

DELRAN HIGH SCHOOL



PROGRAM OF STUDIES

Abridged Version

2021-2022

50 Hartford Road

Delran, NJ 08075

(856) 461-6100

www.delranschools.org

CEEB Code: 310-264

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Dear Students and Parents:

It gives me great pleasure to present the 2021-2022 Program of Studies. The Supervisors, Teachers, School Counselors, and Assistant Principals have all collaborated in the development of this resource to ensure that you have all of the required information for program planning and scheduling. High school graduation requirements, as well as information regarding college and career preparatory programs, are outlined for you. A four-year planning tool is also included to assist you in the course selection process. New courses are denoted with an asterisk (*) and are highlighted in red for online viewing. Courses that are eligible for college credit through the CAP Program are denoted with the following symbol: §. Please understand that CAP courses can be withdrawn from consideration at the discretion of the secondary institution.

The nature of our world and its economy require that students prepare themselves to become informed citizens and contributors to a global society. The program choices you make now enhance the number of postsecondary training and career options available to you as you further your education beyond high school. Your school counselor will be an integral partner in assisting you in developing your program plan. **Please read the introductory pages of the guide thoroughly prior to making course selections as many changes have been made this year.** As you are aware, you may select the desired level of courses, provided that you have met the **prerequisites** and have given careful consideration to your current level of performance and teacher recommendations as predictors of your future success in a higher-level course. Should you wish to take a higher-level course, a **Scheduling Waiver Form** must be completed and submitted to the Main Office by **March 15, 2021**. There are **NO EXCEPTIONS** for late waivers. We have also included flowcharts for your reference. Though the charts are a suggested sequence of courses, students are certainly able to move levels within each course as long as prerequisites have been met. Our science classes only list math prerequisites as the flow charts list the science courses that must be completed before enrolling in the next sequential course.

Once your courses have been selected and verified in early April, there will be NO course changes until schedules are distributed. Please do not schedule any course on a “tryout” basis, thinking that you can simply change it at a later date since there may not be room in other courses, and **we will not overload classes to accommodate your change.** I encourage you to make informed course choices to ensure that you will be able to maintain your desired level of performance. There is no guarantee that desired classes and electives can be retained should you require a level change due to a performance issue once the school year has started.

While colleges and universities place great emphasis on taking advanced level courses, it is equally important that you develop a well-rounded program that not only addresses academic rigor, but also enables you to have a balanced, healthy lifestyle. All students at DHS will be scheduled for eight class periods and one lunch period to refresh, relax, and socialize with classmates. Make realistic choices and follow your passion for learning.

It is my sincere hope that you will enjoy the upcoming school year! Please take advantage of all the programs, resources, and support that we have in place for you.

With Bear Pride and Spirit,
Daniel S. Finkle
Principal

GRADUATION REQUIREMENTS

1. Students must meet all of the following minimum requirements as prescribed by the State of New Jersey (N.J.A.C. 6A:8-5).

Subject Area	Years Required	Credits
Language Arts Literacy	4	A minimum of 20 credits in Language Arts Literacy
Mathematics	3	A minimum of 15 credits in Mathematics, including Algebra I and Geometry or the content equivalent, and a third year of math that builds on the concepts and skills of Algebra and Geometry and prepares students for college and 21 st century careers.
Social Studies	3	A minimum of 15 credits in Social Studies, including one course in World History and two courses in US History.
Science	3	A minimum of 15 credits including at least 5 credits in Laboratory Biology/Life Science or the content equivalent; an additional laboratory/inquiry-based science course including Chemistry, Environmental Science, or Physics; and a third laboratory/inquiry-based science course.
Health and Physical Education	4	Successful completion of a full-year course of study in Health and Physical Education for every year of high school attendance.
Financial, Economic Business, and Entrepreneurial Literacy	½	A minimum of 2.5 credits.
Visual and Performing Arts	1	A minimum of 5 credits in Visual or Performing Arts.
World Languages	1	A minimum of 5 credits or student demonstration of proficiency.
Technological Literacy	-	Consistent with the Core Curriculum Content Standards, integrated throughout the curriculum.
21 st Century Life and Careers, or Career-Technical Education (Business, Technology, and Family & Consumer Science)	1	A minimum of 5 credits in 21 st Century Life and Careers, or Career-Technical Education.
Community Service	1	15 hours of Community Service is to be completed during US History II.

2. Students must satisfy the state proficiency testing requirements. The following link [Graduation Testing](#) specifies requirements for each graduating class through 2022. In addition, all Juniors are required to take the New Jersey comprehensive Science Assessment(NJSLA-S). As of the publishing date of this document, no final decision has been made with regards to the Graduation testing requirements for the classes of 2023 and beyond.
3. Students must accumulate at least 130 credits.
4. Students must have satisfactory attendance according to the school's attendance policy.

OUR PHILOSOPHY

Delran High School, an inclusive learning community, provides educational opportunities for intellectual development, while valuing the importance of cultural diversity and tradition.

We believe:

- that Delran High School will be a supportive and safe school environment where all students can pursue academic, social, artistic and athletic interests.
- that all students will develop the skills needed to solve problems, think critically, communicate effectively, exhibit appropriate social behavior, maintain a state of mental and physical well-being, and to be personally accountable.
- that all students will be given the opportunities to understand the interrelationship between fine, performing, and practical arts and traditional academic areas.
- that all students will have the confidence to apply the latest technology to all their endeavors.
- that education will take place inside and outside of our classrooms and that both are integral to a balanced and rich educational experience.

We will accomplish this through an inclusive and rigorous curriculum as well as a complete program of co-curricular activities.

OUR CURRICULUM

As today's society becomes more complex, the demands placed upon schools to educate young adults to take their rightful place in society become equally as complex. This complexity is mirrored in the rigorous and relevant curricular offerings that have been developed for Delran High School. In addition to preparing for education or employment beyond high school, each student has individual desires and goals. Because each of you has individual interests, a variety of courses has been developed to assist you in examining these interests. Take advantage of the curricular offerings not only to pursue your goals, but also to broaden your background and explore new and different ideas and concepts.

As a student at Delran High School, you should be aware that prospective employers and college admissions directors look at your total educational record, including your scholastic achievement, attendance records, and your participation in co-curricular offerings.

COLLEGE ENTRANCE REQUIREMENTS

Entrance requirements vary greatly among colleges and universities. **It is imperative to become familiar with the specific requirements for individual schools.** In general, four-year institutions require a **minimum** of 16 academic units including:

- 4 years of English
- 3 years of Social Studies (History)
- 3 years of Laboratory Science
- 3-4 years of Mathematics (CP level and above)
- 2 consecutive years of a World Language
- 3 years of Academic Electives

Students who have specific goals should concentrate on taking courses in specific areas of interest during their high school career. For example, a student who is planning a career in science should take the maximum number of science courses. When making decisions about courses, college requirements and expectations, and career goals, school counselors, teachers, and parents have valuable insight into the process. Students are encouraged to listen to what they have to say, but also trust their own instincts.

In general, four-year institutions require the SAT or ACT. Many selective schools require between one to three SAT Subject Tests. **Students should check with the specific schools to find out their requirements.**

- A. **PSAT/NMSQT** - The PSAT/NMSQT is the qualifying exam for the National Merit Corporation scholarships and awards for juniors (scores obtained during the junior year will be used to qualify). The test measures verbal, written and mathematical abilities that are important for academic success in college. DHS offers the PSAT each October at no cost to all sophomores and juniors.
- B. **SAT** - The SAT Reasoning Test measures mathematical, writing and critical reading abilities during a single 3:45 session. The individual Subject Tests measure ability in specific subject areas and are one hour in duration. More information can be found at www.collegeboard.com.
- C. **ACT** - The American College Testing Program (ACT) is a series of four tests in English, Mathematics, Social Sciences, and Natural Sciences. The test is accepted in place of the SAT at most colleges and universities. Registration information is available in the counseling office or at www.act.org.

In addition, DHS offers the **ASVAB** (Armed Services Vocational Aptitude Battery) for those students interested in joining the military, or to satisfy the graduation testing requirement.

NATIONAL HONOR SOCIETY

The National Honor Society is an organization of students who demonstrate the highest level of character, service, leadership, and scholarship at Delran High School. In the junior or senior year, students who have obtained a cumulative weighted GPA of 4.80 (rounded to the hundredths place) will be invited to apply. Once a student has applied for membership, the Faculty Council, made up of five (5) teachers, will review all applications focusing on an exemplary discipline record, participation in various service projects and activities, and leadership positions held in school and community organizations. Students inducted must maintain these high standards to continue membership in the Delran Chapter of the National Honor Society.

COLLEGE ACCELERATED PROGRAM

Delran High School, in partnership with Rowan College at Burlington County (RCBC) and Stockton University, offers students taking selected courses an opportunity to earn both high school and college credit.

Students selecting to take the CAP courses have the opportunity to earn high school credit, as well as college credit. These courses are taught during the regular school day by members of the Delran High School staff, who are also certified as Adjunct Professors. Students who would like to receive college credits will be required to complete the RCBC or Stockton registration process and pay the tuition. This process will be explained in more detail during the first weeks of the course.

It is recommended that you research the policies of any private or out-of-state colleges you are considering to find out their position regarding transfer credits. As per New Jersey Statute 18A:61-C-8, all public New Jersey higher education institutions may accept credits earned for college courses taken under articulation agreements between district Boards of Education and New Jersey colleges and universities. Once the payment and application have been sent to RCBC or Stockton, there will be no refunds given.

Courses That MAY Qualify for CAP Credit at RCBC:

Delran Course	RCBC Course	Delran Course	RCBC Course
AP English Language & Composition	ENG 101	CP Behavioral Science	SOC 101 PSY 101
AP English Literature & Composition	ENG 102	AP European History	HIS 104
CP Calculus	MTH 118	AP US Government & Politics	POL 101
AP Calculus AB	MTH 118	Honors US History I	HIS 101
AP Calculus BC	MTH 118 MTH 119	AP US History II	HIS101 HIS 102
AP Computer Science A	CSE 135	AP Music Theory	MUS 115
AP Statistics	MTH 107	Honors French IV	FRE 201
Honors Biology	BIO 103 BIO 104	AP French Language & Culture	FRE 101 FRE 102 FRE 201 FRE 202
AP Biology	BIO 103 BIO 104 BIO 107 BIO 108	Honors German IV	GER 201
Honors Chemistry	CHE 115 CHE 116	AP German Language & Culture	GER 101 GER 102 GER 201 GER 202
AP Chemistry	CHE 115 CHE 116 CHE 117 CHE 118	Honors Spanish IV	SPA 201
Honors Physics	PHY 110 PHY 111	Pre AP Spanish IV	SPA 201
AP Physics	PHY 210 PHY211	AP Spanish Language & Culture	SPA 101 SPA 102 SPA 201 SPA 202
CP Global Marketing	BUA 220		

Courses That Qualify for CAP Credit at Stockton University:

<u>Delran Course</u>	<u>Stockton Course</u>		
Genocide Studies	GSS2240- The Holocaust		

**Universities have the right to change the requirements or courses at their will. We do not know which courses have been approved for credit until August after the College or University makes their determination.*

**Some courses have RCBC course equivalents that repeat at the AP level. Therefore, be mindful of which courses you have already paid and earned credits for in previous years. Make sure you don't pay twice for the same course.*

**Some courses are not eligible for credit if a prerequisite course has earned CAP credit. You should check www.njtransfer.org to check if credits will transfer to your planned institution. Please speak with your Guidance Counselor for more specific details.*



COURSE SELECTIONS

When selecting courses, students should remember the following:

- For students considering education beyond high school, it is important to select sufficient courses to meet college entrance requirements. College or vocational plans should be formulated no later than the junior year to allow sufficient time to take additional courses to meet specific requirements.
- Delran High School, in cooperation with local business and industry, offers supervised, cooperative work experience programs in the senior year. **Senior Option** is a program available to students who wish to pursue alternative learning strategies including community college attendance, trade or technical training, and approved courses from internet sources. Please note that courses can only be taken at RCBC if DHS **does not** offer the course for CAP credit.
- Cooperative Education (Co-Op) is available for those seniors who wish to get a jump into the job market. Students should procure their own job in consultation with the Co-Op coordinator. The student must work at least 15 hours per week to be eligible.

PROGRAM PLANNING

The information below should be used as a guide for program planning as each student and parent/guardian work to select courses for each year of a student's four-year high school career. A four-year planning worksheet is available on the following page to assist with this process.

It is important to consider teacher and counselor recommendations and to consider individual student interests, abilities, and needs in building a student schedule. Students and parents/guardians are encouraged to review the course guide and discuss course selections prior to the student's counselor scheduling conference. Students and parents/guardians should not hesitate to contact the counselor through the Delran High School Guidance Department, 856-461-6100, ext. 3008 with any questions regarding course selection and long-range planning.

Important Scheduling Points:

1. A thorough review of course offerings in the course guide posted on-line on the DHS website should be conducted by students and parents/guardians with close attention to course expectations, course levels, and prerequisites.
2. A student's program should be determined on the basis of previous performance in the subject area selected, test results, career and/or educational goals, teacher and counselor recommendations, and parent/guardian permission.
3. **Students who schedule three (3) or more AP courses are strongly encouraged to also schedule a study hall.**
4. All students are expected to register for a minimum of 35 credits per academic year.
5. Each student will be scheduled for a lunch period.
6. Students can schedule themselves for only one study hall.
7. Scheduling for classified students involves the advice and recommendations of the Child Study Team.
8. Elective courses have limits on the number of students who may be accommodated.
9. Course requirements for graduation take priority over elective courses in the scheduling process. Therefore, elective courses chosen during a scheduling conference are tentative.
10. Some courses may not be offered each year or cancelled due to lack of enrollment.
11. Each student will receive a printout of course requests at the end of his/her scheduling conference with his/her DHS School Counselor which must be signed and returned to Guidance.
12. Parents/guardians will be notified of the deadline for course request changes.
13. Valid reasons for schedule changes in September are limited to the correction of a computer error, addition of a required course, the addition of credits required by seniors for graduation, and an adjustment for summer school completion. **No schedule changes, except for those reasons indicated above, will be allowed before the first level change window opens, beginning on September 13, 2021.**

ACADEMIC POLICIES

GRADING SYSTEM

A	90	-	100
B	80	-	89.499
C	70	-	79.499
D	60	-	69.499
F	59.499 and below		

0 (zero)	-	Unexcused absence or a breach of academic integrity on a final exam
I	-	Incomplete must be made up with two (2) weeks after the end of the grading period.
WP/WF	-	Withdraw Passing/Withdraw Failing
LCR	-	Loss of credit due to excessive unexcused absences.

