

# Woodbury High School



A Leader in Personalizing Education

Program of Studies

2012-2013

The logo for Woodbury Public Schools is a circular emblem. It features a central yellow star with a blue outline. Inside the star, there is a blue banner with the word "WISDOM" in yellow. The star is set against a blue background with a white outline of a building or structure. The words "WOODBURY" and "PUBLIC SCHOOLS" are written in a blue, serif font around the top and bottom of the circle, respectively.

## Mission Statement

Building upon our history, diversity and beliefs, the mission of the Woodbury Public Schools, a leader in personalizing education, is to ensure each child becomes a responsible citizen who excels in his or her endeavors and meets life's challenges with courage, confidence and pride; this is accomplished by utilizing proven instructional strategies and innovative methods by highly skilled and dedicated individuals in partnership with families, our city, and the global community.

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## Senior High School Administration

Denise Dunham.....	Principal
Ellen Grimes.....	Assistant Principal
Donna Cohen.....	Supervisor of Curriculum and Instruction
Grant Shivers.....	Director of Athletics/Activities
Gary Scavette.....	Supervisor of Alternative Education

### Counselors

Daniel Howey A-L  
Joseph Jarrett M-Z

### Board of Education

Frank Gwalthney, President  
Lynn Jennings Dennen, Vice President  
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Ted Johnson  
Jerry Lonabaugh  
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Eliza White

David Pipolo, Student Representative

### District Administration

Joseph Jones, III.....	Superintendent of Schools
Kara Huber.....	Business Administrator/Board Secretary
Jeffrey Adams.....	Supervisor of Special Services
Edward Murphy.....	Director of Pupil Personnel Services

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January 2012

Dear Students and Parents:

Every child enters the high school experience with a unique set of needs, interests, skills, and abilities. The faculty and staff of Woodbury Junior - Senior High School are committed to providing an academic program that supports and enhances learning in a personal manner for each child.

The programs at Woodbury High School are designed with the best interests of each student in mind. The information that follows is compiled for the use of parents, students, and school personnel in an effort to better plan the future program of each student. There is an exciting assortment of educational programs including AVID, Option II, online courses, Advanced Placement, and college level course opportunities.

The Program of Studies booklet is prepared with the purpose to support students who plan to seek higher education as well as those who plan to seek employment upon graduation; it is designed to be a permanent reference throughout your child's high school experience.

The 2012-2013 Program of Studies contains a four - year educational plan and graduation requirements. It can best be used in consultation with our school counselors, who can provide detailed information about the outlined courses and assist you in developing a four - year educational plan that provides the very best high school program and experience possible.

Please review the contents of this book carefully so that you can make wise decisions about your program of study. School counselors and teachers are happy to assist you in the process. We are proud to participate in such an important part of your high school experience and future success.

Sincerely,

*Denise Dunham*

Denise Dunham  
Principal

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## Introduction

### Student Programs for 2012/2013

### Grades 9-12

The course descriptions contained in this book are intended to acquaint students and their parents with each course offered at the Woodbury Senior High School, grades 9-12. The school's comprehensive program seeks to meet the educational needs of all students as they prepare for further studies, career training, or both.

Before selecting classes for the following year, students and parents should review all information thoroughly, as proper planning is necessary to ensure compliance with state and local graduation requirements. The School's Counseling Department is prepared to provide professional assistance in helping students and parents design a program of study that will satisfy each student's needs and preferences while meeting graduation requirements. Appropriate placement in an educationally rewarding program is of utmost importance because of the impact it has on an individual's post high school plans.

Students are best served with the assistance of their parents complimented by the expertise and direction of their counselors and teachers when selecting all of their courses. Students can select from a combination of College Preparatory and Honors/Advanced Placement (AP).

Key indicators of a student's ability to pursue a specific course are:

- Yearly district testing results
- Levels of previous accomplishment
- Current progress
- Work habits and skills
- Self-knowledge, personal interest, and goals.

During the annual program planning session, students are informed of the choices possible within each program. (See the sample four-year program on page 3.)

- Honors/AP courses are available to students who are motivated to work in a highly rigorous program with the intent to take the Advanced Placement test in the spring. Two major benefits to taking Honors/AP courses are:
  - Most U.S. Colleges and many international ones have an AP Credit Policy which allows students who have taken AP courses or exams to earn college credit, placement or both.
  - Admission to college: Colleges look primarily at the *quality of the high school coursework*. Taking a more difficult class improves a student's likelihood of being admitted into the college of his/her choice.
- The College Prep course and curriculum prepare every student for college-level work. Woodbury begins this preparation at the Junior High School level to ensure that students who graduate are college-ready.

## High School Graduation Requirements

Language Arts Literacy (English 9, English 10, English 11, English 12 and English 100)	25 credits
Mathematics	15 credits
Science (including Biology and Chemistry/Environmental Science/Physics)	15 credits
World History	5 credits
United States History	10 credits
Physical Education/Health	3.75 credits/year of enrollment
Visual and Performing Arts	5 credits
Twenty-First Century Life and Careers	5 credits
World Language	5 credits
** Freshman Seminar	2.5 credits
** Economics	2.5 credits
** Service Learning	2.5 credits

\*\*Effective with the 2010/11 grade 9 class.

- The Visual and Performing Arts requirements can be fulfilled through courses in the Music or Art Departments.
- The Twenty-First Century requirements can be fulfilled through courses in Career and Technology Education and the Family and Consumer Science departments.

### Total Credits Required: 130

#### Additional Considerations:

1. **Attendance:** All Students must meet the minimum attendance requirement to be awarded credit for any and all courses successfully completed.
2. **Assessment:** In order to graduate, a student must pass the Grade 11 High School Proficiency Assessment in language arts literacy and mathematics. If a student fails one or more of these tests, he/she must be provided with remediation and opportunities to show that he/she has mastered the skills. A student may be assigned to an appropriate support class based upon his/her performance on the NJASK8, High School Proficiency Assessment (HSPA) or other local assessments. Seniors who are not proficient on either part or both parts of the HSPA will be assigned to an AHSA (Alternative High School Assessment) class or classes.
3. **Advanced Placement Program:** Advanced Placement courses are college-level courses offered in the high school for students who are interested in pursuing a rigorous, demanding program of study and research. Students who select these courses are required to take the Advanced Placement test administered by Educational Testing Services to determine if they qualify for college credits.
4. **Option II: (Multiple and Diverse Pathways)** See page \_\_ for alternative approaches to achieving the above graduation requirements.

### **Sample Four-Year Program – Classes of 2012, 2013**

Listed below are sample four year programs for College Prep and Honors/AP students. These are only sample schedules. A student can elect to choose both College Prep and Honors level sequence courses. In addition, a student can re-evaluate and move between levels. The schedules below should help the student plan his/her four-year program at Woodbury High School.

#### **College Prep**

<u>9<sup>th</sup> Grade</u>	<u>10<sup>th</sup> Grade</u>	<u>11<sup>th</sup> Grade</u>	<u>12<sup>th</sup> Grade</u>
English 9	English 10	English 11	English 12
Int. Algebra I	English 100	Int. Alg. III	Math Selection
W. History/Cul.	Physical Science	US History II	Science Selection
Biology	Int. Alg. II	Chemistry	PE/Health 12
World Language	US History I	PE/Health 11	Elective
PE/Health 9	World Language	Elective	Elective
Elective	PE/Health 10	Elective	Elective
Elective	Elective	Elective	Elective

#### **Honors/AP Level**

<u>9<sup>th</sup> Grade</u>	<u>10<sup>th</sup> Grade</u>	<u>11<sup>th</sup> Grade</u>	<u>12<sup>th</sup> Grade</u>
English 9 HN	English 10 HN	English 11 AP	English 12 AP
Int. Alg. II HN *	English 100	Math Analysis HN	Calculus AB/BC AP
Wd. Hist./Culture HN	Int. Alg. III HN	Pre-Calculus HN	Science Selection AP
Biology HN	US History I AP	US History II AP	American Government AP
World Language	World Language	Physics HN	PE/Health 12
PE/Health 9	Chemistry HN	World Language HN	Elective
Elective	PE/Health 10	PE/Health 11	Elective
Elective	Elective	Elective	Elective

### **Sample four-Year Program – Classes of 2014, 2015**

<u>9<sup>th</sup> Grade</u>	<u>10<sup>th</sup> Grade</u>	<u>11<sup>th</sup> Grade</u>	<u>12<sup>th</sup> Grade</u>
English 9	English 10	English 11	English 12
Int. Algebra II	English 100	Probability & Statistics	Math Selection
Biology	Int. Alg. III	US History II	Science Selection
World Languages	US History 1	Chemistry/Environmental Science	World History/Cultures
Economics/Freshman Sem.	Physical Science	PE/Health 11	PE/Health 12
PE/Health 9	World Language	Elective	Elective
Elective	PE/Health 10	Elective	Elective
Elective	Elective	Elective	Elective

#### **Honors/AP Level**

<u>9<sup>th</sup> Grade</u>	<u>10<sup>th</sup> Grade</u>	<u>11<sup>th</sup> Grade</u>	<u>12<sup>th</sup> Grade</u>
English 9 HN	English 10 HN	English 11 AP	English 12 AP
Int. Alg. II HN*	English 100	Math Analysis HN	Math AP
Biology HN	Int. Alg. III HN	Pre-Calculus HN	Science Selection
World Languages	US History I AP	US History II AP	American Government AP
Economics/Freshman Sem.	Chemistry HN	Physics HN	World Languages AP/HN
PE/Health 9	World Languages	World Language HN	World History/Cultures AP
Elective	PE/Health 10	PE/Health 11	PE/Health12
Elective	Elective	Elective	Elective

\* *Integrated Algebra I taken in 8<sup>th</sup> grade.*

*Courses that lack enrollment may not be offered.*

Electives offered every year:

- **Art:** Introduction to Art, Creative Arts I, II, III, Digital Imaging I and II, Fine Arts I, II, III, Sculpture
  - **21<sup>st</sup> Century Life and Careers:** Advanced Architectural Design, Architectural Design Basics, Business and Personal Law, Foods I and II, Life Skills for Young Adults, Parenting and Child Development, Technology of Publishing, Video Production/Communications
  - **English:** SAT Prep, Creative Writing
  - **Mathematics:** SAT Prep, Probability and Statistics, Pre-College Math
  - **Social Studies:** American Government and Politics AP, Psychology AP
  - **Visual and Performing Arts:** Band, Choir, Electronic Music, Twentieth Century Music and Beyond, Guitar, Music Theory AP, Studio Art AP (pending BOE approval)
  - **World Languages:** Conversational Spanish, Spanish 1, 2, 3, and 4, Spanish AP and Chinese 1, 2, 3, and 4, Chinese AP (pending BOE approval) Juntos 1,2, and 3 (pending BOE approval).
  - **Other Electives:** AVID
- Also: See Option II page \_\_

