

**GREATER EGG HARBOR REGIONAL  
HIGH SCHOOL DISTRICT**

**CEDAR CREEK**



**HIGH SCHOOL**

*Home of the  
Pirates*

Course Descriptions  
*2011 - 2012*

# **CEDAR CREEK HIGH SCHOOL**

1701 New York Ave  
Egg Harbor City, NJ 08215  
609-593-3560  
Fax 609-593-3570  
[www.cedarcreekhs.net](http://www.cedarcreekhs.net)

## **Greater Egg Harbor Regional High School District Administration**

Dr. Steven Ciccariello, Superintendent	909-2600 ext. 2724
Mr. Charles Muller, Business Administrator	909-2600 ext. 2745
Mrs. Margaret Doran, District Supervisor of Special Projects	909-2600 ext. 2718
Mr. John Ragan, District Supervisor of Special Services	909-2600 ext. 2719
Mr. David Berret, District Supervisor of Technology	909-2600 ext. 2760

## **Cedar Creek High School Administration**

Mr. James M Reina, Principal	593-3560 ext. 4000
Mr. Scott Parker, Vice Principal	593-3560 ext. 4020
Mr. Dave Furgione, Supervisor	593-3560 ext. 4091

## **Student Support Services**

Mrs. Karen Cavaliere	Guidance	593-3560 ext. 4025
Ms. Erin Byrnes	School Psychologist	593-3560 ext. 4041
Ms. Stacey Ferrarri	Speech Pathologist	593-3560 ext. 4042
Mrs. Jennifer Petrini	Reading Consultant	593-3560 ext. 4043
Mrs. Susan Seckinger	Nurse	593-3560 ext. 4050

## **Administrative Assistants**

Mrs. Liz McMahon	Principal's Secretary	593-3560 ext. 4000
Mrs. Marian Stefanski	Main Office / Attendance	593-3560 ext. 4002
Mrs. Kandee Lipke	Vice-Principal	593-3560 ext. 4021
Mrs. Ileana Bermudez	Athletics	593-3560 ext. 4026
Ms. Michelle Barnes	Child Study Team	593-3560 ext. 4040

## **Greater Egg Harbor Regional High School District**

also includes:

OAKCREST High School 1824 Dr Dennis Foreman Drive Mays Landing NJ 08330 609-909-2600 Mr. Anthony Mongelluzzo, Principal	ABSEGAMI High School 201 South Wrangleboro Road Galloway NJ 08205 609-652-1372 Dr. Jeri-Lynn Gatto, Principal
---	---

# Welcome to Cedar Creek High School

As Cedar Creek High School enters its second year, we continue to grow and evolve. In one short year we have created an identity and built new relationships. Students and staff have worked together to create a school community full of pride and accepting of the responsibility that comes with laying the foundation for the successes to continue. With the addition of another incoming group of freshman this year, Cedar Creek will grow to include grades 9 through 11, allowing us to increase our opportunities to students and our role within our communities.

Cedar Creek High School will receive its students from every municipality within the Greater Egg Harbor Regional High School District. We will serve as *the* high school for the communities of Mullica Township, Egg Harbor City, Port Republic, and Green Bank/Washington Township. Our doors will be open to specific geographic areas of Galloway and Hamilton Townships (Geographic Option Program) and the entirety of Galloway and Hamilton Townships through the Magnet Programs (Engineering and Environmental Sciences).

*Opportunity* and *choice* are two of the greatest assets a person, of any age, can have. Education offers and provides each of those, and it is our hope that as students and their families review this book and begin the selection process, full advantage is taken of the opportunity for a young man or woman to challenge him or herself academically, to grow as individuals, and to become part of both the school and local communities. Academic programs will exist within Cedar Creek to challenge every student regardless of their abilities or ambitions beyond high school.

Outside of the classroom, Cedar Creek High School will offer a variety of athletics and activities, allowing every student a chance to become involved and grow as both a teammate and a leader. These extra-curricular experiences serve to provide each student with many of the skill-sets that are so needed as an adult, from relationship-building to commitment and follow-through to developing their communication skills.

Thank you for your time, involvement, and commitment that is so needed to make Cedar Creek High School *a Community of Learners*.

James M Reina  
Principal,  
Cedar Creek High School

## Table of Contents

<b>Topic</b>	<b>Page #</b>
Cedar Creek Info and Facts	5
Graduation Requirements	5
American Diploma Project	7
Course Selection Process	7
Magnet Programs	12
Language Arts	13
Mathematics	16
Science	18
Social Studies	20
Health and Physical Education	23
Special Education	24
World Languages	25
English Language Learning	26
Business	26
Related Arts	27
Performing Arts	28
Testing/Remediation Programs	30
NCAA Clearinghouse Freshmen Initial Eligibility Standards	31
Athletics/Activities	31

## Home of the Pirates

### Community

The Greater Egg Harbor Regional High School District is comprised of Egg Harbor City, Galloway, Hamilton and Mullica Townships. It is the largest school district, in area, in the State of New Jersey. It also serves students from Green Bank and Port Republic. The District operates three comprehensive high schools, grades 9-12; Cedar Creek, Absegami, and Oakcrest, with a total student population of approximately 4,000. The District serves a population of over 72,000 people and is located in Atlantic County - approximately 12 miles West of Atlantic City and a sixty-minute drive from Philadelphia. The area is semi-rural with agriculture, retail, and light industry.

### School

Cedar Creek is located on 66 acres in Egg Harbor City. The total student population for the 2011 / 2012 school year is anticipated to be approximately 700 students, operating in grades 9, 10, and 11. Cedar Creek will offer 12<sup>th</sup> grade for the 2012 / 2013 school year as students progress naturally. The number of credits required for graduation is 120, and students must satisfy the Board of Education's requirements for satisfactory attendance in order to receive credit for classes passed.

### Curriculum

A student's program is individualized with emphasis on aptitude, interest, and career goal. There are a variety of electives that meet the student's vocational or avocational needs. Courses are available in the following areas: Business, English, World Language, Health and Physical Education, Mathematics, Performing Arts, Reading, Related Arts, Science, Social Studies, and Special Education. Enrollment as a share-timed student in the Atlantic County Institute of Technology is also available.

### Magnet Programs

Cedar Creek offers two Magnet Programs, *Engineering* and *Environmental Science*. Each program contains a series of courses over a student's four-year high school career, with specific electives serving to prepare a student for entrance into a university program aligned with the Magnet or a profession associated with the field. *More specific information concerning each Magnet is detailed on pages 12 and 13.*

### Advanced Placement Programs

For the 2011-2012 school-year the following Advanced Placement courses will be offered:

- A.P. English Language and Composition
- A.P. Government
- A.P. United States History
- A.P. Statistics
- A.P. Calculus AB

### Academic Recognition

The Valedictorian and Salutatorian of each high school will be the pupils who are ranked one and two, respectively, at the end of the first semester of their senior year based upon the weighted class rank. In order to be eligible for these honors, the pupils must have been enrolled in the high schools in this District, by September 1st of the pupils' senior year.

### Fast Facts

School Name:	<i>Cedar Creek High School</i>	School Nickname:	<i>Pirates</i>
School Colors:	<i>Forest Green and Burgundy</i>	School Opened:	<i>Sept 2010</i>
Number of Students:	<i>Approx. 700 in the school year 2011 / 2012</i>		

## Graduation Requirements

A graduating pupil must earn a minimum of 120 credits. Those credits must include:

1. Four credit years of English. (20 credits)
- \*2. Three credit years of Mathematics. (15 credits)
3. Three credit years of Social Studies (15 credits) including United States and New Jersey History as required by N.J.S.A. 18A:35-1 and 35-2 and further including one credit year of World History and Cultures.

- \*\*4. Three credit years of a Lab-Science including Life, Environmental, or Physical. (15 credits)
- 5. Two credit years of World Language, as a local district requirement. (10 credits)
- 6. One credit year of Physical Education, Health, and Safety for each year of enrollment, as required by N.J.S.A. 18A:35-5,7&8.
- 7. One credit year of Visual and Performing Arts. (5 credits)
- 8. One credit year of Career education and Consumer, Family, and Life Skills, or Vocational-Technical education. (5 credits)
- 9. A half credit year in Financial, Economic, Business and Entrepreneurial Literacy ( 2.5 credits) Class of 2014 and beyond.
- \*\*\*10. One credit year of Health, Family Life, and Substance Abuse, as a local district requirement. (5 credits)

\* Effective with the 2008-09 grade nine class, (**graduating Class of 2012**) each student will be required to earn five credits of Algebra-1 or its equivalent. Effective with the 2010-11 grade nine class, (**graduating Class of 2014**) each student will also be required to earn five credits of Geometry or its equivalent. Effective with the 2012-13 grade nine class, (**graduating Class of 2016**) each student and beyond will also be required to earn 5 credits of math that builds on the concepts and skills of Algebra and Geometry as part of the 15 credit math requirement.

\*\* Effective with the 2008-09 grade nine class, (**graduating Class of 2012**) each student will be required to earn at least five credits in a laboratory biology/life science or its equivalent. Effective with the 2010-11 grade nine class, (**graduating Class of 2014**) each student will also be required to earn five laboratory/inquiry-based credits in chemistry, environmental science, or physics. Effective with the 2012-13 grade nine class, (**graduating Class of 2016**) each student and beyond will also be required to earn one additional five credit laboratory/inquiry-based science course.

\*\*\*The local district requirement of one credit year of Health, Family Life, and Substance Abuse will be waived for students participating in Magnet Programs.

These programs include all of the NEW JERSEY STATE CORE CURRICULUM CONTENT STANDARDS, as set forth above, by the Department of Education.

The curriculum listed in this catalog was adopted and approved by the Greater Egg Harbor Regional High School District Board of Education at its regular board meeting in November 2010.

The courses described in this catalog are subject to revision or deletion depending upon student subscription, the curricular needs of the District, and/or the changing requirements of the New Jersey Department of Education. These are the New Jersey Department of Education graduation requirements as of November 2010.

Cedar Creek High School has an obligation to ensure that students are scheduled for classes in which they are likely to successfully meet academic challenges. Students who demonstrate a deficiency in basic academic areas get the supportive instruction considered appropriate to their deficiency. This philosophy is basic to all District courses.

### **Grading**

Numerical grades are earned during each marking period. Grade point averages are reported using these numerical averages:

#### **Grade Conversion Scale :**

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

## American Diploma Project

New Jersey is working with Achieve, Inc. on a project called the American Diploma Project (ADP) Network. In 2004, governors, state superintendents and commissioners of education, business executives, and college and university leaders from across the country came together to form The ADP Network. The purpose of ADP is to help states raise academic standards and achievement so that all students graduate ready for college, work and citizenship.

