Reading** >=40 or PSAT10 Reading or PSAT/NMSQT Reading***>=22 or	PSAT10 Math or PSAT/NMSQT Math**>= 40 or PSAT10 Math or PSAT/NMSQT Math***>=22 or
ACT Aspire Reading >= 422 or	ACT Aspire Math >= 422 or
ASVAB-AFQT Composite >=31 or	ASVAB-AFQT Composite >=31 or
Meet the Criteria of the NJDOE Portfolio Appeal	Meet the Criteria of the NJDOE Portfolio Appeal

Credit Requirements for Promotion

To be a sophomore	25 credits
To be a junior	55 credits
To be a senior	85 credits

The following pages list the courses offered at Central Regional and their relation to the Visual or Performing Arts; 21st Century Life and Careers or Career, Technical Education/ and Financial Literacy graduation requirements.

When selecting courses for next year, it is important to make sure you are fulfilling your graduation requirements. At your individual meeting, your Guidance Counselor will review your course selections to insure that you are meeting all of the graduation requirements.

One course can not meet two or more Graduation requirements.

CLASS OF 2021 AND BEYOND

ENGLISH LANGUAGE ARTS (ELA)

PARCC ELA Grade 10 (must take and pass)

**If passing score is not met on PARCC ELA grade 10,
Then the student must have taken
PARCC ELA Grade 9
and
PARCC ELA Grade 10
and
PARCC ELA Grade 11
before they can
meet the criteria of the NJDOE Portfolio Appeal**

MATHEMATICS

PARCC Algebra 1 (must take and pass)

**If passing score is not met on PARCC Algebra 1,
then the student must have taken
PARCC Algebra 1
and
PARCC Geometry
and
PARCC Algebra II (if they are enrolled in Alg. II course)
before they can
meet the criteria of the NJDOE Portfolio Appeal**

Visual or Performing Arts

Adv. Digital Photo. & Website Design 10,11,12
 Adv. Digital Photography/Web 9
 Advanced Television Production 11, 12
 Applied Arts I 9,10,11,12
 Applied Arts II 10,11,12
 Architectural Drawing/CAD 3 11, 12
 Architectural Drawing/CAD 4 12
 Band/Instrumental Music 9,10,11,12
 Chorus 9, 10, 11, 12
 Creative Writing 11, 12
 Creative Writing Seminar 11, 12
 Digital Photo. & Photoshop 9, 10, 11
 Digital Graphic Design 11
 Digital TV Production (Media Arts Prod.) 10
 Drawing & Painting 10, 11, 12

Fine Arts Rotator 9, 10, 11, 12
 Foundations of Art 9, 10, 11, 12
 Graphic Communication I 9, 10, 11, 12
 Graphic Communication II 10, 11, 12
 Graphic Communication III 11, 12
 Graphic Communication IV 12
 Music History 10, 11, 12
 Music Theory & Harmony (H/AP) 9, 10, 11, 12
 Studio Arts 10, 11, 12
 Studio Arts (AP) 12
 Television Production I 9, 10, 11, 12
 Television Production II 10, 11, 12
 Wind Ensemble 9, 10, 11, 12
 Woods 3 11, 12
 Woods 4 12

21st Century Life and Careers, or Career Technical Educational

Accounting 9,10,11,12
Advanced Accounting 10,11,12
Adv. Digital Photography & Website Design 10,11,12
Adv. Digital Photography/Web Design 9
Adv. Information Processing 10
Anatomy and Physiology Honors 11,12
Band/Instrumental Music 9,10,11,12
Child Development Learning Lab 11, 12
Chorus 9,10,11,12
Contemporary Issues and Expository Writing 10, 11, 12
Contemporary World Affairs 11, 12
Digital Photography & Photoshop 9,10,11
Digital TV Production (Media Arts Prod.) 10
Economics 12
Forensics 12
Forensics Honors 12
Graphic Communication I 9,10,11,12
Graphic Communication II 10,11,12
Graphic Communication III 11, 12
Graphic Communication IV 12
Historical Readings on Man's Inhumanity 11, 12
Independent Study in Child Development 12
Financial Literacy
Financial Literacy (Online)
Information processing I 9,10,11,12 (2.5 credits)
Interactive Social Media 10, 11, 12
Interactive Social Media 12
Journalism 11, 12
Law and Society 11, 12
Leadership Principles and Practices 12
Music History 10,11,12
Music Theory & Harmony H/AP 9,10,11,12
Ocean County Vocational School
Psychology AP 12
Public Speaking 9, 10, 11
ROTC 9, 10, 11, 12
SLE 11, 12
Sociology/Psychology/Anthropology 12
Studio Arts 10, 11, 12
Studio Arts AP 12
Technical Drawing 1/CAD1 9, 10, 11, 12
Technical Drawing 2/CAD2 10, 11, 12
Technical Drawing 3/CAD3 11, 12
Technical Drawing 4/CAD4 12
Television Production 1 9, 10, 11, 12
Television Production 2 10, 11, 12
Adv. Television Production 11, 12
The Enterprising Child 9, 10, 11, 12
Wind Ensemble 9, 10, 11, 12
Woods 1 9, 10, 11, 12
Woods 2 10, 11, 12
Woods 3 11, 12
Woods 4 12

Financial, Economic, Business and Entrepreneurial Literacy (Class of 2014 and beyond)

Accounting I 9, 10, 11, 12
Financial Literacy 9, 10, 11, 12
Economics 12
SLE 11, 12
Financial Lit (on-line)

COURSE SELECTION PROCESS

Each student must make decisions as to their course of study in accordance with future plans or career goals. Early in the high school career, students should determine their unique pattern of study with the help of their guidance counselor and in conjunction with parental input.

The subject matter offerings at Central Regional are flexible enough to meet effectively the specific needs of any student who:

1. Will seek admission to a college, university, or other post-secondary school or institution.
2. Will go directly into business, industry or a trade upon high school graduation.

The following pages will provide useful information in assisting students to determine which courses will best meet their individual needs.

Students will be directed to complete the process as follows:

Please take the time to choose courses that are the best match for you...your interests, your abilities and your goals! Gather information from your teachers, counselor, parents and administrators as you build your academic program for next year. Please consult the **Academic Program Guide** for course descriptions as well as grade and/or course prerequisites. Careful selections now will mean fewer problems once next year begins.

1. Teacher recommendations will be available to counselors after the 2nd marking period.
2. Students will meet with their counselors to discuss the scheduling process, graduation requirements, and course recommendations. Counselors will utilize the following resources to guide students through their course selections.
 - a. Academic Program Guide
 - b. The state's mandated graduation requirements
 - c. Teacher recommendations
 - d. Student's goals beyond high school
 - e. Grade specific presentation outlines
3. Students can not override the recommendation if they have not met the prerequisite for a course.
4. A copy of the courses chosen for next school year will be signed by each student and given to the student to bring home and share with their parents.
5. Upon review of the courses selected parents may contact the counselor and discuss any potential changes.
6. Students and parents should direct any questions concerning subject or level recommendations to their current teacher.
7. It is our belief that teacher recommendations are very valuable to the course selection process and that they are usually very accurate. In order to be successful in courses not recommended by a teacher, students will need to display attributes which they have not yet demonstrated. Although students may be permitted to "waive-in" to a course, they should do so **cautiously**.
8. If a student is not recommended for the course they requested, they may speak with the teacher directly to discuss the reasons why they were not recommended. Teachers may change a recommendation (up or down) through the end of the 3rd Marking Period.
9. **WAIVERS:** A student who wishes to override a teacher's recommendation for a course (for which he/she meets the prerequisites), the student must complete and submit a signed waiver form to their counselor by the **end of the 3rd Marking Period**.
 - a. Course requests that do not have a teacher's recommendation will not be adjusted without signed waiver forms.
 - b. Waivers must be submitted by the end of the 3rd Marking Period.

10. No course or level changes are permitted after the end of the 3rd Marking Period.

COURSE CHANGES

The school master schedule is built upon careful and deliberate on-time course selections made by students. During the course selection process, every effort should be made by students, parents and teachers to insure that the courses selected are appropriate for the students.

Alternate course selections for electives should also be selected carefully. In the event that an original elective choice or a particular combination of courses cannot be scheduled, alternatives will be utilized in the scheduling process. Substitutions for alternates cannot be made after the deadline.

Students and parents must make sure that courses listed as of the end of the 3rd Marking Period reflect the student's choices, as the course requests listed as of that date are considered final and will not be changed.

Any changes made after the master schedule is built adversely affect the enrollment balances of classes. Therefore, NO CHANGES ARE PERMITTED AFTER THE END OF THE 3rd MARKING PERIOD except if:

- a. There is an error or omission in data entry.
- b. A student's schedule is missing a graduation requirement.

LEVEL CHANGE

None permitted between the end of the 3rd Marking Period and 7th school day of the following school year.

Please keep in mind the following guidelines to which your counselor must strictly adhere:

No level changes will be made during the first 7 school days of the school year. This will allow teachers to review summer assignments, and students can discuss their perceived difficulties with the teacher.

- 1) **After the seventh school day a student has 15 school days to change the level of a course before the original course becomes a permanent part of the student's transcript.** Level changes will be made on a space-available basis only, in the requested course and any other course in the student's schedule that may be affected. No other course substitutions or level changes will be permitted to facilitate the requested level change.
- 2) It will be the student's responsibility to make up any work missed for the new course, including summer assignments.
- 3) After the 22nd school day students will only be permitted to "level down", and a "withdraw pass" (WP) or a "withdraw fail" (WF) will appear in conjunction with the original course on the transcript.
- 4) The student's original course grade will carry to their new class and will be averaged into their quarter average based on the percentage of time spent in the class. The student will not make up work missed for the new class at the lower level, but will be responsible for any missed material on subsequent exams.
- 5) Students may not request a course level change after the end of the first marking period

INITIAL SELECTION of STUDENTS for HONORS and ADVANCED PLACEMENT COURSES

A student may move into a weighted course from a regular class provided that the following criteria have been met by the student.

1. The student successfully completed all prerequisite courses and earned a grade of a "90" or higher.
2. The student must take and prove his/her readiness for the course by taking an entrance exam developed by the academic department.
3. Student must meet the scoring criteria on the department rubric which evaluates the student's virtues and academic maturity.
4. Students enrolled in an AP course must take the end of course exam.

REMAINING in the HONORS and ADVANCED PLACEMENT SEQUENCE

1. Any student who has earned an "80" average or higher in a middle school honors program may be placed into the honors class in that subject provided that he/she has met the academic department's criteria on the teacher rubric and entrance exam.
2. A FINAL GRADE of a "79" or below disqualifies a student from continuation in that particular honors/A.P program. The student may appeal this decision for the following year however they must complete and submit a waiver form before the schedule is revised.
3. As an intervention, students enrolled in weighted courses who earn below an "75" during any marking period will meet with their teacher and counselor. Strategies will be offered that may assist the student toward improving their grade in hopes of maintaining their eligibility for next year.
4. Final Grades below a "75" in an Honors/AP course will not receive the weighted multiplier assigned to the course.

OTHER IMPORTANT FACTORS TO CONSIDER WHEN COURSE SELECTING

1. Students are encouraged to select 7 subjects yearly.
2. Ninth and tenth grade students are required to include 5 academic courses in their schedules.
3. Students considering higher education should take 4 academic courses in their schedules.
4. Students who are identified as deficient in any of the basic skills areas will be required to enroll in the appropriate remedial course(s). Students will continue until they demonstrate minimum proficiency levels as measured by statewide testing.
5. A student who wishes to audit a course for enrichment purposes receives no grade but receives an (AU) on the report card. A student who has passed a course but wishes to repeat a course to improve his or her grade so that the student is eligible for the sequential course the following year is given a final grade but no credit at the end of the year. Should a student wish to audit or repeat a course, forms are available in the guidance department.
6. Any senior seeking either "Early Release" for work or for attendance at Ocean County College must carry a minimum of 25 high school credits. Should the number of credits drop below 25, the student must either return to high school for the spring semester, or enroll in an additional course at the high school to bring the course load up to 25.
 - a. Seniors requesting "Early Release" for work must provide parent permission, a letter from the employer giving the hours and days of work, and original documentation when requested. These requests will be granted only in exceptional circumstances.

- b. Seniors requesting “Early Release” for college must provide their counselor with a receipt from the college with a class schedule, signed permission slip from their parent, and have an 85 cumulative average.

GRADING

All grades are numerical; however, the chart below indicates equivalencies. Any grade below a 70 is failing. However, grades in the 60-69 range provide eligibility for summer school make-up.

A = 90 - 100	D = 70 - 74
B = 80 - 89	F = 69 - below
C = 75 - 79	

Other designations used on report cards and explanations are as follows:

WP = Withdrawn Passing	IP = Incomplete Passing	P = Pass
WF = Withdrawn Failing	NC = No Credit	F = Fail
IF = Incomplete Failing	MX = Medical Excuse	AU = Audit (Enrichment)

Honors Courses

Honors courses (H) are weighted with a 1.1 multiplier. Advanced Placement (AP) courses will be weighted with a 1.15 multiplier.

English 9 (H)	Adv. U.S. History I (H)	Forensics (H)
English 10 (H)	U.S. History II (H)	Anatomy/Physiology (H)
English 11 (H)	U.S. History II (AP)	Environmental Science (AP)
English 11 (AP)	World History (H)	Algebra 1 (H)
English 12 (H)	European History (AP)	Algebra 2 (H)
English 12 (AP)	Psychology (AP)	Geometry (H)
Spanish 4 (H)	Biology (H)	Pre-Calculus (H)
Spanish 5 (H)	Biology (AP)	Calculus (H)
Spanish 6 (H)	Chemistry (H)	Calculus AB (AP)
French 4 (H)	Chemistry (AP)	Statistics (H)
French 5 (H)	Chemistry 2 (H)	Studio Art (AP)
French 6 (H)	Physics (H)	Music Theory & Harmony (AP)
U.S. History I (H)	Physics B (AP)	

Honor Grades

1. Honor Roll - a minimum 85* average with no grades lower than an 85.
 2. High Honor Roll - a minimum 93* average with no grades lower than an 85.
- *Non-Weighted honor roll grade point average determines status.