Electives offered in alternating years:

Department	2012-2013 2014-2015	2013-2014 2015-2016
21 <sup>st</sup> Century Life and Careers	<ul style="list-style-type: none"> <li>• Sports and Entertainment Marketing</li> </ul>	<ul style="list-style-type: none"> <li>• Entrepreneurship Education</li> </ul>
	<ul style="list-style-type: none"> <li>• History and Politics in the Middle East</li> </ul>	<ul style="list-style-type: none"> <li>• Microsoft XP Applications 1, 2</li> <li>•</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• Holocaust</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-Cultural Studies</li> </ul>
	<ul style="list-style-type: none"> <li>• Civil Rights</li> </ul>	<ul style="list-style-type: none"> <li>• Pop Culture</li> </ul>

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## General Information

1. All students must annually enroll in courses totaling a minimum of 40 credits.
2. Courses that lack enrollment may not be offered. Therefore, students must note on their selection sheet a second and third choice of elective in the event that a chosen course is cancelled or oversubscribed. Since we are a small school, it may be necessary to assign a student to an elective other than the three choices provided.
3. Certain courses are offered in alternating years (see the chart on page 4). There are also notations next to each course description where applicable.
4. Those who do not attain the established minimum levels in the required State Tests (NJ ASK 8 and HSPA) or who show the need for remediation through local assessment may have their schedules adjusted to include support courses.
5. All students must earn 130 credits to receive a diploma. Credit requirements for grade level promotions are as follows:

30 credits = Sophomore status

60 credits = Junior Status

Sufficient credits to graduate = Senior status

6. A student's weighted GPA in his/her class determines his/her rank-in-class comparison to others. All grades earned in traditional high school courses are averaged for class rank. The more demanding, higher-level courses are "weighted".

Honors and Advanced Placement courses from the school he/she transfers from that are equivalent to courses offered at Woodbury High School will receive similar weight.

Biology HN	Integrated Algebra III HN
Biology AP	Math Analysis HN
Calculus AB/BC AP	Music Theory AP
Chemistry HN	Pre-Calculus HN
Chemistry AP	Physics HN
Chinese 3 HN	Physics AP
Chinese 4 HN	Psychology AP
Chinese AP (pending BOE approval)	Spanish 3 HN
English 9 HN	Spanish 4 HN
English 10 HN	Spanish AP
English 11 AP	Statistics AP (pending BOE approval)
English 12 AP	Studio Art AP (pending BOE approval)
Government/Politics AP	US History I AP
Integrated Algebra II HN	US History II AP
	World History AP (2013-2014)

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The ranking formula is as follows:

Example:

$$\text{Grade} \times \text{factor} \times \text{attempted credits} (90 * 1.10 * 5) + (85 * 1.0 * 2.5)$$

Total Attempted Credits: 7.5

\*Although students are not “officially ranked” until 11<sup>th</sup> grade, grades from 9-12 are included in the GPA.

Final grades earned in each class for grades 9-12 are averaged for class rank for classes transferred into Woodbury from other secondary schools and courses taken at Woodbury as part of the traditional high school program; courses taken as part of Option II will not be factored into class rank.

#### **New Jersey Student Tuition Reward Scholarship (NJ Stars)**

Students who rank in the 15% of the class at the end of the Junior or Senior year are eligible for NJ Stars program. The NJ Stars program covers the cost of the tuition at the county college.

NJ Stars II will provide \$6,000.00 per year tuition scholarships to NJ Stars students who earn their associate degrees at county colleges with a grade point average between 3.25 and 3.49 and transfer to New Jersey college/university. For students who complete their associate at county colleges with GPA's of 3.5 to 4.0, NJ Stars II will provide \$7,000 per year tuition scholarships.

\*Excerpted from *Woodbury School District Policy 5430 Class Rank Strauss Esmay Associates, 2007.*

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**AP/Honors Contract**

**Woodbury City Public Schools**

The ideals listed below are the expectations regarding Honors and AP classes at Woodbury Senior High School. Each contract differs slightly according to the content subject; all contracts are centered upon the National Standards for AP/Honors classes.

**Honors/AP Mission—School Mission**

Building upon our history, diversity and beliefs, the mission of the Woodbury Public Schools, a leader in personalizing education, is to ensure each child becomes a responsible citizen who excels in his or her endeavors and meets life’s challenges with courage, confidence and pride; this is accomplished by utilizing proven instructional strategies and innovative methods by highly skilled and dedicated individuals in partnership with families, our city and the global community.

***An Honors/AP Student***

**Is a Self-Directed Learner:**

- Proactively monitors grades utilizing them as a tool for a self-assessment
- Assumes responsibility for requesting assistance when needed
- Makes responsible choices regarding time allocations and values holding oneself accountable for such choices

**Values the Importance of Assignments:**

- Takes the responsibility in making up assignments when missed and requests all work prior to a known absence
- Turns in assignments on time understanding that they are time sensitive and an essential part of being prepared for class
- Stays ahead of the content whenever possible through reading and note taking, allocating time preparing for class on a daily basis even if an assignment is not given

**Values the Importance of the Educational Process:**

- Actively contributes to the dynamics of the class through participation
- Values every moment of class time by being prepared to learn upon entering the room with all required material at hand
- Maintains responsible behavior and understands that an individual student does not have the right to interfere with the learning of others

**Special Guidelines for AP Classes (in addition to those outlined above)**

- All students signing up for an AP class in the spring are required to see the teacher for a textbook, summer syllabus, and list of assignments for the start of the upcoming school year. All students in AP classes are required to complete work during the summer.
- Students are expected to have a schedule that accommodates opportunities outside of regular school hours for the purpose of seeking assistance in AP classes.
- The Standard of success in AP is not determined by individual teachers but by the College Board Exams in AP classes will reflect this National Standard and will be evaluated against the standard.

By signing below, both parent and student are indicating that they have read and understand each of the standards and expectations above. In addition, it is understood that these standards will be adhered to consistently throughout the school year in any Honors or AP course.

Course(s): \_\_\_\_\_ Student: \_\_\_\_\_

Parent: \_\_\_\_\_ Date: \_\_\_\_\_

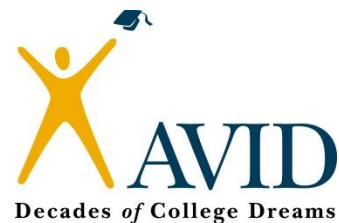
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Section I  
AVID

Essential Question:

*How does Woodbury Senior High School help a motivated, determined student to achieve in the most rigorous classes?*

# AVID



## **AVID 9-11**

### **AVID 12**

“AVID (Advancement Via Individual Determination) was developed by Mary Catherine Swanson at Clairemont High School in 1980. The program began as an elective class taken during the regular school day. Mary Catherine held students accountable to the highest standards and provided them with academic and social support. She believed they would rise to the challenge.”\* Woodbury has modeled their program in full compliance with the national AVID model, one that has remarkable outcomes for students.

AVID offers extra practice in reading and writing as well as tutorial support from college students in order to help students who show a willingness to work hard achieve in Honors and AP classes. AVID course offerings at Woodbury High School are:

#### ***AVID (Advancement Via Individual Determination)***

**Grade(s): 9-11**

**Credits: 5.0 Full Year**

AVID class is available by recommendation and application. It teaches students to work successfully with their teachers, take effective notes, organize their notebooks, learn test prep skills, and work collaboratively preparing them for both high school and post-secondary success. In order to remain in the program, students in the AVID program are required to enroll in at least one Honors or AP class each year.

#### ***AVID (Advancement Via Individual Determination)***

**Grade(s): 12**

**Credits: 5.0 Full Year**

This course will refine all AVID skills plus emphasize test preparation as well as the college application process. In order to remain in the program, students in the AVID program are required to enroll in at least one Honors or AP class. Seniors are expected to apply to at least one four-year college.

\* AVID National Organization.

Section II  
Departmental Offerings

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Essential Question:

*How will the course selections I make influence  
my future after High School?*

# Woodbury High School

## Academic Planning Guide

2012-2013

I will graduate from Woodbury High School in June of \_\_\_\_\_.

English (25 credit min)	Year	Credits
English 9		
English 10		
English 100		
English 11		
English 12		
<b>Total Credits</b>		

Math (15 credit min.)	Year	Credit
<b>Total Credits</b>		

*Science (15 credits min.)	Year	Credits
Biology I		
Chemistry/Environmental Science/Physics		
<b>Total Credits</b>		

*Social Studies (15 credit min.)	Year	Credits
U.S. History I		
U.S. History II		
World History		
<b>Total Credits</b>		

Visual/Perf. Arts (5 credit min.)	Year	Credits
<b>Total Credits</b>		

21st Century (5 cred. min.)	Year	Credits
<b>Total Credits</b>		

Physical Ed.	Year	Credits
Phys. Ed. 9		
Phys. Ed. 10		
Phys. Ed. 11		
Phys. Ed. 12		
<b>Total Credits</b>		

Health	Year	Credits
Health 9		
Health 10 (Drivers Education)		
Health 11		
Health 12		
<b>Total Credits</b>		

World Language (5 credit min.)	Year	Credits
<b>Total Credits</b>		

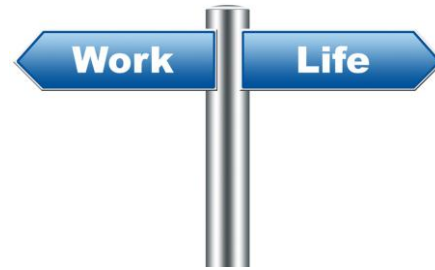
Additional Graduation Requirements (7.5 credits) Beginning with 2010/11 Grade 9 students)	Year	Credits
Freshman Seminar		
12 Service Learning Hours (Grade 9)		
Economics		
60 Service Learning Hrs. (Grades 10-12) (2.5 credits can be applied to 21 <sup>st</sup> Century Life and Careers		
<b>Total Credits</b>		

CREDITS TO DATE \_\_\_\_\_  
 NEXT YEAR \_\_\_\_\_  
 TOTAL CREDITS \_\_\_\_\_  
 \*ACADEMIC UNITS \_\_\_\_\_

My goal is to attend \_\_\_\_\_, which requires:  
 \_\_\_\_\_ English Credits      \_\_\_\_\_ Math Credits  
 \_\_\_\_\_ Lab Science Credits      \_\_\_\_\_ SS Credits  
 \_\_\_\_\_ World Lang. Credits      \_\_\_\_\_ Other Academic

The college I hope to attend is: \_\_\_ most selective \_\_\_ very selective \_\_\_ moderately selective \_\_\_\_\_ open.  
 The most selective schools expect that a student take the most rigorous courses

# 21<sup>st</sup> Century Life and Careers



Advanced Architectural  
Design  
Architectural Design Basics  
Basic Tech/Problem Solving  
Business and Personal Law  
Entrepreneurship Education  
Foods I

Foods II  
Life Skills for Young Adults  
Microsoft XP Application 1  
Microsoft XP Application 2  
Parenting and Child  
Development

Sports and Entertainment  
Marketing  
Technology of Publishing  
Video Production/  
Communications

## *Advanced Architectural Design*

**Grade(s): 9-12 (offered 2012-2013, 2014-2015)**

This course is designed for the student who wants to design his or her own dream house, vacation home, restaurant, etc. Students will learn architectural planning, construction and modeling techniques. Hands-on activities will present the students with practical experience and provide lifelong knowledge that will be helpful to them as future homeowners and consumers.