High Schools of the past educated students differently based on their plans for the future. The American Diploma project recognizes that High Schools of the future must provide all graduates, regardless of whether they are going on to college or the workplace, with the same knowledge and skills if they are to survive in a global economy.

At Cedar Creek High School, curricular decisions are made with an eye toward the American Diploma Project and with a focus on the expertise and experience of a talented faculty. As New Jersey moves towards *End of Course Examinations* as future high school graduation requirements, Cedar Creek High School has been preparing to meet these new curricular challenges by developing and providing challenging, content-rich instruction that engages students and fosters strong problem-solving skills. Cedar Creek High School has adopted the ADP philosophy and is committed to ensuring all students are exposed to a rigorous curriculum that will prepare a student to continue their education at a college/university or to enter the workforce with skills that will allow them to be competitive in our global economy.

For more information on the research of the American Diploma Project, visit [www.achieve.org](http://www.achieve.org). For information on the NJ High School Redesign Steering Committee, visit [www.njhighschools Summit.org](http://www.njhighschools Summit.org).

### ***National Goals of the American Diploma Project:***

- Develop a more challenging High School Curriculum aligned with Post-Secondary Education and Career Opportunities
- Develop more rigorous Assessments and Standards
- Increased School Accountability for Improved Student Performance

### ***New Jersey's Goals for the American Diploma Project:***

- Align Language Arts Literacy and Mathematics standards with post-secondary education and career skills required for success
- All students must enroll in a college and work ready curriculum

## Course Selection Process

### ***Course Description Booklet***

This booklet will be distributed to current 8<sup>th</sup> grade students in Cedar Creek's sending districts. In an effort to be more fiscally and ecologically responsible, Cedar Creek will not automatically distribute printed copies of this book to our current 9<sup>th</sup> and 10<sup>th</sup> grade students. We ask that you utilize our website, [www.cedarcreekhs.net](http://www.cedarcreekhs.net) to view the book in its entirety or request a printed copy from our Guidance Department. The purpose of the booklet is to furnish students and their families with information about Cedar Creek High School, course offerings, graduation requirements and important telephone numbers. Students and parents are encouraged to research courses carefully and be prepared to select courses wisely for the following school year.

### ***Orientations***

During the months of January and February our freshmen and sophomore students will be invited to attend a course selection presentation. At the presentation, students will view the course description booklet and counselors will discuss the various opportunities available to students as well as the importance of choosing the level of courses, electives, and alternates wisely.

Our eighth grade students will have an opportunity to participate in the following course selection activities:

- School visitations by our Guidance Counselors, at which time the course description booklet will be distributed along with a sample form of the course selection sheet. Students will be informed of graduation requirements, required ninth grade courses, attendance policy, promotion-retention policy, and the eligibility policy. Counselors will also discuss the application process into both honors level courses and our Magnet Programs.
- Eighth Grade Orientation Program – this is an orientation for both students and parents held during the evening in January at Cedar Creek High School. During this program school administration, counselors, supervisors and teachers have an opportunity to present our school and curriculum to our eighth grade community.

### ***Meeting with Counselors***

All parents/guardians are encouraged to participate in their child's selection of courses for the following school year. Cedar Creek High School will work with the sending districts to identify a time when Cedar Creek Guidance Counselors will meet with 8<sup>th</sup> grade students for the purpose of selecting courses. The sending districts will be responsible for notifying parents of the days and times of these conferences. Cedar Creek High School families will be notified, via the mail, of the opportunity to participate in their child's course selections for the following school year. Conferences can be arranged by appointment with your child's counselor for morning, afternoon, or selected evenings.

Counselors will meet with students with or without the presence of a parent and select courses that will meet the objectives as stated earlier. All students will receive copies of the selected courses and should share this information with their parents.

### ***Factors to Consider in the Selection of Courses***

*Regardless of the student's grade level, there are numerous factors and responsibilities to consider when selecting courses for a given year. Please review the following list for helpful hints:*

- ❖ Graduation Requirements – Guidance Counselors will ensure students are selecting the necessary courses needed to meet our high school graduation requirements.
- ❖ Recommendations – counselors may solicit recommendations from teachers, supervisors and the counselors at the eighth grade schools. Students and parents should seriously consider these recommendations because they reflect a professional educator's opinion of the placement into a course where the student can achieve success.
- ❖ Present Academic Success – counselors will review with students and parents the child's present academic success in specific courses and make a recommendation based upon the most recent report card. If a child is not meeting with success in an academic setting, it may be recommended by the counselor to change the level of the course (if the course is required) or not take the next sequential course.
- ❖ Test Scores – at the 8<sup>th</sup> grade course selection meetings, counselors may have available test results from the 7<sup>th</sup> grade. Using these results, counselors may make recommendations. At the high school, counselors will have available one or a series of standardized test results and could make recommendations based upon these results.
- ❖ Honors and Advanced Placement Courses – in some cases students may be recommended to select an Honors or Advanced Placement course. Enrolling into an Honors or Advanced Placement course often involves the completion of a summer packet of instructional materials. Students should consult with their teachers or the department supervisor regarding the requirement of a summer packet.
- ❖ Magnet Programs – Cedar Creek offers two magnet Programs, open to a student residing in any of the GEHRHSD communities. Each of these two programs, *Engineering* and *Environmental Sciences*, offers a focused, directed series of courses a student must select over their four years. Students must complete an application packet and submit the forms to the Cedar Creek Guidance Dept by the posted deadlines. Additional, specific information concerning each Magnet is available on pages 12 and 13.

- ❖ Cohort Learning – at Cedar Creek High School students may be provided with a unique educational environment called cohort learning. This occurs when two subject areas work together during consecutive periods with a group of students to deliver their curriculum. The following is a list of subject areas that may be involved in cohorting:
  - English I/World History
  - English II/United States History I
  - English III/United States History II
  - Honors Biology/Honors Geometry (9<sup>th</sup> grade)

When selecting courses, students cannot mix the levels within a cohort. For example: if a student selects College Prep(CP) English I, they must also select CP World History.

- ❖ Post Secondary Planning – As indicated earlier, one of the goals of the Guidance Department is to assist students in creating a post secondary plan. Students should select courses that will enable them to meet this goal. Although students may change their minds concerning post secondary plans, changing courses is not as easy. It is important to select courses wisely!
- ❖ Carnegie Units – most four-year colleges recognize a Carnegie unit as a college preparatory course. Most four year college programs recommend the following Carnegie units:
  - 4 units English
  - 2 units Laboratory Science
  - 3 units College Prep Math – Algebra 1, Geometry and Algebra 2
  - 3 units Social Studies
  - 2 units Foreign Language
  - 2 units additional work in at least two of the following areas: English, Social Studies, Foreign Languages, Mathematics and/or Sciences.

*\* Please note that each college has its own admission requirements and should be researched further as the student prepares to graduate. \**

- ❖ For every elective chosen, students should provide an alternate course. These selections should be chosen carefully and judiciously for there is a possibility that a student may have one of these courses in their schedule.
- ❖ Athletics, Scholarships and the NCAA - Students who possess the athletic ability to be recruited by a Division I or II school for an athletic scholarship must be declared eligible by the NCAA Clearinghouse. Students are required to take and pass specific courses to be eligible. See the NCAA Clearinghouse information at the back of this book or visit the website: [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net) for additional information.

### ***Atlantic County Institute of Technology***

Cedar Creek High School enjoys a professional educational relationship with the Atlantic County Institute of Technology (ACIT). Admissions into the shared time ACIT programs are available to students in the Class of 2012-14 only. Starting with the Class of 2015 ACIT will become a full-time comprehensive high school and no longer will accept shared time students. Shared time students receive a certification upon fulfilling their ACIT program requirements. Shared time students follow a two-year program in which they receive instruction from Cedar Creek for ½ day and ½ day at the ACIT. Admission to the ACIT is determined after a review of a student's application by the ACIT admissions committee. Students entering grades 11 and 12 can obtain an application from their Guidance Counselor. It must be completed and returned to their counselor. The admissions personnel at ACIT will consider the following:

- Student academic achievement
- Student attendance record
- Counselor recommendation
- Availability of seats within a program

Students will be informed by ACIT of their acceptance into their program. During the scheduling conference, students who are planning to attend the ACIT School will select courses for a shared time ACIT program and a full day program at Cedar Creek High School.

### **Changes to Selected Courses**

As it has been stated earlier, it is extremely important that both students and parents take the time to discuss and plan the selection of courses. This planning should allow the student to:

- ✓ fulfill graduation requirements
- ✓ meet post secondary career plans
- ✓ achieve academic success
- ✓ explore interests
- ✓ develop talents and hobbies
- ✓ increase opportunities to receive assistance in reading, math and/or writing in order to pass the High School Proficiency Assessment Test, New Jersey Biological Competency test, and the Algebra End of Course Exam.

To this extent, we encourage parents to be actively involved in this process so courses are sensibly chosen and there will not be a need to alter courses in the fall. From February through July, a student's selection of courses may change given the following reasons.

1. A decision is made by student/parent to change a course.
2. Student subscription to a course is low and a decision not to offer the course is made. Students will have the opportunity to select another course.
3. A decision is made to change a level of a course.
4. A course waiver form is processed and approved.
5. A result on a standardized test indicates a skill deficiency.
6. A student fails a sequential course.
7. A student does not attend summer school for a failed course.
8. A student loses credit in passed courses due to attendance reasons.

With the number of opportunities available to students to change courses prior to the start of school, there should be no need to request a schedule change upon the commencement of school in the fall.

### **Eighth Period/Eighth Class Request– Study Halls**

All students are assigned a study hall, unless they opt to take an additional eighth class. At the time of the course selection process only Band, Chorus, Drama, and Media may be selected as an eighth class, unless a student is enrolled in either the *Engineering* or *Environmental Science* Magnet Program. As the scheduling process continues the eighth period course may be selected before *September 1st*, **BUT NO CONFIRMATION OF ENROLLMENT IN THE EIGHTH PERIOD COURSE WILL BE MADE BEFORE THAT TIME AND REQUESTS FOR AN EIGHTH PERIOD MAY ONLY BE GRANTED ON A "SPACE AVAILABLE" BASIS.**

For this reason, at the time courses are selected, counselors may ask a student "if there was space available would you like to take an eighth class in lieu of a study hall, and if so what would it be." Please understand that even if space is available in a particular class other scheduling variables might preclude your child from being able to take an eighth class.