Final Grade Computation

Each marking period is given an equal weight in determining a final grade. First, second and third marking period grades should be no lower than 50. The final exam is averaged with the four marking period grades as follows:

<u>Course</u>	<u>Weight of Each Marking period</u>	<u>Weight of Mid-term Exam</u>	<u>Weight of Final Exam</u>
Full Year (5 credits)	2/10	1/10	1/10
Semester Course (2.5 credits)	2/5	none	1/5
Full Year (5 credits) no exams	1/4	none	none
Semester Course (2.5 credits) no exam	1/2	none	none
Semester Block (5 credits)	2/5	none	1/5
Semester Block (5 credits) no exam	1/2	none	none

STUDENT PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

To meet the conditions of the above policy and to affect an orderly process of administering said policy, the following procedures are required:

1. At the close of each marking period, the Guidance Department will compose a list of all those students who have received one (1) or more subject failures, no credit, or incompletes for a given marking period.
2. This information will be forwarded to the Principal's office, who will, in turn, provide each coach and activity advisor with the names of those students. **Students with one (1) or more failures will be ineligible to participate in any competition in sports or activity within a club, unless you request and are granted a Superintendent waiver.**
3. Student appeals on ineligibility may be filed with the Superintendent who, after examining any unusual or extenuating circumstances, may grant a waiver.
4. A grade of W/F will be considered an "F" for the entire year. For the purpose of this regulation, ineligibility is for the marking period in which the W/F occurred as well as the next marking period that follows only. Be advised the loss of credit may impact N.J.S.I.A.A. eligibility.
5. In addition to all of the above, students participating in interscholastic sports must meet the guidelines as established by N.J.S.I.A.A. – New Jersey State Interscholastic Athletic Association – eligibility for athletic competition only.

To be eligible from September 1st through January 31st – 10th grade or higher – student must have earned at least 27.5 credits at the close of the preceding semester.

To be eligible from February 1st through June 30th – 9th grade or higher – student must have earned at least 13.75 credits at the close of the preceding semester.

Age requirement – a student becomes ineligible for high school athletics if he/she attains the age of nineteen prior to September 1st of that school year.

Freshmen – a student becomes ineligible for FROSH COMPETITION if they reach the age of sixteen prior to September 1st of that school year.

Ⓢ NO STUDENT SHALL BE ELIGIBLE FOR HIGH SCHOOL ATHLETICS AFTER THE EXPIRATION OF EIGHT CONSECUTIVE SEMESTERS following his/her entrance into the 9th grade. **At the end of the school year, any student with**

outstanding detention hours owed will be ineligible to participate in any extracurricular activities or sports for the fall of the following school year.

POST SECONDARY PLANNING

College Preparatory

Students planning to attend a two-year or four-year college/university are encouraged to take a full academic program each year that they are in high school (4-5 academic courses per year).

Since colleges vary in entrance requirements, students planning on attending college should be consulting college catalogs and using computer assisted information early in their high school careers. Many college catalogs and applications are available in the guidance office, as well as, computers and appropriate software to meet the requirements of the college or colleges you are considering.

The minimum number of high school (academic) units required for a typical college or university is sixteen (16), distributed as follows:

- English – 4 units
- World Language – 2 units of the same language
- Mathematics – 3 units
- Science (lab) – 2 units
- Social Science – 2 units
- Electives – 3 units (selected from the above groups).

Note: Each unit is equivalent to one year. Three years of college prep math (a minimum of algebra 1, geometry and algebra 2) are now required for all state colleges in New Jersey.

The requirements listed above are general and should not be interpreted to mean that they meet the requirements of all colleges. You should always plan on taking as many courses as possible in areas you are considering as a major. If a student is seeking admission to a four year college, the guidance department recommends a full seven period schedule including the most demanding classes during the senior year.

TIMELINE FOR THE COLLEGE BOUND

Please use this timeline to help guide you through the college preparation/selection process. Be sure to refer to the more detailed college selection materials that are available from the guidance office, and to tap into your counselor's knowledge/experience with this process. The Guidance website provides an assortment of helpful websites that can assist students with the entire college process.

***The Child Study Team recommends that all college bound students who currently receive services under IDEIA 2004 follow the timeline for the college bound below, and include the following additional recommendations highlighted in bold print:**

Grades 7 & 8

- Take as rigorous academic program as you can handle.
- Begin exploring your career interest. The Guidance website can help you get started.
- The following skills are essential for success in high school and college so it is important to begin strengthening them in middle school:

- Reading
- Note taking
- Organization
- Studying
- Time Management – Prioritizing

Ninth Grade

- Take as rigorous an academic program as you can handle.
- Your GPA (grade point average) begins with your ninth grade classes. Resolve to get the best grades possible.
- Create a list of all the activities, clubs and community services in which you are involved. Add to this resume throughout high school.
- Start exploring your career interest. The Guidance website can get you started.
- Discuss your career/college intentions and interests with your parents, counselor, and case manager.
- Be sure to map out a plan for four years of course work in high school. Remember to include a minimum of 16 academic units necessary for college placement.
- Begin to visit some college campuses for exploration and to get a “feel” for the college life.
- Your counselor has career, vocational, and college information of value to you.
- ***Become involved in IEP process.**
- ***Understand how disability affects your life.**
- ***Review modifications and accommodations that you presently use.**
- ***List your strengths, needs, and preferences.**

Tenth Grade

- Take as rigorous an academic program as you can handle.
- Resolve to get the best grades possible.
- Develop a schedule of when you plan on taking the college admissions tests – PSAT, SAT, SAT Subject Test and AP exams. We administer and strongly recommend the PSAT for sophomores who are planning to attend a 4-year college.
- Continue to discuss your career and college interest with your parents, counselor, and case manager.
- Begin to send for information from colleges and other post-secondary programs of interest to you.
- Visit more college campuses, or vocational schools.
- Talk with others – family, friends, counselors, teachers who have gone to college or vocational schools to gather ideas about the experience.
- Attend college fairs to gather information about a variety of colleges and to meet college admission representatives.
- Continue to revise your resume.
- ***If applicable, apply for extended time for SAT’s through College Board.**
- ***Think about career choices and job sample.**
- ***Review accommodations with future goals in mind.**
- ***Continue to collect data on your needs, preferences, and interests as they relate to the demands of current and future working, educational, living, personal, and social environments.**

Eleventh Grade

- Take as rigorous an academic program as you can handle.
- Resolve to earn the best grades possible.

- Prepare for, register, and take the PSAT's. The PSAT's will assist you in preparing for the SAT's. Qualifying scores of juniors are eligible for National Merit Scholarships and many other national scholarships.
- Start looking through the college guides for information about colleges. College profiles, as well as a college search Naviance are available through our guidance website.
- Attend college visits with college admissions representatives that are scheduled at Central (Remember that you are accountable for the class time missed.)
- Be sure to attend college fairs.
- Continue to talk with family, friends, counselors and teachers about college experiences and what college/vocational school might be right for you.
- Be sure to check the guidelines for college admission testing at collegeboard.com to be sure that you take the college admission test at the right time.
- If you are applying for early decision, you must complete all college admission testing by June of your junior year. Check with the college for their specific requirements.
- Your guidance counselor/case manager will be arranging a junior conference with you. Prepare for this meeting by having discussions with your parents and your guidance counselor beforehand about your college placement opportunities/interest.
- Students interested in pursuing a senior project or structured learning experience must attend all meetings and submit their proposal by the second semester.
- Prepare for and take the SAT. You can take the SAT here at Central in the Spring.
- Try to obtain summer employment that relates to your intended major.
- If you are considering early admissions, be sure to:
 - Check the criteria needed in the school.
 - Discuss your decisions with your counselor and parents.
 - Send for application and necessary materials as soon as possible.
- Visit college web sites to view applications, online catalogs and other admissions information.
- Check this college information for deadlines and to find out if any SAT Subject tests are required. Many colleges require tests. Create a "to do" schedule to meet your school's deadline requirements.
- If an essay is required in the applications that you receive, begin writing and outlining that essay for further refinement during the early part of your senior year.
- Continue to refine your list of colleges.
- Try to take advantage of special summer school programs that colleges offer for high school students.
- Try to visit some of the colleges you are considering. Many colleges offer informational tours during the summer. Seeing a college is one of the most important factors in deciding which college to attend.
- Begin to explore scholarship opportunities.
- ***If applicable, take PSAT's with extended time in October.**
- ***If applicable, take SAT's with extended time in spring of 11th grade.**
- ***Create a Job Interview Pocket Resume Form www.wnjpn.net/coei.**
- ***Talk to Case Manager about updated testing, transition assessments, structured learning experiences.**
- ***Work with Case Manager to review levels of college services for classified students.**
- ***Explore college website for accommodation requirements.**
- ***Explore careers through part-time/summer employment.**
- **Boys turning 18 years of age must register with Selective Services. Failure to do so will jeopardize financial aid and possibly employment.**

Twelfth Grade

- Schedule the most academically rigorous program that you can handle for your senior year. Your senior year is just as important as your previous years. Continued success in a rigorously academic program is necessary for colleges to make a final admissions decision about a student.
- Attend college visits with college admissions representatives that are of interest to you.
- Visit college campuses/vocational schools while they are in session. This will help you get a better “feel” for the school.
- Prepare for, register, and take the SAT’s, ACT’s or SAT Subject Test as needed.
- If any SAT Subject tests are required at the schools you are interested in, register for those tests.
- By the start of your senior year you should develop your final list of schools.
- Request teacher letters of recommendation, if required, and complete the essays required with your applications.
- Application deadlines vary from college to college. Check with the college you are interested in to be sure.
- File a Financial Aid Application which is available on line at **www.fasfa.gov**.
- You and /or your parents should attend a financial aid workshop offered by the guidance office to assist you in completing the Financial Aid forms.
- Search out other sources of financial aid. Check the guidance list of scholarships on our website.
- Update college/vocational school applications that have been submitted.
- Consider going to the college/vocational school of your choice for an interview with the admissions officer.
- Continue to search for and apply for other sources of financial aid, (i.e., aid available from your parent’s employer or from service clubs of which they are members).
- By mid-April, most colleges will have sent acceptance or rejection letters.
- As soon as you have decided which college’s offer of admission to accept, let that college know.
- Advise the other colleges that accepted you of your decision.
- If you are wait-listed at a college you are eager to attend, call or write the director of admissions and ask how to strengthen your application.
- If you are denied admission, see your counselor at once about alternatives. Your counselor may suggest steps you can take to alter a college’s decision.
- Be sure to send your acceptance deposit by the deadline specified.
- Notify your counselor which college/vocational program you have selected so that Central can submit final grades, and proof of graduation to that institution.
- ***Discuss transition of available services from High School to College.**
- ***Sign record release forms.**
- **Boys turning 18 years of age must register with Selective Services. Failure to do so will jeopardize financial aid and possibly employment.**

Tech Prep Programs

Any student, who satisfactorily completes a Tech Prep related course while in high school, can register at OCC or any community college as a Tech Prep student. After the completion of 12 college credit hours, the student can request to receive credit after passing the proficiency exam administered to him or her. Upon receiving credit after passing the proficiency exam, the student can accelerate the attainment of a certificate of associate's degree. This is considered the 2 + 2 Tech Prep Option.

In some instance, the student may wish to pursue a bachelor's degree at a four-year institution. Several of the proficiency exams areas are recognized as satisfying the requirements for the four-year degree. This is considered to be your 2 + 2 + 2 Tech Prep Option.

Examples of Tech Prep Programs articulated with Ocean County College and Central Regional at present include:

Communication Technology	Media
Environment Technology	Food Industry
Office Systems Technology	Electronic
Telecommunications Technology	Accounting Technology
Visual Communications	Child Development Technology
Marketing Technology	

Your counselor will be able to assist you in the appropriate courses at Central Regional and the recommended Ocean County College courses needed to complete your associate degree.

OCEAN COUNTY VOCATIONAL SCHOOL DISTRICT PROGRAMS

www.ocvts.org

BRICK CENTER

Automotive Technology (Tech Prep)
Building Construction Technology
Child Care Professions (Tech Prep)
Cosmetology (Tech Prep)
Culinary Arts (Tech Prep)
 Baking-Cooking-Restaurant
 Management-Bakery
 Fundamentals
Fashion Design/Merchandising
 (Tech Prep)
Design and Visual Communications
 (Tech Prep) Multimedia-Photography-
 Digital Reproduction
Heating, Ventilation, Air Conditioning and
Refrigeration (HVAC-R) (Tech Prep)

JACKSON CENTER

Agricultural and Environmental Sciences (Tech Prep)
Automotive and Diesel Engine Technology (Tech Prep)
Automotive Technology (Tech Prep)
Collision Repair (Tech Prep)
Cosmetology (Tech Prep)
Creative Woodworking and Design
Electrical Trades
Mechanical Services Technology

MATES

Marine Academy of Technology and Environmental
Science (MATES)

LAKEHURST CENTER

Performing Arts Academy (PAA) (Now offering Audio Engineering as an
additional discipline)

LITTLE EGG HARBOR CENTER

Cuisine on the Green, Ocean County Center for
Culinary Arts (Adults)

TOMS RIVER CENTER

Cosmetology (Tech Prep)
Dental Assisting
Electrical Trades/Integrated Cabling
Health and Fitness Technology (Tech Prep)
Information Technology Careers
 Computer Science (Tech Prep) – Computer Service Repair
Marine Trades
Medical Assistant
Medical Skills and Related Health Careers (Tech Prep)
Practical Nursing (Tech Prep) (Adults)
Pre-Engineering Technology
Welding

WARETOWN CENTER

Academy of Law and Public Safety (Tech Prep)
Automotive Technology (Tech Prep)
New Home Construction (Adults)
Twilight Automotive Technology (Adults)

It is the mission of the Ocean County Vocational Technical School system to prepare students for job placement or further education leading to successful employment. We develop partnerships with affiliated school, parents, business, industry and community agencies to create and deliver opportunities for students to participate in quality occupational programs and support services. These programs and services are designed to meet the needs of high school students and adult learners, as well as the requirements of employers, colleges, technical schools and the community. All students will achieve the New Jersey Core Curriculum Standards at all grade levels.

Our most important products are our quality graduates and our most important service is to provide them with skills for a lifetime. We measure our success by: enrollment in our programs, student attainment of marketable occupational skills; graduates capable and desirous of life-long learning; employer and graduate satisfaction; cost effectiveness of our total system; achievement of our graduates; and organizational and individual recognition and awards received.

It is the policy of the Board of Education of Ocean County Vocational Technical School not to discriminate in its technical programs, vocational opportunities, activities, employment practices or admission policies and practices on the basis of race, color, creed, religion, sex, ancestry, national origin, affectional and sexual orientation, disability or social or economic status. Lack of English language skills will not be a deterrent to admission to any program at Ocean County Vocational Technical School. Inquiries regarding affirmative action, discrimination (including Federal Title IX requirements), sexual harassment or equity should be directed to:

Nancy Weber-Loeffert, Title IX/Affirmative Action Office, 732.240.6414 (ext. 3332)
 Thomas McInerney, Federal Section 504 Officer, 732.286.5660 (ext. 3412)
 Kevin Dineen, Americans with Disabilities Officer, 732.473.3100 (ext. 3123)

We are an Equal Opportunity Employer and Educator who fully and actively supports equal access for all people regardless of race, color, religion, gender, age, national origin, veterans status, disability, genetic information or testing, family and medical leave, sexual orientation and gender identification and expression. We prohibit retaliation against individuals who bring forth any complaint, orally or in writing, to the employer or the government, or against any individuals who assist or practice in the investigation of any complaint, or otherwise oppose discrimination.