FINAL GRADE CALCULATION

The chart below delineates the Final Grade Calculation for all courses by percentage of final grade.

Type of Course	MP1	MP2	MP3	MP4	FE
Full-Year with a Final Exam	22%	22%	22%	22%	12%
Full-Year without a Final Exam	25%	25%	25%	25%	
Semester	44%	44%			12%

Example:

1 st Quarter Percentage Grade	x	.22	84	x	.22	=	18.48
2 nd Quarter Percentage Grade	x	.22	75	x	.22	=	16.50
3 rd Quarter Percentage Grade	x	.22	93	x	.22	=	20.46
4 th Quarter Percentage Grade	x	.22	88	x	.22	=	19.36
<u>Final Exam Percentage Grade</u>	x	<u>.12</u>	<u>75</u>	x	<u>.12</u>	=	<u>9.0</u>
FINAL GRADE = 84							83.80

In all courses, the final grade is determined by multiplying each percentage grade by its quarterly (22%) or exam (12%) weight. Those values are added in the example above to equal the final average of 83.8%. All final percentage grades are rounded to the nearest whole number yielding, in this example, a FINAL GRADE of 84.

Credit Values

- Lab Courses in Science, which meet 7 periods per week: 7.0
- Lab Courses in Science, which meet 6 periods per week: 6.0
- Year-long Courses: 5.0
- Physical Education/Health: 5.0
- Semester Courses: 2.5

GPA and CLASS RANK

Grade point average will be calculated by using the final grade in all subjects. Weighted credit will be calculated for grades earned in courses at the college prep, honors, and advanced placement levels. The grade point average of a pupil who has transferred to this district will not include the grades earned in the program of the prior school; however, credits will be accepted. Only courses taken at the Delran High School will be included in the calculation of a grade point average. Transfer courses, summer school work, and online courses will be received for credit only. Sectarian (religious education) courses completed will be accepted and earn elective credit. Any two or more pupils whose computed grade point averages are identical will be given the same rank, insofar as a rank is established to fulfill the purposes stated above. The rank of the pupil who immediately follows a tied position will be determined by the total number of all preceding pupils not by the rank of the immediately preceding pupil. A pupil's grade point average and rank in class will be entered on the pupil's permanent record and will be subject to Board Policy 8330 on the release of pupil records. Rank will be calculated at the end of the first semester (February 1) and the end of the year (July 1).

GRADE POINT AVERAGE (Weighted)

The Board of Education for the Delran Township School District approved a new method of calculating the Grade Point Average (GPA) effective July, 2004 for all entering and enrolled students. The weighted system provides for a specific weighted grade for each course taken at Delran High School according to the level of the course, i.e. General, College Preparatory (CP), Honors, or Advanced Placement (AP). The following chart provides details of the weighted grading system.



DHS WEIGHTED GRADE POINT AVERAGE (GPA) INDEX

<i>Grade Earned</i>	<i>General</i>	<i>CP</i>	<i>Honors</i>	<i>AP</i>	<i>Grade Earned</i>	<i>General</i>	<i>CP</i>	<i>Honors</i>	<i>AP</i>
100	4.00	5.20	5.70	6.20	79	2.60	3.10	4.10	5.10
99	3.97	5.10	5.65	6.15	78	2.50	3.00	4.00	5.00
98	3.94	5.00	5.60	6.10	77	2.40	2.90	3.90	4.90
97	3.91	4.90	5.55	6.05	76	2.30	2.80	3.80	4.80
96	3.88	4.80	5.50	6.00	75	2.20	2.70	3.70	4.70
95	3.85	4.70	5.45	5.95	74	2.10	2.60	3.60	4.60
94	3.82	4.60	5.40	5.90	73	2.00	2.50	3.50	4.50
93	3.79	4.50	5.35	5.85	72	1.90	2.40	3.40	4.40
92	3.76	4.40	5.30	5.80	71	1.80	2.30	3.30	4.30
91	3.73	4.30	5.25	5.75	70	1.70	2.20	3.20	4.20
90	3.70	4.20	5.20	5.70	69	1.60	2.10	3.10	4.10
89	3.60	4.10	5.10	5.65	68	1.50	2.00	3.00	4.00
88	3.50	4.00	5.00	5.60	67	1.40	1.90	2.90	3.90
87	3.40	3.90	4.90	5.55	66	1.30	1.80	2.80	3.80
86	3.30	3.80	4.80	5.50	65	1.20	1.70	2.70	3.70
85	3.20	3.70	4.70	5.45	64	1.10	1.60	2.60	3.60
84	3.10	3.60	4.60	5.40	63	1.00	1.50	2.50	3.50
83	3.00	3.50	4.50	5.35	62	0.90	1.40	2.40	3.40
82	2.90	3.40	4.40	5.30	61	0.80	1.30	2.30	3.30
81	2.80	3.30	4.30	5.25	60	0.70	1.20	2.20	3.20
80	2.70	3.20	4.20	5.20	59	0.00	0.00	0.00	0.00

WEIGHTED GPA CALCULATION

Refer to weighted GPA index on previous page for Numerical Values

<u>Course</u>	<u>Final Grade</u>	<u>Numerical Value</u>		<u>Credit Value</u>		<u>Quality Points</u>
Honors English	85	4.70	x	5.0	=	23.5
CP Alg. II	95	4.70	x	5.0	=	23.5
AP History	80	5.20	x	5.0	=	26.0
CP Chemistry	75	2.70	x	6.0	=	16.2
CP French	82	3.40	x	5.0	=	17.0
Health	95	3.85	x	1.25	=	4.81
Phys Ed	95	3.85	x	3.75	=	14.4
<u>Photography</u>	<u>98</u>	<u>3.94</u>	x	<u>5.0</u>	=	<u>19.7</u>
TOTALS				36.0		145.11

$145.11/36.0 = 4.0308333333$ **GPA = 4.03**

HONOR ROLL

Unweighted GPA

Honor Roll is calculated through the use of an unweighted GPA as calculated through the General column of the GPA index on Page 12.

Each marking period, all students have the opportunity to attain recognition for either of two levels of academic achievement. The Honor Roll for each marking period will consist of the following:

- **PRINCIPAL’S LIST** - students who have attained “90” or above in all subjects.
- **HONORS LIST** - students who have attained “80” or above in all subjects.

Students who achieve the Honors List or Principal’s List and their parents/guardians will receive a special Honor Roll pass. This pass will provide free admission to many school-sponsored activities. Sample activities where the Honor Roll pass is accepted include the Fall Play, concerts, and athletic events. The Honor Roll pass will not be accepted for the prom, NJSIAA playoff games, Spring Musical, or activities sponsored by the PTA or outside agencies.

The Honor Roll pass will be valid for activities held during the following marking period; e.g. a student who achieves the Honor Roll for the first marking period will be issued an Honor Roll pass good for the activities during the second marking period. In order to take advantage of this privilege, the Honor Roll pass must be presented at the time of the activity.

Principal’s List students will be treated with a celebratory breakfast for the first and second marking periods. For the third marking period, a sundae celebration will be held!

CREDIT RECOVERY and COLLEGE COURSES

Delran Township School District does not offer a standard summer school; however, the Guidance Department does have information regarding offerings at neighboring schools as well as online options. A complete list can be found by June 1st on the Guidance Department's webpage. When it is necessary or desirable for a student to attend summer school, students are expected to consult with their Guidance Counselor.

- Students who take a course for remediation may enroll at any accredited college/university, another high school summer program, or approved virtual high school course. Students who wish to take advantage of this program **must** contact their counselor and be approved through Option II paperwork. Upon completion of the course, an official transcript must be procured by the student and presented to his/her counselor in order for the credit to appear on the transcript and proper courses scheduled. The course must be completed and grades received by August 30th. No more than one outside course per subject area will be applied to required graduation credits.
- Guidelines for taking courses outside of Delran High School can be found [HERE](#).
- Option II Paperwork for Credit Recovery and/or courses taken outside of Delran High School can be found [HERE](#).

Note: Students who fail courses will be notified first by the subject area teacher. The Counselor will confer with the student to present possible options for making up the deficiency, such as attendance at summer school, online options, or retaking the course during the subsequent year.

A letter will also be sent home notifying the parent/guardian of the student's failure and will include recommendations for correcting the deficiency. Each athletic coach or activity advisor has the responsibility for verifying the eligibility of all students on that team or activity. The coach or advisor will make every possible effort to confer with any student who becomes ineligible while participating in that team or activity.

SCHEDULE CHANGES

Present School Year

There should be very little need to change schedules after the initial selection of courses due to the emphasis placed on the course selection process and individual meetings with both teachers and counselors. Valid reasons for schedule changes are limited to the correction of a computer error, addition of a required course needed for graduation, addition of credits required by seniors for graduation, or an adjustment due to completion of summer courses.

[Scheduling Waiver Form](#)

Should a student wish to go against the teacher recommendation and move to a more rigorous level, a form must be completed and the appeal given to the appropriate area supervisor. **The deadline for this process is February 28th. There will be NO exceptions to this deadline.**

Summer

If a student feels at the conclusion of the school year **and** has discussed this with their parents/guardians, teachers, and school counselors, that a schedule change is necessary for the following year, he/she must initiate that change by **July 31, 2021**. Our counselors are available throughout the month of July. A calendar of counselor coverage will be posted on the Guidance Department webpage by June 4, 2021; however, it is NOT necessary to speak with your child's specific counselor for most course changes.

Level Changes

A change in the level of a specific subject may only be made after thorough discussion is held with the student, parent/guardian, counselor, teacher and an administrator. There will be three time periods during which a student may change a level; however, no waivers will be accepted after **March 15th**.

Dropping a Course

A student may drop a course prior to the end of the first marking period, or prior to the end of the third marking period for a second semester course. If a student drops a course up to the end of the seventh week of the first marking period, no notation will be recorded on the permanent record. Dropping a course after this period will result in a grade of “WP” or “WF.”

Entry into a New Course

No student may enter a new course after dropping a course after the end of the fourth week of the course commencing.

SCHEDULE CHANGE CALENDAR

Dates	Changes Permitted	Transcript Notation	Other Requirements
3/15	Deadline for Waivers	Deadline for Waivers	Deadline for Waivers
4/1 – 6/11	No Changes Permitted		
6/14 – 7/31	Move Up/Drop in level No Waivers will be honored.	None	Summer assignments must be completed by the opening of school.
8/1 – 9/9	No Changes Permitted		
9/13 – 9/17	Academic Courses Only Move Up/Drop in level No Waivers will be honored.	None	Moving Up/Dropping in Level: Students must make up all missed work including summer assignments by October 1.
9/15 - 9/17	Elective Course Changes Permitted	None	Make-up of any missed work.
10/11 - 10/15	Drop in level	None	Grade = 50% from original course and 50% from the new course
10/18 - 11/3	No Drop/Add Allowed		
After 11/8	Drop in level	None	Grade from the original course will transfer directly to the new course
After 11/3	Drop of Course	“WP” or “WF”	
1/26 - 1/28	Semester 2 Courses Elective Course Changes Permitted	None	Make-up of any missed work.
3/2 - 3/8	Semester 2 Courses Elective Course Drop Period	None	

GUIDANCE AND SCHOOL COUNSELING SERVICES

Purpose and Responsibilities of the Guidance Department

It is the function of the Guidance Department to assist students to advocate for themselves and to become independent and responsible citizens. The counselors will work with students, parents, and teachers to utilize all available information to help the students accomplish their goals.

College and Career Development

The Guidance Department meets with all grade levels via small groups and individual meetings to disperse grade-appropriate information and to assist with developing individual goals that help students focus beyond high school. Application procedures for any type of post-high school education, as well as financial aid information and career decision-making skills, are presented. All students are urged to be aware of the requirements for graduation and their academic standing.

The primary resource to assist students is NAVIANCE (www.connection.naviance.com/delhs). Students are introduced to this resource during their freshman year and are encouraged to update and explore throughout their high school experience.

Additional resources may include:

- College Admission Representative Meetings
- Computerized Career Search
- Spring College Fair at Rowan College at Burlington County (RCBC)
- Scholarship Search Engine Career
- College Information
- Financial Aid Information
- Program of Studies

Parent Conferences

Parent Conferences with counselors may be initiated by a student, parent/guardian or counselor. These conferences may touch upon school, social, personal or family concerns. Conferences may also be arranged for discussing college, career, or general information. Please be sure to call for an appointment as the counselors meet with many students daily.

Scholarship Information

All information about local, county, state, and national scholarships is available on the Guidance website and in each student's Naviance account.

College Planning Program

The Delran High School Guidance Department will be hosting two evenings in the fall dedicated to the college planning process. The first evening will include an overview of the college application process and Naviance, our online college planning tool. The second evening will focus on Financial Aid (Higher Education Student Assistance Authority (HESAA) and directions to complete the Free Application Federal for Student Aid (FAFSA) form. They will also discuss college visits, interviews, and helpful hints to guide you through this process. A third evening program will be held in the spring specifically designed for rising seniors.