**Prerequisite(s): Architectural Design Basics**

**Credits: 5.0 Full Year**

## *Architectural Design Basics*

**Grade(s): 9-12**

This course is designed to provide the student with a wide variety of architectural drawing experience using AutoDesk Academy, the popular Computer Aided Drafting software used by universities and architects. Students will learn basic design layout, dimensioning practices and blueprint reading. Hands-on activities will provide the students with the skills required to present their own designs in an industry-recognized format.

**Credits: 5.0 Full Year**

## *Basic Technology/Problem Solving*

**Grade(s): 9-12**

This semester course introduces students to technology and computer applications by working in a problem based learning environment. Problem based learning activities engage students in hands-on, real world projects through which they apply skills and knowledge in a variety of ways. Students learn how to conduct internet research and present information in an organized fashion. During this process, students learn that technology has positive and negative effects that may cause impact their own lives. Students will learn that, as individuals and as members of society, they can impact the future by taking an active role in the constant changes that occur in a technologically designed world. Often times, the project involves the student outside the classroom where he/she can interact with communities, other students, and professionals via the internet and video conferencing to obtain and share information. Students will leave the class with a solid foundation of Microsoft Word, Power Point, internet navigation, and desktop publishing.

**Credits: 5.0 Full Year**

### ***Business and Personal Law***

**Grade(s): 9-12**

**Credits: 2.5 Semester**

Everyone buys, sells, rents, and enters into business contracts. This course shows students the sources of law and how law affects their everyday lives. It also introduces students to criminal and civil law, juvenile law, contract law, and the court systems. Students explore various cases designed to promote a thorough understanding of the principles of law and expand their legal vocabulary. They will also discuss current media issues in order to better understand how law affects their everyday lives. Students will also participate in a number of mock trials where they will undertake the various roles in actual court proceedings.

### ***Entrepreneurship Education***

**Grade(s): 9-12 (offered 2013-2014, 2015-2016)**

**Credits: 2.5 Semester**

This course explores the world of self-employment; specifically, it helps those students who may choose to focus on career development through ownership/management of their own businesses. Students will learn how to develop a venture plan including the following: type of business enterprise, legal considerations, location, financing, getting started, marketing techniques, and interaction with successful entrepreneurs. The course also focuses on the core skills and concepts required to manage a small business (sole proprietorship, partnership, franchise). In addition, students will learn about aspects of operations management including inventory, marketing, finance, and human resources.

### ***Foods I***

**Grade(s): 9-12**

**Credits: 2.5 Semester**

In this course, students will tie on their aprons and explore the fundamentals of culinary arts. Students will learn to work with homemade cakes, quick breads, pies, fruits and more as they find out what tastes good and is nutritionally beneficial.

### ***Foods II***

**Grade(s): 9-12**

**Credits: 2.5 Semester**

Students in this class will advance their culinary skills. Food styles is the art of making food look as good as it tastes. This class will explore presentation, arrangements, color, garnishing and the design of food.

### ***Life Skills for Young Adults***

**Grade(s): 9-12**

**Credits: 2.5 Semester**

Students in this class will learn about different family types and family roles through real life scenarios. In addition, they will enhance their communications, coping and decision-making skills applying these to real world situations. Topics covered will include how to balance a checkbook, buy car insurance, make a budget, search for an apartment, finance a car, cook meals, and do laundry.

### ***Microsoft XP Applications 1***

**Grade(s): 9-12 (offered 2013-2014, 2015-2016)**

**Credits: 2.5 Semester**

This half-year course is for students who want to further increase their computer proficiency with advanced technology skills, whether a student plans to continue their education or enter the workforce. This course utilizes Microsoft Word for word processing and Excel for spreadsheets. In addition, students will learn to utilize the internet as a researching tool through both project based learning and online technology learning activities. Finally,

students will learn to produce a variety of business documents, such as letters, outlines, tables, reports and will learn to use mail merges.

### ***Microsoft XP Applications 2***

**Grade(s): 9-12 (offered 2013-2014, 2015-2016)**

**Credits: 2.5 Semester**

This half-year course utilized Microsoft software to increase the student's computer proficiency. The course emphasizes a hands-on experience integrating documents to and from databases, word processing, presentation graphics and spreadsheet software programs. Students will receive a solid base of knowledge and skills through a variety of business simulations and Technology Learning Activities. This course utilizes Microsoft Access for databases, Microsoft PowerPoint for slide show presentations as well as Microsoft Publisher for student products.

### ***Parenting and Child Development***

**Grade(s): 9-12**

**Credits: 2.5 Semester**

In this course, students will explore effective parenting skills, parental responsibilities, prenatal care and child development. The social, emotional, intellectual, and physical growth of children from birth to age five will be studied.

### ***Sports and Entertainment Marketing***

**Grade(s): 10-12 (offered 2012-2013, 2014-2015)**

**Credits: 2.5 Semester**

Sports and entertainment marketing is a specialized course designed to offer students the knowledge and skills related to the growing sports and entertainment industry. Students will learn about facility design, merchandising, advertising, public relations/publicity, event marketing, sponsorship, endorsements, ticket distribution and career opportunities as they relate to the sports and entertainment industry. Guest speakers from the sports marketing industry will visit the classroom.

### ***Technology of Publishing***

**Grade(s): 9-12**

**Credits: 2.5/5.0 Full Year**

This course is for students who want the time and training to participate in the school newspaper (*White & Gold*). In this course, students will learn the entire process of publishing a newspaper. Students will experience what it means to act as reporters, writers, layout artists, photographers, editors, etc. Students will learn how to interview people, observe events, write articles, use a digital camera and meet deadlines. Students must have a strong interest in writing. Emphasis will be placed upon a practical, hands-on use of publishing software including professional-grade Adobe In-Design CS2 and Adobe PhotoShop. Students will meet as a class during the school day as well as after school to meet deadlines. Mentors from the publishing industry will be brought in frequently to teach specialty topics such as layout techniques, deadline writing, interviewing and graphic design. All of these skills will be put to real-world use as the students apply them to the creation and production of the *White & Gold* school newspaper.

### ***Video Production/Communications***

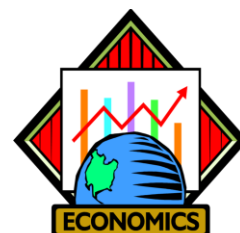
**Grade(s): 9-12**

**Credits: 5.0 Full Year**

Some of the best known people in our society are those who are part of the broadcast media. Most started out by taking radio or television classes in their high school or college years. After learning the principles of voice projection and presentation, students will plan and organize various types of Podcasting programs and video programs that could be broadcast throughout our school or placed on the school's website. Technical topics will

include sound, microphone, basic production, and station operation. Non-technical topics will include broadcast performance, news, programming, radio and video drama, and the history of broadcasting.

# *Economics & Finance*



## *Economics/Finance*

**Grade(s):**9

**Credits** 2.5 Semester

Economics will examine life and work in the 21<sup>st</sup> Century. The course will address the complex political, economic, technological and environmental challenges faced by a global society. Students will investigate life and career skills as well as develop a sense of personal financial literacy. By studying the diverse communities and workplaces that rely on cross-cultural, collaborative relationships and virtual social networks, the Economics class will prepare students for the intensely competitive and constantly changing worldwide marketplace.

# *English*

*Students must successfully complete five required courses in English within the four years of high school.*

Creative Writing	English 10	English 11	English 12 AP
English 9	English 10 HN	English 11 AP	SAT Prep
English 9 HN	English 100	English 12	

## *Creative Writing*

**Grade(s):** 9-12

**Credits:** 2.5/5.0 Full Year

This course will feature a study of exemplary creative writing and encourage self-expression through writing poetry, narrative, and fiction. By the end of the course, each student will have compiled a portfolio of his/her work.

## *English 9*

**Grade(s):** 9

**Credits:** 5.0 Full Year

Students will be introduced to a variety of authors and genres; they are expected to communicate ideas, both orally and in writing, in a clear, concise, and logical manner using grade level vocabulary and appropriate mechanics. There are required reading selections and additional texts that may be utilized by individual teachers.

## *English 9 HN*

**Grade(s):** 9

**Credits:** 5.0 Full Year

The pre-AP course is offered to highly-committed students who plan to take Advances Placement college-level English courses in their junior/senior years. Intensive reading and writing outside of class will be required.

***English 10***

**Grade(s): 10**

**Credits: 5.0 Full Year**

This course continues to develop writing and critical thinking skills. Students will continue to develop vocabulary and will hone their writing and verbal communication skills. This course is offered to students who have completed English 9 class or English 9 honors. There are required reading selections for this grade level. Additional texts are available for use at the discretion of the individual teachers.

***English 10 HN***

**Grade(s): 10**

**Credits: 5.0 Full Year**

This pre-AP course is offered to highly committed students who plan to take Advanced Placement college-level English courses in their junior/senior years. Intensive reading and writing outside of class will be required. This course is offered to students who have completed an English 9 class or English 9 honors. There are required reading selections for this grade level. Additional texts are available for use at the discretion of the individual teachers.

***English 100***

**Grade(s): 10**

**Credits: 5.0 Full Year**

This required course will stress critical thinking and writing skills. Students will read a variety of non-fiction. Emphasis will be placed on vocabulary development and test-taking skills in preparation for the SAT and HSPA. Basic instruction for planning and producing short research papers is given.

***English 11***

**Grade(s): 11**

**Credits: 5.0 Full Year**

This course emphasizes fiction, poetry, and drama in American Literature and correlates with the U.S. History courses. Students will continue to develop and refine reading skills and language arts concepts. Vocabulary will continue to be developed. Students are instructed in the planning and writing of a research paper.

***English 11 AP***

**Grade(s): 11**

**Credits: 5.0 Full Year**

This is a seminar course that continues to develop high level reading and writing skills in preparation for the Advanced Placement exam. Self-motivation and academic maturity are necessary for success in this course as well as a desire to read extensively in the area of World Literature. In addition, students will write a number of short analytical essays and a research paper.

