

# **GATEWAY REGIONAL HIGH SCHOOL**



## **Program of Studies 2023-2024**



## **EQUAL ACCESS**

**Courses are subject to change at the discretion of the Superintendent.**

**All programs and courses are opened to all students.  
No student shall be denied access to any course offering  
on the basis of race, sex, national origin, color, creed,  
religion, ancestry, economic status, or handicap.**



## **GATEWAY REGIONAL SCHOOL DISTRICT**

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# PROGRAM OF STUDIES

This is a planning guide for students to use in selecting courses for next year. It consists of graduation requirements, scheduling guidelines, and a brief description for each course.

During the second semester, students will conference with their counselors to discuss a prospective program of study for the coming year. Counselor input during this meeting is based upon the student's achievement, interests, and possible vocation plans. Recommendations about advancing to the next level in sequential courses are determined by current and past performance, student readiness, and, when warranted, teacher evaluation

Read the Program of Studies carefully. Become acquainted with its contents to make informed, realistic decisions. Additional concerns and questions can be directed to guidance counselors and teachers who serve as resources when choosing a curriculum best suited to personal goals.

The following outline contains suggestions, which may help students make informed decisions about their program of studies:

- A. Think about your future.
  - 1. Getting a job
  - 2. Entering college
  - 3. Entering the military
  - 4. Entering technical school
- B. Know the educational requirements and opportunities.
  - 1. Requirements for graduation
    - Passing required courses at each grade level
    - Passing elective courses
    - Special policies about sequential courses
    - Passing score on all sections of Grade 9, 10, or 11 of the NJSLA or other appropriate state mandated assessments.
    - Accumulating the required number of credits.
  - 2. Entrance requirements for the college of your choice
  - 3. Courses which will help in the work/career you choose
  - 4. Courses which you may enjoy for personal enjoyment and advancement

## CHOOSING YOUR CURRICULUM

Graduation requirements are designed to give students a well-balanced program for acquiring the skills, attitudes, and knowledge needed to reach their full potential. A diversified and flexible curriculum is available. Electives, if wisely selected, will help students explore and develop their own interests and abilities. After meeting "requirements," students may choose any subject they wish from the curriculum, being restricted only in those areas that must follow a prescribed sequence.

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

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

## **TECHNOLOGY ENGINEERING**

Courses within the Technology Education department are eligible for articulation from Rowan College at South Jersey. To earn dual credit that will be forwarded to the RCSJ Registrar's Office, the following conditions must be met:

1. The high school graduate must have completed a program of study at Gateway Regional High School with a minimum of "B" or better in the transfer courses identified in the agreement.
2. The graduate must have a written recommendation from the instructor of counselor.
3. Eligibility for articulated college credit will continue for a maximum of two years following graduation from Gateway Regional High School
4. Students must enroll at Rowan College at South Jersey and complete a minimum of 12 credits prior to receiving credit for the course(s) listed.

## **CERTIFICATIONS**

As part of a career focus on education, students at Gateway are eligible to receive business certifications through a variety of courses. Certifications can include the ServSafe certificate and OSHA 10 certificate. See course descriptions for eligible courses.

## **HIGH SCHOOL GRADUATION**

For most adolescents, the years spent in high school are important educationally. They also are significant as years of maturation and socialization. The Gateway Regional School District provides many opportunities for students to participate in a relevant curricular program and to take part in extracurricular activities with their peers.

## **REQUIREMENTS FOR GRADUATION**

In order to qualify for a state-endorsed diploma, a student must have completed the selected program of study appropriate to his/her needs and abilities and must have earned a minimum of 125 credits. Students

must also complete all required state graduation requirements as identified by the NJ Department of Education. Please see Additional Resources for specific details.

All courses offered for credit must be taken at the high school or board approved site within the parameters of Board policy. No courses may satisfy more than one of the requirements listed. Course expectations will be clearly set forth in writing for any course.

Additionally, new N.J.A.C. 6A:8-5.1(b) provides that district boards of education shall encourage all students who have otherwise met the requirements for high school graduation to include in their program of study ***five credits in mathematics, laboratory science, social studies, and world languages*** during each year of enrollment, aimed at preparation for entrance into post-secondary programs and 21<sup>st</sup> century careers.

The Board of Education will provide opportunities for remediation to students who fail to meet required proficiencies.

## GRADUATION POLICY

Seniors who have successfully completed 125 credits and have met all other state and local requirements shall participate in the graduation exercises held for their class. Students interested in early graduation, or Option 2, must schedule an appointment with their guidance counselor.

A student transferring into Gateway Regional High School as a senior shall meet the same requirements as local students whenever possible. Each student's transcript will be reviewed separately and recommendations made accordingly.

## REPORT CARDS

Reports of students' grades are issued every nine (9) weeks. The final report card at the end of the school year is mailed to the student's home. Students' grades, attendance, and completed assignments may be reviewed on a daily basis through PowerSchool. For additional information or assistance in using PowerSchool, please contact the guidance office.

## INSTRUCTIONAL LEVELS

Instruction at Gateway Regional High School will be offered at three levels in selected courses. Placement in the proper level will be determined by teacher recommendation, standardized test scores, pupil performance, and student career goals.