Transcripts

The Guidance Department maintains accurate and updated transcripts on each student. These transcripts may be sent to a prospective employer, technical school or college at the student's request after a Transcript Release Request Form has been signed. If you need a transcript sent, please contact the Guidance Secretary at extension 3008.

DELRAN HIGH SCHOOL

Four-Year Summary Worksheet

COURSES	GRADE 9	GRADE 10	GRADE 11	GRADE 12
English				
Mathematics				
Science				
Social Studies				
World Language				
21 st Century Life and Career Ed.				
Visual and Performing Arts				
PE/Health				
Financial Literacy				
Total Credits				

Testing Proficiency(Passing):

- Language Arts
- Math

SCIENCE:

- Year 1: Env. Sci. or Biology
- Year 2: Biology or Chemistry
- Year 3: Chemistry or Physics

VISUAL & PERFORMING ARTS (5 credits):

- 2.5 Credits: _____ and
- 2.5 Credits: _____ or
- 5 Credits: _____

ENGLISH:

- English 9
- English 10
- English 11
- English 12

SOCIAL STUDIES:

- World History
- US History 1
- US History 2

FINANCIAL, ECON, BUSINESS & ENTREPR. LIT:

- 2.5 Credits: _____

WORLD LANGUAGE:

- Year 1

21ST CENTURY LIFE & CAREER or CAREER – TECH ED (5 Credits):

- 2.5 Credits _____ and
- 2.5 Credits _____ or
- 5 Credits _____

PE/HEALTH:

- 9TH Grade
- 10th Grade
- 11th Grade
- 12th Grade

MATHEMATICS:

- Algebra I
- Geometry
- Year Three

NCAA INITIAL ELIGIBILITY REQUIREMENTS

<https://www.ncaa.org>

ATTENTION: All prospective student-athletes who want to play NCAA Division I or II intercollegiate athletics must be certified by the NCAA Eligibility Center to be eligible to play.

It is each student's responsibility to check online for all regulations and for updates. The eligibility center may be accessed at <https://web3.ncaa.org/ecwr3/>. This comprehensive site provides all the information resources needed to initiate the application process. Specific information regarding eligibility may be accessed by contacting the eligibility center staff at (877) 262-1492.

To be certified by the Eligibility Center, a student must: Graduate from high school and an application for certification must be completed and submitted after the Junior year. The NCAA Eligibility Center will issue a preliminary certification report when all materials have been submitted. Following graduation from high school, the NCAA Eligibility Center will review the final high school transcript and will make a final certification decision according to NCAA standards.

Division I

If you enroll in a Division I college, in order to qualify to participate in athletics or receive an athletic scholarship, you must graduate high school having completed these 16 College Prep Level core courses:

- 4 years of English
- 3 years of Mathematics (Algebra I or higher)
- 2 years of Natural or Physical Science (1 year of Lab Science if offered by your high school)
- 1 year of additional English, Mathematics, or Natural/Physical Science
- 2 years of Social Science
- 4 years of additional courses (from any area above, or World Language)
- Complete 10 core courses, including seven in English, Mathematics or Natural/Physical Science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of these 10 courses to improve your core-course GPA.
- Earn at least a 2.3 GPA in your core courses.
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division I sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.

Division II

If you enroll in a Division II college, in order to qualify to participate in athletics or receive an athletic scholarship, you must graduate high school having completed these 16 College Prep Level core courses:

- 3 years of English
- 2 years of Mathematics (Algebra I or higher)
- 2 years of Natural or Physical Science (1 year of Lab Science if offered by your high school)
- 3 years of additional English, Mathematics, or Natural/Physical Science
- 2 years of Social Science
- 4 years of additional courses (from any area above, or World Language)
- Earn at least a 2.2 GPA in your core courses.
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division II sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.

If you have questions about NCAA eligibility, please call the NCAA eligibility center toll-free at 877-262-1492. You may also call the NCAA at 317-917-6222.

CO-CURRICULAR ELIGIBILITY (B.O.E. Policy #2430)

1. **Attendance:** A pupil is ineligible for participation in co-curricular activities if he/she has demonstrated unsatisfactory current school year attendance by failing to maintain a record of 90 percent attendance. This will be determined on November 15th and February 28th of each year.
2. **Academics:** Any pupil failing more than one course in a given marking period is ineligible until the following grade reporting period.
3. **Discipline:** Any pupil accumulating more than 15 discipline points will be ineligible for all co-curricular activities including athletics.

ATHLETIC ELIGIBILITY (B.O.E. Policy 2431)

1. All incoming freshmen are eligible for Fall Sports.
2. Students other than incoming freshmen (sophomores, juniors, seniors, transfer students and any students in their second year or higher or secondary school) shall have their first semester eligibility based on their final grades from the previous year, may not have failed more than one course, and must have passed 30 credits required by the State of New Jersey for graduation.
3. To be eligible for athletic competition during the period from January through June of the 9th grade or higher, a student must have successfully acquired 15 credits required by the State of New Jersey for graduation. Full-year courses shall be equated as one-half of the total credits to be gained for the full year to determine credits passed during the immediate preceding time period.
4. Passing summer school grades replace final grades for any courses where final credit was not earned during the previous year.
5. A pupil is ineligible for participation in co-curricular activities if he/she has demonstrated unsatisfactory current school year attendance by failing to maintain a record of 90 percent attendance. This will be determined on November 15th and February 28th of each year.
6. Any pupil failing more than one course in a given marking period is ineligible until the following grade reporting period.
7. Any pupil accumulating more than 15 discipline points will be ineligible for all co-curricular activities including athletics.
8. Every athlete is expected to attend school and practice each day unless there are unavoidable circumstances. Any student who is absent (unexcused) from school or who attends less than 4 hours of a school day (according to N.J.A.C. 6A:32-8.3) may not practice or participate in any athletic activity that day. Any questions regarding this lateness will be referred to the Athletic Director and/or administration.
9. All policies and procedures for Athletics are listed in the Athletic Handbook.

COURSE DESCRIPTIONS

Resource Center Replacement Classes

These classes are based on the recommendation of the teachers in conjunction with the Child Study Team for students with an Individualized Education Plan (IEP). These courses are designed to accommodate various learning needs and learning differences. Highly individualized and differentiated instruction is characteristic of these classes, helping students to achieve success while providing a curriculum aligned with the standard curriculum for the subject.

General

These courses reinforce and build upon prerequisite knowledge. These courses are moderately paced and prepare students to continue their formal education after high school. The classes generally involve smaller class size and increased individualized instruction, along with varied approaches to instruction.

College Preparatory (CP)

These courses require command of prerequisite knowledge and are rigorous. They are designed to prepare students to continue their formal education at a four-year college. They require students to work independently and have strong organizational skills. Average to above-average reading and writing skills are needed for success on this level.

Honors (H)

These courses require advanced facility with reading and with written and spoken language. Strong organizational skills and the ability for a student to work independently are required. Students are challenged to think abstractly and to demonstrate strong problem-solving skills in Honors level classes.

Advanced Placement (AP)

These courses require a strong command of prerequisite knowledge and are extremely rigorous. Students will be expected to meet rigid and demanding standards since the content is prescribed by a national curriculum and is considered to be college-level. The pace of these courses requires above-average skills related to work ethic and thinking and reasoning skills. AP courses are demanding and require independent study and learning on the part of the student. Students will be recommended for courses based on test scores, previous academic progress, counselor and teacher input.

- * **New courses are denoted with an asterisk and are highlighted in red for online viewing.**

- § **Courses that may be eligible for college credit through the CAP Programs are denoted with the symbol to the left. Universities can change their requirements and approved courses at any time.**

ART

The Art Department provides students the opportunity to investigate many areas of art through the use of media and technique. Coursework emphasizes problem solving, craftsmanship, personal expression, and the critique process. Relevant art history and appreciation topics are addressed throughout each unit of study. The four areas within the department (Art, Graphic Design, Video, and Photography) are designed to provide students an introductory course, while offering a course sequence for continued study for college or career readiness.

811 CP ART I

Course Length: Year

Credits: 5.0

Grade Level: 9, 10, 11, 12

CP ART I is a foundation course focusing on two and three-dimensional art. This course will explore drawing, painting, sculpture, and ceramics. This course is necessary for any further experience in art courses throughout the department and recommended for students of all interest levels.

831 CP GRAPHIC DESIGN I

Course Length: Year

Credits: 5.0

Grade Level: 9, 10, 11, 12

This is an introductory project based course for students interested in exploring graphic design. Students will be introduced to the elements and principles of design with an emphasis in computer graphics. Students will learn both the fundamentals of the graphic design process along with an introduction to Adobe Illustrator.

841 CP VIDEO PRODUCTION I

Course Length: Year

Credits 5.0

Grade Level: 9, 10, 11, 12

Video Production I is an entry-level, project-based course that will involve students in every stage of the film and on-screen graphics process. Students will become skilled at using cameras, lighting, and industry standard editing equipment. Projects will benefit the school and district community, as well as enrich the student experience. This course will look at the history of film, special effects, and animation techniques while focusing on the fine art side of digital media.

851 CP PHOTOGRAPHY I

Course Length: Year

Credits: 5.0

Grade Level: 9, 10, 11, 12

This course is an exploration of how a photograph is created and edited in Adobe Photoshop. Students will learn digital camera operation, elements of a photograph, and digital editing of an image. A major focus of the course will be editing digital photography utilizing basic photo editing skills with the use of Adobe Photoshop focusing on fine arts elements and principles. Emphasis is also placed on composition and the creative aspects of photography.

862 CP ACTING

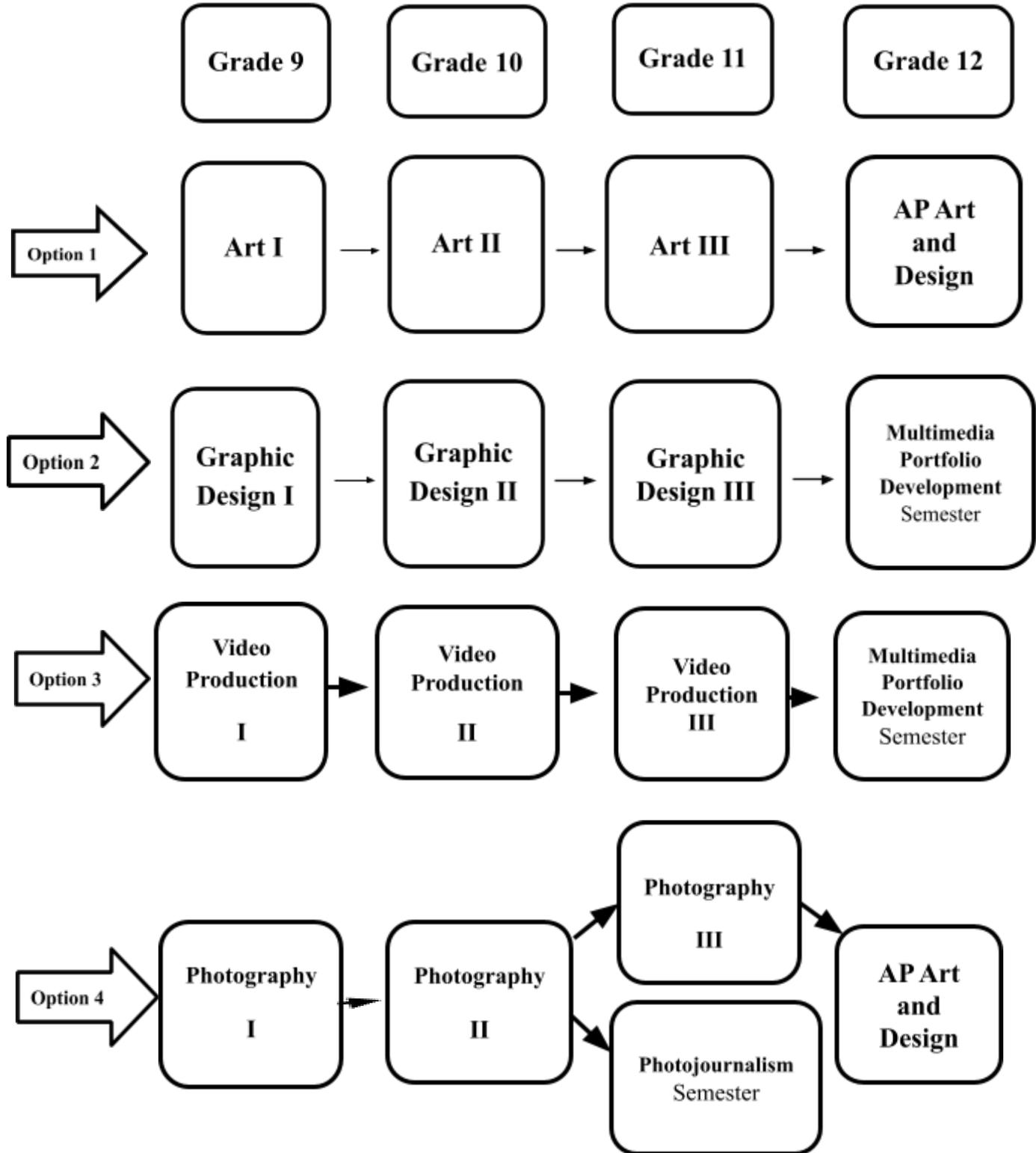
Course Length: Semester

Credits: 2.5

Grade Level: 9, 10, 11, 12

This course is ideal for students interested in acting and directing. Students will begin by learning and performing basic acting exercises and will then work with partners on improvisations and memorizing and presenting scenes from selected plays. Students will read and analyze short plays and use selected films to examine acting techniques and special effects. This course will satisfy the Visual and Performing Arts graduation requirement.

COURSE SEQUENCE FOR ART



CP ACTING is available for all grades.