***English 12***

**Grade(s): 12**

**Credits: 5.0 Full Year**

English 12 emphasizes the works of World Literature as a basis for the teaching of reading comprehension, interpretation of themes and recognition of major literary devices. Students will read *Hamlet* or *Othello* as a required selection. A variety of titles are available for use in class. Students will further develop their skills in the planning and writing of a research paper, which is a graduation requirement.

### *English 12 AP*

**Grade(s): 12**

**Credits: 5.0 Full Year**

Students who elect to take a Literature and Composition AP will engage in the sophisticated analysis of novels, short stories, poetry, and plays written by a variety of classic and modern American and British writers. Students will develop an understanding of literary periods, historical context, relationships among texts, and the basic movements in literary criticism. Each marking period, students can expect to write frequent analytical, synthesis, and evaluative papers; speak formally and informally about literature; and provide constructive feedback for their peers' work. An 8-10 page literary analysis research paper will also be required. Students who choose this course should expect a workload equivalent to that which they would experience in an introductory college literature course, given that students who pass the Literature and Composition Advanced Placement exam often receive college credit for such a course.

### *SAT Prep*

**Grade(s): 12**

**Credits: 2.5 Semester**

This course is strongly recommended for students planning to take the SAT I Reasoning Test in junior or senior years. During this semester, they will become skillful, well prepared, and confident as they learn the latest test-taking strategies and practice taking real SAT Tests. One quarter will be spent preparing for the math section and another on verbal section .

## *Instructional Support*

Language Arts Literacy

AHSA Math

Math Support

AHSA Language Arts Literacy

### *Language Arts Literacy Support*

**Grade(s): 9-11**

**Credits: 5.0 Full Year**

Language Arts Literacy Support enhances the curriculum while preparing students for improved performance on state tests. Educational research supports the practice of providing students with more time to read and write in order to strengthen the skills students need to be successful in Language Arts Literacy. Students are identified for these classes through the annual testing program. Classes are in addition to the regular English classes that all students are assigned.

### *Math Support*

**Grade(s): 9-11**

**Credits: 5.0 Full Year**

Math Support enhances the curriculum while preparing students for improved performance on state tests. Students will review and rehearse fundamental mathematical concepts in addition to practicing the higher level analytical thinking required for success on the HSPA. Students are identified for these classes through the annual testing program. Classes are in addition to the regular math classes that a student is expected to take.

### *AHSA (Alternative High School Assessment) Math*

**Grade(s): 12**

**Credits: 5.0 Full Year**

The AHSA Math is designed specifically for 12<sup>th</sup> grade students who have not passed the HSPA in Math. Since the HSPA is a graduation requirement, this alternative assessment is a specific program of Performance Assessment Tasks (PATs) designed by the NJ Department of Education.

### *AHSA (Alternative High School Assessment) Language Arts Literacy*

**Grade(s): 12**

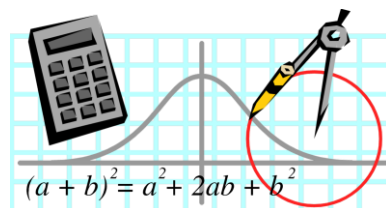
**Credits: 5.0 Full Year**

The AHSA Language Arts Literacy is designed specifically for 12<sup>th</sup> grade students who have not passed the HSPA in Language Arts Literacy. Since the HSPA is a graduation requirement, this alternative assessment is a specific program of Performance Assessment Tasks (PATs) designed by the NJ Department of Education.

**Please review this important information regarding State Assessments.**

The State Department of Education has initiated a new process for tracking and remediating students who either have not or potentially will not pass the High School Proficiency Assessment (HSPA), which is required for graduation. An Educational Proficiency Plan (EPP) is now required of any student who fails wither section of the High School Proficiency Assessment (HSPA). The EPP documents the specific areas where a student has fallen short on the exams and the steps taken to remediate those skills in time to pass the high school test in the senior year. This process is a definitive effort—developed by the State—to help our students. The process includes retesting and a new appeals process. In addition, receipt of various other assessment scores, including SAT and ACT scores are also expected to be recorded in this plan. Your child should list Woodbury as a recipient of any and all test scores taken during their high school tenure. Parent involvement in this process is vital. Regular communications—including in-person conferences—is expected and required in the event an appeal is necessary. Our School Counselors will be able to address any questions you might have regarding the Education Proficiency Plan.

# *Mathematics*



**Integrated Algebra I**

**Integrated Algebra II**

**Integrated Algebra II HN**

**Integrated Algebra III**

**Integrated Algebra III HN**

**Math Analysis HN**

**Pre-Calculus HN**

**Probability and Statistics**

**Calculus A/B and B/C AP**

**Statistics AP (pending BOE approval)**

**SAT Prep**

**Pre-College Mathematics**

### *Integrated Algebra I*

**Grade(s): 9- 12**

**Credits: 5.0 Full Year**

Course I is developed in context with an emphasis on applications and mathematical modeling. Student-centered investigations promote active learning through problem solving. All high school mathematics courses are organized around interwoven strands of algebra and functions; geometry and trigonometry; statistics and probability; and discrete mathematics. Course I units emphasize Linear, Exponential and Quadric Functions, Patterns of Data and Probability, Patterns of Change and Patterns in Shapes.

### *Integrated Algebra II*

**Grade(s): 9, 10**

**Prerequisite(s): Integrated Algebra I**

**Credits: 5.0 Full Year**

Course II is developed in context with an emphasis on applications and mathematical modeling. Student-centered investigations promote active learning through problem solving. All high school mathematics courses are

organized around interwoven strands of algebra and functions; geometry and trigonometry; statistics and probability, and discrete mathematics. Course II units emphasize Equations and Systems; Matrices; Regression and Correlation; Nonlinear Functions; Trigonometric Methods; and Probability Distributions.

***Integrated Algebra II HN***

**Grade(s): 9, 10**

Course II is developed in context with an emphasis on applications and mathematical modeling. Student-centered investigations promote active learning through problem solving. All high school mathematics courses are organized around interwoven strands of algebra and functions; geometry and trigonometry; statistics and probability, and discrete mathematics. Course II units emphasize Equations and Systems; Matrices; Regression and Correlation; Nonlinear Functions; Trigonometric Methods; and Probability Distributions.

***Prerequisite(s): Integrated Algebra I***

**Credits: 5.0 Full Year**

***Integrated Algebra III***

**Grade(s): 10,12**

Course III is developed in context with an emphasis on applications and mathematical modeling. Student-centered investigations promote active learning through problem solving. All high school mathematics courses are organized around interwoven strands of algebra and functions; geometry and trigonometry; statistics and probability, and discrete mathematics. Course III units emphasize Reasoning and Proofs, Inequalities and Linear Programming, Similarity and Congruence, Polynomial and Rational Functions, and Inverse Functions.

***Prerequisite(s): Integrated Algebra II***

**Credits: 5.0 Full Year**

***Integrated Algebra III HN***

**Grade(s): 10, 11**

Course III is developed in context with an emphasis on applications and mathematical modeling. Student-centered investigations promote active learning through problem solving. All high school mathematics courses are organized around interwoven strands of algebra and functions; geometry and trigonometry; statistics and probability, and discrete mathematics. Course III units emphasize Reasoning and Proofs, Inequalities and Linear Programming, Similarity and Congruence, Polynomial and Rational Functions, and Inverse Functions.

***Prerequisite(s): Integrated Algebra II***

**Credits: 5.0 Full Year**

***Math Analysis HN***

**Grade(s): 11, 12**

This course is designed for students with mathematical aptitude who have a desire to study calculus in college or for those who are planning to enroll in next year's high school calculus course. A strong knowledge of algebra is presumed. Topics include: functions and their applications, matrices, vectors, advance graphing techniques, analytical geometry, properties of conics, basic concepts of probability and statistics, and concept of limits. The fundamental concepts of calculus are introduced. Pre-Calculus may be taken concurrently with this course.

***Prerequisite(s): Integrated Algebra III***

**Credits: 5.0 Full Year**

***Pre-Calculus HN***

**Grade(s): 11, 12**

Pre-Calculus is developed in context with an emphasis on applications and mathematical modeling. The course is for students who have a desire to study calculus in college and is required for those planning to enroll in next year's high school calculus course. Pre-Calculus units emphasize Family of Functions, Algebraic, Exponential and Trigonometric Functions and Equations, Combinatorial Methods and Vertex Edge Graph Concepts Math Analysis may be taken concurrently with this course.

***Prerequisite(s): Integrated Algebra III***

**Credits: 5.0 Full Year**

***AP Calculus/AB******Prerequisite(s): Math Analysis and Pre-Calculus*****Grade(s): 12****Credits: 5.0 Full Year**

This course is equivalent to a foundation college calculus course. Students will be able to take the College Board Advanced Placement test in Calculus. Depending upon scores, students may receive college credits or advanced standing. The curriculum for this course has been developed by the College Board and is used nationally by all AP Calculus courses. *Students enrolled in this course who complete this year with a grade of B or above will be eligible for college credits through Gloucester County College.*

***AP Calculus/BC******Prerequisite(s): Math Analysis HN and Pre-Calculus HN*****Grade(s): 12****Credits: 5.0 Full Year**

The topical outline for Calculus BC includes all Calculus AB topics. Additional topics found in the Calculus BC program include parametric, polar, and vector functions, L'Hopitals rule, integration by parts and integration by partial fractions, and Polynomial Approximations and series. Students passing the BC Calculus Exam will earn the equivalent of two semesters of college Calculus. However, the BC Calculus exam offers an AB subscore so students can receive one semester of college credits regardless of their performance on the BC topics.

***Probability and Statistics******Prerequisite(s): Integrated Algebra I, II, and III*****Grade(s): 11, 12****Credits: 5.0 Full Year**

Probability and Statistics is designed for the college bound student who has demonstrated success in Integrated Algebra I, II, and III and wishes to continue to explore a large range of topics with an emphasis on real world applications such as games of chance, random population and actuarial science. The students will have the option of taking the College Board Advanced Placement test for Probability and Statistics.

***Statistics AP (pending BOE Approval)******Prerequisite(s): Integrated Algebra III*****Grades(s): 11, 12****Credits: 5.0 Full Year**

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1) Exploring Data; 2) Sampling and Experimentation; 3) Anticipating Patterns; 4) Statistical Inference. The curriculum was developed by the College Board. Students who successfully complete the course and examination may receive college credit or advanced standing.

***SAT Prep*****Grade(s): 12****Credits: 2.5 Semester**

This course is strongly recommended for students planning to take the SAT I Reasoning Test in junior or senior year. During this semester, the student will become skillful, well prepared, and confident as he/she learns the latest test-taking strategies and practices taking real SAT tests.