OCEAN COUNTY VOCATIONAL TECHNICAL SCHOOL

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 Dr. John Wnek.....Supervisor, MATES
 Lori YoungDirector, Curriculum/Grants
 Lillian Zavattieri.....Principal, Jackson

ADMISSIONS INFORMATION

Adult Education Office	732.473.3100	x1000
High School Admissions	732.473.3100	x3122
After High School Admissions	732.473.3100	x3144
Academy Admissions	732.473.3100	x3065
Practical Nursing Admission	732.473.3100	x3145
Cosmetology	732.473.3100	x3132
Financial Aid	732.473.3100	x3139
Special Services	732.473.3100	x3326

DUAL ENROLLMENT/ Ocean County College**Grade 12****15 credits****Course # 066 : For AM Release Time blocks B1 and B2****Course # 067 : For PM Release Time blocks B4 and B5**

Seniors have an opportunity to explore their interests by taking courses at Ocean County Community College while still meeting the colleges' recommended academic course load, as well as Central and state graduation requirements. Through the dual enrollment program students will have the opportunity to earn 12 college credits.

Students must meet the following prerequisites and criteria:

1. Have enough credits to be a senior and be on track toward graduating at the end of the senior year.
2. Have a minimum GPA of an 85 at the end of the student's fifth semester.
3. Be recommended by his/her guidance counselor.
4. Must have their own transportation.
5. Must be able to commit to OCC's tuition fees.
6. Must take 2 courses at OCC in the Fall semester and 2 courses at OCC in the Spring semester.

Students may select one of two schedules:

AM release time: Students are excused from blocks B1 and B2 Course # 066

PM release time: Students are excused from blocks B4 and B5 Course # 067

- AM Dual Enrollment Students will take 4 courses plus Lunch at Central and 2 courses at Ocean County Community College **EACH** Semester.
- PM Dual Enrollment Students will take 4 courses plus Lunch at Central and 2 courses at Ocean County Community College **EACH** semester.
- Students are held to the academic and civic standards of BOTH institutions to maintain dual enrollment status. Students should become familiar with both Central and Ocean County College's student handbooks.
- Course titles and final grades from Ocean County College are included on the students Central Regional High School transcripts.*
- Students will be awarded 3.75 high school credits for successful completion of each Ocean County Community College course.*
- Final grades in each course will be weighted as Advanced Placement /Dual Enrollment courses.*
- Students will also receive grades and college credit for courses according to Ocean County College's policies. Students who want transcripts of their Ocean County College grades sent to colleges, etc. are responsible for contacting the college themselves.

CENTRAL REGIONAL ACADEMY OF THE HUMANITIES
PARTNERED WITH
GEORGIAN COURT UNIVERSITY

It is the mission of the Central Regional Academy of the Humanities to continue a long-standing tradition and pursuit of academic excellence. Through a comprehensive curriculum, students will achieve an understanding of human behaviors, cultures, and civilization. The Central Regional learning community embraces a commitment to the development of whole student. The Humanities Academy provides additional opportunities through education and is made possible through the funding from the “School Choice Program.”

Students in the Academy will adhere with mandatory course requirements. They will have some options in terms of available electives and AP courses; but rigorous prerequisites will purposely prepare students for the “Capstone”. The “Capstone” of the Humanities Academy will allow Seniors to earn 18 college credits from Georgian Court University at Central Regional at no cost to the student.

An outline of the Academy course requirements is listed below:

- Applications must be completed by December, during Grade 8 for consideration of acceptance into the Humanities Academy.
- Seniors must follow Georgian Court University Calendar and Central Regional Calendar – starting school in August.

Humanities Academy Schedule
2017 – 2018 School Year

Freshman Year

-English Honors
-World History Honors
-World Language I A
-Biology Honors
-Visual and Performing Arts
-Physical Education
-Algebra I Honors/Geometry Honors

Sophomore Year

-English Honors
-United States History I AP
-World Language IIA
-Chemistry Honors
-Law & Society
-Physical Education
-Geometry Honors/Algebra II Honors

Junior Year

-English AP
-United States History II AP
-Economics
-Algebra II Honors/Pre-Calculus H
-Science Honors/AP
-Physical Education/Option II
-World Language III/Elective

Senior Year

-Physical Education/Option II
-Science, Math, English, or
World Language
-GCU 18 college credits

701 Digital TV Production (Media Arts Production) Grade 10 5 credits

This project-based course, as part of the Digital Media Academy, is an exciting introduction into the world of digital production. Students will become experts in using video cameras, editing, writing scripts, and gaining experience in public speaking. Diverse applications and styles will be introduced and practiced, as well as the application of media analysis. Students will progress as video producers and digital storytellers. Eventually students will become part of a production company class and apply their skills by creating, producing, scheduling, and seeing a project through from conception to completion.

Digital Graphic Design Gr. 11 5 credits

This project-based course, as part of the Digital Media Academy, students will utilize a variety of graphic arts equipment. Students will explore a variety of techniques in order to analyze and develop digital graphic illustrations. Students will participate in printing, publishing, packaging, advertising, and graphic design in a digital world. Students will experience the production of posters, programs, tickets, etc. and additional school-produced materials. Additionally, students will be involved with design, layout, assembly, and production of digitally created graphic projects.

352 Statistics Gr. 12 5 credits

This course, as part of the Digital Media Academy, will explore the fundamental concepts and principles for discovering pertinent information and knowledge from digital data. The course will assist students to view and solve problems from a data-perspective and apply analysis skills in an attempt to make data-driven decisions.

The students will utilize methods in both descriptive and inferential statistics and will gain insights into the interpretation of data. Both quantitative and qualitative methodologies will be utilized for social media network analytics. The course will include the concepts of statistics and probability, distributions, estimation, hypothesis testing, correlation and regression with variance options. This statistics course will focus on the statistics and trends of digital media consumption.

Marketing in the Digital World Gr. 11 5 Credits

This course prepares students with a foundational understanding of digital marketing channels and how successful marketing campaigns use the numerous online and mobile platforms. This course covers the fundamentals of digital marketing including internet marketing strategies, user-generated content, search engine optimization, website design and management, inbound marketing, email marketing, social media campaigns, mobile apps, content strategy and paid search advertising.

This digital marketing course examines the role that digital marketing and e-commerce strategies play in businesses and society. This course introduces and builds upon the core theories, frameworks and technical aspects of digital marketing

The student is provided with analytical tools to understand and synthesize the most current applications of theories and concepts in marketing. Topics such as consumer and business marketing, segmentation, support systems in marketing, product concepts and management, marketing channels and supply chain management are explored.

Digital Communication in a Global Society Gr. 12 5 Credits

This project-based course, as part of the Digital Media Academy, will examine the nature of digital communications as it relates to the media. Students will be able to evaluate the changing nature of communication in the global environment and the global impact of communications. Students will understand how mass communications are changing regularly. Students will navigate the media-rich

communication culture by applying critical thinking in an increasingly complex and converging communication world. The following aspects will be covered in this course:

- Organizational communication
- Ethics and law involving communication
- Mass communication
- Graphic communication
- Media platforms and communication
- Public speaking
- Interpersonal communication
- Group communication
- Communication and media theory
- Intercultural communication
- Communication in pop-culture

265 Economics

Gr. 12

5 Credits

This course, as part of the Digital Media Academy, will address the main managerial and strategic aspects of online business. It discusses the different e-business practices and challenges in Business-to-Consumer (B2C) and Business-to-Business (B2B). Economic theories are used to discuss the impact of e-business on market configuration and network relationships. Internet-based systems have dramatically changed the way businesses operate and compete in the global marketplace and it is important for future executives and policy-makers to understand the implications of these changes. Students will understand theories of strategic management for e-business, organizational strategies, the complicated e-commerce industry of legal, ethical, and security issues, the impact of social technologies, and the broader implications of e-commerce for the United States and world economic activity.

030 Interactive Social Media

Gr. 12

5 Credits

Interactive Social Media is a state-of-the-art project-based course in which students will be able to examine theoretical research regarding social media platforms, practice social media analytics, and apply the learned strategies to an actual real-life community project. In this transformational learning experience, students will be charged with thinking critically to formulate a Social Media Action Plan and be creative and innovative in applying these principles to problem solve. Students will work in small cohorts and compete with other groups in the class in establishing a successful campaign employing diverse Social Media platforms.

At the conclusion of the course and the integration of the Social Media Campaign, students will be able to:

- *Master social media communication principles and platforms*
- *Apply social media best practices and strategies to real projects*
- *Create a vision for engaging a community and implement an effective social media strategic plan that matches the vision*
- *Publish social media updates and engage various stakeholders*
- *Sustain social media platforms and apply analytics*
- *Present their findings and successes to an expert panel that will decide the cohort that was most effective*

Students will gain practical experience in the successful use of Social Media as a tool, and utilize this competitive edge in their further studies, workplace, communications, and/or self-marketing. Students who take this course will position themselves to be leaders in the new, data-driven economy.



EAGLE LEADERSHIP ACADEMY AT CENTRAL REGIONAL

**GRADE 9:
REQUIRED COURSEWORK**

**GRADE 10:
REQUIRED COURSEWORK**

<p>English 9 Health/PE 9 Algebra 1 Biology Chinese 1: Language & Customs **World Studies: Leadership throughout the World</p>	<p>English 10 Health/PE 10 Geometry Chemistry Chinese II: Language and Customs **U.S. History I: Emerging Leaders **Living, Learning, Leading in 21st Century</p>
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**GRADE 11:
REQUIRED COURSEWORK**

**GRADE 12:
REQUIRED COURSEWORK**

<p>English 11 Health/PE 11 Algebra II Choose any CRHS elective **Environmental Science **U.S. History II: Emerging Leaders II **Moral and Ethical Leadership</p>	<p>English 12 Health/PE 12 **Statistics: Data-Driven Decisions **Leadership: Principles & Practices **Psychology: Psych of Leadership **Practicum Field Experience **Leadership and the Lens</p>
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** Course descriptions below.

**CENTRAL REGIONAL LEADERSHIP ACADEMY
COURSE DESCRIPTIONS**

242 *World Studies: Leadership Throughout the World* *Gr. 9* *5 Credits*
 World Leadership studies examine the major leaders of the world and traces their historical competence and relevance. The universal elements of diverse leaders are examined with a focus on their political, economic, symbolic, human resource, and an organizational framework in order to determine how each impacted their success. Focus will be on the ability of people being able to lead others, and similarities and differences among the world’s greatest leaders will be assessed.

- 252 US History I: Emerging Leaders Gr. 10 5 Credits**
 Students in the Leadership Academy will be introduced to the numerous emerging leaders in United States history and will understand the complexities of leading in a developing nation. Chronologically, the course study of diverse leaders will begin with The Exploration and continue through the Civil War up to the end of the 19th Century. One aspect of the course will examine how the leaders recognize their ability in becoming who they are and which leadership traits can be identified in these leaders.
- 262 US History II: Emerging Leaders II Gr. 11 5 Credits**
 Students in the Leadership Academy will continue to explore the numerous emerging leaders in United States history and will understand the complexities of leading following the Civil War. Chronologically, the course study of diverse leaders will begin after the Civil War and continue through to modern day. A continued focus will be on students being able to recognize leadership traits and styles and the similarities and differences among leaders of different centuries. Leadership of movements such as Equal Rights and Civil Rights, as well as others, will be analyzed.
- 882 Environmental Science: Leadership and the Environment Gr. 11 5 Credits**
 This course provides students with scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems with both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Students will examine, from a leadership perspective, environmental issues facing today's leaders:
- *Protecting water
 - *Climate change
 - *Saving oceans
 - *Conserving land
 - *Transforming cities
 - *Fracking
 - *Sources of energy
 - *Biodiversity
- 1200 Leadership: Principals and Practices Gr. 12 5 Credits**
 This exciting course focuses on the understanding and application of leadership theory and leadership principles. In addition, this dynamic program of study will include components on developing individual leadership skills. The applications element of the course will include a variety of academic approaches such as analyzing leadership cases, film study, guest speakers, individual self-assessments, role-playing, team-building exercises, various education excursions, attending leadership presentations in and out of school, and inter-active practices.
- Psychology: Psych of Leadership Gr. 12 5 Credits**
 Students in the Leadership Academy have the opportunity to study the origins and approaches to psychology through the lens of leaders and will delve into the scientific study of the behavior and mental processes of human beings.
 This course will provide a broad foundation of the psychological (social, cognitive, industrial and organizational) foundations that serve to support leadership thinking and theory. Students will examine the psychological processes underlying leadership in organizations, as well studying the psychological and social processes related to leading work groups and teams. Notably, students will examine the importance of developing followers and leader-follower relationships, by investigating various leadership styles.

Moral and Ethical Leadership**Gr. 11****5 Credits**

This course examines ethics in education, moral development theory, and leadership theory. Emphasis will be placed on the role of the individual in the development of principles and practices of just and caring leadership. Students will be confronted with an emphasis on demonstrating how ethics and leadership are complementary to each other and how leaders are forced to consider issues of responsibility, accountability, and the full impact of their actions. A skill set will be developed to empower leaders to implement their personal moral and ethical vision.

Living, Learning, Leading in the 21st Century Gr. 10**5 Credits**

It provides an overview of the social, demographic, and technological changes impacting our society, organizations, and the communities in which we live. Special consideration will be placed on the impact of these changes on our ability to effectively influence individuals and groups toward goal accomplishment in given situations. The course will encourage students to reflect on personal assumptions that may impact leadership decisions. Students will be actively engaged in the classroom, in small groups, in large groups and in personal reflection. Students will discuss issues like creating and claiming value, understanding the relationship between leadership and authority, exercising influence, and managing the individual and institutional dynamics of change. Importantly, students will be exposed to the dangers and risks associated with exercising leadership – the chaos and conflict – and explore how you can build up leadership skills to navigate unpredictable waters in the 21st Century.

352 Statistics: Making Data-Driven Decisions**Gr. 12****5 Credits**

This course, as part of the Leadership Academy, will explore the fundamental concepts and principles for discovering pertinent information and knowledge from digital data. The course will assist students to view and solve problems from a data-perspective and apply analysis skills in an attempt to make data-driven decisions in leadership situations. The students will utilize methods in both descriptive and inferential statistics and will gain insights into the interpretation of data. The course will include the concepts of statistics and probability, distributions, estimation, hypothesis testing, correlation and regression with variance options.

This course provides an introduction to theoretical and practical applications of data-driven decision making and planning for leaders. Beginning with the purposes and applications of various statistical methods utilized in research, the course then acquaints students with various ways of framing data-based questions, interpreting data, and designing action research studies. The emphasis is on conceptual understanding as well as conducting statistical analyses. Students will learn both the limitations and potential of statistics and how to interpret results and will recognize the importance of making data-driven decisions when leading.