### **Science Labs-Study Halls**

When a student enrolls in a six or seven credit science lab course they, are required to meet for two consecutive periods, once or twice a week. To accommodate the science labs, students' lab period(s) typically replaces their study hall. Therefore, on the day of the week which a student has their science lab they will not have a study hall. In the event a student is taking an eighth class or his/her schedule prohibits taking the lab from a study hall, the student's lab period will be taken from his/her Physical Education Course or selected elective courses. Please note that when a lab is taken from a Physical Education or a selected elective course, the course is assigned four credits as opposed to five. The four credit Physical Education course would satisfy graduation requirements, but parents/guardians and students should be aware that based upon the method used to calculate GPA and class rank, a four credit Physical Education class or a four credit selected elective course will have a different impact than a five credit Physical Education class or a five credit selected elective course.

### **Attendance – Loss of Credit**

It is GEHRHSD Board of Education policy that if a student ends the school year on *No-Credit Status* or *Total Loss of Credit Status* he/she will be rescheduled into the same courses for the following year, regardless of whether the final grade is passing or failing.

A student is placed on *No-Credit Status* if they accumulate eleven unexcused absences or ends the year owing credit completion sessions for unexcused lateness to school. Prior to the last day of school, a student on *No-Credit Status* can make-up their days by attending credit completion or submitting proper documentation that would excuse the absence(s).

A student is placed on *Total Loss of Credit Status* on the thirty-sixth absence from school (excused and unexcused). Students on *Total Loss of Credit Status* who feel as though their situation warrants special consideration, due to extenuating circumstances, need to complete an attendance appeal. All attendance appeals should be completed prior to the last day of school.

Parents/guardians will receive a *Cedar Creek High School Parent Guidebook and Calendar of Events* in August. This publication can be referenced for additional information concerning the GEHRHSD attendance policy.

**Promotion/Retention Policy**

It is the GEHRHSD Board policy that grade status of students be established each September on the basis of how many credits have been earned as listed below:

<u>Grade</u>	<u>Credits</u>
9 <sup>th</sup> Grade.....	0 – 24.9
10 <sup>th</sup> Grade.....	25-59.9
11 <sup>th</sup> Grade.....	60 – 84.9
12 <sup>th</sup> Grade.....	at least 85

**Conclusion**

The course selection process at Cedar Creek High School is a carefully arranged series of steps beginning in January and progressing through July each year. These steps include:

- Securing recommendations from teachers and supervisors
- Invitations to parents/guardians to participate in the course selection process
- Distribution of Course Description Booklets
- Seminars and orientations for students and parents
- Preliminary selection of courses by students and/or parents with students receiving a copy of the courses selected
- Review of course selections and recommendations by counselors
- Determination of the number of course sections based upon student subscription to course
- Assigning teachers to sections of courses and identifying the need of additional staff
- Ordering text books and supplies based upon student subscription
- Reassessment based on end-of-the-year academic student achievement
- Notification of course selection to parents and another invitation to make changes during the summer.
- Preparation and the building of the Master Schedule.

The Guidance Department and Administration of Cedar Creek High School look forward to meeting with students and their family and assisting you in the planning and selection of courses for the upcoming school year.

**BOARD OF EDUCATION APPROVAL**

The curriculum listed in this catalog was adopted and approved by the Greater Egg Harbor Regional High School District Board of Education at its regular Board meeting.

The courses described in this Catalog are subject to revision or deletion depending upon student interest, the curricular needs of the district, and/or the change in requirements of the New Jersey Department of Education.

# Magnet Programs

## Overview

The Magnet Programs at Cedar Creek High School represent two focused curricular choices. Each offering has at its core a design to move students beyond a customary high school education, and to provide them with a concentrated, topic-specific program that will serve to prepare them for either University study of the topic or entrance into a career in the field of study. Each Magnet Program consists of a series of electives to be taken over a student's four-year career that will expose them to the vocation and allow the student to study with peers who share their educational interests and aspirations. Whether a student selects the *Engineering* or *Environmental Science* Magnet, they will be provided with a "hands-on" learning experience delivered not only from Cedar Creek teachers, but also Professionals from the field of study and College Professors utilizing real-world applications of their knowledge. In addition to the electives offered as the curricular-core of the Magnet Programs, a number of the standard courses required for graduation (such as English, History, or Math) will contain components directly related to the course of study in the Magnet selected.

*Any student within the Greater Egg Harbor Regional High School District is eligible for participation in either Magnet Program. An application packet must be completed to be considered for acceptance into the Magnet Programs. This application is available through your guidance counselor, and online at [www.cedarcreekhs.net](http://www.cedarcreekhs.net). Prospective students and their parents / guardians will also be required to participate in a Magnet Program Orientation Program. Scheduling dates and times will be posted on the school website or you may call 609-593-3560 ext 4025 for specifics.*

## ENGINEERING

Cedar Creek's Engineering Magnet is run in conjunction with nationally accredited *Project Lead the Way*, currently in operation in 49 states. The combination of traditional math and science courses with innovative *Pathway to Engineering* courses prepares students for college majors in engineering and E/T fields and offers them the opportunity to earn college credit while still in high school.

*Pathway to Engineering* courses engage high school students through a combination of activities-based, project-based, and problem-based (APPB) learning. This approach encourages students to develop skills that will also assist them in other rigorous courses and programs, such as Honors and Advanced Placement. Specific abilities focused on include:

- \* Problem Solving (Individual and Team Projects)
- \* Public Speaking
- \* Logic and Reasoning
- \* Research and Data Analysis

Cedar Creek's teachers involved with *Project Lead the Way* will have completed additional training specific to the Engineering Program, and students may be eligible to receive college credit for specific courses within the program. Some of the courses to be offered will include:

- \* Introduction to Engineering Design
- \* Principles of Engineering
- \* Digital Electronics
- \* Engineering Design and Development

Cedar Creek will also be collaborating with Rowan University and professors within their Engineering School through this Magnet. The academic expectations will be both challenging and rewarding, and allow students with an interest in the area of Engineering to begin their advanced studies during their high school years.

## ENVIRONMENTAL SCIENCE

The *Environmental Science* Magnet will offer students interested in pursuing environmental-related fields of study at the college level or similar careers an opportunity to begin advanced course-work during their high-school years. The basic skills addressed will include:

- \* Inquiry-based Learning and Lab-work
- \* Data Collection and Assessment / Evaluation
- \* Environmental Impact and Conservation Concerns

- \* Field work and Collaborative Projects
- \* The Role of Government and Society in Environmental Policy and Perception

Coursework is being designed through a collaborative effort with Stockton College and professors within its Environmental Science School. The curriculum will not replace any of the traditional science courses offered, but rather serve to deepen a student's knowledge and understanding in a parallel, focused approach. Some of the courses expected to be offered will include:

- \* Environmental Science I: Environmental Sciences and Methodologies
- \* Environmental Science II: Ecology
- \* Environmental Science III: Physical Geography
- \* Environmental Law and Resource Management
- \* AP Environmental Science

Students will interact with professionals from the field and local and state agencies to gain real-world experiences and begin establishing their own contacts within the field. The program will provide students with an opportunity to seek transfer of the credit from its courses to the college / university level (pending approval of specific institution).

## Language Arts

### ENGLISH I

**Grade 9**

**5 Credits**

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

#### CLASSICAL

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

#### ACCELERATED

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

#### HONORS

Honors English I is designed for highly motivated students with outstanding ability. This course encompasses the areas of reading, writing, speaking, listening and technology. The course is designed to be challenging. It has as its goal to prepare students for Honors/AP level courses that may be taken in sophomore through senior years. The reading level of materials will vary, but most of the reading is demanding. The course is designed to coincide with the Honors World History class, so most of the literature is arranged chronologically to correlate with the history that is studied. Literature, vocabulary, critical thinking and analysis, and advanced study and research skills will be honed at the honors level. A summer reading component is included as is a year-end interdisciplinary project. Students selected for Honors World History and Honors English I should possess strong writing proficiency, organization skills, and advanced reading comprehension. Selection is based on multiple measures including eighth grade social studies and language arts teacher recommendations, writing

samples, and standardized test scores. Students apply for the ninth grade Honors program in English and Social Studies in March, are tested in May, and are notified of the results in early June of their eighth grade year. A summer reading and writing assignment will be provided before the course begins in the fall.

## **ENGLISH II**

**Grade 10**

**5 Credits**

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

### *CLASSICAL*

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

### *ACCELERATED*

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

### *HONORS*

This course may be combined with either AP Government or Honors United States History I. Each cohort is designed as a two class-period study with Honors English II placing a strong emphasis on writing, research, and presentation. The course will be structured to advance students' analytical reading and writing skills with particular emphasis on argument/persuasion and the rhetorical modes required on the SAT. Additionally, particular emphasis is placed on enhancing students' public speaking and presentation skills. Historical, political, and literary texts chosen for the course will provide a strong foundation for the study of future Advanced Placement courses in the humanities that include English Literature, English Language, United States History, and Psychology. Students wishing to enroll in the Honors English-2 / AP Government cohort must meet AP course entrance requirements as discussed on page 9. It is recommended that students wishing to enter the Honors English-2 / Honors United States History-I cohort should have an average of 84 or higher in the Honors English-1 / World History Cohort or an average of 91 or higher in the Classical or Accelerated English-1 / World History Cohorts.

## **ENGLISH III**

**Grade 11**

**5 Credits**

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

### **CLASSICAL**

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

### **ACCELERATED**

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

### **HONORS**

This course encompasses the areas of reading, writing, speaking, listening, viewing, and technology. This course has been modified from the standard English III curriculum with respect to the readings and texts that are examined, and the level of writing required. This course is offered in conjunction with Honors US History I. The English class will utilize the areas of reading, writing, speaking, listening, viewing, and technology to deepen students' mastery of the skills necessary to be successful on the High School Proficiency Assessment, taken in the spring of the junior year. Various reading selections, audio-visual materials, classroom activities, and assessment tools will be utilized to allow students with differing learning styles to display their abilities.

Prerequisite: *91 in Accelerated or Classical English II or 84 in Honors English II*

### **ADVANCED PLACEMENT ENGLISH LANGUAGE and COMPOSITION**

**Grade 11**

**5 Credits**

This course in English Language and Composition is a rigorous program that engages students in becoming skilled readers and writers. The ultimate goal of the course is to enable students to read complex texts with understanding, to write effectively for a variety of purposes, and to develop an awareness of the connection between a writer's purpose/theme and the rhetorical strategies he/she employs to achieve this goal. Students will be expected to take the Advanced Placement English Language and Composition Test. This course is offered in conjunction with AP US History I.

Prerequisite: *91 in Accelerated or Classical English II or 84 in Honors English II*

### **CREATIVE WRITING**

**Grades 9-11**

**2.5 Credits**

The Creative Writing elective offers each student the opportunity to explore writing as a subject apart from the standard Language Arts classroom. By devoting a course entirely to writing, students will strengthen their writing skills in all areas. Because writing is a skill that needs to be practiced, students are given the opportunity to write for extended periods of time in both standard and non-standard forms. Emphasis is placed on the writing experience and individual creativity in written language through the development of writing portfolios. This course may be repeated for credit.