***Pre-College Mathematics 050 and 010******Prerequisite(s): Three years of Math*****Grade(s): 12****Credits: 2.5 Semester**

This course will provide students with an opportunity to review the concepts associated with algebra including a review of basic mathematics. Topics will include problem solving, algebraic expressions, linear equations with application, exponents, polynomials and factoring. The course is designed as a developmental course for students who scored below 500 on the mathematics portion of the SAT or for those who want to improve their math skills

in order to succeed on the accuplacer college placement exam. Students not planning on a fourth year of college preparatory mathematics are also encouraged to enroll.



# *Physical Education/Health*

Physical Education 9-12  
Health 9  
Health 10

Health 11  
Health 12

*Physical Education and Health are State Mandated Programs requiring earned credit every year.*

## *Physical Education*

*Three Quarters*

**Grade(s): 9-12**

**Credits: 3.75 (No Science Lab) 3.0 (Science Lab)**

Physical fitness and the importance of developing/maintaining lifetime fitness habits are the focus of all physical education classes. The student will develop and acquire knowledge of individual sports, team sports, and leisure time activities through our structured four-year sequential program. Team sports included are basketball, football, handball, soccer, speedball, lacrosse, softball, floor hockey, and volleyball. Lifetime activities included are archery, badminton, golf, ultimate Frisbee, tennis and pickleball. Weight training and cardiovascular conditioning are offered to all students, 9<sup>th</sup> grade through 12<sup>th</sup> grade, twice a week all year.

## *Health 9*

*One Quarter*

**Grade(s): 9**

**Credits: 1.25 (No Science Lab) 1.0 (Science Lab)**

Health 9 focuses on body systems, anatomy, and physiology. The course covers skeletal, integumentary, muscular, cardio-vascular, respiratory, nervous, endocrine, sensory, motor, lymphatic, digestive, and urinary systems. Students will learn the basics of disease prevention of communicable and non-communicable diseases.

## *Health 10*

*One Quarter*

**Grade(s): 10**

**Credits: 1.25 (No Science Lab) 1.0 (Science Lab)**

This course covers the New Jersey state motor vehicles laws with emphasis on defensive driving, seat belt safety, and the effects of drugs and alcohol on driving performance. Students take the NJ State permit examination at the conclusion of the course.

## *Health 11*

*One Quarter*

**Grade(s): 11**

**Credits: 1.25 (No Science Lab) 1.0 (Science Lab)**

This course provides students with the knowledge and skills called for in most situations where emergency First Aid care is required and medical assistance is not immediately available. Students will learn about personal safety and accident prevention.

## *Health 12*

*One Quarter*

**Grade(s): 12**

**Credits: 1.25 (No Science Lab) 1.0 (Science Lab)**

Study the family in a course that integrates issues associated with family living; marriage, finances, pregnancy, parenting, quality of life, and life expectancy. AIDS and other health problems are reviewed with respect to their impact on the individual, the family, and the society.

Policy 2422: The Board of Education will provide a comprehensive health education program aligned with the New Jersey Department of Education Core Curriculum Content Standards. This program will be a coordinated sequential curriculum at all grade levels, with instructional units appropriate to the age, growth and development, and maturity of pupils.

### Health Program Excusal:

Any pupil whose parent(s) or legal guardian(s) presents to the School Principal a signed statement that any part of the instruction in health, human sexuality, and family life education or sex education program is in conflict with his/her conscience or sincerely held moral or religious beliefs shall be excused from the portion of the course in which such instruction is being given, and no penalties as to credit or graduation shall result. See appendix (pg. 46) for required form.

# *Science*

Biology I  
Biology HN  
Biology AP

Physical Science  
Environmental Science  
Chemistry  
Chemistry HN  
Chemistry AP

Physics HN  
Physics AP  
Zoology



## *Biology I*

**Grade(s): 9**

**Credits: 6.0 Full Year**

This is a basic survey course in life sciences. Students will study topics in cytology, microbiology genetics and ecology. Lab work is an integral part of this course. Emphasis is placed on organizational skills and hands-on experiments with teacher assistance.

## *Biology HN*

**Grade(s): 9**

**Credits: 6.0 Full Year**

This is a rigorous, intensive course in life sciences that includes the chemistry of living things. Students will study cytology, microbiology, human biology, genetics, and ecology. Lab work is an integral part of this course. Students will be expected to work on an independent level.

## *Physical Science*

**Grade(s): 10**

**Credits: 6.0 Full Year**

This course provides the fundamentals for the foundations of physics and earth science as described in General Physical Science. This course is structured so that students obtain experiences in a wide variety of physical science topics and laboratory activities.

***Environmental Science*****Grade(s): 11**

This course is designed to immerse students in the physical, biological, and earth systems sciences that share our environment. Scientific concepts, principles and modern science practices allow students to analyze environmental issues, both natural and human induced, and engage in evidence-based decision making in real world contexts.

***Prerequisite(s): Biology I*****Credits: 5.0 Full Year*****Chemistry*****Grade(s): 10, 11**

This course focuses on all aspects of chemistry. Mathematical applications are frequent and knowledge of Algebra I and II are required. Basic techniques are developed in lab experiments. Emphasis is placed on the application of chemical principles using hands-on experiences and teacher assistance.

***Prerequisite(s): Integrated Algebra I and II*****Credits: 6.0 Full Year*****Chemistry HN*****Grade(s): 10, 11 and 12**

This is a rigorous, intensive course focusing on all aspects of chemistry. Mathematical applications are frequent and Algebra I and II are required. Basic techniques are developed in laboratory experiments. Students will be expected to work on an independent level.

***Prerequisite(s): Integrated Algebra I and II*****Credits: 6.0 Full Year*****Chemistry AP*****Grade(s): 11, 12**

This course is equivalent to a first-year college course. Students taking this course should plan on taking the Advanced Placement test. Adequate preparation will involve independent study and extra-curricular study sessions. *Students enrolled in this course who complete the year with a grade of B or above will be eligible for college credits through Gloucester County College.*

***Prerequisite(s): Chemistry and 3 years of Math*****Credits: 6.0 Full Year*****Biology AP*****Grade(s): 11, 12**

AP Biology is a college level course for capable and motivated students. The course content follows the suggested outline for a typical college introductory biology course. This class is structured to increase a student's conceptual understanding of biology by studying themes, topics, and concepts found in biology. Students taking AP Biology are required to take the AP exam.

***Prerequisite(s): Biology and Chemistry*****Credits: 6.0 Full Year*****Physics HN*****Grade(s): 11, 12**

This is a rigorous course that provides the fundamentals of physics. This course is structured so that students obtain experience in a wide variety of physical science topics and laboratory activities. Students are expected to work at an accelerated rate.

***Prerequisite(s): Integrated Algebra I and II*****Credits: 6.0 Full Year*****Physics AP*****Grade(s): 12**

This course is designed for those students who choose to take the Advanced Placement test in Physics. Adequate preparation will involve independent study and extra-curricular study sessions. Physics AP addresses a variety of topics including Newtonian mechanics, thermal physics, electricity and magnetism, waves and optics as well as nuclear physics. The daily class consists of rigorous lectures and labs. Grading is based on written examinations and laboratory performance.

***Prerequisite(s): Three years of Science HN including Physics and 3 years of Math HN*****Credits: 6.0 Full Year**

## *Zoology*

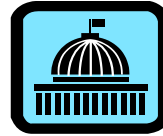
**Grade(s): 11, 12**

Zoology is designed for the student who has pre-existing background knowledge of biology, including topics such as cell division, genetics, biochemistry, cellular metabolism, and evolution. Zoology moves at an accelerated rate exposing students to anatomy and physiology. Students are expected to develop strong study habits and note-taking skills which will allow them to be successful. Laboratory experiences will include the dissection of non-living animals. Students take part in the set up and maintenance of a marine aquarium as well as the upkeep for other living animals found in the classroom.

**Prerequisite(s): 3 years of Science**

**Credits: 5.0 Full Year**

# *Social Studies*



**U.S. History I**

**U.S. History I AP**

**U.S. History II**

**U.S. History II AP**

**World History/Cultures**

**World History AP**

**American Government and Politics AP**

**Civil Rights**

**Multi-Cultural Studies**

**Popular Culture**

**The Holocaust**

**History and Politics**

**in the Middle East**

## *U.S. History I*

**Grade(s): 10**

**Credits: 5.0 Full Year**

This course allows students to examine historical events, concepts, and themes from colonial times until 1880. It will focus on the political, economic and social history of the U.S. and the diverse groups that have contributed to our growth. Students will be able to link the past to our present and future as well as learn the rights and responsibilities that are part of citizenship in democracy.

## *U.S. History I AP*

**Grade(s): 10**

**Credits: 5.0 Full Year**

This course is intended for students who want to go into more depth in the study of U.S. History. The class will investigate U.S. History from colonial times until approximately 1880. Emphasis will be on developing critical thinking skills, decision-making, working independently and improving writing skills. Students are required to write papers that meet the criteria established by the teacher. Primary source reading will be done extensively. Students will learn the basic principles of democracy and reorganize the need for civic involvement as the class analyzes basic documents such as the Declaration of Independence and the Constitution. At the completion of this course students will have acquired the skills and facts necessary to take the AP exam after U.S. History II AP.

## *U.S. History II*

**Grade(s): 11**

**Credits: 5.0 Full Year**

The course covers the period from reconstruction to the present. Emphasis will be on social, economic, political, technological and international developments in modern America. Current events will be emphasized as the class focuses on the twentieth century. Students will be able to recognize that they inherit the past and need to participate in shaping the future and that the U.S. is part of an interdependent world.

### ***U.S. History II AP***

**Grade(s): 11**

**Credits: 5.0 Full Year**

This course is intended for students who want to go into more depth in the study of U.S. History. The course stresses the growth of modern America from reconstruction until the present and current events will be emphasized. Upon completion of this college level course, students should be able to make informed decisions about economic, cultural, and political questions facing our country in this interdependent world. Research papers that meet the criteria established by the teacher are required. Students will make extensive use of primary source materials and will develop critical thinking skills, improve reading and writing skills and be able to work independently. At the completion of this course, students will be prepared to take the Advanced Placement exam.

### ***World History/Cultures***

**Grade(s): 12 (Effective with 2010/2011 Grade 9 Class)**

**Credits: 5.0 Full Year**

World History/Cultures is designed to familiarize students with the continuity of history from prehistoric man and the ancient civilizations through the middle ages and into the modern times. Students will use a chronological/thematic framework to study economic, political and social growth as we become an interdependent world. Students will learn of the geography, culture (including education, religion, the arts and technology) and history of the world's religions. Additional emphasis will be placed on map reading and current events.