Leadership and the Lens**Gr. 12****5 Credits**

Leadership and the Lens, for students of the Leadership Academy, is designed to study leaders and leadership through various media platforms. Students will analyze art, photography, and film in an attempt to have students actively reflect on leadership by viewing cinematic, photographic, and media portrayals that could potentially mirror their own personal values, attitudes, and behaviors. These films will be supplemented with relevant and prominent theories and perspectives on leadership. This interesting study will provide students with the opportunity to analyze and think critically about innovative organizations, while combining the arts and leadership. Students will be able to link behaviors, traits, and styles from the art world with prominent perspectives from leadership theories and practices.

Leadership Practicum: Field Experience**Gr. 12****5 Credits**

The Leadership Practicum is an integral part of the experiential learning for students of the Leadership Academy, which builds upon core competencies and principles of leadership developed in the four years of the Leadership Academy. The practicum will afford the student to witness leaders in the school district or in the community and benefit from individual mentoring and leadership development. Students will receive advice, coaching, and encouragement, as well as learning through example and practice. Students will have the opportunity as participant observers to demonstrate leadership skills while gaining the political skills necessary for successful leadership. This leadership practicum is a mutually rewarding partnership that benefits all parties involved and helps to improve the student to be an impactful leader. This practicum could be experienced in the school district or with a willful community leader in a variety of organizations.

Career Entry Programs

Courses are available in business, tech. ed., home economics, vocational school, and C.I.E. which provide skills necessary for direct entry into a career.

601 Ocean County Vocational/Technical School**Grades 11 and 12****15 Credits**

Student attending the Ocean County Vocational Technical School wish to prepare for a job placement or further education leading to successful employment. The students attend Central Regional for half a day and then are transported to their vocational school center (Brick, Jackson, Lakehurst, Toms River, or Waretown) for the remainder of the day. Students maintain full status with their home schools where they pursue other courses, take part in sports and other co-curricular activities, and graduate. Upon graduation, students receive both a high school diploma and a certificate of completion from the Ocean County Vocational Technical School. In addition, students receive state and national certifications. Applications and course description booklets may be obtained from the guidance office. The decision of acceptance is made solely by the Ocean County Vocational Technical School with recommendation from the home school counselor, and is based on space availability, the student's grades, and record of attendance.

ROTC (ARMY) MILITARY SCIENCE

JROTC Mission Statement This course challenges each individual to be better citizens while developing advanced leadership skills and applying these skills.

Central JROTC

As a JROTC cadet you are embarking on one of the most interesting and valuable educational and leadership experiences of your high school career. In JROTC you will participate in your education and will learn to apply leadership skills utilized in jobs, industry, government, and civilian life. Army Junior ROTC is a four year program available to grades 9 through 12. The program provides each individual with tools and skills to succeed in high school, but, more importantly, these tools and skill will be useful for the remainder of your life. The Central Regional JROTC motto is "Leader for Life".

You WILL learn to:

Appreciate the ethical values that underlie good citizenship and leadership. Develop leadership potential and learn to live and work cooperatively with others. Think logically and communicate effectively both orally and in writing. Appreciate the importance of physical fitness in maintaining good health. Understand ways to resist negative peer pressure and support others. Develop mental management abilities. Become familiar with military history as it relates to America's culture and with the history, purpose, and structure of the military services. Understand the importance of high school graduation for a successful future. Learn about college and other advanced educational and employment opportunities and develop the skill necessary to work effectively as a member of a team. Each cadet prepares and maintains a Cadet Profile consisting of their life goals, resume, college or career path, how to pay for their college and/or career path. Beyond leadership theory, each cadet is given multiple opportunities to apply their individual leadership skills and talents when placed in position of responsibility. Each position utilizes an analytical process to identify the issue; identify the possible solutions; name the pros and cons of each choice; decide the best choice and act on it and scrutinize the decision. Central JROTC engages in between 100 – 150 events each year to include but not limited to:

- *Annual appearance before the Mayor and Town Council
- *Formal military ball.
- *Supporting the community via projects.
- *Build post Super Storm Sandy playground.
- *Visiting colleges
- *Equitee
- *White water rafting
- *Attending professional plays in Philadelphia
- *Family pot luck with 400 attendees
- *Appearing with Congressman MacArthur
- *Drill competitions
- *Invitation to participate in memorial services in Hawaii
- *Rappelling
- *Responsibility to issue and account for 75,000 in government uniform and equipment

While the above listed events serve as examples only, each event is planned, executed and critiqued by the Cadets through the application of leadership principles.

JROTC develops leaders and gives direction in life.

LEADERSHIP ELECTIVE: 2016-17 SCHOOL YEAR

1200 *Leadership Principles and Practices* Grade 12 5 Credits

This exciting course focuses on the understanding and application of leadership theory and leadership principles. In addition, this dynamic program of study will include components on developing individual leadership skills. The applications element of the course will include a variety of academic approaches such as analyzing leadership cases, film study, guest speakers, individual self-assessments, role-playing, team-building exercises, various education excursions, attending leadership presentations in and out of school, and inter-active practices.

ENGLISH DEPARTMENT

Based on previous academic performance, teacher recommendations, and other relevant information, students will be placed in a section of the course that is appropriate to their academic level and their future aspirations. Some sections will focus more on rigorous college preparatory skills and content, others will focus on challenging students to develop the skills and knowledge that will prepare them for entering the world of work upon graduation.

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|------------|--|----------|-----------|
| 142 | English 9 | Grade 9 | 5 Credits |
| 143 | All English courses in 9th grade revolve around the same essential curriculum elements. The increased academic expectations of A-level courses include more numerous and more challenging reading selections, more numerous and more sophisticated writing assignments, and greater overall rigor in terms of pacing and expectations. A-level courses provide an increased focus on ultimately preparing students for post-secondary education. | | |
| 141 | English 9 Honors | Grade 9 | 5 Credits |
| | Honors courses are more rigorous than other courses. Students are expected to possess strong study habits and a willingness to dedicate significant time and effort to meeting the extensive reading and writing demands of the courses, which include reading more texts in greater depth, and writing tasks that require more sophisticated analytical approaches. In addition, students are required to complete several independent study and research based projects beyond the scope of the regular curriculum. Students are selected on the basis of Honors criteria. (Weighted) | | |
| 152 | English 10 | Grade 10 | 5 Credits |
| 153 | All English courses in 10th grade revolve around the same essential curriculum elements. The increased academic expectations of A-level courses include more numerous and more challenging reading selections, more numerous and more sophisticated writing assignments, and greater overall rigor in terms of pacing and expectations. A-level courses provide an increased focus on ultimately preparing students for post-secondary education. | | |
| 151 | English 10 Honors | Grade10 | 5 Credits |
| | Honors courses are more rigorous than other courses. Students are expected to possess strong study habits and a willingness to dedicate significant time and effort to meeting the extensive reading and writing demands of the courses, which include reading more texts in greater depth, and writing tasks that require more sophisticated analytical approaches. In addition, students are required to complete several independent study and research based projects beyond the scope of the regular curriculum. Students are selected on the basis of Honors criteria. (Weighted) | | |
| 162 | English 11 | Grade 11 | 5 Credits |
| 163 | All English courses in 11th grade revolve around the same essential curriculum elements. The increased academic expectations of A-level courses include more numerous and more challenging reading selections, more numerous and more sophisticated writing assignments, and greater overall rigor in terms of pacing and expectations. A-level courses provide an increased focus on ultimately preparing students for post-secondary education. | | |

- 161 English 11 Honors** Grade 11 5 Credits
 Honors courses are more rigorous than other courses. Students are expected to possess strong study habits and a willingness to dedicate significant time and effort to meeting the extensive reading and writing demands of the courses, which include reading more texts in greater depth, and writing tasks that require more sophisticated analytical approaches. In addition, students are required to complete several independent study and research based projects beyond the scope of the regular curriculum. **Students are selected on the basis of Honors criteria. (Weighted)**
- 164 English 11 AP-English Language and Composition** Grade 11 5 Credits
 This course content will draw upon the grade 11 core readings and ancillary pieces from American literature as well as world literature and a significant amount of non-fiction. This course includes selected writers and literary periods with an emphasis on rhetorical analysis, tone, literary style, and figurative language. Students write papers under timed conditions that integrate their ability to recognize rhetorical and literary devices, identify and use techniques of style and organization, and analyze an author’s purpose. This is an accelerated course containing literature study and writings that prepare students to take the English AP examination. (Weighted) Students are required to register for and take the Advanced Placement exam for all AP courses.
- 172 English 12** Grade 12 5 Credits
173 All English courses in 9th grade revolve around the same essential curriculum elements. The increased academic expectations of this course includes more numerous and more challenging reading selections, more numerous and more sophisticated writing assignments, and greater overall rigor in terms of pacing and expectations. A-level courses provide an increased focus on ultimately preparing students for post-secondary education.
- 171 English 12 Honors** Grade 12 5 Credits
 Honors courses are more rigorous than other courses. Students are expected to possess strong study habits and a willingness to dedicate significant time and effort to meeting the extensive reading and writing demands of the courses, which include reading more texts in greater depth, and writing tasks that require more sophisticated analytical approaches. In addition, students are required to complete several independent study and research based projects beyond the scope of the regular curriculum. **Students are selected on the basis of Honors criteria. (Weighted)**
- 174 English 12 AP–English Literature and Composition** Grade 12 5 Credits
 This course content will include core readings and ancillary pieces of literature—prose, drama, and verse—written in English (or in translation) from the 16th century through the present. This course includes selected writers and literary periods with an emphasis on close reading and detailed literary analysis. Students write papers under timed conditions that integrate their ability to recognize rhetorical and literary devices, identify and use techniques of style and organization, and analyze an author’s purpose. This is an accelerated course containing literature study and writings that prepare students to take the AP English Literature and Composition examination. (Weighted) Students are required to register for and take the Advanced Placement exam for all AP courses.

128 English 12 Grade 12 5 Credits
This is a required course for all grade 12 students that have not met the state mandated requirements for scoring proficient on the ELA portion of the PARCC test. This is a full year course that mirrors the prescribed curriculum for grade 12 English. This course provides students with the resources, strategies and materials necessary to successfully complete alternative assessments required for high school graduation.

129 English as a Second Language (ESL) Grades 9-12 5 Credits
Students whose first language is not English will acquire listening, speaking, reading, and writing skills in English language. The goal of the ESL program is also to teach English language learners basic interpersonal communication skills and the essential language necessary to communicate information, ideas and concepts for academic success in the content areas of science, mathematics, social studies, and English literacy. Students will prepare for the state assessment and for ACCESS for ELLs exam administered in the spring of each year. This course counts toward the graduation requirements of one year of study of English or one year of study of a world language.

ENGLISH ELECTIVE COURSES:

These courses do not fulfill the English requirement for graduation.

175 Creative Writing I Grades 11-12 5 Credits
This is an introductory level course to creative writing. It is appropriate for both beginning writers and experienced writers who want to develop their talent. It stresses self-expression, originality and variety in writing. There will be instruction in the principles and practice of various types of writing. Included in this instruction is short story development, the art and technique of writing poetry, and the study and practice of various literary genres. There will be frequent writing assignments, class discussions, and constructive criticism of the students' work with the aim of developing the aptitudes for writing prose and poetry. A desire to write and the willingness to try any assignment, no matter how "off beat" are all that are required for success in this course.

179 Creative Writing Seminar Grade 11-12 5 Credits
This course is recommended for students who have already taken Creative Writing I although the previous course is not required. However, students taking the course should have some previous experience with writing creatively. More advanced literary techniques will be explored and practiced in this course of study. In addition, students will develop a novel throughout the course of the year. Also, students will participate in literary circles where their work will be critiqued by other students. The most important requirement for this course is a passion for writing and a willingness to undertake prolonged assignments.

176 Contemporary Issues and Expository Writing Grade 10-12 5 Credits
Modeled after college expository writing programs, this rigorous course is aimed at preparing students for the kind of reading and writing they will encounter in post-secondary school. Using mainly non-fiction texts (articles, essays, books), electronic media, and documentary film resources, students will grapple with the pressing issues of the day. Using the understanding gained through reading, writing and discussion, they will also develop the skills in expository composition that are essential to success in college by writing and revising expository essays. Students can expect to write a number of short papers (3-5 pages) each marking period.

- 177 Journalism** Grade 11-12 5 Credits
This is an introduction to journalistic writing, especially persuasive and expository style writing. Students will learn to analyze, write, edit and present news stories. This course includes the history of media, interviewing techniques, news judgment, the use of editorials and weekly discussions of current events.
- 178 Historical Readings of Man’s Inhumanity to Man** Grade 11-12 5 Credits
This course will focus on the study of genocides throughout history. Genocides include but are not limited to; the Native American experience, the Armenian genocide, the American genocide, the Holocaust, the Civil Rights movement, and Darfur. Students will learn the historical side of these times, read selected fiction and nonfiction text, and write reaction/analysis papers. The course also includes the study of contemporary issues revolving around race, gender, prejudice, and hate. Class involvement is expected in both large and small group discussions.
- 181 Public Speaking** Grade 9-12 5 Credits
Whether you are going to college or entering the job force, effective communication is the foundation on which companies and careers are built and a crucial component of lasting success. Whether it’s a face-to-face conversation or an email exchange, a meaningful message entails establishing a connection that leaves a powerful impression. This course is designed to prepare you for college or your career by building strong communication skills as well as analyzing the persuasive techniques utilized by advertising companies to attract your attention. Constructing speeches and analyzing advertisements that use shock and subliminal imaging will also be explored. Finally, you will discover skills that will benefit you throughout your career, like writing a resume and proper interviewing techniques, as well as mortgage and career advice.

SOCIAL STUDIES DEPARTMENT

The Social Studies Department offers a wide range of elective courses in addition to the three courses required by the State of New Jersey for graduation, World Studies and/or World History and U.S. History 1 and 2. All students, especially college-bound students, are encouraged to select a social studies course in every school year if their schedule permits.

Based on previous academic performance, teacher recommendations, and other relevant information, students will be placed in a section of the course that is appropriate to their academic level and their future aspirations. Some sections will focus more on rigorous college preparatory skills and content, others will focus on challenging students to develop the skills and knowledge that will prepare them for entering the world of work upon graduation.

Students in the honors and AP classes will enrich their knowledge base by reading and analyzing primary source materials and other texts that are more challenging than other classes. An honors level research report is expected of each student in the class. Additional readings are assigned (supplementary books) in order to enrich the students' understanding of social history and to encourage reading of historical fiction as a leisure time activity. Frequent writing can be expected in honors and AP courses, calling upon higher thinking skills of analysis and evaluation. **Prerequisite: meeting honors/AP section criteria. (Weighted)**

242 World Studies A Grade 9 5 Credits

243 World Studies is a college preparation course that examines a range of topics and time periods in Asian, African, European, and American history, ranging from the dynastic period of China to the end of the apartheid era in Africa. Students will be exposed to important and world-shifting events and leaders and critical discussions on how they impact the world today. Students who enroll in this course should possess at grade level reading comprehension, written language, and research skills. Completion of this course serves as a prerequisite for US History I.