**Special Education:** Instruction designed to meet the needs of classified students.

**College Prep:** Instruction encouraging independent responsibility for learning.

**Honors/Advanced Placement:** Instruction is designed to challenge students in a rigorous and accelerated pace and program.

# COURSE WAIVER PROCESS

Students wishing to be placed in a course for which they were not recommended must meet with their counselor to discuss their request and secure a waiver form.

1. The student and parent or guardian must complete and submit a letter by **June 30, 2023** requesting a waiver of course placement criteria.
2. ***Students submitting waivers after June 2023 may not be enrolled in the requested class if it is at capacity.***
3. The following stipulations apply when requesting a waiver:
  - a. Students may only use the waiver process to enter an Honors or Advanced Placement class.
  - b. Students must provide reasons behind their motivation to enter the higher-level course.
4. If a student elects to take a course for which he or she was not recommended and begins to have difficulty maintaining satisfactory grades in that course, every effort should be made by the student and parent to assure that all possibilities for successful completion are addressed.

**Waiver Provision:** The Superintendent may consider a request for waiving the above limitations for just cause. Examples of situations warranting a waiver would be basic skills; remedial classes; and/or special education classes.

## COURSE WAIVER PROCEDURE FOR HONORS, AND AP

To place a student in an Honors or AP course for which he/she was not recommended, students **MUST** write a letter which states the following five things:

1. Student's name
2. Course and level requested
3. A statement similar to, "I understand that I was recommended for a different course.
4. An explanation regarding the reasoning why the student is motivated to go to the higher level.
5. Parent **and** student signature

THIS LETTER MUST BE SUBMITTED TO THE COUNSELOR BY **JUNE 30, 2023**.

If a student elects to take an honors or AP course for which he or she was not recommended and begins to have difficulty maintaining satisfactory grades in that course, every effort should be made by the student and parent to assure that all possibilities for successful completion are addressed. Such things as after school help with the teacher, parent assistance at home with checking homework and studying for tests and quizzes, and peer or private tutoring should be included strategies.

Every attempt will be made to accommodate requests. As with all scheduling decisions, availability of staff and materials are taken into consideration.

**PLEASE REFER TO ADDITIONAL RESOURCES**

# RECOMMENDATIONS FOR ENTRANCE TO COLLEGE

## General Requirements

Students who are planning to continue their education at the college level should read this section carefully. Colleges generally use the following criteria in determining the admissibility of applicants.

1. **High School Record** - This includes an evaluation of the number of academic units, which a student has completed, the levels of academic units, and the grades earned. All of this is combined to determine each student's grade point average and class rank.
2. **Testing Information** - This includes the Scholastic Aptitude Test I and II (SAT I and II) and/or The American College Test (ACT) and possibly the Advanced Placement Evaluations. It is important to check with your specific college as some are moving towards "Test Optional" policies.
3. **Recommendations** - Recommendations submitted by the student's counselor, or, when requested, classroom teachers.
4. **Non-Academic Activities** - This includes the number of activities, the level of involvement, and the projected contribution to the college in nonacademic areas.

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

## Course Requirements: Four-Year Colleges\*

Most four-year colleges require a minimum of 16 Academic Units:

- |                                                                                                                                  |                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| 1. English                                                                                                                       | 4 years (4 units)                                                                                |
| 2. Algebra I, Geometry, and a third year of Math that builds on concepts and skills from Algebra and Geometry                    | 3 years (3 units)                                                                                |
| 3. History, World History                                                                                                        | 3 years (3 units)                                                                                |
| 4. Physics, Chemistry, and Biology                                                                                               | 3 years (3 units)                                                                                |
| 5. French, Spanish, or Latin                                                                                                     | 2 years (2 units) <i>(Many colleges require at least three (3) years of a foreign language.)</i> |
| 6. Electives: Academic subjects only, i.e., 1 year (1 unit), English, Mathematics, Social Studies, Science, and World Languages. |                                                                                                  |

## Course Requirements: Two-Year Colleges\*

Most two-year colleges require high school graduation.

***\*Students should thoroughly research requirements of individual colleges since admission standards vary greatly from school to school.***

## Goal Setting

The program of studies, which students plan for themselves, will help them to enjoy a successful and profitable middle and high school career. It will determine how well they are prepared for college entrance and for entering the job market. The pattern of studies will contribute to their day-by-day

personal growth and happiness. Here are the steps that students should follow in planning their educational program:

1. Establish personal goals. Even though they may be revised, students should have some specific educational, occupational, and personal objectives toward which they are working.
2. Evaluate personal strengths, interests, aptitudes, and needs.
3. Learn the requirements for entrance to the college or school of choice or the kind of work planned after graduation.
4. Visit the colleges or vocational resources of interest during the eleventh grade.
5. Consult parents, teachers, and guidance counselors in order to benefit from their experience and the wealth of information that they can make available. Talk with citizens of the community who are currently working in the profession or vocation of interest.
6. Select the subjects which are to be included in the pattern of studies. Choose those which will contribute most toward helping the students achieve their established goals.

### **Preparing for College Athletics**

All prospective student athletes first entering college who want to play NCAA Division I or II intercollegiate athletics need to understand that to be considered qualified and be eligible for financial aid, practice and competition during the first year of college, a minimum grade point average in at least 16 core courses in the required areas must be presented.