BUSINESS TECHNOLOGY

The Business Department offers many courses and programs to meet the various career goals of all students. Our technology program teaches introductory as well as advanced computer skills. Students can earn a certification within Microsoft that can be used to seek employment or additional educational pursuits. Our courses are highly recommended for students preparing for their college major in business or a related field, and for those who are presently employed or plan to seek employment in the near future.

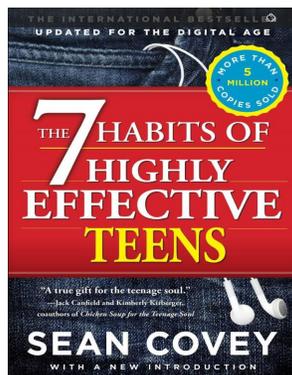
600 CP FRESHMAN SEMINAR/PERSONAL FINANCE

Course Length: Year

Credits: 5.0

Grade Level: 9 Required Course of Study

Freshman Seminar provides 9th graders with life skills through study of *The 7 Habits of Highly Effective Teens*. The students will review personal responsibility, setting long-term goals based on true-north principles, and how to incorporate effective time management strategies. Students will also learn important study skills and habits that they will need to apply in other courses, such as various note-taking methods. Throughout this course, students will examine the impact of individual choices on occupational goals and future earnings potential. This course will provide a foundational understanding for making informed personal financial decisions. It also incorporates fundamental business concepts that will prepare students to successfully interact in a complex global business environment and studies basic economics from both a business and a historical perspective. *This course satisfies the graduation requirement for Economics and Personal Financial Literacy as prescribed by the New Jersey Department of Education.*



611 CP MICROSOFT OFFICE SUITE

Course Length: Year

Credits: 5.0

Grade Level: 9, 10, 11, 12

A must course for all students in our technology age. This course will combine the Microsoft programs Excel, PowerPoint, Access and Publisher. Students will have the opportunity to utilize the features of each program individually, and complete projects that require integrated use of multiple programs. This course will also incorporate Google web applications such as Drive, docs, Sheets and Slides.

660 CP ADVERTISING AND MARKETING 101

Course Length: Semester

Credits: 2.5

Grade Level: 9, 10, 11, 12

Advertising and Marketing 101 is an introduction to the role of marketing in the United States and global economy with emphasis on how organizations create customer value through strategic marketing planning. Topics covered include: buyer behavior, market segmentation, the 4 P's of the marketing mix, product

planning, customer service, green marketing, and corporate social responsibility. Other course topics include: Economics, International Marketing, Branding, Purchasing/Buying, Advertising and Visual Merchandising. The strategic approach to this course appeals to the creative and artistic abilities of Graphic Design and Multimedia students.

662 CP SPORTS & ENTERTAINMENT MARKETING

Course Length: Semester
Grade Level: 9, 10, 11, 12

Credits: 2.5

Sports and Entertainment Marketing is designed to expose students to this exciting and growing area of marketing! This hands-on class has a major emphasis in the following areas: marketing concepts, concessions, security, contracts and negotiations, market research, media and promotions, public relations, sponsorship, logos, event management, licensing, planning and executing the operations of events. Travel, tourism, film, music, and television marketing will also be covered in this class. This marketing course will utilize “Bear Essentials”, the school store, as a laboratory experience. The strategic approach to this course appeals to the creative and artistic abilities of Graphic Design and Multimedia students.

670 FINANCIAL LITERACY

Course Length: Year
Grade Level: 9

Credits: 5.0

Financial Literacy provides 9th graders with everything they need to know to survive high school, college or the workplace. Students in this course will receive small group instruction with individual attention given to specific student needs. Students will concentrate on skill development in personal responsibility, setting long-term goals and incorporating effective time management strategies. Students are also encouraged to listen to another’s point of view, to value other people’s opinions, to work in teams, and to focus on balanced self-renewal. During the second semester, students will transition to the New Jersey State mandated Personal Finance piece of the course. They will examine the impact of individual choices on occupational goals and future earnings potential. This course will concentrate on providing a foundational understanding for making informed personal financial decisions. This course satisfies the graduation requirement for Economics and Personal Financial Literacy dictated by the New Jersey Department of Education. Specific accommodations and modifications will be provided and goals and objectives will be addressed as indicated by the student’s Individualized Education Plan (IEP).

671, 672, 673, 674 LIFE SKILLS

Course Length: Year
Grade Level: 9, 10, 11, 12

Credits: 5.0

Students are exposed to and encouraged to learn various household activities that they will encounter in their everyday lives. This alternative classroom offers students the opportunity for making the bed, vacuuming, laundry, setting a table, following recipes, cooking and other skills found in a home or apartment environment. All of these skills can be utilized throughout a student’s entire life and help foster a greater level of independence. Students will also be instructed on self-care skills throughout the curriculum. Delran students are exposed to shopping skills through the various in-school businesses as well as out in the community. Students in this course will receive small-group instruction. Specific accommodations and modifications will be provided in order to meet the goals and objectives indicated by a student’s Individualized Education Plan (IEP).

676, 677, 678, 679 VOCATIONAL SKILLS

Course Length: Year

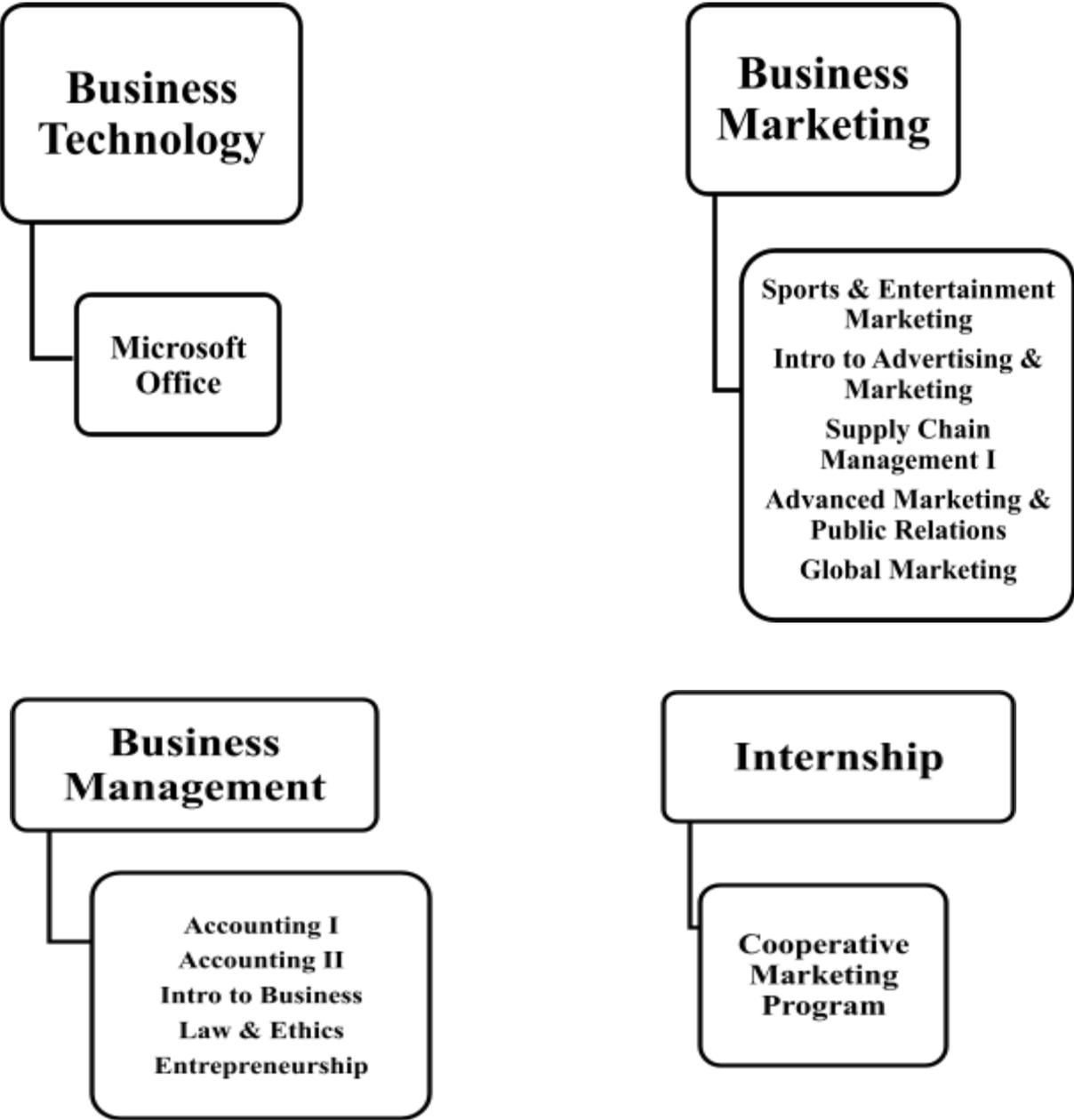
Credits: 5.0

Grade Level: 9, 10, 11, 12

Students will explore a wide variety of careers based off of interest and career surveys. Students are afforded the opportunity to work at various local job sites to gain experience and exposure to different fields. Students can work in food services, office and clerical work, clothing and retail, and other jobs in the surrounding Delran community. The program includes a multitude of areas such as pre-vocational skills, community-based instruction, functional reading and math. Our goal is for students to use their interest in pre-vocational skills and turn them into career exploration for their future after DHS. Students in this course will receive small-group instruction. Specific accommodations and modifications will be provided in order to meet the goals and objectives indicated by a student's Individualized Education Plan (IEP).



COURSE SEQUENCE FOR BUSINESS EDUCATION



All Business Education courses are College Preparatory level and satisfy Career-Technical Education graduation requirement. Freshman Seminar only satisfies the Financial Literacy graduation requirement.

ENGLISH

The English Department's program helps the student to acquire the skills of communication and comprehension necessary for success in college and business. Courses vary in the difficulty of content; students should select a program based upon current needs and future plans. New Jersey Student Learning Standards for English Language Arts have been incorporated into all English courses. For incoming freshmen, exceptionally-able students who have maintained at least a B average in their previous Reading and Language Arts courses, should consider the Honors-level course; students who have struggled in their Reading and Language Arts classes should consider the non-college preparatory level course. Each English class is based on the previous year's foundation, so initial selection should be made carefully. In addition, the English Department offers a variety of year-long electives open to students in all grades. Students must enroll in a year-long English course; electives may be chosen in addition to the year-long course.

101, 102, 103, 104, 105 CP ENGLISH AS A SECOND LANGUAGE

Course Length: Year

Credits: 5.0

Grade Level: 9, 10, 11, 12

This course concentrates on listening, speaking, reading, and writing the English language. It is designed for all English Language Learners to reach basic proficiency as measured by the ACCESS for ELLs test. It is required of all English Language Learners who have not met the multiple measures exit criteria as established by the New Jersey Department of Education.

110 FORMS OF LITERATURE AND COMPOSITION 9

Course Length: Year

Credits: 5.0

Grade Level: 9

In this freshman level course, the major genres of literature are examined through a variety of texts. Reading, writing and vocabulary skills, as well as critical thinking and analytical skills as identified in the Delran English Department's Curriculum and in the New Jersey Student Learning Standards for English Language Arts are emphasized at a level and pace appropriate for the students. Speaking, listening, and viewing skills are incorporated into the curriculum, as well as technology usage for presentation, research, and communication purposes. Research skills are continuously developed throughout the year. Students whose reading and writing skills are in need of remediation or additional support should consider this course.

111 CP FORMS OF LITERATURE AND COMPOSITION 9

Course Length: Year

Credits: 5.0

Grade Level: 9

In this freshman level course, the major genres of literature are examined through a variety of texts. Reading, writing and vocabulary skills, as well as critical thinking and analytical skills as identified in the Delran English Department's Curriculum and in the New Jersey Student Learning Standards for English Language Arts, are emphasized at a level and pace appropriate for the students. Speaking, listening, and viewing skills are incorporated into the curriculum, as well as technology usage for presentation, research, and communication purposes.

112 HONORS FORMS OF LITERATURE AND COMPOSITION 9

Course Length: Year

Credits: 5.0

Grade Level: 9

Prerequisite: Accelerated 8th Grade ELA Mid-Year Grade of 80% or higher, or On-Level 8th Grade ELA

minimum mid-year grade of 93%

- Teacher recommendation
- Qualifying score on Mid-Year Benchmark Proficiency

This course emphasizes the development of strong analytical thinking, reading and writing skills necessary for success in the AP Program as well as those skills identified within the Delran English Curriculum and the New Jersey Student Learning Standards for English Language Arts. The major genres of literature are studied with a concentration in literary concepts as well as reading pertinent nonfiction. Writing skills are developed for literary and non-literary purposes. Research skills are continuously developed. Speaking, listening and viewing skills are incorporated into the curriculum as well as the use of technology for presentation, research, and communication purposes.

171 FUNDAMENTALS OF FORMS OF LITERATURE AND COMPOSITION 9

Course Length: Year

Credits: 5.0

Grade Level: 9

Students in this course will receive small group instruction with individual attention given to specific student needs. Course content will concentrate on further development of vocabulary and reading comprehension in literature and nonfiction, as well as writing skills based on the Delran English Curriculum for 9th grade and the New Jersey Student Learning Standards for English Language Arts. Specific accommodations and modifications will be provided and goals and objectives will be addressed as indicated by the student's Individualized Education Plan (IEP).

181 PRINCIPLES OF FORMS OF LITERATURE AND COMPOSITION 9

Course Length: Year

Credits: 5.0

Grade Level: 9

Students in this course will receive small group instruction with individual attention given to specific student needs in the area of Language Arts. Students will concentrate on skill development as identified in the Delran English Curriculum for 9th grade and the New Jersey Student Learning Standards for English Language Arts. Specific accommodations and modifications will be provided and goals and objectives will be addressed as indicated by the student's Individualized Education Plan (IEP).