241 World History Honors Grade 9 5 Credits

World Studies Honors is a college preparation course that is ideal for a student looking to challenge themselves academically in preparation for continued placement in honors courses or potentially into Advanced Honors U.S. History I. This course is recommended for college bound students who possess advanced organization, independent study, and time management skills. Topics will be examined in a critical and in-depth manner and include a range of time periods. Students will examine Asian, African, European, and American history from the dynastic period of China to the end of the apartheid era in Africa. Students will also be exposed to important and world-shifting events and leaders, the geography of different regions, and critical discussions on how they impact the world today. Students who enroll in this course should possess *above* grade level literacy, written language, and research skills. Completion of this course serves as a prerequisite for US History I Honors and/or Advanced Honors US History. **Prerequisites: Teacher recommendation. (Weighted)**

252 United States History IA Grade 10 5 Credits

253 U.S. History I is a college preparation course that examines important topics in American History from the Pre-Civil War Period to World War I. Special emphasis will be given to Life in Antebellum America, Causes and consequences of the Civil War, The Reconstruction Era, The Growth of Industry, Imperialism, The Progressive Era, and Causes of World War I. Students who enroll in this course should possess grade level reading comprehension, written language, and research skills. Completion of this course serves as prerequisite for US History II.

- 251 United States History I Honors** Grade 10 5 Credits
 The U.S. History I Honors course is a college preparation course that is ideal for the student who would enjoy a more challenging history experience. Students enrolled in this course should expect a rigorous course of study that places an emphasis on developing post secondary skills in reading, writing, and research. The course will examine important topics in American History from the Pre-Civil War Period to World War I. Special focus will be given to Life in Antebellum America, Causes and consequences of the Civil War, The Reconstruction Era, The Growth of Industry, Imperialism, The Progressive Era, and Causes of World War I. Students who enroll in this course should possess *above* grade level literacy, written language, and research skills. Completion of this course serves as prerequisite for US History II Honors.
Prerequisite: Successful completion of World Studies 9 and Teacher Recommendation. (Weighted)
- 254 Advanced Honors US I** Grade 10 5 Credits
 Advanced Honors United States History I is the prerequisite requirement for the Advanced Placement US History II course which is taken in the 11th grade year. It offers the student a college level academic experience in the history of the United States from the Pre Colonial Period to the conclusion of The Civil War in 1865. Students who enroll in this course should possess *superior proficiency* in content literacy and written language. Students should expect a rigorous course of study that places an emphasis on developing post secondary skills in historical analysis, research, writing, and presentation. Through an examination of college level text, primary source historical resources, and various arguments and interpretations of events, students are required to apply broad historical thinking skills. Students will analyze information, weigh evidence, explain causation and continuity, and make conclusions based on informed judgment. The curriculum is designed to prepare students for the AP United States History Exam which is administered by the College Board at the conclusion of the AP US History II course. Students who score a 4 or higher on the exam will be considered eligible for college credits at most major colleges and universities. See link for more information on course content and objectives: [College Board AP US History](#) . **Prerequisite: Successful completion of World History 9 Honors with a final grade of 90 or higher, teacher recommendation, and completion of the summer assignment due on the first day of class. (Weighted)**
- 262 United States History II A** Grades 11-12 5 Credits
263 U.S. History IIA is a college preparation course that examines important topics in American History from World War I to Present Day. Special emphasis will be given to Causes and Consequences of WWI, Life in the Roaring 20s, The Great Depression, Causes and Consequences of WWII, The Cold War with Communism, The Korean War, The Stormy 60s and 70s, The Vietnam War, The resurgence of Conservatism in the 1980s, the Tech Boom of the 1990s, and the Challenges of the 21st Century. Students who enroll in this course should possess grade level reading comprehension, written language, and research skills.
- 261 U.S. History II Honors** Grades 11-12 5 Credits
 The U.S. History II Honors course is a college preparation course that is ideal for the student who would enjoy a more challenging history experience. Students enrolled in this course should expect a rigorous course of study that places an emphasis on developing post-secondary skills in reading, writing, and research. The course will examine important topics in American History from World War I to Present Day. Special emphasis will be given to Causes and Consequences of WWI, Life in the Roaring 20s, The Great Depression, Causes and Consequences of WWII, The Cold War with Communism, The Korean

War, The Stormy 60s and 70s, The Vietnam War, The resurgence of Conservatism in the 1980s, the Tech Boom of the 1990s, and the Challenges of the 21st Century. Students who enroll in this course should possess *above* grade level literacy, written language, and research skills. **Prerequisite: Successful completion of U.S. History IA and Teacher Recommendation. (Weighted)**

- 264 U.S. History II AP** Grade 11 5 Credits
- Advanced Placement United States History II is the continuation of the Advanced Honors US History I course which is taken in the 10th grade year. It offers the student a college level academic experience in the history of the United States from 1865 to Present Day. Students who enroll in this course should possess *superior proficiency* in content literacy and written language. Students should expect a rigorous course of study that places an emphasis on developing post-secondary skills in historical analysis, research, writing, and presentation. Through an examination of college level text, primary source historical resources, and various arguments and interpretations of events, students are required to use broad historical thinking skills. Students will analyze information, weigh evidence, explain causation and continuity, and make conclusions based on informed judgment. The curriculum is designed to prepare students for the AP United States History Exam which is administered by the College Board at the conclusion of the AP US History II course. Students who score a 4 or higher on the exam will be considered eligible for college credits at most major colleges and universities. See link for more information about course content and objectives: [College Board AP US History](#). **Prerequisite: Successful completion of Advanced Honors US History I with a final grade of 80 or higher, teacher recommendation, and completion of the summer assignment due on the first day of class. Students who enroll are required to take the College Board AP US History Exam at the conclusion of this course. (Weighted)**

SOCIAL STUDIES ELECTIVES

These courses do not fulfill the Social Studies requirement for graduation.

- 266 Sociology/Psychology/Anthropology** Grade 12 5 Credits
- This is a full-year course designed to introduce students to many areas of Sociology and Psychology. These areas include the origins of Sociology, research methods used in Sociology, and culture and religion. The first half of the year concentrates on group behavior. The second half of the year focuses on Psychology and the individual. The topics discussed in Psychology include origins and approaches to psychology, mental illness, dreams, and the study of serial killers. Class involvement is expected in large and small group discussions.
- 267 Law and Society** Grades 11-12 5 Credits
- This course explores how law and its relationship to society are vital in our world today. It reviews the legal rights of the individual and couples this learning experience with an awareness of one's legal responsibility. The course analyzes constitutional, civil, and the criminal law systems in the United States. The court system in our country is reviewed by dealing with legal procedures and terminology. Actual cases are viewed and analyzed with role-playing techniques used as a practical learning experience and researched based writing activities to enhance the learning process of this complex topic.

- 268 Contemporary World Affairs** Grades 11-12 5 Credits
This course is a social studies elective which provides students with an advanced study of the global issues of other nations and peoples, world progress, and problems. This class requires weekly oral reports and an individual research project.
- 269 Psychology AP** Grade 12 5 Credits
The AP Psychology course is the scientific study of the behavior and mental process of human beings. All students must be willing to accept the challenge of a rigorous academic curriculum. Reading, writing, research and discussion will be used to mirror an entry-level college course. The class is designed to prepare students for the required AP Psychology exam at the end of the year. **This course is not day misable.**
- 270 European History AP** Grade 12 5 Credits
In this advanced placement course students will learn about the cultural, economic, political and social developments that have shaped today's world through the study of European history from the year 1450 to present. Additionally, students will analyze historical evidence and interpretation and express their historical understanding through writing as they explore principle themes of modern European history. **This course follows a prescribed AP curriculum and is designed to prepare students for the required European History AP exam at the end of the year.**

MATHEMATICS

Three years of mathematics are a graduation requirement. It is strongly recommended that all students elect a fourth year of mathematics.

- 301 Algebra 1 Honors** Grade 9 10 Credits
This course includes topics such as mathematical symbols, problem solving strategies, real numbers, equation solving, polynomials, factoring, algebraic fractions, linear equations and systems, inequalities, rational and irrational numbers, quadratic equations, exponents and exponential equations. This course proceeds at a quicker pace and delves into more topics than Algebra 1. **(Students are subject to the honors placement criteria.) (Weighted)**
- 302 Algebra 1** Grade 9 5/10 Credits
303 This course introduces mathematical symbols, problem solving strategies, real numbers, equation solving,
304 polynomials, factoring, algebraic fractions, linear equations and systems, inequalities, rational and irrational
306 numbers, quadratic equations, exponents and exponential functions. This course examines more complicated real-world examples than Algebra 1.
- 305 Algebra 1/Geometry** Grades 10-11 5/5 Credits
315 In this course, students will take both parts of this double period class beginning with Algebra 1 in the fall semester, followed by Geometry in the spring semester. **Prerequisite: Consent of the curriculum supervisor.**
- 311 Geometry Honors** Grades 9-10 5 Credits
This course emphasizes high level conceptual thinking skills. Topics include proof, solid figures, angle relationships, lines, planes, triangles, similar polygons, circles, coordinate geometry, areas of polygons and circles, areas and volumes of solids and transformations. This course delves more deeply into topics and proceeds at a quicker pace than Geometry. **Prerequisite: (301)Algebra Honors. (Students are subject to honors selection criteria.) (Weighted)**
- 312 Geometry** Grade 10 5/10 Credits
313 This course includes the study of lines, angles, deductive proofs, congruent triangles, quadrilaterals, circles, proportion, right triangles, areas of polygons, regular polygons and the circle, solid geometry, coordinate geometry and transformations. **Prerequisite: Proficiency in Algebra 1.**
- 321 Algebra 2 Honors** Grades 10-12 5 Credits
This course includes systems of numbers, inequalities, relations and functions, polynomials, rational expressions, complex numbers, radicals, quadratic functions, polynomial equations, conic sections, exponential and logarithmic functions, sequences, series, and matrices. **Prerequisite: (311) Geometry Honors. (Students are subject to the honors placement criteria.) (Weighted)**
- 322 Algebra 2** Grades 10-12 5 Credits
323 This course includes the study of real numbers, equations, inequalities, polynomials, rational expressions, complex numbers and radicals, quadratic functions, logarithmic functions, sequences, series and matrices. This course proceeds at a quick pace and delves into topics more deeply than Algebra 2. **Prerequisite: Proficiency in Algebra 1 and Geometry.**

- 331 Pre-Calculus Honors** Grade 11 5 Credits
 This course includes the study of functions and graphs, circular functions, trigonometry, complex numbers, polar coordinates, inverse functions, polynomial, exponential and logarithmic functions, Binomial Theorem combinatorics and probability, limits, and derivatives. This course is approved by Ocean County College. Students who pay the tuition and pass the course will receive college credits through O.C.C. This course is weighted as an Advanced Placement Course. **Prerequisite: (321) Algebra 2 Honors. (Students are subject to honors selection criteria.)**
- 332 Pre-Calculus** Grades 11-12 5 Credits
 This course includes the study of functions, trigonometry, coordinate geometry, trigonometric functions, graphing, inverse functions, polynomials, inequalities, exponents and logarithms, circular functions, complex numbers, limits, and probability. **Prerequisite: (321) Algebra 2 Honors or (322) Algebra 2**
- 340 Calculus Advanced Placement AB** Grade 12 5 Credits
 This course includes functions and graphs, limits and continuity, differential calculus, integral calculus and calculus preparation for the AP Calculus AB. AP coursework is rigorous and fast-paced and an increased time commitment to out-of-class assignments is required. **Students enrolled in an AP course must take the end of course exam. Prerequisite: (331)Pre-Calculus Honors. (Students are subject to Honors selection criteria.) (Weighted)**
- 341 Calculus Honors** Grade 12 5 Credits
 This course's main focus is the preparation for fundamental college calculus coursework. Topics covered include: algebraic, trigonometric and exponential functions and their applications. Students are subject to honors selection criteria. This course is approved by Ocean County College. Students who pay the tuition and pass the course will receive college credits through O.C.C. This course is weighted as an Advanced Placement Course. **Prerequisite: (331) Pre-Calculus Honors or (332) Pre-Calculus. (Students are subject to the honors placement criteria.)**
- 351 Statistics Honors** Grades 11-12 5 Credits
 This course includes the analysis of data, probability, probability distributions, estimation, hypothesis testing, correlation and regression with variance analysis. This course delves more deeply into topics and moves at a quicker pace than Statistics. **Prerequisite: (321) Algebra 2 Honors or (322)Algebra 2.**
- 352 Statistics** Grade 12 5 Credits
 This course focuses on concepts of statistics and probability. The students will be introduced to the methods used in both descriptive and inferential statistics and will gain insight into interpretation of data. **Prerequisite: Algebra 1, Geometry and Essentials/Algebra 2. (Senior Level Course)**
- 362 Essentials of Mathematics** Grades 11-12 5 Credits
 This is designed to expand understanding and appreciation of mathematics. An emphasis is placed on real life applications of mathematics. This course covers a broad range of topics, such as problem solving, set theory, logic, the history of the numeration system, applications of algebra, geometry and trigonometry, measurement, probability and statistics, and the management of personal finances. **Prerequisite: Algebra 1 and Geometry.**

SCIENCE

Three years of science are a graduation requirement. All courses address New Jersey State Core Curriculum Standards.