### **PLEASE REFER TO ADDITIONAL RESOURCES**

- Please note there are requirement changes for students. You must review the NCAA information to ensure you have all required courses prior to the Junior Year.
- Students who were home-schooled for any part of their high school career must register with NCAA to determine eligibility. NCAA will need to review all school information, including home-schooled courses.

## **CURRICULAR COMPONENTS**

### **Cycle Program**

The cycle program for seventh and eighth grade students has been designed to be a comprehensive instructional program, which integrates specialized academic and vocational curriculum with career development skills. Students receive an introduction to Technology Education, Gateway 2 Careers, Life Skills, Family & Consumer Science, Business, Computers, and Art in their middle school program.

### **Advanced Placement Program**

Advanced Placement courses are college-level courses offered in the high school for students who are interested in pursuing a comprehensive program of study and research. Students who select these courses will take the Advanced Placement Examination administered by Educational Testing Services to determine if they qualify for college credits.

## **Gloucester County Institute of Technology (GCIT)**

During a student's eighth grade year, he/she may attend a presentation by Gloucester County Institute of Technology to help them decide whether they wish to apply for an academy program beginning in the ninth grade. Interested students must cooperate with their counselor to complete an application. Seniors are eligible for a half-time program at GCIT. More information is available through guidance.

## **Special Education**

The Gateway Regional School District offers a wide range of programs for students who require special education support and services. Students have various options when scheduling depending on the needs and levels of each student. These options are agreed upon by members of each "IEP team" on an annual basis. Options include:

- Special Class — Self-Contained
- Resource Center — Replacement
- Resource Center — In-Class Support
- Mainstream

## **Family Life Education**

Family Life Education is presented through an interdisciplinary approach. Parents/guardians may review the curriculum to determine its appropriateness for their child consistent with the N.J.A.C. 6:29-7.1. If a parent/ guardian finds certain aspects of this curriculum inconsistent with their personal beliefs, they may have their children excused from the portion of the program without penalty.

## **Summer School Program**

Any student who fails a major course is encouraged to attend summer school. Students must meet criteria specified in Board Policy 6143 to be eligible to enroll in remedial courses. Please contact the guidance department for additional information. The summer school final grades replace the student's original average.

## **Dual Credit/Option 2**

As a result of an Articulation Agreement with various county colleges, students at Gateway High School may receive both high school and college credits for certain high school courses. These credits are called "Dual Credits" and they apply to the following Gateway High School courses:

**CCC** – Levels 3 and 4 of Latin, French, Spanish, AP Chemistry, and AP US History II.

A CCC Dual Credit Application and fee must be submitted by the student during the month of October. It is important that students pursuing dual credit complete applications for each potential course under the agreement with CCC.

At the end of the year if the student has received a final average of at least a B in any of these courses, he/she may be eligible to receive college credit. The procedure for obtaining those credits is as follows:

1. Submit a CCC Dual Credit Application. Applications are available from your counselor.
2. Include a check to the college for the appropriate fee.
3. Return the completed application and check to the Guidance Department by the deadline.

**Salem Community College**—A SCC Dual Credit Application and fee must be submitted in the spring of each year. More information will be available.

**Since a small percentage of colleges do not accept Dual Credits, it is the student's responsibility to inquire with regard to the transferability of these credits to a specific college or university of choice. For additional information please see your guidance counselor.**

**Gateway is also in the process of setting up dual credit arrangements with other county colleges, students should speak with their guidance counselor for all options.**

## Option 2

"N.J.A.C. 6A:8-5.1(a)1ii, commonly known as "Option Two" 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 Two 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 Two may include, but is not limited to, one or more of the following: 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:8-5.1(a)1ii(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 Content 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 districts to permit alternative learning experiences that are stimulating and intellectually challenging, which enable students to fulfill or exceed the expectations set forth in the Core Curriculum Content Standards. Option Two (N.J.A.C. 6A:8-5.1(a)1ii) of the high school graduation requirements allows local school districts to design and/or 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 Two allows schools to provide a superior education for all students through the use of multiple and diverse paths.

Option Two 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 Two allows students to obtain credit for learning experiences outside of 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."

## GENERAL INFORMATION

### GRADE ASSIGNMENT

Classification of students by grade level is determined by the number of credits a student has successfully completed. Listed below are the requirements for grade assignment:

- 29 credits to become a Sophomore;
- 58 credits to become a Junior;
- 87 credits to become a Senior;
- 125 credits to qualify for graduation.

Curriculum requirements are based upon credits earned by students attempting to qualify for graduation.

### PUPIL PLACEMENT BASIC SKILLS IMPROVEMENT PROGRAM

1. In accordance with State Department of Education mandates, all students whose proficiencies in basic communication, reading, or math skills are below the established state-wide standards will receive remedial instruction to meet each student's identified needs.
2. Communication with parents and students regarding placement in the Supplemental/Basic Skills Program will be made on an individual needs basis.

### GRADING SYSTEM

A = Excellent (93-100%)	O = Outstanding
B = Good (85-92%)	S = Satisfactory
C = Fair (73-84%)	U = Unsatisfactory
D = Poor (65-72%)	I = Incomplete
F = Failure (64%)	NM = No Mark

### HONOR ROLL/PRINCIPAL'S LIST

Superintendent's List students are required to attain an overall average of 93 in each course. Principal's List students are required to attain an overall average of 85 in each course.