### **JOURNALISM**

**Grades 10-11**

**5 credits**

This English elective course deals with the history and practice of journalism, with emphasis on the development of individual skills as well as practical application of those skills in the production of a school newspaper. Other elements include radio/television journalism, individual writing skills, and an exploration of issues bearing on the practice and future of journalism.

### **DEBATE AND DISCUSSION**

**Grades 10-11**

**5 Credits**

This English elective concentrates on the concepts and skills of debate and discussion. Designed to improve communication, logical and critical thinking, and analysis of problems, this course requires considerable research and writing.

# Mathematics

## **ALGEBRA I**

**Grades 9-11**

**5 Credits**

Algebra I is the basic course of advanced high school mathematics. Concepts included in Algebra I are number theory, variables, equations, exponents, roots, functions, and graphs. Mathematics basic skills are reinforced using interpreting symbols of algebra, fundamental operations, evaluating expressions, using exponents and radicals, solving equations, solving verbal problems, drawing and interpreting graphs and factoring. Students will be required to take the state mandated Algebra End of Course Competency exam in May. The student's level of proficiency on this exam will determine his or her mathematics placement the following year.

## **ALGEBRAIC PROBLEM SOLVING**

**Grades 9-11**

**5 Credits**

Algebraic Problem Solving is specifically designed, and mandated, for students who have demonstrated partial proficiency on the Algebra 1 EOC. Through data analysis and student discourse, this course will focus on algebraic modeling and problem solving. Students will take an investigative approach to learning through frequent use of graphing technology and real-world application.

Prerequisite: *Algebra 1 or IMP 2*

## **GEOMETRY**

**Grades 9-11**

**5 Credits**

Geometry is offered to students who have passed Algebra 1. Emphasis is placed on deductive proofs, applications, understanding and writing of acquired geometrical knowledge. The course focus on developing thinking processes, connections to the real world, non-Euclidean ideas, and 3-D figures.

Prerequisite: *Algebra 1*

## **HONORS GEOMETRY**

**Grades 9-11**

**5 Credits**

Honors Geometry is the honors college preparatory course offered to superior students who have passed Algebra I. Emphasis is placed on deductive proofs, applications and different methods of proof. Geometric interpretation and understanding of applications to the real world will be introduced. Through writing students will be to conceptualize abstract proof and explain in a concrete manner. Geometric probability, trigonometry, inequalities, non-Euclidean ideas, transformations, coordinate proofs, and 3-D figures will also be covered.

Prerequisite: *Algebra 1*

## **ALGEBRA II**

**Grades 10-11**

**5 Credits**

Algebra II is an extension of the study of mathematics begun in Algebra I. The course covers operations with real and complex numbers, linear and quadratic systems, polynomials, logarithms, and the concept of function. Matrix algebra and extensive graphing of equations is also covered.

Prerequisite: *Algebra I and Geometry*

## **HONORS ALGEBRA II**

**Grades 9-11**

**5 Credits**

Honors Algebra II is designed for those students who have demonstrated superior math ability in Algebra I and Geometry. The course includes a review of the material covered in Algebra I with emphasis on linear and quadratic equations and inequalities, the use of powers, exponents and radicals along with rational functions. Topics to be introduced include exponential, logarithmic, and polynomial functions as well as conic sections. A basic introduction to trigonometric functions and identities is also included. Considerable emphasis is placed on graphing and mathematics modeling of real word situations. Graphing calculators will be used with appropriate lessons.

Prerequisite: *Algebra I, Geometry, and Teacher recommendation*

## **PRE-CALCULUS**

**Grade 11**

**5 Credits**

This course is designed for the liberal arts and basic scientific students who have demonstrated proficiency in previous mathematics courses. It allows the student to discover the relationships between the parts of a triangle, trigonometric functions, and practical problems relating to these functions. The course of study will include formulas, ratios, functions, identities, graphs, radian measurements, vectors, coordinates, inverse functions and the theory of equations. Additional study in advanced algebra, theory of sets, number systems, limits, and topics from analytic geometry will be covered.

Prerequisite: *Algebra II, Honors Algebra II, or IMP 3*

**HONORS PRE-CALCULUS****Grades 10-11****5 Credits**

This is a course for advanced math students who have demonstrated superior math skills. It emphasizes refining mathematical and analytical reasoning, developing fundamental concepts, mechanics of the algebraic process, and the nature of function. Intuitive and systematic calculus methods are developed in basic integration and differentiation along with the concept of limits.

Prerequisite: *Honors Algebra II or Pre-Calculus*

**CALCULUS****Grade 11****5 Credits**

Calculus is an advanced math course offered to students who have demonstrated superior math skills in Honors Pre-Calculus or Pre-Calculus. Emphasis is placed on developing limits and methods of differentiation and integration. Graphical techniques, areas, volumes, logarithmic functions, exponential functions and trigonometric functions will also be studied.

Prerequisite: *Honors Pre-Calculus or Pre-Calculus*

**ADVANCED PLACEMENT STATISTICS****Grades 10-11****5 Credits**

Advanced Placement Statistics is designed to be the secondary school equivalent, to a one semester, introductory, non-Calculus based college course in statistics. This course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. It contains four themes:

1. exploring data - observing patterns and departures from patterns
2. planning a study - deciding what and how to measure
3. anticipating patterns - producing models using probability and simulation
4. statistical inference - confirming models

Other concepts include: descriptive statistics, presentation of data, averages, measures of variation, skewness, binomial and normal distributions, confidence intervals, testing hypotheses, linear regression and correlation. Students are expected to take the Advanced Placement Statistics Examination in the Spring.

Prerequisite: *A 91 average in Algebra 2, an 84 average in Honors Algebra 2, or Teacher Recommendation.*

**ADVANCED PLACEMENT  
CALCULUS AB****Grades 10-11****6 Credits**

Advanced Placement Calculus AB is offered to those pupils who have demonstrated superior math skills in Honors Pre-Calculus. Emphasis is placed on developing limits and methods of differentiation and integration. Considerable time is spent on the application of differentiation and integration to graphing, areas, volumes, conic sections, logarithmic functions, exponential functions, and trigonometric functions. Emphasis is placed on developing limits and methods of differentiation and integration. Use of the graphing calculator is required. Students who participate in the college advanced placement program will be expected to take the Advanced Placement Calculus AB exam.

Prerequisite: *Honors Pre-Calculus*

**INTERACTIVE MATHEMATICS PROGRAM:****IMP-1****Grade 9****5 Credits**

The IMP 1 curriculum challenges students to actively explore open-ended situations, in a way that closely resembles the inquiry method used by mathematicians and scientists in their work. IMP students are called on to experiment with examples, look for and articulate patterns, and make, test, and prove conjectures. IMP integrates algebra, geometry and trigonometry with the additional topics recommended by the National Council of Teachers of Mathematics. Using graphing calculators and computer technology student learning will be enhanced. This is the first part of a three year plan with an optional fourth year to go to Pre-calculus. All three years will be accepted as credits for college entrance.

**IMP-2****Grade 10****5 Credits**

The IMP 2 curriculum is the second year for students that have met the challenge of IMP 1 to actively explore open-ended situations, in a way that resembles the inquiry method used by mathematicians and scientists in their work. IMP 2 students will be called on to continue to extend and expand experimentation with examples, look for and articulate patterns, solve equations, investigate areas, volumes, tessellations, the power of Pythagoras, feasible regions, points of intersection, depreciation, exponential graphing, and make, test, and prove conjectures. IMP 2 integrates algebra, geometry, probability, and trigonometry with the additional topics recommended by the National Council of

Teachers of Mathematics. Using graphing calculators and computer technology student learning will be enhanced. This is the second part of a three year plan with an optional fourth year of Pre-calculus. Units covered will be *Solve It!, Is There Really a Difference?, Do Bees Build it Better?, Cookies, and All About Alice*. All three years will be accepted as credits for college entrance. Students will be required to take the state mandated Algebra End of Course Competency exam in May. The student's level of proficiency on this exam will determine his or her mathematics placement the following year.

Prerequisite: IMP 1

### **IMP-3**

**Grade 11**

**5 Credits**

The IMP 3 curriculum is the third year for students that have successfully completed IMP 2 and have scored proficiently on the Algebra 1 EOC. IMP 3 students will be called on to solve parabolic trajectory problems, find vertices of various functions, develop formulas in geometry and coordinate geometry, discuss geometric proofs, discover trigonometric functions and uses, apply the Pythagorean theorem, investigate linear inequalities, linear programming, matrices and matrix operations, discover derivatives and exponential functions, the value of  $e$ , review logarithms and the natural log function, probability, and statistical reasoning. IMP 3 continues to cover topics recommended by NCTM and use graphing calculators and computer technology to enhance student learning. This is the third part of a three year plan with an optional fourth year of Pre-calculus. All three years will be accepted as credits for college entrance.

Prerequisite: IMP 2

## **Science**

### **CLASSICAL SCIENCE**

**Grade 9**

**5 Credits**

This laboratory course allows students to study concepts from physics, chemistry, and earth science with a biological focus. The course is designed to develop knowledge of scientific principles and to improve laboratory skills. Students will explore scientific habits of mind through guided scientific inquiry. Scientific processes, building of mathematical skills and content area reading will be stressed. This course will begin to prepare students for the NJ Biology Competency Test.

Prerequisite: *None*

### **ACCELERATED CLASSICAL SCIENCE**

**Grade 9**

**5 Credits**

This laboratory course provides students with a fast paced and in-depth study of physics, chemistry, and earth science concepts with a biological focus. Students choosing this course should have a basic understanding of algebra skills. The course is designed to develop science related skills and understanding of scientific principles that govern the world around us. Students will explore scientific habits of mind and work with independent scientific inquiry. This course moves at a faster pace than Classical Science, will be more mathematically intense, and requires a greater amount of independent reading. This course will begin to prepare students for the NJ Biology Competency Test.

Prerequisite: *None*

### **BIOLOGY**

**Grades 10**

**5 Credits**

Biology is a laboratory class that meets five times per week and will provide the students with an understanding of the properties of life, cellular structure and function, and a survey of life, from bacteria through invertebrates, plants, fungi, and vertebrates. Students will also study the basics of ecology, change in organisms over time and human biology. This laboratory science course, emphasizes hands-on activities as a major part of the curriculum. The activities are provided to reinforce scientific principles and their application in solving everyday problems. Successful completion of Biology will allow the student to advance to Astronomy/Earth Science, Horticulture or Chemistry (5 credit). This course is designed to assist students in passing the New Jersey Biology Competency Test (BCT) administered in May as required by the State of New Jersey.