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| 801 | Biology Honors/Lab | Grade 9 | 6 Credits |
| | This course provides an in-depth examination of the scientific method, cell theory, unity and diversity of life, photosynthesis, respiration, DNA, genetics, evolution, reproduction, and plant and animal structure and function, and ecology. This course delves more deeply and moves at a quicker pace than Biology. Algebra 1H either previously or concurrently. (Students are subject to the honors placement criteria.) (Weighted) | | |
| 802 | Biology 1/ Lab | Grade 9 | 5 Credits |
| 803 | This course provides an in-depth examination of the scientific method, cell theory, unity and diversity of life, photosynthesis, respiration, DNA, genetics, evolution, reproduction, and plant and animal structure and function, and ecology. | | |
| 811 | Chemistry Honors /Lab | Grade 10-11 | 6 Credits |
| | This course emphasizes scientific measurement, atomic structure, chemical reactions, stoichiometry, behavior of gases, electron configurations, chemical periodicity, ionic and covalent bonds, properties of solutions, acids and bases. Prerequisite: Algebra 1A and Biology Honors. (Students are subject to the honors placement criteria.) (Weighted) | | |
| 812 | Chemistry 1/Lab | Grade 10-11 | 6 Credits |
| 813 | This course examines scientific measurement, atomic structure, chemical reactions, stoichiometry, behavior of gases electron configurations, chemical periodicity, ionic and covalent bonds, properties of solutions, acids and bases. Prerequisite: Algebra 1 and Biology 1. | | |
| 821 | Physics 1 Honors/Lab | Grades 11-12 | 6 Credits |
| | This course is for selected students who are highly motivated. The course follows the PSSC outline. Students will study the principles of and learn to solve problems in kinematics, dynamics, universal gravitation, and energy, electricity, and wave phenomena. Students selected for this course must expect to do extensive work beyond the classroom. Prerequisite: Algebra 1A, Geometry A, and Chemistry 1A. (Students are subject to the honors placement criteria.) (Weighted) | | |
| 822 | Physics 1/Lab | Grades 10-12 | 5 Credits |
| 823 | This college preparatory course explores mechanics, forces, kinematics, dynamics, momentum, energy, gravitation, electromagnetism, sound and optics. Prerequisite: Algebra 1 and Biology 1. | | |
| 832 | Marine Science/Lab | Grades 11-12 | 5 Credits |
| | This course will focus on various sea creatures and the threats they face that are both natural and man-made. Connections to local watersheds and current pollution problems will be examined. Discussion will focus on balancing human needs with species' fight for survival. In addition, physical aspects such as classification and the benthic zone will be discussed as well as additional oceanographic topics. Prerequisite: Completion of Biology, Chemistry 1A /Physics 1A/Environmental Science. | | |

- 841 Forensics Science Honors/Lab** Grade 12 6 Credits
 This advanced level college preparatory science elective is for seniors interested in the field of laboratory science. It requires critical thinking skills as well as the ability to work and complete projects independently. Course content will include fingerprint analysis, hair and fiber analysis, handwriting analysis, ballistic analysis, blood splatter analysis and crime scene analysis. **Prerequisite: Biology 1A and Chemistry A with teacher recommendation. (Students are subject to the honors placement criteria.) (Weighted)**
- 842 Forensic Science/Lab** Grade 12 5 Credits
 This course provides students with an interactive and “hands-on” approach to understanding the nature of crime investigation. Using deductive reasoning and critical thought process, students will study and analyze various components of a criminal investigation, including physical evidence, DNA, fingerprints, osteology and odontology, toxicology, serology, and trace evidence. Furthermore, students will be exposed to the history and evolution of forensic science thorough studying technological advancements and landmark criminal cases. **Prerequisite: Biology 1, Chemistry 1.**
- 850 Biology Advanced Placement /Lab** Grades 11-12 6 Credits
 This course examines molecular, cellular, organism and population biology, evolution, ecology, human physiology, behavior, and review and preparation for the Advanced Placement Biology Examination. AP coursework is rigorous and fast-paced and an increased time commitment to out-of-class assignments is required. **Students enrolled in an AP course must take the end of course exam. Prerequisites: Biology Honors, Chemistry Honors. (Weighted) Students enrolled in an AP course must take the end of course exam.**
- 860 Chemistry Advanced Placement /Lab** Grades 11-12 6 Credits
 This course investigates atomic structure, chemical bonding, molecular geometry, equations and quantitative relations, gases, liquids and solids, solutions, electrochemistry, kinetics and equilibrium, thermodynamics, acids and bases, ionic equilibria, organic chemistry, and review and preparation for the Advanced Placement Chemistry Examination. AP coursework is rigorous and fast-paced and an increased time commitment to out-of-class assignments is required. **Students enrolled in an AP course must take the end of course exam. Prerequisites: Physics Honors.**
- 861 Human Anatomy and Physiology Honors/Lab** Grades 11-12 6 Credits
 This course is an Advanced Biology course covering human anatomy and physiology. Dissections will include representative samples of organ systems. Students selecting this course will be required to do outside projects. This course is approved by Ocean County College. Students who pay the tuition and pass the course will receive college credits through O.C.C. This course is weighted as an Advanced Placement course. **Prerequisite: Biology A or Honors Biology and Chemistry A with teacher recommendation.**
- 870 Physics Advanced Placement /Lab** Grade 12 6 Credits
 This course continues from previous preparation in Physics with advanced treatment of optics, kinematics, dynamics, circular and rotational motion, energy, momentum, harmonic motion, waves, electrostatics and DC circuits. Course stresses independent study to prepare the student for the Advanced Placement Physics Exam. AP coursework is rigorous and fast-paced and an increased time commitment to out-of-class assignments is required. **Students enrolled in an AP course must take the end of course exam. Prerequisite: Physics 1 and/or Pre-Calculus. Students enrolled in an AP course must take the end of course exam.**

871 Independent Study

Advanced Physics with Calculus and Mechanics

Grade 12

6 Credits

This Independent study course covers topics to include Kinematics (including vectors, vector algebra, components of vectors, coordinate systems, displacement, velocity and acceleration), Newton's laws of motion, work, energy, power, oscillations and gravitation. As the name implies, this course requires independent mastery of content and follows a fast paced and rigorous course of study. **Prerequisite: Physics AP and teacher recommendation. (Students are subject to the honors placement criteria). (Weighted)**

880 Environmental Science Advanced Placement/Lab

Grades 11-12

6 Credits

This course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. AP coursework is rigorous and fast-paced and an increased time commitment to out-of-class assignments is required. **Students enrolled in an AP course must take the end of course exam. Pre-requisite Chemistry 1A or Chemistry Honors and Environmental Science (Students are subject to the honors placement criteria). (Weighted)**

882 Environmental Science

Grade 11-12

5 Credits

The Environmental Science Program prepares the student to explore the relationships between humans and their environment in a proactive manner. This class integrates ecology, biology, physics, chemistry, zoology, geology, as well as other disciplines in order for the student to understand the causes of the loss of biodiversity, the new technological advances to remove our dependence on fossil fuels and what can be done to make the world a better place. **Prerequisite: Biology and Chemistry.**

WORLD LANGUAGE DEPARTMENT

- 411 French 1A** Grades 9-12 5 Credits
Students will learn listening, speaking, reading and writing skills through dialogues, narrative and authentic documents containing basic vocabulary and structures for communicating orally and in writing. Such language functions as asking and answering questions, expressing attitudes and feelings or opinions and making suggestions will be learned. Students will develop an understanding of lifestyles and customs of French speaking people. Participation in all classroom activities is essential and homework is assigned on a daily basis in order to reinforce what is learned in class.
- 412 French 2A** Grades 9-12 5 Credits
In French 2, students continue to learn new vocabulary and grammatical structures such as the past tense, while practicing previously learned material from French 1. Emphasis is placed on greater development of oral proficiency as well as listening, reading, and writing skills. Cultural awareness of French speaking people will be continued. Participation in all classroom activities is essential and homework is assigned on a daily basis in order to reinforce what is learned in class. **Prerequisite: French 1A (A grade of 75 or better)**
- 413 French 3A** Grades 9-12 5 Credits
At this level, students continue to refine their listening, speaking, reading and writing skills. Students acquire vocabulary, language structures, and cultural awareness by reading and retelling stories from a variety of age appropriate readers in French. Participation in all classroom activities is essential and homework is assigned on a daily basis to reinforce classroom learning. **Prerequisite: French 2A (A grade of 85 or better)**
- 414 French 4A** Grades 10-12 5 Credits
In French 4 A, students will refine their reading comprehension through reading authentic stories, poems, plays, songs, and novels. Students will acquire greater oral and written proficiency, as well as cultural awareness of the people and places they are reading about. Participation in all classroom activities is essential and homework is assigned on a daily basis to reinforce classroom learning. **Prerequisite: French 3A (A grade of 85 or better)**
- 416 French 4 Honors** Grades 10-12 5 Credits
In addition to the above, each student in honors class is expected to read and understand authentic French literature, and also to prepare and present at least one project, relating to a piece of literature. **Prerequisite: French 3 (Students are selected on the basis of the honors criteria and teacher recommendation.) (Weighted)**
- 417 French 5 Honors** Grades 11-12 5 Credits
This level provides the students with many opportunities for improving both their communicative skills and cultural awareness through an increased emphasis on reading and writing about literature they have read. Literature and cultural sources vary according to the ability and interests of the group. Participation in all classroom activities is essential and homework is assigned on a daily basis in order to reinforce classroom learning. **Prerequisite: French 4 Honors or French 4 A with a grade of 90 or above. (Students are selected on the basis of the honors criteria and teacher recommendation.) (Weighted)**

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| 402 | Spanish 1 | Grades 9-12 | 5 Credits |
| 403 | Students will learn listening, speaking, reading and writing skills through abundant practice in a variety of Oral and written drills, dialogues and reading selections. Students will also gain an understanding of Hispanic society through cultural insights and information depicting everyday life which is interwoven throughout all units of study. Participation in all classroom activities is essential and homework is assigned on a daily basis in order to reinforce what is learned in class. | | |
| 404 | Spanish 2 | Grades 9-12 | 5 Credits |
| 405 | Students will continue to improve listening, speaking, reading and writing skills by expanding their vocabulary and learning new grammatical structures through a variety of oral and written activities and reading selections. They will also continue their study of Hispanic society by contrasting American behavior with that of Spanish-speaking countries. Participation in all classroom activities is essential and homework is assigned on a daily basis in order to reinforce what is learned in class. Prerequisite: Spanish I (A grade of 75 or better) | | |
| 406 | Spanish 3H/3A | Grades 9-12 | 5 Credits |
| 407 | This level takes students still further in their development of the four basic language skills. Emphasis shifts to reading and writing with an analysis of grammar and syntax, but the listening and speaking skills are still maintained and improved. The student's ability to express themselves in the foreign language becomes more varied and creative. Participation in all classroom activities is essential. Short readings, periodicals and visual aids offer continual exposure to Hispanic culture. Prerequisite: Spanish 2A (A grade of 80 or better) (3H is weighted) | | |
| 408 | Spanish 4 Honors | Grades 10-12 | 5 Credits |
| | This level continues to take students further in their development of reading and writing skills while providing opportunities for personal expression and conversation on a variety of subjects including Spanish literature and Hispanic culture. Students are selected on the basis of the Honors criteria and teacher recommendation. Prerequisite: Spanish 3A (Students are selected on the basis of the Honors criteria and teacher recommendation.) (Weighted) | | |
| 409 | Spanish 5 Honors | Grades 11-12 | 5 Credits |
| | This level provides the students with many opportunities for learning more and developing a higher degree of communicative skills with increased emphasis on reading, writing, and Spanish Literature. Supplementary materials will be introduced and will vary according to the ability and interests of the group. Prerequisite: Spanish 4 Honors with a grade of 90 or above. (Students are selected on a basis of the honors criteria and teacher recommendation.) (Weighted) | | |
| 410 | Spanish 6 Honors | Grade 12 | 5 Credits |
| | This level gives students practice in various reading strategies in literature along with carefully guided activities leading to advanced writing skills. Abundant opportunities for growth towards oral proficiency are also provided. Supplementary materials will be used both to reinforce what the students have learned and to develop a higher degree of communication for expressing personal thought and opinions. Prerequisite: Spanish 5 Honors (Students are selected on the basis of the honors criteria and teacher recommendation.) (Weighted) | | |

- 420 Chinese 1A** Grades 9-12 5 Credits
Students will learn listening, speaking, reading, and writing skills through abundant practice in a variety of oral and written drills, dialogues, and reading selections. Students will gain an understanding of Chinese society through cultural insights and information depicting everyday life which is woven throughout all units of study. The topics students are going to be learning include greetings, families, dates and time, hobbies, visiting friends, etc. Participation in all classroom activities is essential and homework is assigned on a daily basis in order to reinforce what is learned in class.
- 421 Chinese 2A** Grades 10-12 5 Credits
In Chinese 2A, students will continue to learn new vocabulary and grammatical structures. They will continue to enhance their listening, speaking, reading and writing skills by participating in interactive activities and reading extensive materials in class. The topics students are going to learn include Chinese school life, shopping, transportation, etc. They are also going to be exposed to Chinese culture, colloquial expressions and idioms. Participation in all classroom activities is essential and homework is assigned on a daily basis in order to reinforce what is learned in class. **Prerequisite: Chinese 1A (A grade of 75 or better)**

HEALTH & PHYSICAL EDUCATION DEPARTMENT

945 Co-Educational Physical Education/Health

Grades 9 5 Credits

This program provides all freshman high school students opportunities to participate in a variety of physical activities. An introduction to skill development of various lifetime sports activities is a vital part of the program. The physical as well as the mental well-being is developed through individual and team activities. Students will also be introduced to weightlifting and fitness training during this program. All students will participate in fitness testing and a square dancing unit. Students are required by the New Jersey State statute to complete and successfully pass a Physical Education/Health course each year they are matriculated in high school. Exceptions are for verified medical limitations only.

945 Physical Education Activities:

Badminton	Golf	Paddleball	Square Dancing
Basketball	Handball	Pickle Ball	Table Tennis
Fitness Training	Indoor Games	Soccer	Tennis
Flag Football	Lacrosse	Softball	Track
Floor Hockey	Speedball	Volleyball	Cooperative Games
Frisbee	Outdoor Games	Weightlifting	

Health Education

All students are required to successfully complete one academic quarter of health related instruction in each of the four high school years. In addition to the special concentrations listed below, current health topics are covered at all levels. (Example: AIDS education, drug and substance abuse and other current health problems.)

Health 12 Family Living

Grade 12 10 weeks

General life skill instruction is the core of this learning experience. The importance of overall wellness will be explained in an attempt to better prepare the students for adult life.

Health 11 First Aid

Grade 11 10 weeks

This program provides students with the necessary skills giving immediate temporary care to any individual who becomes ill or is injured. Hands-on instruction in bandaging, splinting, artificial respiration and other temporary care techniques are emphasized.

Health 10 Driver Education

Grade 10 10 weeks

Classroom program covers techniques, skills, laws, regulations, safety, car care and operation which are the necessary skills to prepare students for vehicular licensing.

Health 9

Grade 9 10 weeks

Students are faced with choices every day. Ninth grade health will provide students with information needed to make well thought out decisions regarding the following: substance use and abuse, sex education, character building, wellness and nutrition.

946-

948 Co-Educational Physical Education /Health (Elective)

Grade 10-12

These Programs are provided to all sophomores, juniors and seniors and are designed to enhance the students skills in various lifetime sports, team sports, and fitness training. Each student must participate in at least 2 marking periods of each category (Fitness, Team Sport, and Individual/Partner Activity). All students will participate in fitness testing and a square dancing unit. Students are required by the New Jersey State statue to complete and successfully pass a Physical Education/Health course each year they are matriculated in high school. Exceptions are for verified medical limitations only.