ENGLISH DEPARTMENT ELECTIVES

163 CP CREATIVE WRITING

Course Length: Year

Credits: 5.0

Grade Level: 9, 10, 11, 12

This course is designed for the student who is interested in an opportunity for self-expression through writing. After basic concepts are taught and applied to various forms of writing, students work independently in the areas which interest them the most. They develop skills in the following areas: daily journals; one-act plays, narratives, descriptive essays, and poetry. The school publication, *Images*, is produced once a year with selections of students' work.

164 CP CRITICAL VIEWING

Course Length: Semester

Credits: 2.5

Grade Level: 9, 10, 11, 12

Films are more than entertainment. They make connections to many different disciplines and can be *read* like a book. This course is designed to explore the differences between text and film from the standpoint of film

versions of written text and original creations, construction of film and the choices the director makes, and connections between film and other literary and artistic genres.

191, 192, 193, 194 CP JOURNALISM

Course Length: Year

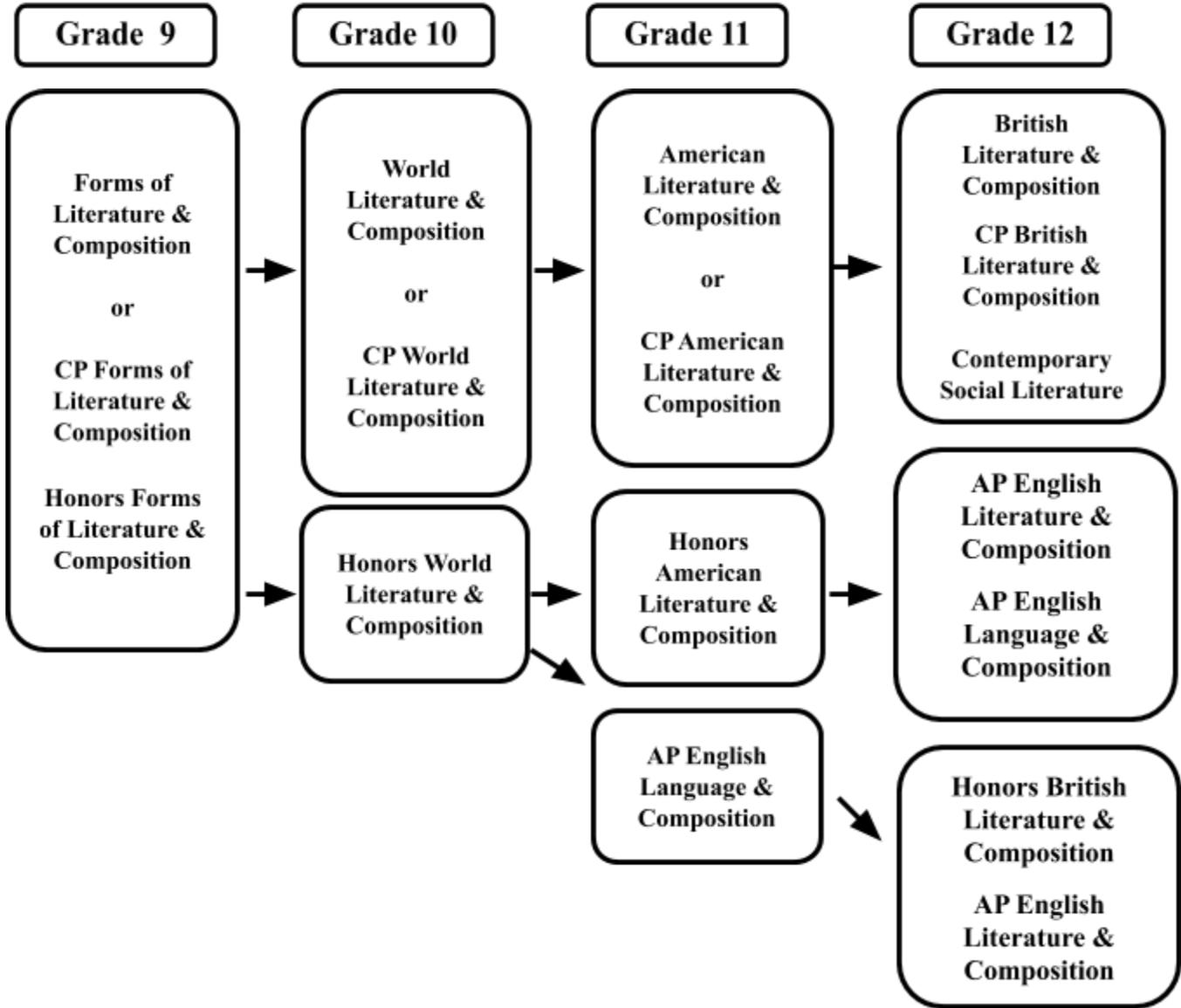
Credits: 5.0

Grade Level: 9, 10, 11, 12

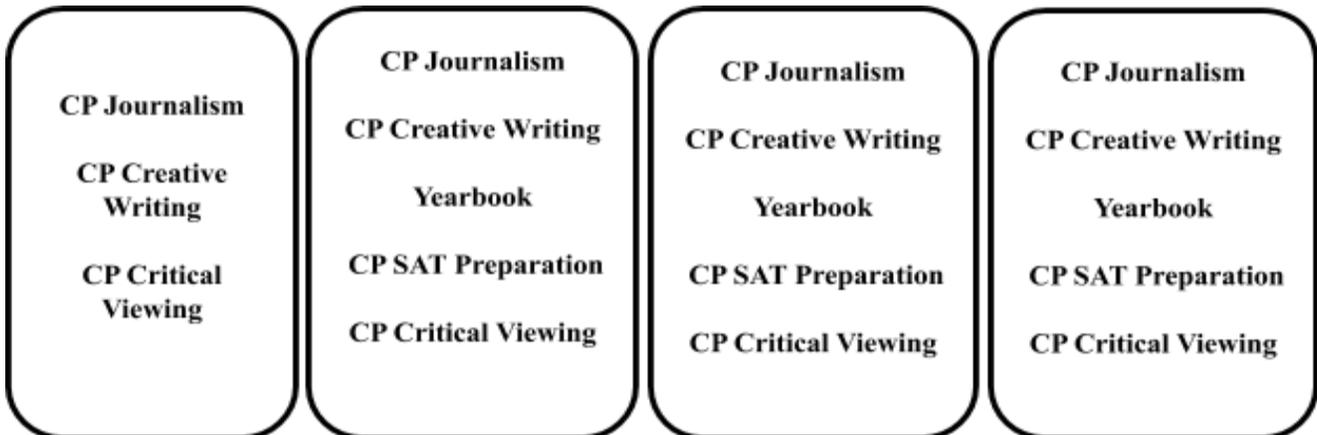
The school newspaper, *The Bear Facts*, is produced by this class; therefore, students will learn how to report on sports events, meetings, special events and noteworthy news events that involve the students, staff, faculty and community of Delran. The various factors of journalism including style, organization, interviewing, feature story construction, reporting, and copy reading, as well as the mechanical aspects such as headlining, make-up, layouts, and printing will be covered. This course is best suited for students who demonstrate a strength in writing.



COURSE SEQUENCE FOR ENGLISH



Electives



Family and Consumer Science

The Culinary Arts curriculum offers students the opportunity to explore activities and skills related to personal and professional life in the culinary arts realm. Students will have the opportunity to take an introductory course focusing on healthy food choices and food preparation through a management and field experience in Culinary Arts III. A minimum of 5 credits in 21st Century Life and Careers, or Career-Technical Education is required for graduation in the State of New Jersey. These courses satisfy that requirement.

751 CP CULINARY ARTS I

Course Length: Year

Credits: 5.0

Grades: 9, 10, 11, 12

This course is designed to provide students with an introduction to food science, food preparation and nutrition that can be used throughout life. This practical, cutting edge course focuses on the latest dietary trends to help one make healthy food choices. No previous experience is necessary to be successful in this course. Throughout the course, students will study safety, food sanitation, nutrition, culinary math as well as preparation skills. The students will learn food preparation terms and principles as well as proper use and care of home and laboratory equipment. The course will provide students many opportunities for “hands-on” application of theory through food preparation.



HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION

015, 025, 035, 045 NINTH THROUGH TWELFTH GRADE: CP PHYSICAL EDUCATION/HEALTH
Course Length: Full Year Credits: 5.00

This secondary Physical Education course will provide students the opportunity to acquire and develop the specialized physical skills and knowledge they will use in adulthood through an elective based Physical Education curriculum. Students will choose their activity from current units available in 2 - 3 week rotations. The Physical Education units may include, but are not limited to: fitness activities, net/wall games, target games, adventure education, individual-performance activities, fielding/striking games, recreation games and invasion games. Students will participate in both individual and team activities to develop and improve upon physical, social and psychomotor areas of health and sport-related fitness. Ninth graders will get pulled out of elective Physical Education during the first marking period in order to participate in an Adventure Education program that works on communication, collaboration, self-awareness and class bonding.

NINTH GRADE: PERSONAL HEALTH

This course will discuss the importance of mental and emotional health focusing on the understanding and expression of emotions. This course will also educate the students in the areas of alcohol, tobacco, and drug use regarding the negative impact of these substances.

TENTH GRADE: DRIVER EDUCATION THEORY

This course offers an in depth look into Driver Education through various units such as: Graduated Driver's License and Testing Requirements, Basic Maneuvers, Rules of the Road, Signs, Signals and Pavement Markings, and Drinking and Drugs. Students will be given the opportunity to take the state written exam at the end of this course. Passing the written exam is required to obtain a driving permit and/or license.

ELEVENTH GRADE: FIRST AID AND SAFETY

This course offers an in-depth look into First Aid and Safety through various units such as: Adult Component, Before Giving Care, Child Component, First Aid, and Infant Component. Students will be given the opportunity to take the written exam at the end of the course to obtain First Aid/CPR Certification.

TWELFTH GRADE: COMMUNITY & FAMILY HEALTH

This course will take an in-depth look into the anatomical structure of the reproductive system and the process of human reproduction. This course will also address possible abnormalities in the reproductive process and the identification of signs and symptoms of various diseases along with current information available on treatments. In addition, the various forms of contraceptive devices and the multiple methods of birth control will be addressed.

071, 072, 073, 074 NINTH THROUGH TWELFTH GRADE: ADAPTIVE PHYSICAL EDUCATION
Course Length: 1 Year Credits: 5.00

This course is a modified physical education program designed to meet the individualized gross motor needs, or other disability-related challenges, of an identified student. The program can be provided one-on-one, in a small group, or when appropriate, within the general physical education setting. The course will provide students the opportunity to acquire and develop the specialized physical skills and knowledge they will use in adulthood and improve upon physical, social and psychomotor areas of health and sport-related fitness.

MATHEMATICS

The Mathematics Program is designed to focus on both the theoretical aspects of mathematics and the practical applications of mathematics. When choosing a mathematics course, students should consider prior success in mathematics, course offerings **and plans for the future**. *Success in mathematics is dependent on previous knowledge; therefore, courses should be chosen carefully. TI-84 calculators are required in all courses.*

- *Students who complete Algebra I at the middle school must still take 15 credits of math in high school.*
- *Please refer to the Course Sequence for mathematics for the expected flow of mathematics courses.*

310 ALGEBRA I

Course Length: Year

Credits: 5.0

Grade Level: 9

Prerequisite: Math 8, Teacher Recommendation, and Qualifying Scores on Algebra I Readiness Indicators

This course is designed for students who wish to study the basic concepts of Algebra I. Topics include expressions, linear, exponential, and quadratic functions, and systems. Instruction will focus on a combination of problem solving and thinking skills on a daily basis, and will integrate technology as appropriate.

311 CP ALGEBRA I

Course Length: Year

Credits: 5.0

Grade Level: 9

Prerequisite: Math 8, Teacher Recommendation, and Qualifying Scores on Algebra I Readiness Indicators

Upon entry into this course, students should be proficient in the four operations with rational numbers. The pace of the course is established to give students a firm foundation in the analytical skills necessary for future CP courses, and covers expressions, linear, exponential, and quadratic functions, and systems.

371 FUNDAMENTALS OF ALGEBRA I

Course Length: Year

Credits: 5.0

Grade Level: 9

Students in this course will receive small-group instruction with individual attention given to specific student needs. Students will learn concepts in Algebra as well as other consumer and career mathematics skills. Specific accommodations and modifications will be provided and goals and objectives will be addressed as indicated by the student's Individualized Education Plan (IEP).

381 PRINCIPLES OF ALGEBRA I

Course Length: Year

Credits: 5.0

Grade Level: 9

Students in this course will receive small-group instruction with individual attention given to specific student needs. Students will concentrate on developing and reinforcing basic skills as they learn the required concepts of Algebra I. Specific accommodations and modifications will be provided and goals and objectives will be addressed as indicated by the student's Individualized Education Plan (IEP).

321 CP GEOMETRY

Course Length: Year

Credits: 5.0

Grade Level: 9, 10

Prerequisite: Mid-year average of 70% or higher in CP Algebra I, or mid-year average of 95% or higher in Algebra I, Teacher Recommendation

This in-depth course is designed for students who were successful in CP Algebra I. Students will learn the logical methods of mathematical thinking through the study of deductive and inductive reasoning, and will study the concepts of quadrilaterals, similar polygons, right triangles, and circles. This course will focus on improving the students' higher order thinking process and will develop their appreciation of the form and structure of mathematics.

322 HONORS GEOMETRY

Course Length: Year

Credits: 5.0

Grade Level: 9, Prerequisite: 8th Grade Algebra, mid-year grade of 80% or better, Teacher Recommendation

Grade Level: 10, Prerequisite: CP Algebra I, mid-year grade of 93% or better with Teacher Recommendation

In this course, exceptionally-able and motivated students will receive an in-depth study of Geometry with an approach that stresses discovery and problem solving. This rigorous course also contains additional advanced topics not found in the standard geometry course and will move at a significantly more rapid pace to ensure that all topics are covered.