### RANK IN CLASS

It shall be the policy of the Board of Education to have rules for determining class rank for high school students as follows:

1. Rank in class is the position of any one student in a class in relationship to all other students in the class based upon a computed cumulative average carried to four (4) decimal places and rounded to three (3).
2. Class rank will be computed and reported at the end of the fifth, sixth, seventh, and eighth semesters.
3. Grade point average is computed by multiplying the numerical grade earned in each class by the number of credits the class is worth. The sum of all the course points is then divided by the total number of credits attempted.
4. Because some subjects have a much higher degree of difficulty than others, they shall be weighted when computing class rank. The following courses are weighted eight (8) points:

- Honors Chemistry
- Honors Biology
- Honors Calculus
- Honors Physics
- Honors Human Anatomy and Physiology
- Honors G2C Seminar and Internship
- Honors Vocal Ensemble
- Honors Algebra II
- Honors English (I-IV)
- Honors Geometry
- Honors World History
- Honors US History I
- Honors US History II
- The Third and Fourth Year of a World Language

The following courses are weighted ten (10) points:

- Advanced Placement Art
- Advanced Placement Biology
- Advanced Placement Calculus AB
- Advanced Placement Calculus BC
- Advanced Placement Chemistry
- Advanced Placement Government and Civics
- Advanced Placement Computer Science (JAVA & Python)
- Advanced Placement English Language & Composition
- Advanced Placement English Literature & Composition
- Advanced Placement French
- Advanced Placement Latin
- Advanced Placement Music Theory
- Advanced Placement Psychology
- Advanced Placement Physics
- Advanced Placement Spanish
- Advanced Placement U. S. History I & II

5. Only those students who have been in attendance at -Gateway Regional High School for at least two years shall be eligible for the valedictorian and salutatorian awards.

## CLASS SIZE POLICY

In order to offer a comprehensive curriculum in an efficient manner, the Board of Education encourages creativity in student scheduling. It is the intent of the Board to expand the course offerings beyond that which would normally be expected for a small high school such as Gateway Regional.

The Board's concern for an extensive curriculum is influenced by the need for scheduling which is both efficient and effective. To that end, minimum and maximum class sizes are necessary and appropriate.

To ensure that class sizes encourage the efficient operation of the school and use of the available faculty, courses will not be taught with fewer than ten students.

In order to ensure that class sizes do not reduce the effectiveness of instruction, no more than twenty-eight students may be scheduled for any one class period without prior approval from the Superintendent. To support the aims of this policy, the Board encourages the following enrollment strategies:

- a. Offering classes on an alternate year basis.
- b. Cooperative student exchange programs with neighboring schools and colleges.
- c. Capping the enrollments for classes dependent on space and equipment available i.e. lab stations, computers, etc.
- d. Students tentatively enrolled in June or later in classes with fewer than 15 students will not be permitted to withdraw without the permission of the principal following an in-office interview with the student and parent.

## SUBJECT FAILURE (RESCHEDULING)

Students who fail a required subject, and who do not plan to attend summer school, must contact the guidance office by the end of June to be rescheduled. Students may be scheduled without consultation if this is not accomplished. **(Note: Failure to attend summer school may affect eligibility for fall & winter sports.)**

## GUIDELINES FOR SCHEDULE CHANGES

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

Prior to the original program selection, the students meet with a counselor to review subjects and level differences in an effort to provide students with reliable information to select their subjects.

The selection of courses is extremely important in planning career and post secondary goals and plans. Please be conscientious in selecting courses to meet your needs.

Once next year's courses are assigned, no changes will be made unless there is sufficient reason and a Schedule Change Request Form is completed. **If a student does wish to drop a course, this must be done within the first 10 school days.**

# **GATEWAY REGIONAL MIDDLE SCHOOL PROGRAM OF STUDIES**

Grades 7 & 8

## **GRADE 7**

### **CYCLES:**

- Fine Arts
- Digital Literacy
- Intro to Coding
- Technology Education

### **ENGLISH**

Language Arts 7

Honors Language Arts 7

### **HEALTH & PHYSICAL EDUCATION**

7<sup>th</sup> Grade Health and Physical Education

### **MATHEMATICS**

Math 7

Honors Math 7

Honors Algebra I \* (If applicable due to testing)

### **MUSIC**

Middle School Band

Middle School Chorus

### **SCIENCE**

### **SOCIAL STUDIES**

### **WORLD LANGUAGES**

French

Latin

Spanish

## **GRADE 8**

### **CYCLES:**

- Family and Consumer Science
- Graphics Design
- Gateway 2 Careers
- Coding

### **ENGLISH**

Language Arts 8

Honors Language Arts 8

### **HEALTH & PHYSICAL EDUCATION**

8<sup>th</sup> Grade Health and Physical Education

### **MATHEMATICS**

Math 8

Algebra I \*

Honors Algebra I \*

Honors Geometry or Geometry \* (dependent upon math course from 7<sup>th</sup> grade)

### **MUSIC**

Middle School Band

Middle School Chorus

### **SCIENCE**

### **SOCIAL STUDIES**

### **WORLD LANGUAGES**

French

Latin

Spanish

\* High school credits will be awarded to students in eighth grade but do not factor into GPA/rank for the high school..