### ***World History AP***

**Grade(s): 12 (Effective with 2010/2011 Grade 9 Class)**

**Credits: 5.0 Full Year**

The purpose of this course is to develop greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of cultural, institutional, and technological precedents that, along with geography, set the human stage.

### ***American Government and Politics AP***

**Grade(s): 11, 12**

***Prerequisite(s): U.S. History 1***

**Credits: 5.0 Full Year**

The AP American Government and Politics course is a college level political science course. Some of the topics covers will include: our Constitutional background, political beliefs including why and how people in our country vote, political parties and interest groups, relationships between the Congress, the presidency, the bureaucracy and federal court system and civil liberties and rights. Students will also learn the process by which public policy is made. Preparation will be given for the Advanced Placement exam in American Government and Politics.

### ***Civil Rights***

**Grade(s): 11, 12 (offered 2012-2013, 2014-2015)**

**Credits: 5.0 Full Year**

This course will focus on the movement to elevate the status of oppressed people in a democratic society. Social conscience and social change will be addressed. Strategies for changing opinions, behaviors and institutions will be examined. United States history from colonial America to the modern movement will be used as a model of

prejudice and injustice reduction that can be generalized to all people, not just African Americans. Critical reading, writing, and film study will be emphasized.

### ***Multicultural Studies***

**Grade(s): 11, 12 (offered 2013- 2014, 2014-2015 )**

**Credits: 2.5**

#### **Semester**

This course focuses on the fact that cultural diversity has had and continues to have an effect on American life. The course provides students with the opportunity to acquire an understanding of multicultural study. Topics include, but are not limited to the influence of geography on the social and economic development of the American multicultural society and a study of the political, economic, and social aspects of Asian American, African American, Hispanic American, and Native American culture. An emphasis will be placed on learning to respect one another and to reject stereotyping, prejudice, and discrimination.

### ***Popular Culture***

**Grade(s): 11, 12 (offered 2013-2014, 2015-2016)**

**Credits: 2.5 Semester**

This course is an explanation of the 20<sup>th</sup> Century through the themes and events of American Popular Culture. Students will gain an understanding of popular culture and its significance to the past and the present. Students will identify different themes and influences that have impacted popular culture. Studying commerce, film and theater, food and drink, music, print media, sports and games, fashion, television, radio and “the way we live,” the student will learn why American Pop Culture has become our nation’s greatest export.

### ***The Holocaust***

**Grade(s): 11, 12 (offered 2012-2013, 2014-2015)**

**Credits: 2.5 Semester**

This course will study the Holocaust and other genocides of the twentieth century. Students will evaluate the events and prejudices leading up to the Holocaust. Class discussion will emphasize the origins of bigotry and the need to prevent genocide. Audio-visual materials, survivor testimony, simulations and role play will be used as well as primary source reading.

### ***History and Politics in the Middle East***

**Grade(s): 11, 12 (offered 2012-2013, 2014-2015)**

**Credits: 2.5 Semester**

The Middle East, also known as the Cradle of Civilization, always was and continues to be an area of tremendous strategic, political, and cultural importance. This course will investigate the historical roots of the present-day events: the Islamic empire, the Ottoman and European domination, the establishment of a Jewish state after World War II, the discovery of oil, etc. to clarify the many ethnic, cultural, religious, and linguistic divisions and their impact on Middle Eastern society. Special emphasis will be put on the developments in Israel, the Kurdish problem, and the Gulf War and its aftermath.

### ***Psychology AP***

**Grade(s): 10-12**

**Credits: 5.0 Full Year**

The purpose of the AP course in psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice.

# *Special Needs*



A student is eligible for the special education program based on results of a comprehensive evaluation by the Child Study Team. Specific programming and educational goals are formulated jointly by the parents, the student, and school staff as part of the Individualized Educational Program developed for each student and consistent with federal code and state rules and regulations.

Courses are designed to meet the individual needs of students. Instruction may be provided in a resource center or a self-contained class setting. Both replacement instruction and support are available.

Students identified as having educational disabilities are placed, to the greatest extent possible, in the regular educational program without discrimination because of their disabilities. When a student is placed in a regular education class, he/she is expected to meet the approved proficiencies and requirements of each course unless otherwise specified within the Individualized Educational Program.

## Programs

### *Resource Center*

Integral to this program is a curriculum stressing study and organizational skills. Resource center teachers are in close contact with the students' mainstream teachers. Program options include:

- In-class support
- Study skills support
- Resource class replacement instruction in Math and Literacy
- Self-contained Grade(s) 9-12 (For those students who require more academic and social support than our resource center program can provide the class will focus on daily living skills, social skills, and training along with basic skills academic experiences in consumer math and basic English).

## Other Services Available:

- Individual and group counseling
- Child Study Team services
- Speech and language support
- Transition Services

# Visual and Performing Arts



Band  
Choir  
Creative Arts I, II, & III  
Digital Imaging I & II

Fine Arts I, II, III, & IV  
Guitar  
Introduction to Art  
Music Theory AP

Sculpture  
Studio Art AP

## *Band*

**Grade(s): 9-12**

**Credits: 5.0 Full Year**

As a member of the winning team, The Thundering Herd Band, a student will have a varied musical experience! The Thundering Herd Band does it all, marching, concert, jazz, and pop. This is an experience that money can't buy.

## *Choir*

**Grade(s): 9-12**

**Credits: 5.0 Full Year**

The Woodbury High School Concert Choir is a four-part mixed chorus (soprano, alto, tenor, and bass) that performs a holiday concert and a spring concert during each school year. All prospective members of this chorus must audition before the choir director and demonstrate a proficiency in vocal skills that includes scale singing, correct intonation, and tonal memory. Members of the choir will learn to sight read rhythms and melodies as part of the course. Members of this choir may also audition for the All-South-Jersey Chorus/New Jersey All-State Chorus as part of the program. The best four singers from each section of the choir form the Traveling Choir that sings for special occasions throughout the school year. These singers will rehearse every Monday night throughout the school year.

## *Creative Arts I, II, and III*

**Grade(s): 10-12**

**Prerequisite(s): Intro to Art**

**Credits: 5.0 Full Year**

Students will further develop an understanding of the fundamental elements of art and design. Exploration of different art techniques and styles through practice and exposure to works of various artists and materials will be covered. Students will apply learned criteria for observing, analyzing, and undertaking visual expression. An awareness of art related careers will be cultivated.

## *Digital Imaging I*

**Grade(s): 9-12**

**Credits: 2.5 Semester**

Students will use digital cameras, scanners, imaging software, printers, and computers to explore the artistic potential of new imaging technology to solve visual problems. Students will learn how to plan and produce digital images that demonstrate an understanding of composition, light, color, visual impact and art history. Hands-on projects will include digital painting, digital photography, image capture, image manipulation, and solving graphic design problems.

***Digital Imaging II***

**Grade(s): 9-12**

This course is a continuation of Digital Imaging I. The course covers the use of digital graphic techniques to create and manipulate photographic and fine art images. Students will explore digital imaging techniques through the use of the photo manipulation software Adobe Photoshop and Paint. They will also complete a number of hands on fine art projects using their digital images as resources and subject matter. Art trips will add to the experiences in this class.

***Prerequisite(s): Digital Imaging I***

**Credits: 2.5 Semester**

***Fine Arts I, II, and III***

**Grade(s): 10-12**

This art course will continue to develop students' understanding of advanced techniques and media. Upper level painting, illustration, and printmaking techniques will be explored. This is a preparatory course for students who are thinking of choosing art as a career or a major in college.

***Prerequisite(s): Intro to Art***

**Credits: 5.0 Full Year**

***Guitar***

**Grade(s): 9-12**

Students in this course will gain knowledge of music through the most popular of string instruments, the guitar. Students will learn how to read and play chords. Students must provide their own guitars. This course may be taken as a semester or yearlong course.

**Credits: 2.5 Semester/5.0 Full Year**

***Introduction to Art***

**Grade(s): 9-12**

Students will be given a broad introduction to the basic elements of art and design through the completion of original two- and three-dimensional artworks. A variety of materials will be used. Exploration of the arts will be further expanded through lecture, vocabulary, art appreciation, criticism and museum visitation.

**Credits: 2.5 Semester**

***Music Theory AP***

**Grade(s): 9-12**

This class is meant for students who love music and want to compose, arrange, and perform their own compositions. Students will learn to write and arrange for small and large groups, both instrumental and vocal. This course will cover material that is generally taught in a first semester college music theory course. Students enrolled in this course will take the College Board Advanced Placement Exam in the spring. Students must be able to read music to be successful in this course.

**Credits: 5.0 Full Year**

***Sculpture***

**Grade(s): 9-12**

Students will have hands-on experience with various methods of sculpture and three-dimensional art from basic paper sculpture to papier-mâché, modeling clay and Plaster Of Paris. The opportunities for three-dimensional art study will complement other two dimensional course work.

***Prerequisite(s): Intro to Art***

**Credits: 2.5 Semester**

Studio Art AP (pending BOE approval)

Grade(s) 11-12

The AP Studio Art is offered to enable the serious art student to develop a portfolio. AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. Through organized AP instruction, the AP Program offers three areas of competence: Drawing, 2-D Design, and 3-D Design. The portfolios are submitted to the College Board. Students will take a double period of art in order to effectively complete the portfolio. Serious Art students are encouraged to take the class in both their Junior and Senior year.

*Prerequisite(s):*

*Credits: 5.0 Full Year*



# *World Language*

Chinese I

Chinese II

Chinese III HN

Chinese IV HN

Chinese AP (pending BOE approval)

Spanish IV HN

Conversational Spanish

Spanish I

Spanish II

Spanish III HN

Spanish AP

Juntos

In the twenty-first century, it becomes apparent that being familiar with world languages and the customs and cultures of other nations is necessary for success in business, politics and government. Students who study classical and modern languages tend to score higher on standardized tests and to be more tolerant of diversity. The importance of the study of languages other than English is evidenced by the inclusion of world language proficiencies in the New Jersey Core Curriculum Content Standards.

## *Chinese I*

Grade(s): 9-12

**Credits: 5.0 Full Year**

This course introduces students to the sounds, grammatical constructions and basic vocabulary. The geography and social customs of Chinese speaking countries are interwoven throughout the course.

## *Chinese II*

Grade(s): 9-12

*Prerequisite(s) Chinese I*

**Credits: 5.0 Full Year**

This course builds upon the basic grammar and vocabulary previously learned in Chinese I. There is an increased emphasis on vocabulary, reading, and speaking. A more complex grammar is introduced and a further understanding and appreciation of Chinese culture is stressed.

***Chinese III HN***

**Grade(s): 10-12**

This course is designed to emphasize the development of communication skills in listening, speaking, reading, and writing. The primary goal of this series is to help the students use Chinese to exchange information and to communicate their ideas.