MATH ELECTIVES

390 ALGEBRA FOUNDATIONS

Course Length: Year

Credits: 5.0

Grade Level: 9

Concurrent: Algebra I

This course is designed to be taken concurrently with Algebra I and is designed to serve the needs of students who would benefit from an opportunity to review and strengthen pre-algebra skills in order to be successful with the concepts of Algebra I. Students who have struggled with math in middle school, and/or are unable to meet the qualifying scores on the Algebra I readiness indicators, are required to take this course to help them prepare for success not only in Algebra I but in the subsequent required high school mathematics courses as well.

395/396 CP ALGEBRA APPLICATIONS AND TECHNIQUES (Fall/Spring)

Course Length: Semester

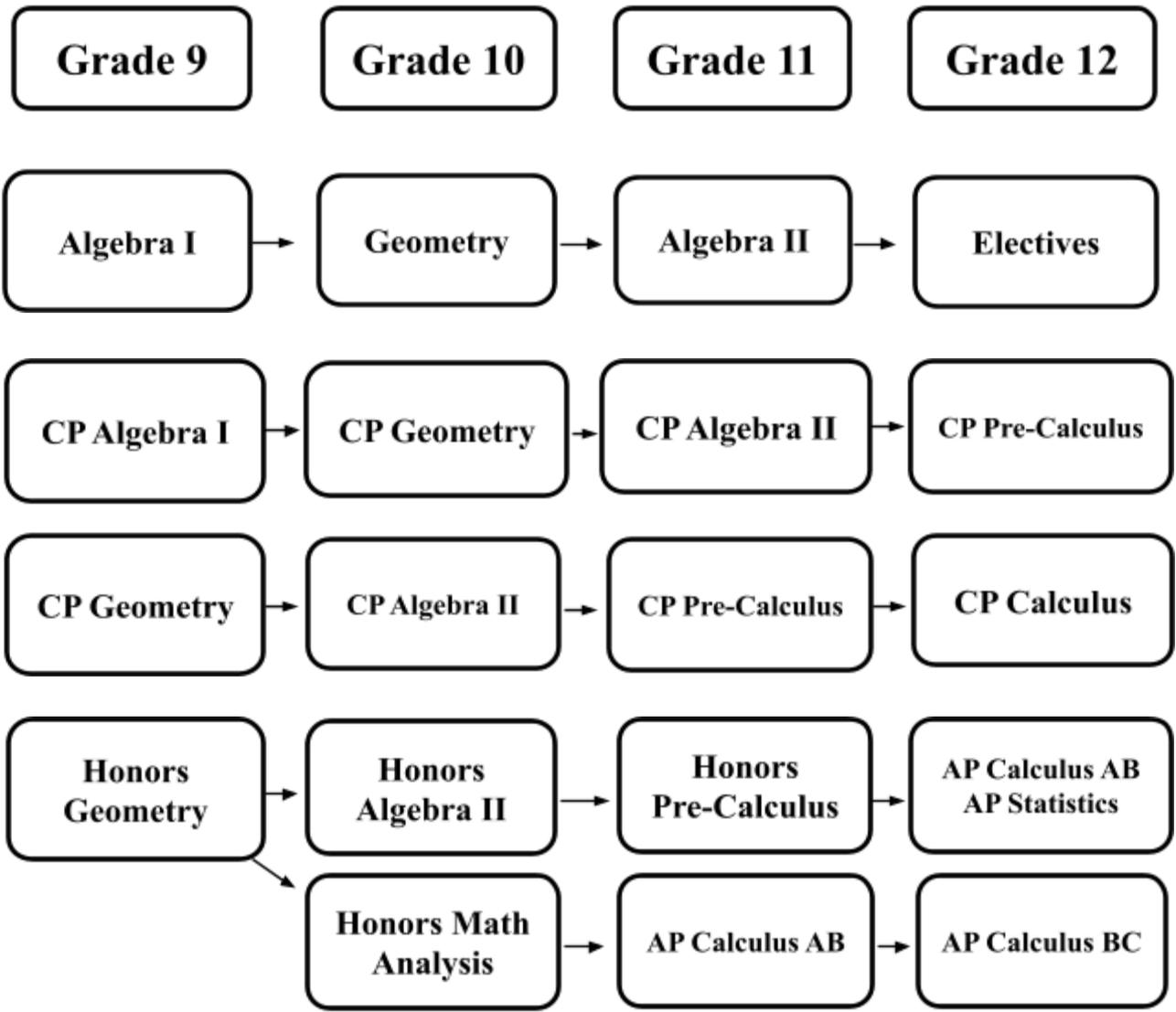
Credits: 1.25

Grade Level: 9, 10

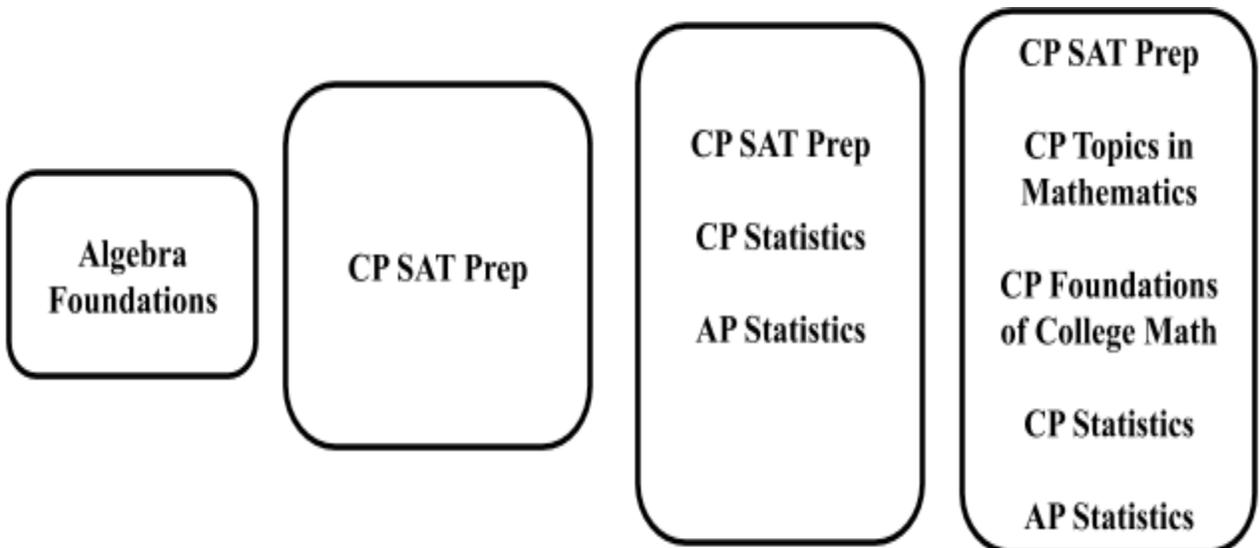
Prerequisite: Successful completion of the Algebra I course, with a score below 750 on the Algebra I NJSLA

The Algebra Applications and Techniques Instructional Module is a blended online & in-person learning module designed to help students review essential skills and concepts in Algebra I and practice rigorous applications of those techniques. Student performance on previous tests, including benchmark assessments and standardized tests, are examined by the instructor and used to identify areas for growth and tailor instruction to meet student needs. Students enrolled in this course are expected to complete online assignments by posted deadlines and attend the scheduled in-person sessions. Enrollment in this course makes students eligible to sit for additional NJSLA administration windows in an effort to satisfy the graduation testing requirement.

Course Sequence for Mathematics



ELECTIVES



MUSIC

The Music Department offers a wide variety of courses for the interested student. Students have the opportunity to perform and learn about the many styles of music. Courses afford all students the opportunity to develop an interest in and an appreciation for music. Students who are prospective college music students are encouraged to populate and challenge themselves with both general music electives as well as the theory/technology and performance courses.

901 CP FRESHMAN BAND

Course Length: Year

Credits: 5.0

Grade Level: 9

Prerequisite: At least one year of middle school band or an audition with the high school director.

This course is open to all students who have a passion for instrumental performance. Rehearsal techniques and ensemble playing are continually stressed. Emphasis is placed upon good musicianship with summative performances in the fall and spring. Concert Band offers students an enjoyable learning environment while building a solid musical foundation. During the fall, students in the concert band are encouraged to participate in the “Golden Regiment” Marching Band.

911 CP FRESHMAN CHOIR

Course Length: Year

Credits: 5.0

Grade Level: 9

Freshman Choir is the introductory course for all vocal performance groups. Students will sing music of soprano, alto, tenor, and bass parts in either two, three or four-part harmony, the ensemble performs classical, “pop,” show, and contemporary music. Stress is placed on accurate pitch and tone matching, voice development, tone quality, and breath control. Healthy singing techniques are taught and encouraged. Basic fundamentals of theory are begun and implemented in this course. Opportunity is given to audition for Bel Canto Choir(Women) and Grizzly Tones Ensemble(Men). The students will participate in mandatory concerts and school and community performances throughout the school year.

915 CP JAZZ IMPROVISATION

Course Length: Semester

Credits: 2.5

Grade Level: 9, 10, 11, 12

This course is designed for the musician that has a solid foundation on their instrument of choice and is interested in experiencing the various styles of jazz. The successful student-musician should have a strong knowledge of the basic music performance (reading) skills and be interested in fine-tuning these through performance and exercises of jazz literature. Basic jazz theory, repertoire, and improvisation will be covered. Students will be confident to know that they are learning the true “jazz” language.

940 CP MUSIC THEORY I

Course Length: Year

Credits: 5.0

Grade Level: 9, 10, 11, 12

Prerequisite: Students with prior music experience or a strong desire to learn music.

This course is designed for either aspiring or beginner musicians alike. A desire to learn and familiarity with basic notation will provide a foundation to be further strengthened. Students will learn basic concepts and terms needed to discuss and analyze melodies and harmonies. Concepts covered include melodic and

rhythmic notation, major and minor keys and scales, triads and chords, harmonic analysis, and two-part melodic writing. To further extend students' understanding, the basics of piano playing will be explored. Students should be excited to know that they will learn the basics to compose their own music.

960 CP INTRODUCTION TO GUITAR/PIANO

Course Length: Semester
Grade Level: 9, 10, 11, 12

Credits: 2.5

This course is for students who have always wanted to learn to play the piano or the guitar! This course provides an opportunity for students with no prior experience to learn the basics of each instrument. Basic piano and guitar note and chord reading, as well as basic accompaniment and strumming patterns will be covered. Student music preferences will be taken into consideration for project-based work. Students will be assessed through playing and written quizzes.

961 CP GUITAR WORKSHOP

Course Length: Semester
Grade Level: 9, 10, 11, 12

Credits: 2.5

Prerequisite: Introduction to Guitar/Piano or an Audition with the Instructor

This class is designed for students who already have some prior experience playing guitar. Students who take this class will have the opportunity to expand upon the basics. Participants will learn guitar theory, technique and performance skills. Efforts will be made to emphasize musical styles and areas of interest within the class setting. This class will also touch on songwriting for guitar. Students will be assessed through playing and written quizzes.

971 CP PIANO WORKSHOP

Course Length: Semester
Grade Level: 9, 10, 11, 12

Credits: 2.5

Prerequisite: Introduction to Guitar/Piano or an Audition with the Instructor

This class is designed for students who already have some prior experience playing piano. Students who take this class will have the opportunity to expand upon the basics. Participants will learn piano theory, technique and performance skills. Efforts will be made to emphasize musical styles and areas of interest within the class setting. This class will also touch on songwriting for the keyboard. Students will be assessed through playing and written quizzes.

962 CP MUSIC IN THE MOVIES

Course Length: Semester
Grade Level: 9, 10, 11, 12

Credits: 2.5

This course is designed for movie and music lovers alike. Famous and influential films and soundtracks including classic musical films will be viewed and discussed in class. Composers', directors' and performers' lives and careers will be covered. Movies such as *Star Wars*, *Indiana Jones*, and *Singing in the Rain* are examples of movies that will be covered. Music in the Movies is a general music class for students who wish to gain a further understanding of the cultural, historical and aesthetic influence of musical film and film music. Students will be assessed through completion of movie-based projects and assignments.

963 CP AMERICAN POPULAR MUSIC

Course Length: Semester
Grade Level: 9, 10, 11, 12

Credits: 2.5

This course is designed to give students a more in-depth look at the popular music from American history and find how it has influenced the music and culture of today. This class will provide an overview of the roots of American pop music to current-day popular music including: folk, jazz, country, rock and roll, alternative rock, rhythm and blues, disco, hip hop, and rap. Emphasis will be placed on influential music artist projects. Student preferences in music will be taken into consideration for project-based assignments. Students will discover how musicians from the past have influenced the music of today.

965 CP MUSICAL THEATRE

Course Length: Semester
Grade Level: 9, 10, 11, 12

Credits: 2.5

This course is designed for students who are interested in learning about all aspects of musical theatre. Students will have the opportunity to watch well-known musicals and learn about their plots, songs, composers, actors, etc. Focus will be placed on acting and singing on stage. This course will also spend time with the production (backstage) aspects of theatre such as set design and construction, costumes, makeup, and direction.

980 CP MUSIC TECHNOLOGY LAB

Course Length: Year
Grade Level: 9, 10, 11, 12

Credits: 5.0

This course will offer the musician and non-musician alike the opportunity to gain an understanding of the various technologies related to music: i.e. computers and digital sampling as it relates to music recording, the basics of microphones and sound systems, and the use of MIDI in computer music, multi-track recording, electronic keyboards, drum machines and basic sequencing. Remixing and the study of various music programs will be covered. This class incorporates hands-on use of the above technologies along with various assignments to assess learning. A final recorded project will be the culmination of this course.