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

Graduation Year: \_\_\_\_\_

**Required Courses for Graduation**

<b>Check as Complete</b>	<b>ENGLISH</b>		<b>4 Years Required</b>
	9th Grade	English 9	College Prep or Honors
	10th Grade	English 10	College Prep or Honors
	11th Grade	English 11	College Prep, Honors, or AP English Language and Composition
	12th Grade	English 12	College Prep, Honors, or AP English Literature and Composition
	<b>HISTORY</b>		<b>3 Years Required</b>
	9th Grade	World History	College Prep or Honors
	10th Grade	US History I	College Prep, Honors or AP
	11th Grade	US History II	College Prep, Honors or AP
	<b>SCIENCE</b>		<b>3 Years Required</b>
	9th Grade	Biology	College Prep, Honors
	10th Grade	Chemistry	College Prep, Honors
	11th Grade	Physics	College Prep, Honors
	<b>MATH</b>		<b>3 Years Required</b>
	9th Grade	Pre-Algebra, Algebra I, or Geometry Algebra II	Academic, College Prep, Honors
	10th Grade	Algebra I, Geometry, or Algebra II	Academic, College Prep, Honors
	11th Grade	Algebra II, Math for Careers, or PreCalculus	Academic, College Prep, Honors

	<b>PHYSICAL EDUCATION</b>		<b>4 Years Required</b>
	9th Grade	Physical Education 9	
	10th Grade	Physical Education 10	
	11th Grade	Physical Education 11	
	12th Grade	Physical Education 12	
	<b>HEALTH</b>		<b>4 Years Required</b>
	9th Grade	Health 9	
	10th Grade	Health 10	
	11th Grade	Health 11	
	12th Grade	Health 12	
	<b>PERSONAL FINANCE</b>		<b>Semester Based Course Required</b>
	11th Grade	Personal Finance	Online or in class
	<b>WORLD LANGUAGE</b>		<b>1 Year Required</b>
	9th Grade	Spanish, Latin, or French	Conversational Spanish, All languages Level 1 or 2 depending upon teacher recommendation
	<b>21st Century Skill Elective</b>		<b>1 Year Required</b>
	9th Grade	Variety - Samples	<ul style="list-style-type: none"> <li>● Introduction to Construction and Utilities</li> <li>● Foundations of Construction &amp; Eng. Tech</li> <li>● Life Skills</li> <li>● Independent Living</li> <li>● Accounting I</li> <li>● Workplace Digital Technologies: Microsoft Office</li> <li>● Multimedia and Web Design</li> <li>● Computer Science Principles</li> <li>● Foundations of Organizational and Business Management</li> <li>● Introduction Television Broadcast</li> </ul>

	Visual, Performing Art Elective		1 Year Required
	9th Grade	Variety - Samples	<ul style="list-style-type: none"> <li>● Computer Graphics and Photography</li> <li>● Foundations of Visual Art</li> <li>● Introduction to Filmmaking</li> <li>● Instrumental Music</li> <li>● Advanced Concert Choir</li> <li>● Guitar I</li> <li>● Musical Theater</li> <li>● Music Production</li> </ul>





## New Jersey High School Graduation Assessment Requirements

### Classes of 2023–2025 High School Graduation Assessment Requirements

#### Updated July 2022

On Tuesday, July 5, 2022, Governor Murphy signed P.L.2022, c.60 (ACS for A-3196/S-2349), which requires the State Board of Education to administer the New Jersey Graduation Proficiency Assessment (NJGPA) as a field test for the class of 2023. There is no graduation assessment requirement for any student who is expected to graduate with the class of 2023. Students in the class of 2023 must still meet all the other State and local graduation requirements, including but not limited to credit, curriculum, and attendance requirements. The graduation assessment requirements for the classes of 2024 and 2025 remain in place.

The requirements in this section were adopted by the New Jersey State Board of Education on September 8, 2021 for the classes of 2023–2025.

#### English Language Arts and Literacy (ELA)

If, after completing the New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the ELA component, such students may access the following pathways:

- **Second Pathway:** By meeting the designated cut score on a substitute competency test such as other high school-level NJSLA/PARCC assessments, the SAT, ACT, or ACCUPLACER; or
- **Third Pathway:** By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

#### Mathematics

If, after completing the required New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the mathematics component, such students may access the following pathways:

- **Second Pathway:** By meeting the designated cut score on a substitute competency test such as other high school-level NJSLA/PARCC assessments, the SAT, ACT, or ACCUPLACER; or
- **Third Pathway:** By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

Under the Individuals with Disability Education Act (IDEA), all students with disabilities must be included in all general state and district-wide assessments. IEPs of students with disabilities will address whether the student must meet the passing score on the state assessments or demonstrate proficiency through an alternate pathway. Students with disabilities whose IEPs specify an alternative way to demonstrate proficiencies, will continue to follow the graduation assessment requirements set forth in their IEPs. It is the responsibility of the student's IEP team to ensure that the IEP is implemented as written, including components addressing state graduation assessment requirements.