946- 948 Physical Education Activities

Team Sports	Individual Sports	Fitness
Football	Golf	Yoga
Soccer	Table Tennis	Kickboxing
Speedball	Pickle Ball	Circuit Training
Ultimate Frisbee	Badminton	Machine Training
Basketball	Tennis	Strength Training
Floor Hockey	Frisbee Golf	P90X
Volleyball	Recreational Games	Cardio Training
Handball	Bowling	Core Training
Eclipse Ball	Paddle Ball	TRX
Rugby	Indoor/Outdoor Games	Track

- Additional Team Sports, Individual/Partner Sports and Fitness activities may be added as requested.

MUSIC DEPARTMENT

- 500 Wind Ensemble** Grades 10-12 5 Credits
Wind Ensemble is an advanced level instrumental performance class geared toward the student who demonstrates exceptional proficiency and maturity on their instrument. Members of the wind ensemble can expect to be performing challenging wind band literature, much of which presents opportunities for solos. An audition for acceptance is required. Wind players will be expected to play all of the major concert scales, a one and a half chromatic scale, and excerpts from the All-Shore solo pertinent to their instrument. Percussionists must be able to demonstrate their proficiency in all of the thirteen basic rudiments and versatility on all of the percussion instruments. Usually one player per part is accepted, although the numbers may be altered at the discretion of the director. **(Pre-requisite: In addition to audition, one year of high school concert band and/or recommendation of current band director.)**
- 501 Band/Instrumental Music** Grades 9-12 5 Credits
This performance based course is designed for the instrumental music student in band to continue his/her study of their instrument through ensemble performance. Through study and performance of appropriate music, the student learns instrumental techniques and broadens his/her musical insight, background and appreciation. Basic music theory and appreciation are integrated into the classroom work. Students are required to participate in all concerts and encouraged to participate in marching and jazz ensembles, as well.
- 502 Piano Lab** Grades 9-12 5 Credits
This course is designed to enhance the musical knowledge of terms, notes, rhythms, keys, and chords through developing technical proficiency at the piano. Students will spend the year learning the basics of piano technique, music theory, and music reading.
- 503 Music History** Grades 10-12 5 Credits
This course is designed to provide an overview of the history of western music, music of non-western cultures, and music theory. It is for students who already know the basic elements of notation and music theory. Students will have an opportunity to delve deeper into the theory and cultures/time periods that surrounded and facilitated that development. **Pre-requisite: One year of piano lab, chorus, band or permission of the instructor.**
- 506 Music Theory and Harmony Honors/AP** Grades 9-12 5 Credits
507 Theory and harmony is a course design to advance the students basic musical skills of musical notation and, ultimately, to compose original music. The course prepares the students to perform at high levels of competency, encourages creativity, deepens their understanding of the musical literature and makes them aware of careers open to performers, arrangers and composers. Successful students must take the music AP test. **Prerequisite: Band/Instrumental Music, Chorus or permission of the instructor. (Weighted) Students are required to register for and take the advanced placement exam for all AP courses.**
- 508 Chorus** Grades 9-12 5 Credits
This course will instruct students in developing choral singing skills, music theory, sight singing and conducting. This course will also include preparation for 2 yearly concerts. Chorale members are selected from this group.

ART DEPARTMENT

- 511 Foundations of Art** Grades 9-12 5 Credits
This is an introductory art course for students who express an interest or skill in the fine arts. Students will be given the opportunity to fine tune their art skills and learn new techniques. A variety of 2-dimensional media will be explored along with some 3-dimensional media. The students will develop an understanding of the elements and principles of design and apply them to given projects. Students will be introduced to art history and art appreciation.
- 513 Drawing and Painting** Grades 10-12 5 Credits
Two-dimensional design is explored in the Drawing and Painting course. Students are introduced to a variety of mediums, including pastels, graphite, colored pencils, charcoal, water colors, and acrylics, as well as a range of artistic techniques. The principles and elements of design and the history of Modern Art are examined. **Prerequisite: Foundations of Art or Applied Arts**
- 514 Studio Arts** Grades 10-12 5 Credits
515 This course focuses on the development of a portfolio based on the individual strengths of the art student. The skills and techniques learned in Drawing & Painting are further developed and applied to make creative, personal works of art. Critiquing skills are refined and art appreciation activities include contemporary artists and art movements. **Prerequisite: Drawing and Painting**
- 516 Advanced Placement Studio Art** Grade 12 5 Credits
This course prepares the student for the AP portfolio submission. Further information may be found at www.collegeboard.com/ap. Concentration, Quality, and Breadth are the specific areas that the portfolio will be comprised of. A 2-Dimensional Design, 3-Dimensional Design, or Drawing Portfolio, must be developed during the student's senior year and will be submitted for evaluation by the AP College Board. An average of twenty-five pieces of college-level artwork will be photographed and sent in slide form as part of the portfolio submission. **Prerequisites: Drawing and Painting, Studio Arts I. Students are required to register for and take the advanced placement exam for all AP courses.**
- 517 Applied Arts I** Grades 9-12 5 Credits
Applied arts is an art course that takes a three dimensional approach to the five elements of design. The course requires critical thinking, meaning that one has to have developed basic problem solving skills which are necessary to complete many projects. Historical implications of each art form are discussed and then the students make projects learning methodology, materials, and form. Projects are all hands-on and will expose the students to the genre of functional art. Mosaics, papermaking, pottery, bookbinding, and paper mâché, are some of the topics covered in this class. This course cannot be used as a prerequisite for drawing and painting unless otherwise recommended by the instructor.
- 518 Applied Art II** Grades 10-12 5 Credits
The focus of this fine art course will be exploring how to use 3-Dimensional mediums including, but not limited to, clay, wire, leather, and glass. Students will design and build 3-Dimensional pieces that are decorative and functional. This class focuses on ceramics and mosaics for the first half of the year. The second half of the year focuses on a variety of mediums including wire, paper-mâché, mask design, leather, jewelry and "found-object" sculpture. **Prerequisite: Applied Arts I.**

BUSINESS EDUCATION DEPARTMENT

- 265 Economics** Grade 12 5 Credits
In economics a student will be able to identify the basic concepts of banking, business, the stock market, the national economy and world economics. Students will become acquainted with the areas such as supply and demand, business trends, Federal Reserve, income tax, consumerism and personal investments and banking. There will be ample opportunity for individual research into current economic trends and events. Students, who are planning a career in a business related field, are strongly encouraged to select this course.
- 008 Financial Literacy** Grades 9-12 2.5 Credits
This course satisfies the mandated graduation requirement. This course provides an essential foundation in everyday financial living skills. Students will be able to apply problem-solving techniques and decision-making processes to make sound economic choices. Technology will be used extensively as students complete a realistic simulation enabling students to learn by doing and simulated experience. They will acquire and use skills for budget preparation, wise use of credit, transportation choices, and housing options. **Most students should plan to fulfill this graduate requirement at grade 10. For scheduling purposes this course will likely be linked with a semester of Information Processing.**
- 009 Financial Literacy (online)** 2.5 Credits
In this introductory finance course, students learn basic principles of economics and best practices for managing their own finances. Students learn core skills in creating budgets, developing long-term financial plans to meet their goals, and making responsible choices about income and expenses. They gain a deeper understanding of capitalism and other systems so they can better understand their role in the economy of society. Students are inspired by experiences of finance professionals and stories of everyday people and the choices they make to manage their money. **This class is graded pass/fail. Final exam must be taken in school under supervision.**
- 001 Information Processing I** Grades 9-12 2.5 Credits
Information Processing prepares students to be competent users of technology for personal, academic, and workplace applications. The course begins with a short period of keyboard training that is provided through the use of computer software instructions at either the beginning or advanced levels depending on student achievement. Students learn to use word processing, database, spreadsheet, and presentation software (Microsoft Professional Office- Microsoft Word, Access, Excel, Power Point). Students are also instructed in the use of internet and e-mail accounts. Use of the computer for internet research is emphasized. **For scheduling purposes this course will likely be linked with a semester of Financial Literacy.**
- 002 Advanced Information Processing** Grades 10-12 5 Credits
Information Processing II is a course designed to further assist students in becoming competent users of technology for personal, academic, and workplace applications. Students will complete a variety of technology projects, workplace simulations, and research activities while employing critical thinking skills and creative, individual ideas in presenting their work. Once again Microsoft Professional Office- Microsoft Word, Access, Excel, and Power Point are correlated with student instruction as well as internet research.

003 Accounting Grades 9-12 5 Credits
This course satisfies the state mandated graduation requirement. Accounting is the “language of business” and is essential for anyone working in the business world today. This course also puts accounting into perspective, discussing personal finance with examples that are appropriate for high school students. In this interactive learning environment, students will be exposed to the many facets of business as they work through the following topics: the accounting cycle, financial accounting procedures, cash transactions, inventory control, and fundamental accounting concepts. Online working papers which features interactive assignments, promotes critical thinking and connects concepts to the real world. Highlights of this course include guest speakers and appropriate field trips.

004 Advanced Accounting Grades 10-12 5 Credits
This course is the next level in this part of the business curriculum. Accounting is the “language of business” and is essential for anyone working in the business world today. This course also puts accounting into perspective, discussing personal finance with examples that are appropriate for high school students. In this interactive learning environment, students will be exposed to the many facets of business as they work through the following topics: the accounting cycle, financial accounting procedures, cash transactions, inventory control, and fundamental accounting concepts. Online working papers which features interactive assignments, promotes critical thinking and connects concepts to the real world. Highlights of this course include guest speakers and appropriate field trips. (Prerequisite: successful completion of 003 Accounting)

030 Interactive Social Media Grade 10-12 5 Credits
Interactive Social Media is a state-of-the-art project-based course in which students will be able to examine theoretical research regarding social media platforms, practice social media analytics, and apply the learning strategies to an actual real-life community project.

Students will be charged with thinking critically to formulate a Social Media Action Plan and be creative and innovative in applying these principles to problem solve. Students will work in small cohorts and compete with other groups in the class in establishing a successful campaign employing diverse Social Media platforms.

At the conclusion of the course and the integration of the Social Media Campaign, students will be able to:

- Master social media communication principles and platforms.
- Apply social media best practices and strategies to real projects.
- Create a vision for engaging a community and implement an effective social media strategic plan that matches the vision.
- Publish social media updates and engage various stakeholders.
- Sustain social media platforms and apply analytics.
- Present their findings and successes to an expert panel that will decide the cohort that was most effective.

Students will be able to gain practical experience in successful use of Social Media as a tool, and utilize this competitive edge in their further studies, workplace, communications, and/or self-marketing. Students who take this course will position themselves to be leaders in the new, data-driven economy.

020 Structured Learning Experience (SLE)
Prerequisite: None

Grades 11-12

5 Credits

SLE allows students to plan for their future. Students conduct a self-analysis through personality, interest and value assessments,. Students maintain a personal portfolio utilizing 21st century skills. This course also allows students to investigate personal career choices, set short and long-term goals, develop the necessary tools to obtain employment, research colleges and prepare for the college application process.

SLE provides students with an opportunity to study effective character development & leadership skills needed to obtain or advance their careers. Students will examine their personal leadership style, personality type, and communication skills using research-based models. Students will learn problem-solving techniques, as well as character development skills while reading about people from the past & present that exhibited great character during their lifetimes. Students will view a series of selected movie clips that reinforce the concept of character building. Students will express their understanding of class discussions through writing and various skill building activities.

021 Structured Learning Experience (SLE)
Prerequisite: None.

Grades 11-12

15 credits

SLE allows students to plan for their future. Students conduct a self-analysis through personality, interest and value assessments,. Students maintain a personal portfolio utilizing 21st century skills. This course also allows students to investigate personal career choices, set short and long-term goals, develop the necessary tools to obtain employment, research colleges and prepare for the college application process.

SLE provides students with an opportunity to study effective character development & leadership skills needed to obtain or advance their careers. Students will examine their personal leadership style, personality type, and communication skills using research-based models. Students will learn problem-solving techniques, as well as character development skills while reading about people from the past & present that exhibited great character during their lifetimes. Students will view a series of selected movie clips that reinforce the concept of character building. Students will express their understanding of class discussions through writing and various skill building activities.

***Students are required to actively pursue a job or be employed to practice the skills learned in this course.**

CONSUMER AND FAMILY SCIENCE

The subject area of Consumer and Family Science has the potential for enhancing human abilities to cope with the constant demands in our work-oriented society. The aim of the Consumer and Family Science program is to provide experiences that will enable the student to develop the abilities and skills necessary for survival in daily living. The built-in flexibility in the curriculum can encourage the student to become a well-rounded family, citizen and consumer.

- 055 The Enterprising Child** Grades 9-12 5 Credits
This course is designed to emphasize the realities and fallacies of parenting and the many skills needed to encourage responsibility parenthood. This course includes the learning processes that begin at conception and continue through the first year of ever-changing infant. The course continues to examine the further development of the children with emphasis on the toddler, pre-schooler and the school age child. The various physical, social, emotional and intellectual growth characteristics will be compared. The specific needs and care techniques will be distinguished for each age group.
- 056 Child Development Learning Laboratory** Grades 11-12 5 Credits
This program will provide the student with the opportunities to experience practical learning with pre-school children from the community in a regularly scheduled learning laboratory. The students will put into practice the mechanics necessary for the management and operation of a learning environment for children. A concentration will be placed upon those career-oriented occupations in the child development area. **Prerequisite: Enterprising Child and teacher recommendation.**
- 057 Independent Study in Child Development** Grade 12 5 Credits
This course is designed to afford the advanced level student an expanded opportunity to interact with preschool children from the community and to continue to experience all the job responsibilities and career skills involved with a regularly scheduled nursery school program. Students will assist, direct and lead their peers as well as the preschoolers in the program. **Prerequisite: Child Development Lab and recommendation of teacher.**

- Use of all gear/Cameras/Sound Equipment/Editing Software
- Midterm and final exam

703 Digital Television Production/Filmmaking Advanced Grades 11-12 5 Credits

704 This mixed level course is designed for the year three and four TV Student. It is designed as workshop/working Production Company class. The students are called upon to produce a variety of programs, short videos, promos, commercials and coverage of events within the school, as well as having the creative freedom to develop their own videos and movies. A variety of video projects are assigned in this project based course. Students will refine their skills as Independent Producers of Digital Television. Creating, Producing, Scheduling, and seeing a project through to completion are all stressed in this hand's on course. **Prerequisite: Digital Television Production II.**

Daily attendance is crucial to success in this course!!

- A Strong Work Ethic, Motivation and Commitment are necessary to succeed with this project based course.
- Lab Required – Taping an event outside of school

iMac Computers/Digital Tools

- Final Cut ProX
- LiveType, Motion, Sound Track Pro, Garage Band, DVD Studio Pro
- High Def Video Cameras, Tripods, Sound Gear, Various formats of files/conversions

Hands On

- Projects: Video New Stories VNS, Covering Events, Editing, Music Video, Creating Sound Tracks, Videos for CRN, Short Movies; Community Based Programming, District Video Projects and Senior Video
- Producing and taping projects for airing on CRN/Channel 21/Website
- Producing, directing, and developing a portfolio
- DVD Portfolio of all work will be the final project
- Midterm and final exam

705 Woods 1 Grades 9-12 5 Credits

Woods 1 is an introductory course in woodworking. It is designed to give the students hands-on opportunity to become acquainted with the tools, equipment and the processes used in producing and finishing products made in wood. The classes involve the student in hand and basic machine tool work. Students will learn the correct usage of tools, how to design and layout a project, how to compute costs and the importance of woodworking in the industrial world. Projects in this course are assigned by the instructor. Other areas of the course include basic methods of finishing wood, carving, sharpening tools and wood-burning.