Prerequisite: *Classical Science or Accelerated Classical*.

### **BIOLOGY**

**Grade 10**

**6 Credits**

This accelerated lab course is designed to help students understand how the study of biology has evolved through laboratory investigation, observation, and the accumulation of knowledge. This course will meet for six periods per week. Students are encouraged to inquire, experience, and integrate the biological principles they have learned to appreciate the world around them. Students will explore topics in the areas of ecology/human impact, evolution, reproduction/heredity, and matter/energy/diversity/organization in living systems. This course is designed to assist students in

passing the New Jersey Biology Competency Test administered in May as required by the State of New Jersey for graduation.

Prerequisite: *Classical Science*

### **HONORS BIOLOGY**

**Grades 9-10**

**6 Credits**

This honors laboratory course is designed to provide students with an in-depth and rigorous study of Biology. It provides students with an understanding of how the study of biology has evolved through laboratory investigation, observation, and the accumulation of knowledge. It is for students who have demonstrated superior skills in science. The course allows molecular Biology topics to be experienced in greater depth. This course will meet for six periods per week. Students will explore topics in the areas of ecology/human impact, evolution, reproduction/heredity, and matter/energy/diversity/organization in living systems. This course is designed to assist students in passing the Biology End of Course Assessment (BCT) administered in May as required by the State of New Jersey. Prerequisite: *Recommendation from Eighth Grade Science Teacher plus passing score on placement exam or "B" (84) or better in Accelerated Classical Science.*

### **CHEMISTRY**

**Grades 10-11**

**5 CREDITS**

This laboratory course meets five times a week and is designed to help students understand how the study of chemistry has evolved and is evolving through investigation, observation, and the accumulation of knowledge. This inquiry based course will connect the study of biology with chemistry. Students taking this course will understand the world around them based on their experience and the assimilation of new information from an inquiry based perspective. Students will use acquired information and become active thinkers. Topics will include all the topics found in chemistry (6 credits), however there will be more inquiry based instruction and less emphasis on mathematics.

Prerequisite: Biology, Classical Science or Accelerated Classical Science..

### **CHEMISTRY**

**Grade 10-11**

**6 Credits**

This accelerated laboratory course meets six times a week and deals with the fundamental principles of quantitative chemistry and their evolution through logical processes involving the scientific method of problem solving. The pupil studies the organization of chemistry, formulas, equations, states of matter, bonding, solutions, and chemical reactions.

Prerequisite: *Biology and Algebra 1, IMP 2, or Geometry.*

### **HONORS CHEMISTRY**

**Grades 10-11**

**6 Credits**

The course utilizes a mathematical approach to the principles of chemistry. Through logical processes, the student studies the organization of formulas and equations based on periodic law. Stoichiometry, solutions, bonding, chemical reactions, states of matter and equilibrium will be examined.

Prerequisite: *Successful completion of Biology and Algebra 1, IMP 2, or Geometry.*

### **HONORS PHYSICS**

**Grade 11**

**6 CREDITS**

The student develops an understanding of the basic laws of physics by essentially studying the same topics as listed under Physics-Classical. The main difference is that this section covers the subject matter in significantly greater depth and at a more rapid rate.

Prerequisite: Successful completion of Physical Earth Science, Biology and Chemistry. Students should concurrently be taking either Pre-Calculus or Calculus.

### **SCIENCE RESEARCH I**

**Grade 10**

**5 CREDITS**

The Science Research Course enables students to practice authentic and original scientific research in an independent manner. This is **the first course in a three-year program** that affords students the opportunity to participate in the community of scientific research and scholarship as part of their high school experience. The research course is designed to provide students with an understanding of research methodology in the natural and social sciences. The course is directed to those students who wish to pursue excellence and progress into advanced areas of original research. Emphasis is on both laboratory and bibliographical research. Students are taught the process of on-line bibliographical researching. Group seminars and individual consultations with doctoral level scholars are arranged. Student commitment to long-term focused research, demonstrating initiative, perseverance, and creativity is developed and fostered. This is a 5 credit elective and cannot be substituted for the three year science requirement.

Prerequisite: Teacher recommendation and interview with Science Supervisor.

# Social Studies

## **WORLD HISTORY**

**Grade 9**

**5 Credits**

This course is required for all students as a prerequisite to graduation. The scope of the course will focus on the correlation between historical eras and events and their effect and role in shaping the modern world. Students will analyze the various aspects of civilizations in the regions of Africa, Middle East, India, China, Latin America and Europe as delineated in the New Jersey Core Curriculum Standards for Social Studies. This course is thematically aligned with English I providing the students with an interdisciplinary learning cohort. Students will be exposed to all aspects of civilizations, including cultural, social, economical, political and geographical themes. World History is offered in the following academic settings:

### *CLASSICAL*

This course is designed to develop students reading, writing, research and critical thinking skills by utilizing a variety of activities and assessments geared towards the different learning styles of the students. Students will have the opportunity to demonstrate their knowledge by participating in differentiated learning activities, hands-on projects, and other activities that emphasize skill development, content mastery and creativity.

### *ACCELERATED*

Emphasis will be placed on the development of reading, writing and research skills. Students will be able to demonstrate the ability to analyze primary sources to formulate written responses to document-based questions. They will also be able to utilize research and writing skills by completing the Modern Language Association (MLA) formatted research paper. Rigorous independent work, intensive reading, research and cohort projects will allow students to demonstrate critical thinking and communication skills.

### *HONORS*

This Honors level World History curriculum will place special emphasis on the utilization of advanced research and writing skills along with in-depth analysis of the major themes of world history. Students are required to perform research independently, analyze a variety of documents such as primary sources, charts, graphs, political cartoons and novels, and ultimately demonstrate higher level critical thinking skills orally and on comprehensive objective and written assessments. Students will be better prepared for Advanced Placement testing by mastering these critical thinking skills. This course is taught in an interdisciplinary cohort structure with a clear alignment to the English I curriculum. Students will be selected for Honors World History and Honors English I based on strong writing skills, sense of organization, and advanced reading comprehension. Student selection is based on multiple measures including eighth grade social studies and language arts teacher recommendations, writing samples and standardized test scores. Students apply for the ninth grade honors program in English and Social Studies in March, are tested in May, and are notified of the results in early June of their eighth grade year.

## **UNITED STATES HISTORY I**

**Grade 10**

**5 Credits**

U.S. History I, a required course, is designed to address and achieve the goals set forth in the New Jersey Core Curriculum Content Standards for Social Studies. Three areas of humanities are emphasized: history, citizenship and geography. Embedded in these content areas are economic, cultural, anthropological, sociological and global perspectives. By the end of the course, students will have studied three of the five major periods in history as delineated in the Standards for Social Studies:

- The Revolution and Early National Period (to 1820)
- The Age of Civil War and Reconstruction (to 1870)
- Industrial America to 1915

Other features of this course design are: (a) a thematic approach to addressing the Standards; (b) an alignment and integration with English II to promote an interdisciplinary approach to addressing both the Social Studies and the Language Arts Literacy Standards in the English II course of study; and (c) scheduling students in a cohort so both the Social Studies and the English teacher can work in a double period block when appropriate

### **CLASSICAL**

This course is designed to allow students to better develop their reading, writing, research and critical thinking skills by utilizing a variety of activities and assessments geared towards the different learning styles of the students. Students will have the opportunity to demonstrate their knowledge by participating in differentiated learning activities, hands-on projects, and other activities that emphasize skill development, content mastery and creativity.

### **ACCELERATED**

Emphasis will be placed on the development of reading, writing and research skills. Students will be able to demonstrate the ability to analyze primary sources to formulate written responses to document-based questions. They will also be able to utilize research and writing skills by completing the Modern Language Association (MLA) formatted research paper. Rigorous independent work, intensive reading, public speaking, discussion-based projects, research and cohort projects will allow students to demonstrate critical thinking and communication skills.

### **HONORS**

This Honors United States History-I curriculum will place special emphasis on the utilization of advanced research and writing skills along with in-depth analysis of three major periods in history. Students are required to perform research independently, analyze a variety of documents such as primary sources, charts, graphs, political cartoons and novels, and ultimately demonstrate higher level critical thinking skills orally and on comprehensive objective and written assessments. Students will be better prepared for Advanced Placement testing by mastering these critical thinking skills. Students wishing to enroll in the Honors English-2 / Honors United States History-I cohort should have an 84 or higher in the Honors English-1 / World History Cohort or a 91 or higher in the Classical or Accelerated English-1 / World History Cohorts.

### **ADVANCED PLACEMENT**

**Grade 10**

**5 Credits**

#### **U.S. GOVERNMENT & POLITICS**

Students interested in pursuing the Advanced Placement course offerings in English and Social Studies begin developing their accelerated academic skills their sophomore year of high school. Sophomore students elect the Honors/AP cohort that is designed as a two class period study of English II and US Government and Politics with strong emphasis on writing and research. Students may not choose to take one without the other as it is an integrated curriculum. The course is designed to prepare students for the Advanced Placement Exam in U.S. Government and Politics, which is given in May of each year. Students are expected to take the Advanced Placement U.S. Government and Politics test. The course will be structured to advance students' analytical reading and writing skills with particular emphasis on argument/persuasion and the rhetorical mode. Historical, political and literary texts chosen for the course will not only prepare students for the Advanced Placement U.S. Government and Politics exam, but will also provide a strong foundation for the study of future Advanced Placement courses in the humanities that include English Literature, English Language, World History, United States History, and Psychology. As discussed earlier in the Course Description Book, Students wishing to select this course must meet the *AP Course Entrance Requirements* located on page 9.

### **UNITED STATES HISTORY II**

**Grade 11**

**5 Credits**

U.S. History II, a required course, is designed to address and achieve the goals set forth in the New Jersey Core Curriculum Content Standards for Social Studies. Three areas of humanities are emphasized: history, citizenship and geography. Embedded in these content areas are economic, cultural, anthropological, sociological and global perspectives. In terms of scope and sequence, this course will continue from the end of the U.S. History I course. By the end of the course, students will have studied the following major periods in history as delineated in the Standards for Social Studies:

- Industrial America and the Era of World Wars (to 1945)
- The Modern Age (post World War II to the present)

Throughout the course, the organization and operation of the various levels of government as well as the rights for individuals will be emphasized as events are studied. A special unit on the Holocaust and Prejudice Reduction will engage students in projects, assembly presentations and a trip to the Holocaust Museum in Washington, D.C.