IEP teams should reserve the exemption of the statewide assessment graduation requirement for students with significant intellectual disabilities and for students with disabilities who have made repeated unsuccessful attempts to meet statewide assessment requirements through New Jersey Graduation Proficiency Assessment, a substitute competency test, or a student portfolio appeal. Districts are encouraged to begin convening meetings of the student's IEP team when the student is in grade 9, or as early as possible. The IEP team includes the student, and the student's parent(s)/guardian(s) to discuss the student's specific graduation requirements.

Questions about IEP components concerning graduation assessment requirements should be directed to the Office of Special Education Policy and Dispute Resolution at [oseinfo@doe.nj.gov](mailto:oseinfo@doe.nj.gov).

Students must take and demonstrate proficiency in grade 11 on the New Jersey Graduation Proficiency Assessment, which includes content aligned to the grade 10 New Jersey Student Learning Standards (NJSLS) in ELA, and the NJSLS in Algebra 1 and Geometry. If after completing the New Jersey Graduation Proficiency Assessment a student does not demonstrate proficiency on the ELA or mathematics section, the student may retake the New Jersey Graduation Proficiency Assessment in the following summer or fall.

A student with disabilities whose IEP states that they are not eligible for the alternate assessment (Dynamic Learning Maps) must take the New Jersey Graduation Proficiency Assessment in grade 11.

### First Pathway—NJGPA

**Note:** Cut Scores Approved by the New Jersey State Board of Education on February 2, 2022

ELA	Mathematics
New Jersey Graduation Proficiency Assessment— ELA $\geq$ 750 (Graduation Ready)	New Jersey Graduation Proficiency Assessment— Mathematics $\geq$ 750 (Graduation Ready)

**Note:** This pathway is only available to students who completed the New Jersey Graduation Proficiency Assessment in grade 11.

Students who sat for the New Jersey Graduation Proficiency Assessment in grade 11 and did not demonstrate proficiency are able to demonstrate proficiency in ELA and/or mathematics by meeting the designated cut score on one of the assessments on the menu of substitute competency tests in the table for the second pathway (below).

### Important Notes:

- Tests marked with an asterisk (\*) are no longer administered but can be used for the graduating year.
- Beginning on Monday, January 28, 2019, classic ACCUPLACER tests were no longer available. QAS replaced ACCUPLACER Elementary Algebra

## Second Pathway—Menu of Substitute Competency Tests

**Note:** Cut scores forthcoming following New Jersey State Board of Education Approval.

ELA	Mathematics
<p>One of the following:</p> <ul style="list-style-type: none"> <li>• NJSLA/PARCC ELA Grade 9</li> <li>• SAT Critical Reading (taken before 3/1/16)</li> <li>• SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later)</li> <li>• SAT Reading Test (taken 3/1/16 or later)</li> <li>• ACT Reading or ACT PLAN Reading*</li> <li>• ACCUPLACER WritePlacer</li> <li>• ACCUPLACER WritePlacer ESL</li> <li>• PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15)</li> <li>• PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later)</li> <li>• ACT Aspire Reading*</li> <li>• ASVAB-AFQT Composite</li> </ul>	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• NJSLA/PARCC Algebra I</li> <li>• NJSLA/PARCC Geometry</li> <li>• NJSLA/PARCC Algebra II</li> <li>• SAT Math (taken before 3/1/16)</li> <li>• SAT Math Section (taken 3/1/16 or later)</li> <li>• SAT Math Test (taken 3/1/16 or later)</li> <li>• ACT or ACT PLAN Math</li> <li>• ACCUPLACER Elementary Algebra</li> <li>• Next-Generation ACCUPLACER Quantitative Reasoning, Algebra, and Statistics (QAS) (beginning January 2019)</li> <li>• PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15)</li> <li>• PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later)</li> <li>• ACT Aspire Math*</li> <li>• ASVAB-AFQT Composite</li> </ul>

**Note:** This pathway is only available to students who completed the New Jersey Graduation Proficiency Assessment in grade 11.

Students who completed the New Jersey Graduation Proficiency Assessment in grade 11 and did not demonstrate proficiency are able to demonstrate proficiency in ELA and/or mathematics through a portfolio appeal in grade 12.

## Third Pathway—Portfolio Appeals

ELA	Mathematics
Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

# Sample Career Paths

The four-year high school plans below are merely samples of possible career paths that students may take. There are numerous variations of these paths which students ultimately take based on their abilities, interests, and goals.

## CAREER PATH LIST

### Business

If you are interested in owning your own business and/or working in a business related field, here is the counselor suggested course list in addition to your academic course list.

- Foundations of Organizational and Business Management
- Int. Entrepreneurship: Small Business Management
- Adv. Entrepreneurship: Business Leadership
- Accounting I
- Workplace Digital Technologies: Microsoft Office
- Multimedia and Web Design
- AP Computer Science A
- Computer Science Principles
- Human Behaviors
- Probability and Statistics
- Creative Design I
- Creative Design II
- Gateway 2 Careers Seminar and Internship
- Gateway 2 Careers Job Shadowing

### Medical Field

If you are interested in the medical related field, here is the counselor suggested course list in addition to your academic course list.

- Healthcare Careers
- Human Anatomy and Physiology
- AP Biology
- AP Chemistry
- Human Behaviors
- Medical Terminology
- Probability and Statistics
- PreCalculus
- Calculus or AP Calculus
- Gateway 2 Careers Seminar and Internship
- Gateway 2 Careers Job Shadowing

## **Food Industry**

If you are interested in the food industry or related field, here is the counselor suggested course list in addition to your academic course list.