- **Safety unit must be passed in the first month to participate in class.**
- Introductory course in woodworking
- Hands-on course using hand and power tools
- Projects assigned by the teacher
- Attendance is crucial to success in this course
- Do Now everyday
- PARCC question everyday regardless of grade level

- 706 Woods II (General Woodworking)** Grades 10-12 5 Credits
Prerequisite: Woods 1 and Teacher Recommendation.
 As the title infers, the student will be exposed to the operations of basic wood working machines. Nomenclature and safety are prime areas covered. The students will operate these machines while in the process of developing skills in constructing various projects generally of their own choosing. Emphasis is placed on safety, work habits and craftsmanship.
- 707 Woods III (Intermediate)** Grades 11-12 5 Credits
Prerequisite: Woods I, II and Teacher Recommendation.
 This course is designed for those students who have successfully completed Woods 1 and Woods 2. The class is structured so the student receives as much individual instruction in acquiring the skills necessary to prepare for vocations and avocations in wood working. Emphasis is again placed on safety and fine work.
- 708 Woods 4 (Advanced)** Grades 11-12 5 Credits
Prerequisite: Woods I, II, III and Teacher Recommendation.
 Woods 4 offers an independent approach to woodworking stressing individual development and creativity. More emphasis is on form, proportion and artistic expression. Projects are not limited solely to cabinetry and casework.
- 709 Graphic Communications I** Grades 9-12 5 Credits
 This one-year course is designed as an introduction to the field of graphic arts. In this project-based course, students will learn how to use various pieces of graphic arts equipment. Students will explore the basic principles of techniques necessary to properly analyze and develop a graphic illustration. Students will be introduced to procedures used in the printing, publishing, packaging, advertising, and graphic design industries.
- **Safety unit must be passed in the first month to participate in class.**
 - Daily attendance is crucial, absences will affect your grade!!
 - Strong time management skills and self-motivation work ethic are essential for your success in this course.
 - Vocabulary definition everyday
 - Microsoft office for graphic design
 - Introduction to Adobe Photoshop
 - Linoleum block printing
 - One color and multicolor screen print
 - Midterm and final exam
- 710 Graphic Communications II** Grades 10-12 5 Credits
Prerequisite: Graphic Communications I and Teacher Recommendation
 This course is designed to increase the students understanding of the printing industry and graphic communications. Students will increase knowledge of Adobe Photoshop and explore basic principles of Adobe Illustrator. Responsibilities of the Graphic Communications II student will include, along with classroom projects, the in-house production of school based printing needs. These will include, but not be limited to; the production of posters, programs, tickets and other school related printing needs.
- Daily attendance is crucial, absences will affect your grade!!
 - Strong time management skills and self-motivated work ethic are essential for your success in this course.
 - Photoshop and Illustrator will be used extensively

- Multicolor screen print
- Midterm and final exam

711 Graphic Communications III Grades 11-12 5-10 Credits

713 Prerequisite: Graphic Communications I and II and Teacher Recommendation

This course is designed to offer students application of all phases of Graphic Communications I and II into a production type shop. It develops and enhances skill in mass production, school-oriented and service printing. Teacher recommendation is required.

712 Graphic Communications IV Grade 12 5 Credits

714 Prerequisite: Graphic Communications I, II and III and Teacher Recommendation

This course is designed to offer the advanced student working time on computer. Practical application will be achieved in the areas of design, layout, assembly and production by means of school related service projects.

720 Technical Drawing I /CAD I Grades 9-12 5 Credits

This one year course is divided into two segments. The first segment is drafting board based. And the second is computer based using AutoCAD. In this course students will learn how to develop three view engineering drawings. Students will also learn how to dimension and illustrate cross sections for engineering drawings.

- Daily attendance is crucial to success in this course.
- Engineering vocabulary will be developed daily.
- Course Segment One: Engineering drafting tools and the drafting board shall be utilized to develop hands on skill in preparing three view engineering drawings.
- Course Segment Two: Utilizing the computer and calling upon knowledge gained in the first half of this course, students will complete engineering drawings within the AutoCAD environment.
- Midterm and final exam

722 Technical Drawing II/CAD II Grades 10-12 5 Credits

Prerequisite: Technical Drawing I /CAD I and Teacher Recommendation

This one year course is divided into two segments. The first segment is drafting board based. And the second is computer based using AutoCAD. In this course students will build on knowledge gained from Technical Drawing I / CAD I and develop more complex engineering drawings.

- Daily attendance is crucial to success in this course.
- Engineering vocabulary will be developed daily.
- Course Segment One: Engineering drafting tools and the drafting board shall be utilized to develop complex engineering drawings including developmental plans.
- Course Segment Two: Utilizing the computer and calling upon knowledge gained in the first half of this course, students will complete complex engineering drawings within the AutoCAD environment.
- Midterm and final exam

724 Architectural Drawing I /Architectural CAD III Grades 11-12 5 Credits
Prerequisites: Technical Drawing I /CAD I and Technical Drawing II /CAD II and Teacher Recommendation

This one-year course is divided into two segments. The first segment is drafting board based and the second is computer based using Architectural AutoCAD. In this course students will learn how to develop Residential Floor Plans, Foundation Plans, Exterior Elevations, and Cross Sections.

- Daily attendance is crucial to success in this course.
- Residential Architectural vocabulary will be developed daily.
- Course segment One: Architectural drafting board and tools shall be utilized to develop residential floor plans, foundation plans, exterior elevations, and a cross section.
- Course Section Two: It is computer based using Architectural AutoCAD. Calling upon knowledge gained in the first segment, students will develop **their own design** for a residential plan, within a provided footprint.
- Midterm and final exam

726 Architectural Drawing II / Architectural CAD IV Grade 12 5 Credits
Prerequisites: Architectural Drawing I / Architectural CAD I and Teacher Recommendation

This one-year course is divided into two segments. The first segment is drafting board based and the second is computer based using Architectural AutoCAD. In this course students will learn how to develop Commercial Floor Plans, Foundation Plans, Exterior Elevations, and Cross Sections.

- Daily attendance is crucial to success in this course.
- Commercial Architectural vocabulary will be developed daily.
- Course Segment One: Architectural drafting board and tools shall be utilized to develop commercial floor plans, foundation plans, exterior elevations, and a cross section.
- Course Segment Two: It is computer based using Architectural AutoCAD. Calling upon knowledge gained in the first segment, students will develop **their own design** for a commercial building within the limits of a provided site plan.
- Midterm and final exam

740 Digital Photography & Photoshop Grades 9-11 5 Credits

This one-year course is an exploration of digital photography, digital image-editing and photographic techniques. Students will gain an understanding of digital photography, processes & concepts. They will be able to apply these new understandings toward digital image editing techniques to create original art using Adobe Photoshop. Students will use various hardware, including digital cameras, scanners, printers & computers. Ultimately, students will be able to take better photographs, create better designs in ads, documents, and more.

- Daily attendance is crucial to your success in this course!
- Digital camera will be supplied for use during class
- Vocabulary definition everyday
- Adobe Photoshop will be used extensively
- Will exit class with a portfolio
- Midterm and final exam

741 Advanced Digital Photography/Web Design Grades 10-12 5 Credits
Prerequisite: Digital Photography & Photoshop, 87% or above in Digital Photography and Photoshop class and Teacher Recommendation

This one-year course is designed to enable students to build on the photography skills learned in their prerequisite Digital Photography & Photoshop course. Students will be using supplied DSLR cameras and will learn how to use features such as Shutter Priority, Aperture Priority, ISO settings and how to operate in Manual Mode. Students will develop advanced skills and creative approaches in photographic imagery, post production Photoshop processes and techniques. Each student will create their own photography website that will also serve as an online portfolio. The content should include, but is not limited to, the following:

- Daily attendance is crucial to your success in this course!
- Digital camera will be supplied for use during class.
- Vocabulary definition everyday.
- Adobe Photoshop will be used extensively.
- Website design using online website builders.
- Will exit with a portfolio.
- Midterm and final exam.

999 Student Aide for Special Education Class Grade 12 2.5 Credits
Duties for the student aide include: assisting teacher of the handicapped in the areas of academic, pre-vocational and daily working skills, working with students individually and in small groups, and providing students with a positive role model. **Prerequisite: Permission of instructor and passing grades in all other courses.**

SPECIAL EDUCATION

Students who have been identified and who required programs beyond those found in general education may be recommended programs based on the requirements of their Individual Education Plan (IEP). At Central Regional High School, a full continuum of options is available to students. These programs are designed to meet the needs of those students who, due to an educational, social, or emotional disability, have difficulty in a traditional class setting. Alternative methods and materials are used in order to encourage success.

In – Class Resource Support

The In-class Support program provides students with the opportunities for a special education teacher to work cooperatively with a mainstreamed teacher in a regular class setting. The Special Education teacher assists with the development and delivery of the mainstreamed curriculum to all students within the class.

Resource Center

When the need is identified by the IEP Team, a student may take an academic subject in a setting that provides instruction in a more individualized manner and class size is limited. Instruction provided follows the curriculum and Core Content Standards required in the mainstream.

****In an effort to better prepare students for the PARCC Algebra 1 assessment, students within the Resource Center will take Integrated Algebra 1 during 9th grade and then Algebra 1 during 10th grade****

LLD (Learning & Language Disabled)/Departmental

This special class program shall serve students who have similar educational, behavioral and other needs related to their disabilities in accordance with their IEP. Placement shall offer instruction in the core curriculum content standards as well as supplemental materials and modified curriculum due to the nature or severity of the student's disability

Mild to Moderate Learning Disabilities Program

The MMLD program is designed to provide students with learning disabilities or other disabilities the daily instructional opportunities and skills that are necessary to act as competent members of society. Courses may include English, Reading, Math, History (including U.S. History I/II and Geography), and Science.

Mild Cognitive Disability Program

The MCD Program is designed to provide students with disabilities the daily opportunities needed to aid them in developing skills needed to become a competent member of society. These opportunities are individualized and based upon the individual needs of the students. Courses within the program may include English, Reading, Math, Science, and Social Studies (which includes geography, map skills, and U.S. History).

Multiple Disability Program

The MD self-contained program is designed for students who meet the criteria for a multiple disability and whose intellectual abilities reflect the need for concentrated Special Education services. Basic reading, math, language development, social development and functional life skills are stressed. Special concentration is also given to daily living skills and independent living skills. Community based instruction with job sampling is also included.

Autistic Program

The autistic program is a self-contained program designed for students who meet the criteria for the classification of autism and whose intellectual functioning reflect the needs for concentrated Special Education services. Special concentration is given to English, self-help, functional life skills, Math, Vocational Skills, and Independent Living Skills. Activities include instruction, community experiences, the acquisition of daily living skills. Community based instruction with job sampling is also included.

Life Skills Program

The Life Skills program is designed for the student who is eligible for Special Education services and will be remaining in High School beyond four years. The program will provide the opportunity to participate in vocational education, integrated employment, adult services, independent living and community participation activities. A coordinated set of activities will include, but are not limited to, instruction, community experiences, the development of employment and other post-secondary adult living objectives. The program will work in conjunction with the Structured Learning Environment coordinator to provide job sampling and job shadowing to provide opportunities that will assist with the transition to full-time employment and adult living. Courses within the program will include Independent Living Skills, English, Math, Vocational Skills and Work-Readiness skills.

Project WINGS

Project WINGS is the district's alternative center located in the Kraig House. Project WINGS provides an alternative, off-site instructional opportunity for classified students requiring instruction in a small, supportive setting. Group and individual counseling is an integral part of the instructional program.

SPECIAL EDUCATION ELECTIVE OPTIONS

Adaptive Physical Education

Adaptive Physical Education is intended for students unable to fully participate in regular physical education due to a physical disability – temporary or otherwise. Adaptive Physical Education activities are planned individually according to each student’s needs and abilities.

Exploratory World Language

This course will offer students exploration into various World Language speaking cultures and their customs. They will also gain an understanding of the relationship of the languages to their own. Beginning level vocabulary development and grammatical structures relating to the Spanish/French language will be interwoven within this course. Participation in classroom activities and assignments is necessary and homework is assigned regularly to help reinforce what is learned within the classroom setting. Students looking for another year need to take Spanish 1.

Fine Arts Rotator

The Fine Arts Rotator is a course geared towards students with disabilities and whose abilities are such that they are unable to meet the demands of a mainstreamed elective setting. This course consists of two Fine Arts sections to meet the graduation requirements of a Fine Art and include a half-year of Music and a half-year of Art.

Practical Arts Rotator

The Practical Arts Rotator is a course geared towards students with disabilities and whose abilities are such that they are unable to meet the demands of a mainstreamed elective setting. This course consists of four Practical Arts sections to meet the graduation requirements of a Practical Art and may include Office Education, Graphic Arts, and Technical Drawing (CAD) or Woods.

In-School Work experience (ISW)

The In-School Work Experience component of the Employment Orientation Program provides Special Needs students an opportunity for the application, reinforcement and development of personal, social and vocational competencies outside the classroom in structured school work sites. Preparation for entrance into employment and/or vocational school, which offers long-term opportunities for growth and advancement, is the basic objective of this component. The school district workstations include, but are not limited to, cafeteria-kitchen help, office assistance, library aide, custodial help, and teacher’s aide and maintenance helpers.

MD Employment Orientation

Employment orientation is a prevocational, hands-on program that allows special needs students an opportunity for the application and reinforcement of good job skills in a structured, non-threatening environment.

Structured Learning Experience

A program designed to train and place classified students in competitive, community employment. A special education teacher functions as a job coach, locating community employment and training students to accomplish on-the-job tasks.

Ocean County Vocational/Technical School Employment Orientation

Students attending the Ocean County Vocational Technical School wish to prepare for a job placement or further education leading to successful employment. The students attend Central Regional for a half-day and then are transported to their vocational school center (Brick, Jackson, Lakehurst, Toms River or Waretown) for the remainder of the day. Students maintain full status with their home schools where they pursue other courses, take

part in sports and other co-curricular activities, and graduate. Upon graduation, students receive both a high school diploma and a certificate of completion from the Ocean County Vocational Technical School. In addition, students receive state and national certifications. Applications and course description booklets may be obtained from the guidance office. The decision of acceptance is made solely by the Ocean County Vocational Technical School with recommendation from the home school counselor, and is based on space availability, the student's grades, and record of attendance.