***Prerequisite(s) Chinese II***

**Credits: 5.0 Full Year**

***Chinese IV HN***

**Grade(s): 11-12**

This course continues to build on the development of communication skills in listening, speaking, reading, and writing. Students will acquire a vocabulary of approximately 1,500 Chinese characters and several thousand phrases by the end of this level.

***Prerequisite(s) Chinese III***

**Credits: 5.0 Full Year**

***Chinese AP (Pending BOE Approval)***

**Grade(s): 11-12**

The AP Chinese program offers high school students an opportunity to earn credit for Chinese courses at the college level. Because language and culture are closely intertwined, culture is acquired in the process of learning a language, and language is learned when studying a culture. The AP Chinese language and Culture exam is used to assess a student's proficiency in Chinese and is equivalent to completing a Chinese course in college.

***Prerequisite(s) Chinese IV HN***

**Credits: 5.0 Full Year**

***Conversational Spanish***

**Grade(s): 9-12**

This course is designed to meet state requirements that all students take at least one year of a world language as a graduation requirement. Students will learn basic vocabulary and communication skills along with a strong emphasis on culture.

**Credits: 5.0 Full Year**

***Spanish I***

**Grade(s): 9-12**

This course introduces students to the sounds of language, simple grammatical constructions and basic vocabulary for daily use. Examples of key units are greetings, school schedule, preferences, favorite activities, describing others, and many others. Listening, speaking, reading, and writing are emphasized. Hispanic customs, culture, geography and history are interwoven throughout the course.

**Credits: 5.0 Full Year**

***Spanish II***

**Grade(s): 9-12**

This course builds upon the basic vocabulary and grammar learned in Spanish I. Emphasis is on increased vocabulary, reading, writing and speaking. Examples of key units are discussing school days and activities, talking about the past, describing a daily routine, and many more. More complex grammar is taught and further understanding and appreciation of Hispanic culture is stressed.

***Prerequisite(s): Spanish I***

**Credits: 5.0 Full Year**

***Spanish I and II***

**Grade(s): 9-12**

**Credits: 10.0 Full Year**

The Spanish I and II class offers freshman the opportunity to take a double period in order to accelerate language acquisition. Varied activities and greater immersion will provide motivated students a special opportunity to master a foreign language. Students who elect to take a double period of Spanish will be on track to take AP Spanish as a senior in high school.

***Spanish III HN***

**Grade(s): 10-12**

***Prerequisite(s): Spanish I and II***

**Credits: 5.0 Full Year**

This course continues the study of vocabulary which focuses on art, sports, healthcare and grammar with expectations of greater fluency in the language. Reading selections are taken from authentic Hispanic authors, such as Horacio Quiroga, Maria Luisa de Gongora Pacheco, and Gabriel Garcia Marquez. Increased participation in activities requiring use of the target language is anticipated. Exploration of Hispanic culture continues.

***Spanish IV HN***

**Grade(s): 11, 12**

***Prerequisite(s): Spanish II, III and III, IV***

**Credits: 5.0 Full Year**

This course continues to build on previous study in both language skills and Hispanic cultures and is designed to be a pre-AP class environment. Of particular focus are original writing, story-telling, future plans for college, and an examination of the influence of Spain in the early U.S. Practice in conversation and reading will help to develop speaking skills. Literature is presented through short stories, legend and myths.

***Spanish AP***

**Grade(s): 11, 12**

***Prerequisite(s): Spanish I,II, and III, IV***

**Credits: 5.0 Full Year**

This course is designed to help review, enhance, and perfect all skills required for the AP exam, speaking, listening, reading and writing. Reading authentic texts, listening to a variety of native speech samples with advanced comprehension, and writing on a variety of topics are a constant focus. Students will use interpersonal presentational, expository, and creative styles while demonstrating appropriate vocabulary, syntax and grammatical structures. The goal is near-native speed, intonation and pronunciation, with continued exploration of Hispanic culture. This course is intended to prepare students to pass the Advanced Placement Examination in Spanish Language. It is the expectation that all students enrolled in this course will take this examination.

***Juntos***

**Grade(s): 9-12**

***Prerequisite(s): Teacher Recommendation***

**Credits: 5.0 Full Year**

This class encourages students through both oral and written activities to develop formal Spanish language skills. Students will develop vocabulary, reading, writing, speaking, and cultural competency in the areas of literature, arts, and topics of cultural interests. Students are expected to demonstrate some basic language understanding before they join the class. Students may take the class multiple years.

Section III  
Option II (Multiple and Diverse Pathways)

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Essential Question:

*What other opportunities exist that will make my high school experience more meaningful?*



# *Option II...*

*A World of Possibilities*

## *What is Option II?*

Option II is an innovative and creative way for students to earn high school credit for learning experience outside of the traditional classroom.

Within the Mission and Strategic Plan of Woodbury Public School District, Option II is a significant component developed to help each child create, implement and be accountable for his or her own meaningful personal achievement plan. \*

As part of this spirit of engaging students through multiple learning pathways, Option II was established by the New Jersey Department of Education to satisfy high school graduation requirements while meeting/exceeding the New Jersey Core Curriculum Content Standards.

\*Woodbury High School Five Year Strategic Plan, Strategy IV. 1: offer to Senior High School Students Option II programs that are consistent with New Jersey State Core Curriculum Content Standard

## Option II: the Official Definition

*N.J.A.C. 6A:805.1(a)lii*, commonly known as “Option II” permits district boards of education to determine and establish curricular activities or programs aimed at achieving the Core Curriculum Content Standards for promotion and graduation purposes. Option II serves as an alternative to traditional high school courses and involves in-depth experiences that may be provided by school district personnel or instructors not employed by the school district. Option II may include, but is not limited to, one or more interdisciplinary or theme-based programs: Independent study, magnet programs, student exchange programs, distance learning, internships, community service, co-curricular or extra-curricular programs, and or other structured learning experiences. In addition, *N.J.A.C. 6A:805.1(a)lii(3)* permits district boards of education to recognize successful completion of an accredited college course that assures achievement of the knowledge and skills delineated in the Core Curriculum Standards or includes learning that builds on and goes beyond the standards.

The New Jersey Core Curriculum Content Standards establish a core body of knowledge and skills that all students need in order to become healthy, productive, well-informed, employable citizens of an ever-expanding and changing world. However, not all students will achieve the standards in the same way, at the same pace, or with the same level of success. The New Jersey Department of Education encourages local school district to permit alternative learning experiences that are stimulating and intellectually challenging and that enable students to fulfill or exceed the expectations set forth in the Core Curriculum Content Standards. Option II (*N.J.A.C. 6A:805.1(a)lii* (of the high school graduation requirements) allows local school districts to design/approve educational experiences that serve as an alternative to traditional instruction and provide meaningful learning experiences that support student achievement of the Core Curriculum Content Standards. Option II allows schools to provide a superior education for all students through the use of multiple and diverse pathways.

Option II allows local school districts to design and implement curricular programs that meet the needs of all students. The regulations support student participation in deep and meaningful learning experiences that advance student learning and focus on student interest and abilities. Option II allows students to obtain credit for learning experiences outside the traditional classroom environment. Some of these experiences may provide real-world connections not available in the school setting. Other learning experiences may go beyond what the traditional high school can provide, allowing students to participate in research, international study, or college-level work.

\* Adapted from NJDOE (Academic & Professional Standards)  
[www.state.nj.us/education/aps/info/option2.htm](http://www.state.nj.us/education/aps/info/option2.htm)

<p style="text-align: center;"><b>Currently Approved Option II Programs Available on Course Selection Sheet</b></p>
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The programs described below (A-I) have been approved by the Woodbury Board of Education and do not require committee approval. An abbreviated application (available online or through the Option II Coordinator) must be completed prior to participation.

**A. School-to-Career**

Students who elect School-to-Career will have an opportunity to demonstrate both teamwork and problem solving skills through a structured learning experience. This could consist of an experiential, supervised educational activity designed to provide students with exposure to the requirements and responsibilities of specific job titles or job groupings, and to assist them in gaining employment skills and making career and educational choices. Examples include, but are not limited to apprenticeships, cooperative education, school-based experiences, internships/career shadowing and paid employment (S2C is not for seniors only). Structured learning experiences must meet all state and federal child labor laws and regulations.

**B. School/District Wide Committee**

Students in grades 9-12 who participate in School and District-wide committees with a membership that consists of a broad segment of the school community (teachers, administrators, parents, community members), will be eligible to receive high school credit in civics. The credit will be viewed as an “elective credit” within Social Studies.

**C. Gloucester County Prosecutor’s Office—Police Academy**

Student interns will be given an opportunity to learn and understand the criminal justice system through a four week summer internship that will expose them to various levels of law enforcement beginning with a two week instructional camp at the Gloucester County Police Academy. The program will culminate with a mock trial in which student interns will be given the roles of prosecutors, defense attorneys, and witnesses.

**D. Basic Military Training**

Students enlisting in the United States Armed Forces and completing Basic Training prior to graduation are eligible for Option II credit. Upon completion of the course, the recruit will be able to demonstrate general knowledge of military organization and culture, mastery of individual and group military skills and first aid, achievement of minimal physical conditioning standards, and the application of basic safety and living skills in an outdoor environment.

#### **E. Music Training—Vocal and Instrumental**

Students who participate in independent or instrumental instruction will be eligible to receive high school credit. Individuals who demonstrate proficiency within the NJCCS can apply earned credits to satisfy the visual and performing arts core curriculum content studies

#### **F. Future Teachers**

High school students with a desire to explore careers in education are provided with opportunities to observe, assist, and perform a full spectrum of classroom activities associated with the work of a professional educator. While working under the supervision of our own Woodbury teachers, who are highly regarded for their expertise, every “Future Teacher” will have an experience consisting of time in a real classroom, working with a real teacher, and developing relationships with real students.

#### **G. Service Learning**

In support of the District’s Strategic Plan, incoming freshmen in the year 2010-11, and students in each successive class, will be required to complete a total of 72 hours of service learning over the course of their high school career. The completed 72 hours can be applied to fulfill 2.5 credits of the 21<sup>st</sup> Century Life and Careers graduation requirement. Additional Service Learning may be approved for additional credit. Used as a teaching method that combines meaningful service to the community with curriculum-based learning, Service Learning will provide students with a unique opportunity to improve their academic skills by applying what they learn in school to the real world; they then reflect on their experiences to reinforce the link between their service and their learning. The impact of Service Learning is limitless; benefiting a student’s civic knowledge, academic success, and character and social development. Hours will need prior approval and can include volunteer opportunities within the school and the greater community.