- Gourmet Cuisine
- Advanced Cuisine
- Global Cuisine
- Life Skills/ Independent Living
- Gateway 2 Careers Seminar and Internship
- Gateway 2 Careers Job Shadowing

## **Construction and Utilities**

If you are interested in the construction field, here is the counselor suggested course list in addition to your academic course list.

- Vehicle Maintenance and Repair
- Foundations of Construction & Eng. Tech
- Socially Responsible Engineering Design
- Socially Responsible Technological Design
- Introduction to Construction and Utilities
- Intermediate Construction and Utilities
- Adv. Construction & Utilities Trades
- Construction and Utilities
- Capstone in Socially Responsible Engineering

## **Video/Film Production**

If you are interested in any video or film field, here is the counselor suggested course list in addition to your academic course list.

- Introduction Television Broadcasting
- Intermediate Television Broadcasting
- Advanced Television Broadcasting
- Gateway 2 Careers Seminar and Internship
- Computer Graphics and Photography
- Foundations of Visual Art
- Intermediate Visual Art
- Advanced Visual Art
- Visual Art and Careers
- Advanced Photography
- Set Design
- Musical Theater
- Gateway 2 Careers Job Shadowing

# 2023-24 COURSE OFFERINGS

Grades 9-12

	COURSE LENGTH		GRADE OFFERED				
SUBJECTS	SEMESTER	YEAR	9	10	11	12	CREDITS
<b>ALLIED HEALTHCARE</b>							
Medical Terminology		x	x	x	x	x	5
Healthcare Careers		x	x	x	x	x	5
<b>ART (See Visual &amp; Performing Arts)</b>							
<b>BUSINESS &amp; COMPUTER TECHNOLOGY</b>							
Accounting I		x		x	x	x	5
Marketing with Social Media/Personal Finance		x	x	x	x	x	5
Microsoft Office	x		x	x	x	x	2.5
Multimedia Design	x		x	x	x	x	2.5
Computer Science Principles		x	x	x	x	x	5
AP Computer Science#		x		x	x	x	5
Foundations of Organizational and Business Management		x	x	x	x	x	5
Intermediate Entrepreneurship: Small Business Management		x		x	x	x	5
Advanced Entrepreneurship: Business Leadership		x			x	x	5
<b>ENGLISH</b>							
English 9		x	x				5
English 9 Honors *		x	x				5
English 10		x		x			5
English 10 Honors *		x		x			5
English 11		x			x		5

English 11 Honors *		x			x		5
English 12		x			x		5
Advanced Placement English Language & Composition#		x			x		5
English 12 Honors *		x				x	5
Creative Writing		x		x	x	x	5
SAT Verbal Preparation		x		x	x		5
Advanced Placement English Literature & Composition#		x				x	5
Law and Order—Introduction to Criminal Justice		x		x	x	x	5
Grades 9-12 Reading		x	x	x	x	x	5
Introduction to Journalism & Student Publications		x	x	x	x	x	5
True Crime		x	x	x	x	x	5
<b>FAMILY &amp; CONSUMER SCIENCE</b>							
Independent Living		x	x	x	x	x	5
Life Skills and Consumer Science		x	x	x	x	x	5
Global Cuisine		x		x	x	x	5
Gourmet Cuisine		x		x	x	x	5
Creative Sewing		x		x	x	x	5
Clothing Construction I		x		x	x	x	5
Advanced Cuisine		x			x	x	5
Clothing Construction II		x			x	x	5

(\*) Weighted Course - 8 points

(#) Weighted Course - 10 points

SUBJECTS	COURSE LENGTH		GRADE OFFERED				CREDITS
	SEMESTER	YEAR	9	10	11	12	
Gateway To Careers: Seminar (Honors)	x					x	7.5
Gateway To Careers: Internship (Honors)	x					x	7.5
Gateway To Careers: Job Shadowing	x	x			x	x	5/5
<b>MATHEMATICS</b>							
Pre-Algebra			x				
Algebra I		x	x	x			5
Algebra II		x		x	x		5
Algebra II Honors*		x	x	x			5
Geometry		x	x	x	x		5
Geometry Honors*		x	x				5
Math for Careers		x			x	x	5
Pre-Calculus		x		x	x	x	5
Pre-Calculus AP*		x			x	x	5
Calculus Honors*		x				x	5
Advanced Placement Calculus AB#		x			x	x	5
Advanced Placement Calculus BC#		x				x	5



SAT Mathematics Preparation		x		x	x		5
Math I & II		x				x	5
Probability & Statistics		x			x	x	5
Mathematics in Sports		x	x	x	x	x	5
Applied Geometry and Trigonometry		x			x	x	5
<b>MUSIC (See Visual &amp; Performing Arts)</b>							
<b>PHYSICAL EDUCATION /HEALTH</b>							
Health	x		x	x	x	x	1
Physical Education		x	x	x	x	x	4
Weight Training		x	x	x	x	x	5
Yoga & Wellness		x		x	x	x	5
Fishing		x	x	x	x	x	5
<b>SCIENCE</b>							
Physics		x	x				5
Physics Honors *		x	x				5
Chemistry		x		x			5