All courses in the Music Department provide credits for the Visual or Performing Arts graduation requirement for all students.



COURSE SEQUENCE FOR MUSIC

Grade 9

Grade 10

Grade 11

Grade 12

American Pop Music
Music in the Movies
Musical Theatre
Intro to Guitar/Piano
Guitar/Piano Workshop
Jazz Improvisation
 Semester

American Pop Music
Music in the Movies
Musical Theatre
Intro to Guitar/Piano
Guitar/Piano Workshop
Jazz Improvisation
 Semester

American Pop Music
Music in the Movies
Musical Theatre
Intro to Guitar/Piano
Guitar/Piano Workshop
Jazz Improvisation
 Semester

American Pop Music
Music in the Movies
Musical Theatre
Intro to Guitar/Piano
Guitar/Piano Workshop
Jazz Improvisation
 Semester

CP Music Theory I
CP Music Technology Lab
 Year

CP Music Theory I
AP Music Theory
CP Music Technology Lab
 Year

CP Music Theory I
AP Music Theory
CP Music Technology Lab
 Year

CP Music Theory I
AP Music Theory
CP Music Technology Lab
 Year

CP Freshman Band
CP Freshman Choir

CP Concert Band
CP Concert Choir
 Year

CP Concert Band
CP Concert Choir
 Year

CP Concert Band
CP Concert Choir
 Year

SCIENCE

Please consider these requirements when making Science Course selections:

- Mathematics prerequisites are listed below, where appropriate. The importance of mathematics should not be underestimated when considering science courses, since math modeling is an important part of the standards in science.
- Please refer to the Course Sequence for Science for the expected flow of science courses.

The New Jersey Student Learning Standards in Science align to the *Next Generation Science Standards*, which were implemented in 2016-2017, are now called the NJ Student Learning Standards in Science, NJSLS-S. They assess students based on *Performance Expectations*, which describe what students should know and be able to do within each grade level. The goal of the new science curriculum is to develop science proficiency with opportunities for a range of scientific investigations and thinking, including—but not limited to—inquiry and investigation, collection and analysis of evidence, logical reasoning, and communication and application of information. The standards are performed using a three dimensional model which allow students to demonstrate a deeper level of understanding:

- **Crosscutting Concepts** will identify the phenomenon of science in everyday life, which will build student interest in the world around them, as well as demonstrate to students the connectedness of the world.
- **Disciplinary Core Ideas** are the content which will be integration of ideas in a developmental progression, focused on a limited number of core ideas both within and across disciplines, in order to deepen understanding of scientific phenomenon.
- **Scientific Practices and Engineering Design** are experiences for high school students to “undertake more complex engineering design projects related to major global, national, or local issues” (NRC, 2012, p. 71). The core idea of engineering design includes three component ideas:
 - Defining and delimiting engineering problems involves stating the problem to be solved as clearly as possible in terms of criteria for success, and constraints or limits.
 - Designing solutions to engineering problems begins with generating a number of different possible solutions, then evaluating potential solutions to see which ones best meet the criteria and constraints of the problem.
 - Optimizing the design solution involves a process in which solutions are systematically tested and refined and the final design is improved by trading off less important features for those that are more important. It is important to point out that these component ideas do not always follow in order, any more than do the “steps” of scientific inquiry. At any stage, a problem-solver can redefine the problem or generate new solutions to replace an idea that isn’t working out.

410 ENVIRONMENTAL SCIENCE

Credits: 5.0

Course Length: Year (5 periods per week)

Grade Level: 9

Students will apply science through a hands-on approach. Questions such as, “What is the universe, and what is Earth’s place in it?”, “How and why is Earth constantly changing?” and “How do Earth’s surface processes and human activities affect each other?” will be answered in this course. Disciplinary core ideas addressed include: Earth materials and systems, plate tectonics and large-scale system interactions, the roles of water in Earth’s surface processes, weather and climate, natural resources, natural hazards, human impact on Earth systems, and global climate change. Students develop models and explanations for their thinking. Students will engage with major global issues to develop analytical and strategic thinking to—define the problem, develop possible solutions, and improve designs.

411 CP ENVIRONMENTAL SCIENCE

Credits: 5.0

Course Length: Year (5 periods per week)

Grade Level: 9

Prerequisite: At least an average of 70% in on-level science, math, reading and writing in 8th grade.

Students continue to develop their understanding and their ability to explain more in-depth phenomena. Questions such as, “What is the universe, and what is Earth’s place in it?”, “How and why is Earth constantly changing?”, and “How do Earth’s surface processes and human activities affect each other?” will be answered in this course. Disciplinary core ideas addressed include: Earth materials and systems, plate tectonics and large-scale system interactions, the roles of water in Earth’s surface processes, weather and climate, natural resources, natural hazards, human impact on Earth systems, and global climate change. Students develop models and explanations for the ways that feedback between different Earth systems control the appearance of Earth’s surface. Students identify the complex and significant interdependencies between humans and the rest of Earth’s systems through the impacts of natural hazards, dependencies on natural resources, and the significant environmental impacts of human activities. Engineering and technology figure prominently here, as students use mathematical thinking and the analysis of geoscience data to examine and construct solutions to the many challenges facing long-term human sustainability on Earth. Students will engage with major global issues to develop analytical and strategic thinking to—define the problem, develop possible solutions, and improve designs.

471 FUNDAMENTALS OF INTEGRATED SCIENCE I

Credits: 5.0

Course Length: Year (5 periods per week)

Grade Level: 9

Students in this course will be hands-on, minds-on in order to meet the general knowledge of basic environmental principles through small group instruction with individualized attention given to specific student needs. Questions such as, “What is the universe, and what is Earth’s place in it?”, “How and why is Earth constantly changing?” and “How do Earth’s surface processes and human activities affect each other?” will be answered in this course. Disciplinary core ideas addressed include: Earth materials and systems, plate tectonics and large-scale system interactions, the roles of water in Earth’s surface processes, weather and climate, natural resources, natural hazards, human impact on Earth systems, and global climate change.

Specific accommodations and modifications will be provided in order to meet the goals and objectives indicated by a student’s Individualized Education Plan (IEP).

481 PRINCIPLES OF ENVIRONMENTAL SCIENCE

Credits: 5.0

Course Length: Year (5 periods per week)

Grade Level: 9

Students in this course will receive small-group instruction with hands-on project-based learning with individualized attention given to specific student needs. Students will work on methods for problem solving from a scientific approach. Students will work with the teacher and other students in completing performance expectations. These performances blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge to explain ideas across the science disciplines. Questions such as, “What is the universe, and what is Earth’s place in it?”, “How and why is Earth constantly changing?”, and “How do Earth’s surface processes and human activities affect each other?” will be answered in this course. Disciplinary core ideas addressed include: Earth materials and systems, plate tectonics and large-scale system interactions, the roles of water in Earth’s surface processes, weather and climate, natural resources, natural hazards, human impact on Earth systems, and global climate change. Specific accommodations and modifications will be provided, meeting the goals and objectives indicated by a student’s Individualized Education Plan (IEP).

421 CP BIOLOGY

Credits: 6.0

Course Length: Year (6 periods per week)

Grade Level: 9, 10

Concurrent Math: Geometry or Higher**

Prerequisite: At least an average of 70% in CP Science, Math, and English from the previous year.

This course places an emphasis on the following Disciplinary Core Ideas: 1) Structure and Function, 2) Inheritance and Variation of Traits, 3) Matter and Energy in Organisms and Ecosystems, 4) Interdependent Relationships in Ecosystems, and 5) Natural Selection and Evolution. Students will demonstrate knowledge through questioning the phenomenon found in the world. Mathematical computation and reasoning, as well as extensive informational readings, research and presentation, will allow students to analyze scientific biological phenomena and be asked to provide evidence for their thinking. Double-period laboratory experiments allow students the time needed for both science and engineering practices.

§422 HONORS BIOLOGY

Credits: 6.0

Course Length: Year (6 periods per week)

Grade Level: 9, 10

Concurrent Math: CP Geometry or Higher

Prerequisite: 80% in Accelerated 8th grade Science, Accelerated 8th Grade Math **and** Accelerated Language Arts/Reading courses; **or** 93% in CP Environmental Science, Math and English. Teacher recommendation is also required.

This course is designed to meet the needs of the highly-motivated student. Mastery of this course lends itself to students planning on taking AP Biology or a career in science or related disciplines. A more detailed study of the life science content standards with an emphasis on the following Disciplinary Core Ideas include: 1) Structure and Function, 2) Inheritance and Variation of Traits, 3) Matter and Energy in Organisms and Ecosystems, 4) Interdependent Relationships in Ecosystems, and 5) Natural Selection and Evolution.

Scientific thinking opportunities will be provided for students, based on the performance expectations, that will encourage students to formulate answers to questions like: “How do the structures of organisms enable life’s functions?”, “How are the characteristics of one generation passed on to the next?”, “How and why do organisms interact with their environment, and what are the effects of these interactions?”, and “What evidence shows that different species are related?”. Through extensive informational readings, research and presentation, as well as double-period laboratory experiments, students will analyze biological phenomena and be asked to provide evidence for their thinking. Reasoning and rebuttal will be demonstrated through academic discourse.