Other features of this course design are: (a) being attentive to the five cross content standards, as stated above; (b) a thematic approach to addressing the Standards; (c) an alignment and integration with English III to promote an interdisciplinary approach to addressing both the Social Studies and the

Language Arts Literacy Standards in the English III course of study; and (d) scheduling students in a cohort so both the Social Studies and the English teacher can work in a double period block if it is advantageous to achieving their goals for a particular unit. The U.S. History II classes are offered in the following settings:

### **CLASSICAL**

This course is designed to allow students to better develop their reading, writing, research and critical thinking skills by utilizing a variety of activities and assessments geared towards the different learning styles of the students. Students will have the opportunity to demonstrate their knowledge by participating in differentiated learning activities, hands-on projects, and other activities that emphasize skill development, content mastery and creativity.

### **ACCELERATED**

Emphasis will be placed on the development of reading, writing and research skills. Students will be able to demonstrate the ability to analyze primary sources to formulate written responses to document-based questions. They will also be able to utilize research and writing skills by completing the Modern Language Association (MLA) formatted research paper. Rigorous independent work, intensive reading, public speaking, discussion-based projects, research and cohort projects will allow students to demonstrate critical thinking and communication skills.

### **HONORS**

This Honors United States History II curriculum will place special emphasis on the utilization of advanced research and writing skills along with in-depth analysis of three major periods in history. While the customary areas of history and geography are examined, the concentration will be politics (national and international), law, and citizenship. This course is offered in conjunction with Honors English III. Students are required to perform research independently, analyze a variety of documents such as primary sources, charts, graphs, political cartoons and novels, and ultimately demonstrate higher level critical thinking skills orally and on comprehensive objective and written assessments. Students will also be expected to be active participants in their learning. Students will be better prepared for Advanced Placement testing by mastering these critical thinking skills.

Prerequisite: *91 in Accelerated or Classical US History I or 84 in Honors US History I*

### **ADVANCED PLACEMENT UNITED STATES HISTORY**

**Grade 11**

**5 Credits**

Students satisfy the second year of their U.S. History requirement by taking AP U.S. History. They may also take this course as an elective. The course will be following the national AP model for U.S. History. Students will be engaged in intensive instruction. Students will be expected to take the Advanced Placement US History test. The course will span the entire spectrum of U.S. History beginning with Discovery and Settlement of the New World to the present. In addition to mastering content, concepts and themes, students will be trained in analyzing and interpreting primary sources and writing about Document Based Questions (DBQs). Summer reading and writing projects will be assigned before the course begins in the fall.

Prerequisite: *91 in Accelerated or Classical US History I or 84 in Honors US History I or AP U.S. Government and Politics.*

### **PSYCHOLOGY**

**Grade 11**

**5 Credits**

This course is designed to incorporate the instructional guidelines for high school psychology courses proposed by the American Psychology Association. The purpose of the course is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to a broad spectrum of psychological areas, balancing science with application throughout the course. Students learn about the psychological facts, principles, and phenomena associated with each of the major sub-fields within psychology, as well as the methods psychologists use to explore the processes involved in normal and abnormal perceptions, thoughts, feelings, and actions.

### **ECONOMICS**

**Grade 10-11**

**5 Credits**

Economics is a full – year, 5 credit course that will address the New Jersey Financial Literacy requirement. This course will expose the students to fundamental economic principles that will establish and develop student understanding of the relevance of economics and the use of the content in a real – world context. Money – making strategies will be presented, connections with local businesses will occur, financial planning specialists will be utilized, and learned skills and concepts will be applied to student development of their own hypothetical business. Additionally, the students will

learn of economic trends and principles that drive political decision making and have had a profound societal impact. Community resources and supplemental materials will be utilized to promote student understanding of course concepts.

*This course will meet the state requirement in Financial Literacy for graduation.*

## **Health and Physical Education**

### **PHYSICAL EDUCATION**

**Grades 9-10**

**See Below**

Instruction during the first two years centers on developing fundamental skills in team sports. Emphasis in the last two years is on individual sports that can be enjoyed over a person's lifetime and leisure time activities. The program includes units in: touch football, field hockey, track and field, tennis, volleyball, soccer, lacrosse, tumbling, gymnastics, dance, indoor leisure sports, weight training, aerobics, basketball, wrestling, softball, golf, and archery. Coordination, agility and physical fitness are stressed in all physical activities. Physical fitness testing is conducted each year.

Regular Program

Physical Education 1 - 5 credits

Physical Education 2 - 5 credits

Physical Education 3 - 5 credits

Laboratory Science Students

Physical Education 1 Lab - 4 credits

Physical Education 2 Lab - 4 credits

Physical Education 3 Lab - 4 credits

### **ADAPTIVE PHYSICAL EDUCATION**

**Grades 9 -11**

**5 Credits**

This course is offered to students who for physical, psychological, emotional or any other defined reason, cannot participate in the regular Physical Education program and are recommended by a physician or appropriate school authority. Classes are comprised of mixed grade levels. Instruction is adapted to the needs of the individual. Admission to the adapted physical education program must be approved by our health office.

### **HEALTH**

**Grade 9**

**5 Credits**

Through lectures, large and small group study, individual study, and the use of audio visual aids, the student attains knowledge and develops concepts, skills, and attitudes toward mental, social, emotional, and physical well being thus insuring a happier and more successful future. Units covered are: Systems of the Body, Mental Illness, Smoking and Cancer, Alcohol, Drugs, Death and Related Areas, Body Pollution, Diet and Nutrition, Medical Products and Services, Communicable Diseases, Safety and First Aid, Fire Safety, Family Life Education and Drivers Education. This course is required of all students.

### **HEALTH UPDATE – SUBSTANCE ABUSE**

**Grade 10-11**

**10 Hours**

The purpose of this course is to meet the ten hour requirement for the yearly substance abuse education. In addition to ninth grade health, students in grades ten through twelve will meet this ten hour requirement in physical education class through various methods including, but not limited to presentations given by various speakers, small lectures/ class discussions and approved educational videos.

### **INTRODUCTION TO DANCE**

**Grades 9-11**

**5 credits**

In this course, students are introduced to the basic elements of dance. These elements will be explored through a study of Jazz, Modern, and Ballet techniques with an emphasis on creative movement and improvisation. Students will explore a variety of choreographic devices and create original dance works. Course work also includes social dance, basic anatomy for the dancer, dance notation and history. Students have the responsibility to participate in informal performances and the annual spring dance concert. They will also maintain a journal to analyze and critique individual and class work. Proper dance attire is required.

## Special Education

Students are enrolled in courses by virtue of their Individualized Educational Program (IEP). All classes will follow the College Prep Curriculum with the use of modifications and adaptations on an individual basis. All students are expected to take and pass the High School Proficiency Assessment (HSPA) and End of Course Assessments. Both guidance counselors and Child Study Team members may provide input to assist in the proper selection of programs and/or courses.

*Special Education program descriptions appear below:*

### **IN-CLASS SUPPORT (ICS)**

Students in the In-Class Support instructional setting are placed in a regular education class with both a regular and special education teacher assigned. Teachers in this supportive setting will work collaboratively to plan and implement the regular class curriculum using strategies, techniques, materials and modifications as needed to address each student's unique learning needs. Students excelling in the inclusion program and who are planning to enter college upon graduation are encouraged to advance to mainstream college preparatory classes. Course offered include:

- English I-II-III (Classical Setting)
- World History (Classical Setting)
- United States History I and II (Classical Setting)
- IMP I, II and III
- Classical Science 5 Credit Lab
- Biology 5 Credit Lab
- Chemistry 5 Credit Lab
- Spanish I, II and III

### **LEARNING RESOURCE CENTER (LRC)**

In the RC, students will take their courses in a reduced class-size setting. The same curriculum offered in the regular education classrooms will be used in the LRC. Modifications and Adaptations are provided by the Special Education teacher as determined by the Individualized Education Plan (IEP). Students excelling in the LRC are encouraged to advance to ICS classes. Courses offered include:

- English I/READ 180 (see description below)
- English II and III (Classical Setting)
- World History (Classical Setting)
- United States History I and II (Classical Setting)
- IMP I, II and III
- Classical Science 5 Credit Lab
- Biology 5 Credit Lab
- Chemistry 5 Credit Lab
- Health
- Spanish

### **SELF-CONTAINED BEHAVIORAL DISABILITIES (SCBD)**

This program provides an educational setting and services for students whose need for structure precludes a traditional school program. A core curriculum of academic subjects that are mandated for graduation are taught in both a group setting as well as individualized based upon academic levels.

The classes are limited in size to permit flexibility in meeting individual needs. These students are included in the regular classroom setting whenever appropriate. The highly structured environment emphasizes the development of appropriate social and workplace readiness skills. The goal is to monitor the progress of each student in all areas of behaviors and academic performance, in and around the classroom setting. Also included in this monitoring process is the social skills aspect of each student's daily interactions with both their peers and adults. This monitoring process will focus not only on identifying problem areas but, will allow the teachers to re-teach and model proper behaviors and social skills.

## **Individual Program Components:**

### **English I / READ 180**

**Grade 9**

**10 Credits**

READ 180 / English I is an intensive reading intervention program designed to improve reading comprehension and instill the habits of life-long-readers! The program directly addresses individual needs through adaptive and instructional software, high interest literature, and direct instruction in reading and writing skills. This program will be given to all ninth grade students in the Resource Center English classes during a 90 minute blocked period. (Students who elect to go to Atlantic County Institute of Technology as a shared time student will be enrolled in a READ 180 / English I for a 45 minute block.)

### **English II / READ 180 II**

**Grade 10**

**10 Credits**

English II/Read 180 Revisited is an intertwining of Cedar Creek High School's Classical English II and Read 180 programs. The course has been designed thematically and chronologically to coincide with the content of the United States History I course. Literature and subject matter will focus on early American Literature, such as *The Crucible*, *the Scarlett Letter*, and/or *Huckleberry Finn*. In addition, components of the intensive reading intervention program, Read 180, will be implemented. The fundamentals of grammar, sentence-structure, essay writing, and reading comprehension learned in English I are further developed. English II/Read 180 Revisited will be assigned to all tenth grade students in the Resource Center English classes; the duration of the class is a 45 minute regularly scheduled period.

### **SUPPORTIVE STUDY SKILLS LAB**

**Grades 9-11**

**0 Credits**

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

## **World Languages**

### **SPANISH, FRENCH, LATIN, GERMAN**

**Levels I, II and III**

**Grades 9-11**

**5 Credits**

The first two years of language study focus on developing basic communicative skills in reading, speaking, listening, and writing. As students advance through levels I and II, they are systemically guided to use the target language as a tool for both written and oral communication. Students within level III courses examine the cultures and traditions of their language in more detail, and are expected to be on a college preparatory tract. Students are introduced to historical, traditional, and folkloric aspects of the target culture via authentic materials that provide samples of native language and cultural background within contextual communicative situations.