#### **H. Junior High School/Pre-High School Program**

Pre-high school students enrolled in high school level courses can elect to receive credit toward graduation and toward the fulfillment of the graduation requirement in that specific area. The Woodbury Board of Education has approved the following courses for Option II credit:

1. Integrated Algebra
2. Spanish (8) I
3. Chinese (8) I

#### **I. “0” Period Course Offerings**

Students can elect to enroll in courses offered through Gloucester County College prior to the start of the official school day on the Woodbury High School campus. College credit and high school credit will be awarded. Courses will rotate with both offered during an entire school year.

\*See Counselor for additional selection criteria.

**Individual Option II Experiences to Consider  
Approval Pending Individual Committee Review**

The programs described below (A-G) are examples of Option II experiences that could be approved by the Option II Committee for credit.

Interested students must complete the “Individual Option II Program Application” and must receive committee approval prior to participation.

**Specific**

**A. New Jersey State Youth Trooper Week**

Trooper Youth Week is a residential youth education program developed by the New Jersey State Police. This program presents simulated law enforcement programs for male and female students who have completed their junior year and are entering their senior year of high school. The week’s activities include lectures and presentations covering many facets of police work and criminal justice. Participants will be exposed to a disciplined quasi-military environment, including military drill in combination with structured fast moving programs of classroom activities, lectures, films, practical exercises and physical training simulating the NJSP recruits’ training experience.

**B. Main Street Woodbury**

Main Street Woodbury is a non-profit, urban revitalization organization comprised of residents, merchants, property owners, and interested citizens dedicated to breathing new life into Woodbury’s commercial district. Main Street volunteers work with city, county, and state governments to create a new system of development for the town.

**C. Crossing Guard**

Students will have an opportunity to work with the district’s School Resource Officer while being employed, part-time, by the City of Woodbury as a morning/afternoon School Crossing Guard. Crossing Guards are responsible for the safety of school children going to and from school. The work involves traffic control and supervising children in crossing streets and roads, all with the emphasis on safety.

**D. Seeds to Success**

Gloucester County’s *Seeds to Success* combines year-round, in-school business training and life skills education with a paid summer work experience. *Seeds to Success* is a hands-on business and life skills training program that prepares youth for the workforce through classroom and on-the-job training through youth farm stands.

## General

### **A. Independent Study**

Learning is a highly individualized process since different people learn a variety of things in different ways. The Independent Study Program provides opportunities for students to make decisions for the direction of their learning. The program a student chooses may be pursued in a variety of academic areas. Working with a faculty advisor, the student prepares a proposal, which sets goals for study. Periodic progress reports and other developmental measurements are completed by the student and reviewed by the faculty advisor and the Option II Coordinator.

The Option II Committee, consisting of a School Counselor, Director of Pupil Services, Curriculum Supervisor, Department Chair and Option II Coordinator, will review all independent study programs and coordinate the efforts of the students and the resources of the district and community.

### **B. On-Line Courses**

High school credit will be awarded for courses taken via Internet under the following conditions:

- All courses must be approved by the Option II Committee prior to registration.
- The institution must be accredited.
- The learning must be guided and must have an evaluative component (tests/projects).
- To obtain credit for any course the student must submit a transcript or report card summary from the Internet institution.
- The student will complete a district assessment upon completion of the course.
- The course title and level will be posted on the high school transcript with a grade based on the assessment outcome and high school credit will be issued.

### **C. Dual Enrollment Program**

Students enrolled in high school may apply to be dual enrolled at a local institution of higher learning, such as a community college or a university. These students may take classes at either institution for credit towards their high school diploma, as well as for college credit. Dual enrollment in secondary school is advantageous to students because it allows them to get a head start on their college careers. Furthermore, it may ease the transition from high school to college. Approval for credit within a Dual Enrollment Program follows the same application criteria as the above listed on-line courses.

### **D. Distance Learning**

Distance learning is an integrated system of voice, video, and data capable of delivering quality curriculum and instruction to students. Distance learning brings the world to the classroom by offering access to people, places, and ideas—regardless of geographic constraints. Distance learning has the potential for bringing high quality curricula to all students. It creates opportunities for cross-cultural interaction, linking schools to each other and to the outside world. Distance Learning is a unique opportunity that gives students access to services when they need them, where they need them, and in a manner appropriate to their ages and learning styles.

**E. Short Term/Long Term Student Exchange Program**

There are countless types of exchange student programs that offer young people an opportunity to study a world culture by choosing to live in a foreign country to learn a language and a specific way of life. Students are integrated into the everyday lives of a host family: living as a native and immersing themselves in the local community and surroundings. Upon returning to the United States, students are expected to incorporate their knowledge and experience into their daily lives.

**F. Extra-Curricular Program**

Students can explore alternative methods within the community, at post-secondary schools/online to demonstrate proficiency in meeting the New Jersey Core Content Standards in specific areas. Students will need to correlate the outside learning to the established standards in the given area and gain approval prior to Education's website at the following location:

<http://www.state.nj.us/education/aps/cccs/>.

**G. Other Experiences**

The Board of Education recognizes that students are involved in learning experiences beyond those that have already been identified in Option II. Students are encouraged to explore additional experiences with the Option II Coordinator to further "personalize" their education at WHS.

WOODBURY PUBLIC SCHOOL

**INDIVIDUAL OPTION II EXPERIENCES  
PROGRAM APPLICATION**

1. Name of Student:

Grade:

Today's Date:

Program Name:

2. Description of Program/Course:  
(Course syllabus of detailed description must accompany this application)

3. Instructional Objectives of the Program/Course:

4. Length of Program/Course: Total Weeks: Total Hours:

5. Proposed Content Area to receive elective credit:

Proposed Woodbury Public Schools course to be replaced:

6. Total number of high school credits desired:

7. The following CCCS will be satisfied through this program:  
CCCS NJ Dept. of Ed:

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8. Please state reason for request:

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9. Will the student be participating in this program during school hours?  
If yes, please attach a schedule of dates and times when the program will take place.

---

10. Teacher/Professor/Facilitator:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

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11. Will the student be earning any money as a result of this program?

If yes, please explain:

\_\_\_\_\_

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12. Attach or describe the methods of assessment that will be used to demonstrate instructional objectives have been met. If credit is to be granted, the Woodbury Public Schools must be provided with proof that the applicant has achieved the objectives that correspond to the CCCS.

Describe how a formal submission of grades will occur:

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13. Please note the following:

- All costs including transportation and tuition are the responsibility of the student and their parents(s)/guardian.
- Woodbury Board of Education/staff reserves the right to visit, monitor/contact the appropriate people involved in this program to insure credibility.
- Evidence that the program is safe and in compliance with any child safety/labor laws is the ultimate responsibility of the parent/guardian.
- Parents/guardians/students will hold the district harmless for any liability issues that may arise as a result of this Option II program.

I hereby acknowledge that all information contained in this application is factual. I also acknowledge that I have read and understand all the information contained in the Option II Guidelines.

**Student Signature:** \_\_\_\_\_

**Parent /Guardian  
Signature:** \_\_\_\_\_

**Received by:** \_\_\_\_\_

(Option II Coordinator)

**Date Accepted:** \_\_\_\_\_

\*Note: Application available online at <http://www.woodburysch.com/pupilservices/option2.php>

Section IV  
Personalized Learning Plans (PLPs)

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Essential Question:

*What goals do I have for myself before I graduate, and what can I do each year in high school to insure that I reach those goals?*



# *Personalized Learning Plan*

To design a “Personalized Learning Plan (PLP)” each student will have access to *Naviance*, a web based, online program that incorporates the results of personal interest inventories, career searches, college searches, and personal samples of classwork throughout the high school years. PLPs will be developed during the Freshman Seminar, and be updated each year. Students will be assigned an advisor who will assist them in updating the PLP each year in grades 10-12.

## *Freshman Seminar*

**Grade(s): 9**

**Credits: 2.5 Semester**

Freshman Seminar is a course designed to introduce 9<sup>th</sup> grade students to high school. Students will develop a Personalized Learning Plan, which will be included as part of an online portfolio of their interests, abilities, and goals. In addition, students will need to complete and log 12 hours of Service Learning, which will lay the foundations for the 72 hour Service Learning graduation requirement. Students will leave the course with defined goals that lead them from freshman year through graduation.

## *Service Learning/Option II*

**Grade(s): 9-12**

**Credits: 2.5 Semester**

In support of the District’s Strategic Plan, incoming freshmen starting in year 2010-11, and continuing with each successive class, will be required to complete a total of 72 hours of service learning over the course of their high school careers. The completed 72 hours can be applied to fulfill 2.5 credits of the 21<sup>st</sup> Century Life and Careers graduation requirement. Additional Service Learning hours may be approved for additional credit. Used as a teaching method that combines meaningful service to the community with curriculum based learning, Service Learning will provide students with a unique opportunity to improve their academic skills by applying what they learn in school to the real world; they then reflect on their experiences to reinforce the link between their service and their learning. The impact of Service Learning is limitless benefiting a student’s civic knowledge, academic success, and character and social development. Hours will require prior approval and may include volunteer opportunities within the school and the greater community.

### Recommended Sequence:

- 12 hours as part of the Freshman Seminar
- 20 hours as part of Option II during the Sophomore year
- 20 hours as part of Option II during the Junior year
- 20 hours as part of Option II during the Senior year

\*Students may elect to complete the hours in any given year to fulfill the requirement of 72 hours. The hours will be prorated for students who transfer into the district after freshman year.

## Appendix

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# WOODBURY SENIOR HIGH SCHOOL

## Health Program



Dear Parents,

All 12th grade Woodbury Senior High School students are enrolled in a one marking period Health course that include programs in Comprehensive Health and Sex Education and HIV/AIDS Prevention Education.

The content includes information on sexually transmitted diseases. The courses of study will last approximately nine (9) weeks.

This signed form must be returned in order for your child to be appropriately placed for this unit of information.

### **COMPREHENSIVE SEX EDUCATION UNIT (Check one)**

I *do not want* my child to attend the class during the Comprehensive Sex Education Unit.

### **HIV/AIDS PREVENTION UNIT**

I *do not want* my child to attend the class during the HIV/AIDS Prevention Unit.

---

Student

Date

---

Parent Signature

Date

---

Teacher Signature

Date

Students not participating in either unit of study will be given an alternative assignment that will be used for grading during this instruction. Class time will be spent in the school's library during this unit of instruction.

This form must be signed and returned to your child's Health teacher in order for your child to be exempt from the Comprehensive Sex Education classes. Signed forms will be filed in the Curriculum Office.

### **12<sup>th</sup> Grade Comprehensive Health and Sex Education and HIV/AIDS Prevention Education**

Units Covered:

- Pairing, Commitment, and Marriage
- How to develop a healthy relationship
- Your Changing Body
  - Female and Male Reproductive Systems
  - The Endocrine System
- Abstinence
- Sexually Transmitted Diseases
- Acquired Immune Deficiency Syndrome
- Strategies against sexual transmission of AIDS and other STDs.