SCIENCE ELECTIVES

499 RESEARCH IN SCIENCE

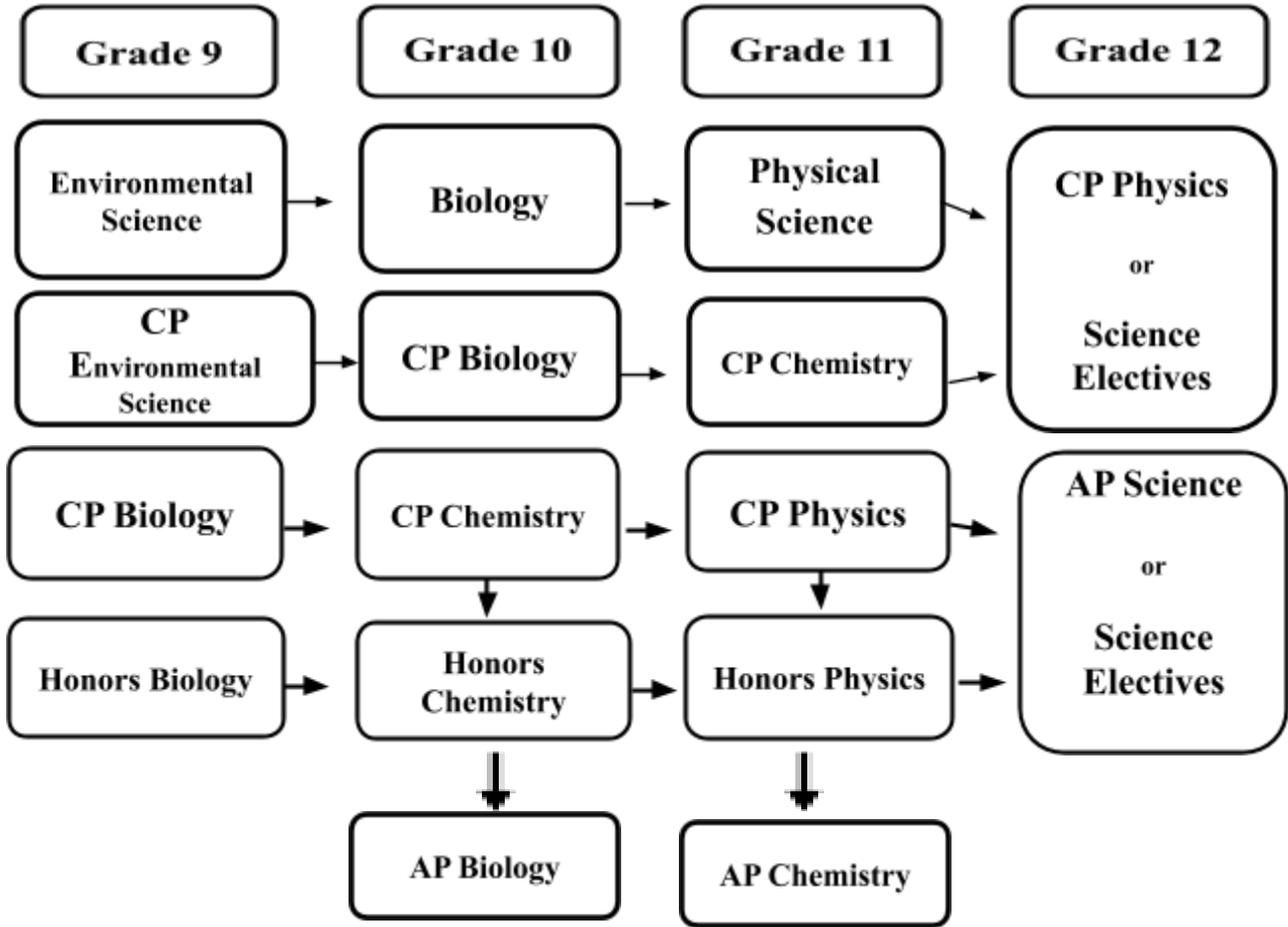
Course Length: Year

Credits: Variable 1.0 - 5.0

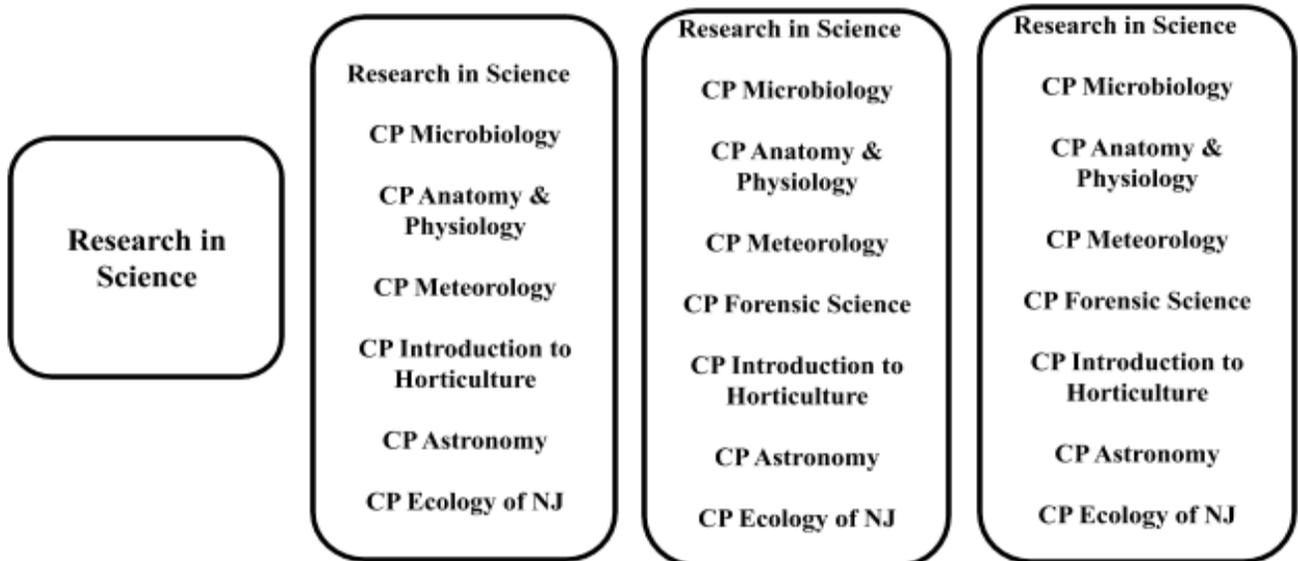
Grade Level: 9, 10, 11, 12

This course is designed for the college-bound student interested in STEM careers. Research in Science (RIS) is a single or multi-year (preferred) course designed to engage students in scientific research in one of the disciplines of science such as, Biology, Chemistry, Physics, Technology, Astronomy, Geology, Medicine, Engineering, Computer Science, Consumerism, Psychology, Robotics, Rocketry or Mathematics. The course is the foundation for the department’s efforts to motivate students to engage in scientific research in their area of interest and to apply knowledge in a practical and real situation. Students begin with a topic search, review the scientific literature in academic journals, conduct their experimental research project, document their

COURSE SEQUENCE FOR SCIENCE



ELECTIVES



SOCIAL STUDIES

Social Studies refers to all the academic disciplines particular to the study of human activity. These include history, geography, sociology, civics, anthropology, psychology, and economics. To graduate from Delran High School, all students must pass three years of Social Studies. All freshmen are enrolled in World History. All sophomores must take United States History I, and all juniors must take United States History II. Juniors, in accordance with their US History II requirements, will perform a minimum of fifteen community service hours. Each of the United States History courses is offered at a different academic level. Students should discuss the appropriate level with their parents, teachers, and counselors. The Social Studies Department also offers several popular and worthwhile electives. Students can gain AP Credit or CAP credit within several of the offerings. The department encourages students to consider these electives as they round out their course schedules.

210 WORLD HISTORY

Course Length: Year

Credits: 5.0

Grade Level: 9

This course follows World History from the emergence of the first global age (1350-1770) to the challenges of the modern world today. The course will build upon the student's prior study of Ancient World History to relate each civilization's contribution to the modern world. The course will highlight the growing importance of global citizenship with learning activities, application and analysis consistent with building a sound foundation for the social sciences. Homework, class work and projects stress reading comprehension and concept application.

211 CP WORLD HISTORY

Course Length: Year

Credits: 5.0

Grade Level: 9

This course follows World History from the emergence of the first global age (1350-1770) to the challenges of the modern world today. The course will build upon the student's prior study of Ancient World History to relate each civilization's contribution to the modern world. The course will highlight the growing importance of global citizenship with learning activities, application, and analysis consistent with building a sound foundation for the social sciences. The level of academic performance and expectations are higher in the college prep level and will involve a greater emphasis on writing and reading. Homework, class work and projects stress reading comprehension and writing skills as well as higher-order thinking skills associated with the college prep level of instruction.

212 HONORS WORLD HISTORY

Course Length: Year

Credits: 5.0

Grade Level: 9

Prerequisite: Accelerated 8th Grade Social Studies mid-year grade of 80% or On-Level 8th Grade Social Studies mid-year grade of 93%, teacher recommendation, and completion of summer assignment.

This course follows World History from the emergence of the first global age (1350-1770) to the challenges of the modern world today. The course will build upon the student's prior study of Ancient World History to relate each civilization's contribution to the modern world. The course will highlight the growing importance of global citizenship with learning activities, application, and analysis consistent with building a strong foundation for the social sciences. Students should expect a variety of rigorous reading and writing assignments to be completed outside of class on a weekly basis. The expectations for Honors World History

include practice and mastery of critical historical thinking, reading, and writing skills.

271 FUNDAMENTALS OF INTEGRATED HISTORY I

Course Length: Year

Credits: 5.0

Grade Level: 9

Small-group instruction and individual attention given to specific student needs is the primary quality of this course. Mini units in world history and geography seek to encourage student interest as they develop a global appreciation and world foundation. Specific accommodations and modifications will be provided and goals and objectives will be addressed as indicated by the student's Individualized Education Plan (IEP).

281 PRINCIPLES OF WORLD HISTORY

Credits: 5.0

Course Length: Year

Grade Level: 9

This course follows World History from the emergence of the first global age (1350-1770) to the challenges of the modern world today. Students in this course will receive small-group instruction with individualized attention given to specific student needs. Specific accommodations and modifications will be provided and goals and objectives will be addressed as indicated by the student's Individualized Education Plan (IEP). Students will be exposed to world history and geography in this course, which will encourage them to develop a foundation of the world in which they live.

SOCIAL STUDIES DEPARTMENT ELECTIVES

264 CP NEW JERSEY AT THE CROSSROADS OF HISTORY

Course Length: Semester

Credits 2.5

Grade Level: 9, 10, 11, 12

This course will trace the history of the State of New Jersey through its beginnings by examining the geological and prehistoric makeup of the state. The course will then detail the Lenni-Lenape Settlement in the area with specific emphasis on the surrounding Delaware and Rancocas watersheds. Students will explore the first European settlements in New Jersey and the state's immediate importance in terms of geography to the growing population centers of North America. Students will have the opportunity to investigate why New Jersey has the distinction of being labeled the "Crossroads of the American Revolution." The course will explore New Jersey's critical role during the Industrial Revolution through to current time. Lastly, students will see the state through several field-trips to relevant historic locations throughout the state.

265 CP DELIBERATION AND DEBATE

Course Length: Semester

Credits: 2.5

Grade Level: 9, 10, 11, 12

This course will provide students with the knowledge and skills needed to accurately prepare and debate various topics and issues including historical and contemporary topics and court cases. It is essential for students to learn how to critically analyze the world around them and develop a factual, document-based argument using logic. Students will gain practical experience conducting research, speaking, participating in group projects, and debates. Students are provided the opportunity to hone their skills as analytical thinkers and persuasive speakers.

COURSE SEQUENCE FOR SOCIAL STUDIES

Grade 9

Fundamentals of
World History

Principles of
World History

World History

CP World History

Honors World
History

Grade 10

Fundamentals of US
History I

Principles of US
History I

US History I

CP US History I

Honors US
History I

Grade 11

Fundamentals of
US History II

Principles of US
History II

US History II

CP US History II

AP US History II

Grade 12

Elective

ELECTIVES

CP Deliberation
& Debate

CP NJ History

CP Deliberation
& Debate

CP NJ History

CP American
Law and Legal
System

CP Deliberation &
Debate

CP NJ History

CP The Vietnam
War

CP Genocide
Studies

CP Behavioral
Science

Behavioral Science

AP US Government
& Politics

AP European
History

AP Human
Geography

CP American Law
and Legal System

Sociomusicology

CP Deliberation &
Debate

CP NJ History

CP The Vietnam
War

CP Genocide
Studies

CP Behavioral
Science

Behavioral Science

AP US Government
& Politics

AP European
History

AP Human
Geography

CP American Law
and Legal System

Sociomusicology

TECHNOLOGY EDUCATION

Technology Education, an integral part of the total educational program, provides a beneficial outlet for students to express themselves through the use of tools, materials and processes of American industry. The extensive and varied course offerings service the needs of both the student who wishes to explore many different types of activities and the student who wishes to concentrate on a particular area in preparation for entry level employment following high school, or wants to speak the language of computers and engineer design. The school will provide students with the minimal number of supplies and materials for all basic areas of study. A minimum of 5 credits in 21st Century Life and Careers, or Career-Technical Education are required for graduation in the State of New Jersey.

700 CP DO IT YOURSELF AND MAKING A DIFFERENCE

Course Length: Year

Credits: 5.0

Grade Level: 9, 10, 11, 12

This course is designed to teach students how to complete various household repairs through the construction of an actual room or office. The curriculum will cover the skills necessary to make various household improvements in the areas of carpentry, plumbing, electrical, decorating, and other “do-it-yourself” projects. This course uses a hands-on approach by transforming spaces or objects into functional items.

711 CP DRAFTING AND ENGINEERING DESIGN

Course length: Full year

Credits: 5.0

Grade level: 9, 10, 11, 12

Prerequisite or Concurrent Math: Algebra I or higher

This course teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using both hands-on materials and computer design software. This course is open to all students with a desire to explore the field of engineering. Students will learn to prepare sketches and technical drawings as related to mechanical and architectural drafting. The basic strategies will be stressed through hands-on drawings on boards. Additional instruction will be given through computer aided applications.

740 CP COMPUTER PROGRAMMING

Course length: Year

Credits: 5.0

Grade level: 9, 10, 11, 12

Prerequisite or Concurrent Math: Geometry

By far the biggest category of new jobs involves STEM, and 70% of those jobs involve computing, while only 8% of college graduates major in computer science. Anyone with programming skills will have distinct advantages in the job market for the foreseeable future. In addition, computer science helps nurture problem-solving skills, logic and creativity, all valuable job skills. This intro to programming course explains what it means to be digital, builds a basic understanding of the Internet, and introduces students to structured programming in Javascript. While emphasizing problem solving and collaboration, students will be programming their own small apps early on.

WORLD LANGUAGES

The World Languages program courses guide students toward fluency in the German, French and Spanish languages. Each course incorporates real world themes, providing students with authentic activities, and opportunities to produce the target language through interpersonal, interpretive, and presentational modes of communication. Beginning at level one, each course builds upon the previous, advancing students along the guidelines provided by the American Council on the Teaching of Foreign Languages. Studies build communicative competence with a strong emphasis on grammar and vocabulary, enhancing the ability to use the language beyond the school setting. Students are exposed to various target language cultures, and are able to make personal connections and insightful comparisons to the cultures studied and their own.

**World Language classes beginning at level two are offered at the *Honors* level and *Advanced Placement* level at 5. *Honors* courses are strongly recommended to students who are preparing for the *Advanced Placement* courses.

500 SPANISH LANGUAGE AND CULTURE

Course length: Year

Credits: 5.0

Grade level: 9, 10, 11, 12

Prerequisite: Cycle Courses at DMS in Spanish Language

This course satisfies the graduation requirement for the State of New Jersey, but DOES NOT fulfill the two-year world language requirement for acceptance into colleges and universities. The nature of this course is to provide a basic grammatical foundation of Spanish for students with little to no experience of the language. The course involves an extensive study of Spanish speaking countries and their respective cultures. The curriculum is modified for students who need additional support, or do not yet feel prepared to take Spanish I.

510 CP SPANISH I; 511 CP FRENCH I; 512 GERMAN I

Course length: Year

Credits: 5.0

Grade level: 9, 10, 11, 12

Level I courses are designed for students with little to no experience with the language, or have successfully completed cycle courses at the middle school. Students are immersed in the target language, and begin to develop communicative skills, focusing on pronunciation and simple grammatical structures at a word level. Students are introduced to cultural aspects of the studied language.

520 CP SPANISH II; 521 CP FRENCH II; 522 CP GERMAN II

Course length: Year

Credits: 5.0

Grade level: 9, 10, 11, 12

Prerequisite: Successful completion of previous level course with a 70% or better.

Level II courses are designed for students who have successfully completed level I at the high school or middle school level. Students are immersed in the target language, and continue to develop communicative skills, focusing on more advanced grammatical structures and vocabulary at sentence level. Cultures are explored and students begin to make personal connections and comparisons to their own culture.

525 HONORS SPANISH II; 526 HONORS FRENCH II; 527 HONORS GERMAN II

Course length: Year

Credits: 5.0

Grade level: 9, 10, 11, 12

Prerequisite: Successful completion of level 1 course with a 93% or better and teacher recommendation.

Level II courses are designed for students who have successfully completed level I at the high school or middle school. Students are immersed in the target language, and continue to develop communicative skills, focusing on more advanced grammatical structures and vocabulary at sentence level. Cultures are explored and students begin to make personal connections and comparisons to their own culture. Expectations for increased oral communication are required in this Honors level course.

570 INTRO TO SPANISH LANGUAGE AND CULTURE

Course length: Year

Credits: 5.0

Grade level: 9, 10, 11, 12

This course satisfies the graduation requirement for the State of New Jersey, but DOES NOT fulfill the two-year world language requirement for acceptance into colleges and universities. The nature of this course is to provide a basic grammatical foundation of Spanish for students with little to no experience of the language. The course involves an extensive study of Spanish speaking countries and their respective cultures. Students in this course will receive small-group instruction. Specific accommodations and modifications will be provided in order to meet the goals and objectives indicated by a student's Individualized Education Plan (IEP).



COURSE SEQUENCE FOR WORLD LANGUAGES