Spanish I

French I

Latin I

German I

Spanish II

French II

Latin II

German II

Spanish III

French III

Latin III

German III

### **HERITAGE SPANISH I and II**

**Grades 9-11**

**5 Credits**

Designed for students whose first language is Spanish, or for those whose oral proficiency is equivalent to that of heritage speakers, these courses are geared toward students with strong oral proficiency but limited literacy. These courses focus on the development of literacy through an examination of the literature, history, and culture of Latin America. The goal is the improvement of literacy and cultural awareness through reading, writing and speaking in the Heritage language.

## **English Language Learning**

**ELL EDUCATION**

**Grades 9-11**

**5 Credits**

English as a Second Language is offered to students who are non-native English speakers and/or who have limited English proficiency skills. The second language acquisition focus will be on developing basic interpersonal communicative skills (BICS) in reading, speaking, listening, and writing as outlined in the World-Class Instructional Design and Assessment (WIDA) standards and in conjunction with the New Jersey Core Curriculum Content Standards (NJCCCS) for Language Arts. Students will also receive reinforcement and instruction in order to help them successfully acquire the skills needed to make a smooth transition to the mainstream classes. Multiple measures will be used for assessment of the skills which include, but are not limited to, the Assessing Comprehension and Communication in English State-to-State for English Language Learners Test (ACCESS), the Multi-Activity Classroom (MAC) test, and teacher recommendation.

*This course fulfills the graduation requirement for English.*

### **ELL LAB I and II**

**Grades 9-11**

**5 Credits**

ELL Lab is offered to students who are non-native English speakers and/or who have limited English proficiency skills. The second language acquisition focus will be on cognitive academic learning proficiency skills (CALPS) in order to help the student successfully acquire the skills needed to make a smooth transition to the mainstream classes. Students will also receive reinforcement and instruction in reading, speaking, listening, and writing as outlined in the World-Class Instructional Design and Assessment (WIDA) standards and in conjunction with the New Jersey Core Curriculum Content Standards (NJCCCS) for Language Arts. Multiple measures will be used for assessment of the skills which include, but are not limited to, the Assessing Comprehension and Communication in English State-to-State for English Language Learners Test (ACCESS), the Multi-Activity Classroom (MAC) test, and teacher recommendation.

## **Business**

### **OFFICE COMPUTER APPLICATIONS I**

**Grades 10-11**

**5 Credits**

This course will provide computer literacy and competency using Windows and MS Office. Students will develop skills on the keyboard as they learn word processing, software uses, and concepts. Students will format common documents including letters, resumes, outlines, newsletters, and various report styles. This course also includes: Internet techniques and research skills, Communication Software, Spreadsheet and Charting Software, Database software, Desktop publishing software and Presentation software. Students will also take the Microsoft Certified Application Specialist Test in Word at the end of the course.

### **COMPUTER GRAPHICS / APPLICATIONS I**

**Grades 10-11**

**5 Credits**

This course is designed for developing knowledge of Computer Graphics/Applications industry using professional software programs. Programs such as Adobe Photoshop, Adobe In-Design, and Adobe Illustrator are used to create and design newsletter and magazine layouts, magazine covers, letterhead, business cards, photo enhancements and manipulations. Digital Photography will be introduced using a digital camera. Photoshop will be used extensively throughout the course.

Prerequisite: *None*

### **STOCK MARKET AND INVESTMENTS**

**Grades 10-11**

**5 Credits**

The overall goal of this course is to improve student financial literacy. This course is designed for students who wish to learn or expand their knowledge of the stock market, and investing and finance in the global economy. Students will learn how financial markets work, how to design a personal finance plan, how to select among saving and investment options, how to locate and use financial data, protecting assets, and how to recognize and protect against investment fraud. In this class students will use math in calculating formulas such as percentage change, price-to-earnings ratios, and investment yields. This course also gives students the opportunity to use Microsoft Excel as an analysis and productivity tool. Current issues involving the stock market and investing will also be presented. Additionally, students will participate in a national investment competition in the spring.

*Course note:* Students taking this class can attain 4.5 quarter credits at Johnson & Wales University for Introduction to Investments and Financial Planning. The following criteria must be met: Student must complete course with at least a B average, gain acceptance to Johnson & Wales University and receive a letter of recommendation from the course instructor.

*This course will meet the state requirement in Financial Literacy for graduation.*

### **FINANCIAL LITERACY**

**Grades 10-11**

**5 Credits**

This course is designed to introduce students to economics on a micro and macro level. Students will be able to better understand their role as a consumer in the economy. Students will investigate the effect of economic decisions made on a large scale (macro level) relative to individual purchasing power and manage their money. This course will take into account the increasing complexity of the stock market and economy as well as evolving roles of the consumer and financial obligations. This course will help students become an informed consumer, set financial goals, create and work with a budget, save and invest for the future, establish credit and use it wisely, understand banking services, buy cars and homes, secure your retirement, protect yourself against fraud, and insure what is important financially to the student.

*Course note:* Students taking this class can attain 4.5 quarter credits at Johnson & Wales University for ECON3040 Money and Banking. The following criteria must be met: Student must complete course with at least a B average, gain acceptance to Johnson & Wales University and receive a letter of recommendation from the course instructor.

*This course will meet the state requirement in Financial Literacy for graduation.*

### **WEB DESIGN I**

**Grades 10-11**

**5 Credits**

This course is designed for developing the knowledge of Webpage Design using Adobe Design CS3. Programs such as Dreamweaver, Flash, and Photoshop will be used to create internet graphics and websites layouts. File naming, accessibility, usability, and content management will be covered. Emphasis will be placed on organizing information, principles of color, graphics and multimedia as they relate to planning and design. Students will create various web site projects that will include text, graphics, links, lists, tables, frames, and backgrounds. Business and E-commerce will also be covered in the study of Web design as a career.

### **WEB DESIGN II**

**Grades 11**

**5 Credits**

Building on skills learned in Web Design I, students are expected to have a strong grasp of the World Wide Web and the various software packages used to develop Web sites. Programs such as Photoshop, Fireworks, Flash, and Dreamweaver are used to create professional graphics and web layouts. A strong emphasis is placed on strengthening organizational skills, structuring design, managing files, and publishing work. Students will also be able to analyze websites, create content consistent pages, and create interactive Flash presentations using Action Script. Students will utilize their learned skills to develop various interactive sites and assist in the maintenance of the *Cedar Creek High School Web Page*, and will assist teachers in the design and maintenance of course / program web-pages. It is expected that the students will be able to share their knowledge with students and staff members becoming technology leaders throughout the district.

*Prerequisite: Web Design I or Computer Graphics Applications-1 w/Teacher Recommendation.*

### **EMPLOYMENT PREPARATION AND APTITUDE I**

**Grade 11**

**Credits**

Employment Preparation and Aptitude is designed to transform the student into a viable candidate for today's competitive job market. The steps in completing a job search are put to task. Review of instruction is provided to reinforce skills in areas such as: locating job openings, resume writing and letters of application (cover letter), interviewing and communication techniques (through role playing), personal/professional development, grooming, handling supervisory positions, career progression, and coping with job related stress. Ongoing discussions include: how to be successful at work, performance appraisals and labor law, today's marketplace and top career choices. Students will create a portfolio of class work, which will be used for future career plans. Employment skill sets will be enriched through: "on-the-job" training via observation and assistance within the daily operation of the school. It is the expectation that students enrolled in this course will be dressed appropriately for their workplace assignment. Success will be based on positive evaluation by the "employer" and portfolio development as monitored by the instructor.

*Prerequisite: Must have a cumulative GPA of 77 or above.*

## **Related Arts**

### **STUDIO ART & DESIGN I & II**

**Grades 10-11**

**5 Credits**

Studio Art is a sequential study of art that explores art making from the most basic techniques through advanced creative approaches in the studio setting. Units of study include: the elements and principles of art & design, composition, drawing, painting, typography, book arts, crafts, watercolor, sculpture,

collage, printmaking, illustration, mixed media and pastel. Studio Art I & II are sequential and must be taken in order.

Prerequisite for Studio Art II: *Studio Art I, Graphic Apps I, or Recommendation of OHS Art Teacher*

### **CULINARY ARTS I**

**Grades 10-11**

**5 Credits**

Culinary Arts I is the basic course of sanitation, safety, weights and measures, food preparation, technology, consumerism, and nutrition. Course content involves the basic concepts of food preparation, meal planning, shopping, basic skills instruction and critical thinking skills that can be applied in a professional working environment and the home kitchen. The Culinary I course was cooperatively developed with Atlantic Cape Community College. Students will have the opportunity to take the ServSafe® Food Protection Manager Certification exam near the conclusion of this course. This sanitation test is nationally recognized and accredited.

### **CULINARY ARTS II/III**

**Grade 11**

**5 Credits**

Culinary Arts II and Culinary Arts III are the advanced courses of food preparation which includes culinary terms, skills, and application directly related to the Hospitality and Food Service Industry. The courses' content applies sanitation, advanced preparation techniques, time and resource management, individual responsibilities and team work, and job skills necessary to secure Hospitality and Food Service employment. Students will be required to demonstrate these skills in luncheon presentations. Culinary Arts 2 is offered during semester one and is the first part of a two-semester course. Students taking Culinary Arts 2 will begin their preparation for the transition to a possible culinary career. Culinary Arts 3 is part two of the two-semester course. This course is designed for students to advance their culinary skills beyond Culinary Arts 2. Students completing Culinary Arts 3 will gain knowledge in: Garde Manger Basics, stocks, sauces, hot and cold preparation, soups, desserts, pasta, poultry, meat, seafood preparation, work place readiness, resume completion, application procedures, and the interview process. Students completing Culinary Arts 3 will be prepared to enter the workforce or advanced education. Students taking Culinary Arts 3 will finalize their preparation for the transition to a culinary career or advanced education.

Prerequisite: *Culinary Arts I*

## **Performing Arts**

### **BAND I, II, and III**

**Grades 9-11**

**5 Credits**

This course is designed for the student who wishes to perform in an applicable instrumental group in the Greater Egg Harbor Regional School District. Membership is open to any interested student who enjoys instrumental music and displays the basic skill knowledge needed to progress further in this varied instrumental class. Students may also play a variety of instruments based on their skill level and availability. The Band has the responsibility to perform at football games, parades, graduation, and concerts with some scheduled after-school rehearsals. This course provides aesthetic experience in:

- a. creating and performing,
- b. critical/analytical/judgment/valuing,
- c. aesthetic/personal philosophy, and
- d. historical/cultural/social concepts.

Prerequisite: *Band II requires completion of Band I; Band III requires completion of Band II*

### **CHORUS I**

**Grades 9-11**

**5 Credits**

This elective is the basic introductory course in chorus and concentrates on the fundamentals of choral singing and performance. Membership is open to any interested student who enjoys music, particularly singing. Choral members have a responsibility to perform at concerts, competitions, festivals, graduation, and all scheduled after-school rehearsals and performances. The course also provides aesthetic experience in:

- a. creating and performing,
- b. critical/analytic/judgment/valuing,
- c. aesthetic/personal philosophy, and
- d. historical/cultural/social concepts.

**CHORUS II****Grades 10-11****5 Credits**

This elective course builds upon the skills and knowledge gained from Chorus I. Students who successfully complete Chorus I and/or are recommended by the Choral Director are permitted to enroll. Members electing this program have a responsibility to perform at concerts, competition, festivals, graduation, and all scheduled after-school rehearsals and performances. The course also provides aesthetic experience in:

Prerequisite: *Chorus I or teacher recommendation.*

- a. creating and performing
- b. critical/ analytic/ judgment/valuing
- c. aesthetic/personal philosophy
- d. historical/cultural/social concepts.

**DRAMA I****Grades 9-11****5 Credits**

This elective is the introductory course in Drama and concentrates on the basics of dramatics in terms of theater mechanics, speech instruction and play construction. Activities include readings, presentation of individual oral exercises, and participation in dramatic performances. Drama class students have a responsibility to devote some "after school" time to the activities such as play productions and forensics that occur beyond the school day.

**DRAMA II****Grades 10-11****5 Credits**

This elective course builds upon the skills and knowledge gained in Drama I. Emphasis will be placed on interpreting drama, producing drama and the fundamentals of play production while developing and reinforcing the skills introduced in Drama I including vocal skills, acting and improvisation. A more individualized curriculum will allow students to learn at their own pace and ability levels. Participation in dramatic performances is expected. Drama class students have a responsibility to devote some "after school" time to the activities such as play productions and forensics that occur beyond the school day. The degree of difficulty of the material presented will depend on the number of years of experience each student has in the Drama Program.

Prerequisite: *Drama I, participation in Summer Theater and/or the Annual School Musical*

**MEDIA I****Grades 9-11****5 Credits**

Media I is an introductory course to the world of television, radio and film and their related careers. A foundation course, it is designed to equip the students with the skills necessary to function in a media oriented society. Students also develop skills for use in a fully equipped television studio. The course provides experience in oral presentation, dramatic presentation and media understanding. Students will develop a beginning portfolio. This program is structured to allow for individual growth, as well as peer and teacher support and evaluation.

**MEDIA II****Grades 10-11****5 Credits**

This course is an advanced course in the communications career field. Student's work in a television studio performing all of the functions related to its operation; performing, directing, editing, sound mixing, special effect techniques, etc. The primary instrument for the teaching of these skills is the production of a daily news program for broadcast on the school's closed circuit system and the production of special projects. Students have the responsibility to devote some time beyond the normal class period after school hours or during lunch periods to complete assignments and projects. Students will continue with portfolio development.

Prerequisite: *Media I teacher recommendation*

**INTRODUCTION TO DANCE****Grades 9- 11****5 Credits**

In this course, students are introduced to the basic elements of dance. These elements will be explored through a study of Jazz, Modern, and Ballet techniques with an emphasis on creative movement and improvisation. Students will explore a variety of choreographic devices and create original dance works. Course work also includes social dance, basic anatomy for the dancer, dance notation and history. Students have the responsibility to participate in informal performances and the annual spring dance concert. They will also maintain a journal to analyze and critique individual and class work. Proper dance attire is required.

## Testing/Remediation Program

During their four years in High School, test results will be utilized to determine placement in various courses as well as provide assistance to teachers for student skill development. Each test described below is required by the District and/or the State of New Jersey.

### GRADE 8: New Jersey Assessment of Skills and Knowledge (NJ ASK)

This test is given in March of each year to 8th grade students and is required by the State of New Jersey. NJ ASK is a state assessment of student achievement in language arts, math, and science that was implemented to meet the requirements of the No Child Left Behind Act. Once results are received, they are sent to Cedar Creek High School. Teachers, counselors and other personnel who work with students may use these results as an indicator of student progress, needs and deficiencies.

### GRADE 11: High School Proficiency Assessment (HSPA)

The HSPA is administered to Grade 11 students. The State of New Jersey requires all students, unless IEP exempt, to pass the HSPA in order to earn a high school diploma. The HSPA is given in March of each year in Language Arts and Mathematics. This is the first of three opportunities students may have in order to pass the graduation requirement. Other opportunities occur in October and March of the senior year.

### ALTERNATE PROFICIENCY ASSESSMENT (APA)

The Alternate Proficiency Assessment (APA) is a portfolio assessment designed to measure progress toward achieving New Jersey's state educational standards for those students with severe disabilities who are unable to participate in the High School Proficiency Assessment (HSPA). We will be administering the test in each of the content areas (i.e. language arts literacy, mathematics, and science). This type of assessment is needed for our students who cannot complete any of the types of questions on the assessment even with accommodations and modifications.

### AHSA-Alternate High School Assessment

Students in the class of 2012 who are unable to pass the HSPA (11) may be eligible to undergo the Alternate High School Assessment-AHSA. In this process 12th grade students who have not passed one or more parts of the HSPA (11) are provided State-testing questions, which must be passed in order to meet the HSPA (11) graduation requirement. Students who are unable to pass the AHSA process may return to Cedar Creek in October to retake the State Test in the area(s) not passed. Students identified as needing additional assistance in specific Core Content Standards or High School Proficiency Assessment performance may be scheduled for any or all of the interventions described below:

- Specific course or courses that address need.
- Additional instruction provided during the school day as determined by the student and school schedules.
- Recommend the use of the after school tutorial period as provided by school.
- Receiving additional academic assistance in regular class from teachers assigned to team teaching settings.
- Special seminars and workshops during school day designed to meet academic needs of student.

### BIOLOGY / LIFE SCIENCE: New Jersey Biology Competency Test (NJBCT)

All students, regardless of grade level, who are enrolled in a Biology course any time during the current academic year, will be required to take the NJBCT. Beginning with the class of 2014, The State of New Jersey requires all students, unless IEP exempt, to pass the NJBCT in order to earn a high school diploma. This assessment will be given in late May to allow additional preparation time. The remediation recommendations for those students not passing the NJBCT are to be determined. Please note: students taking AP Biology, after completing a Biology prerequisite, will not be required to take the exam.

### ALGEBRA 1: End of Course Assessment

All students, regardless of grade level, who are enrolled in an Algebra-1 or IMP-2 class during the current academic year, will be required by the State of New Jersey to take the End of Course Algebra-1 Test. This assessment will be given in late May to allow additional preparation time. Results of this assessment will be used to determine student course placement in the following year, and it is anticipated that this assessment will become a graduation test requirement in the coming year.

## Athletics

### NCAA CLEARINGHOUSE FRESHMAN INITIAL-ELIGIBILITY STANDARDS

High School Student/Athletes who wish to compete in athletics in college at the Division I or Division II level must meet the initial-eligibility standards listed below and be certified to compete by the NCAA Clearinghouse.

PLEASE NOTE: Beginning August 1, 2013, students planning to attend an NCAA Division II institution will be required to complete 16 core courses.

Division I	Division II (Prior to Class of 2013)
16 Core Courses	14 Core Courses
4 years of English	3 years of English
3 years of Mathematics (Algebra 1 or higher)	2 years of Mathematics (Algebra 1 or higher)
2 years of Natural/Physical Science (1 year of lab science if offered by the high school)	2 years of Natural/Physical Science (1 year of lab science if offered by the high school)
1 year of additional English, Mathematics or Natural/Physical Science.	2 years of additional English, Mathematics or Natural/Physical Science.
2 years of Social Science	2 years of Social Science
4 years of any additional courses (from any area above, Foreign Language or non-doctrinal Religion/Philosophy)	3 years of any additional courses (from any area above, Foreign Language or non-doctrinal Religion/Philosophy)
Achieve a minimum SAT score based upon your core course GPA as indicated on the <i>Division I NEW CORE GPA/Test Score Index</i> , sliding scale. The sliding scale index is available in the guidance office or <a href="http://www.ncaaclearinghouse.net">www.ncaaclearinghouse.net</a>	Achieve a minimum SAT score of 820 or a minimum sum score of 68 on the ACT
Achieve a minimum core course grade-point average of 2.000	Achieve a minimum core course grade-point average of 2.000

PLEASE NOTE: Beginning August 1, 2013, students planning to attend an NCAA Division II institution will be required to complete 16 core courses.

**For more information on the NCAA Clearinghouse visit their website at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net). Or go to [www.ncaa.org](http://www.ncaa.org) and click on "Student-athletes and Parents" in the "Custom Home Pages" section.**

**If you have questions about NCAA Eligibility, Please call the NCAA Initial-Eligibility Clearinghouse toll free at 877/262-1492.**

## **GEHRHSD ELIGIBILITY POLICY**

The Eligibility Policy will apply equally to all students that participate in activities and or athletics. Students will gain or lose eligibility on a semester basis. A grade of WF will be counted as a failure. Pupils entering grade 9 in the first semester for the first time have no eligibility requirement. To be eligible for the first semester, students in the graduating class of 2012 and 2013 must have earned 27.5 credits in the preceding school year. To be eligible for the first semester, students in the class of 2014 and beyond must have earned 30 credits in the preceding school year. To be eligible for the second semester, students graduating in 2012 and 2013 must have earned 13.75 credits for the first semester. To be eligible for the second semester, students graduating in 2014 and beyond must have earned 15 credits for the first semester. Summer school and tutoring in the summer may be used to gain eligibility for the first semester of the following year. The maximum number of credits that may be earned during the summer for eligibility purposes is 10 credits. Cedar Creek High School anticipates offering the following athletic programs:

### FALL

Cheerleading  
Cross Country - Boys  
Cross Country - Girls  
Field Hockey  
Football  
Soccer - Boys  
Soccer - Girls  
Tennis - Girls

### WINTER

Basketball - Boys  
Basketball - Girls  
Cheerleading  
Winter Track - Boys  
Winter Track - Girls  
Wrestling

### SPRING

Baseball  
Golf  
Softball  
Tennis - Boys  
Track - Boys  
Track - Girls

## **Activities**

Cedar Creek High School anticipates offering the following activities and clubs for students. The Cedar Creek Administration strongly encourages students to become actively involved in the various activities and clubs we offer. The following is a list of the clubs anticipated to be available for students at Cedar Creek High School:

Academic Team  
Anytown  
Art Club  
Band  
Drama Club  
Freshmen Class  
Junior Class

Key Club  
Literary Magazine  
Media Club  
Mock Trial  
Multicultural Club  
National Honor Society  
Newspaper Club

Peer Mediation  
Science Club  
Ski Club  
Sophomore Class  
Student Council  
Vocal Music  
Weight Room  
Yearbook

# NOTES