Chemistry Honors *		x		x			5
Biology		x			x		5
Biology Honors *		x			x		5
Advanced Placement Chemistry #		x			x	x	6
Human Anatomy & Physiology Honors*		x			x	x	5
Advanced Placement Biology #		x				x	6
Advanced Placement Physics 1#		x		x	x	x	6
STEM/Drone Aviation		x			x	x	5
<b>SOCIAL STUDIES</b>							
World History		x	x				5
World History Honors *		x	x				5
U.S. History I		x	x				5
U.S. History I Honors *		x		x			5
Advanced Placement U.S. History I #		x		x			5
U.S. History II		x			x		5
U.S. History II Honors*		x			x		5
Advanced Placement U.S. History II #		x			x		5
The World Today		x			x	x	5

Human Behaviors		x		x	x	x	5
Personal Finance	x			x	x	x	2.5
Civics	x			x	x	x	2.5
Advanced Placement Government Civics		x			x	x	5
Advanced Placement Psychology		x		x	x	x	5
<b>SPECIAL EDUCATION</b>							
<b>Resource Center:</b>							
English – Replacement		x	x	x	x	x	5
Reading – Replacement		x	x	x	x	x	5
Science – Replacement		x	x	x	x	x	5
Mathematics – Replacement		x	x	x	x	x	5
Social Studies – Replacement		x	x	x	x	x	5
<b>In-Class Support:</b>							
English I – ICS		x	x				5
English II – ICS		x		x			5
English III—ICS		x			x		5
English IV – ICS		x				x	5
Conversational Spanish – ICS		x	x	x	x	x	5

World History – ICS		x	x				5
Physics – ICS		x	x	x	x	x	5
U.S. History I – ICS		x		x	x		5
Biology – ICS		x		x			5
Chemistry—ICS		x	x	x	x	x	5
Algebra I – ICS		x	x	x	x	x	5
Geometry – ICS		x			x	x	5
Algebra II – ICS		x			x	x	5
U.S. History II – ICS		x			x	x	5
Community Based Instruction		x	x	x	x	x	5

(\*) Weighted Course - 8 points

(#) Weighted Course - 10 points

SUBJECTS	COURSE LENGTH		GRADE OFFERED				CREDITS
	SEMESTER	YEAR	9	10	11	12	
<b>TECHNOLOGY EDUCATION</b>							
Foundations of Construction and Engineering Technology		x	x	x	x	x	5
Socially Responsible Engineering Design		x		x	x	x	5
Socially Responsible Technical Design		x		x	x	x	5
Capstone in Socially Responsible Engineering		x				x	5
Introduction to Construction and Utility Trades		x		x	x	x	5
Intermediate Career and Utility Trades		x		x	x	x	5
Advanced Construction and Utility Trades		x				x	5
Vehicle Maintenance and Repair		x	x	x	x	x	5
Introduction Television Broadcasting		x	x	x	x	x	5
Intermediate Television Broadcasting		x		x	x	x	5
Advanced Television Broadcasting		x			x	x	5

(\*) Weighted Course - 8 points

(#) Weighted Course - 10 points

SUBJECTS	COURSE LENGTH		GRADE OFFERED				CREDITS
	SEMESTER	YEAR	9	10	11	12	
<b>VISUAL AND PERFORMING ARTS</b>							
Art I-Foundations of Visual Art		x	x	x	x	x	5
Art II-Intermediate Visual Art		x	x	x	x	x	5
Creative Design I		x		x	x	x	5
Creative Design II		x		x	x	x	5
Art III-Advanced Visual Art		x		x	x	x	5
Art IV-Visual Art and Careers		x			x	x	5
AP ART-Advanced Placement Art					x	x	5
Graphic Design and Photography		x	x	x	x	x	5
Advanced Photography		x	x	x	x	x	5
Pottery and Sculpture		x	x	x	x	x	5
Guitar I		x	x	x	x	x	5
Guitar II		x		x	x	x	5
Musical Theater		x	x	x	x	x	5
Instrumental Music		x	x	x	x	x	5
Concert Choir		x	x	x	x	x	5
Music Production		x	x	x	x	x	5

(\*) Weighted Course - 8 points

(#) Weighted Course - 10 points

SUBJECTS	COURSE LENGTH		GRADE OFFERED				CREDITS
	SEMESTER	YEAR	9	10	11	12	
Advanced Placement Music Theory		x		x	x	x	5
Set Design I		x	x	x	x	x	5
Set Design II		x		x	x	x	5
Vocal Ensemble (Madrigal Singers)		x	x	x	x	x	5
Percussion Studies		x	x	x	x	x	5

(\*) Weighted Course - 8 points

(#) Weighted Course - 10 points

SUBJECTS	COURSE LENGTH		GRADE OFFERED				CREDITS
	SEMESTER	YEAR	9	10	11	12	
<b>WORLD LANGUAGES</b>							
French I		x	x	x	x	x	5
French II		x	x	x	x	x	5
French III Honors*		x		x	x	x	5
French IV Honors*		x			x	x	5
Advanced Placement French Language & Culture#		x				x	5
Latin I		x	x	x	x	x	5
Latin II		x	x	x	x	x	5
Latin III Honors*		x		x	x	x	5
Latin IV Honors*		x			x	x	5
Advanced Placement Latin#		x				x	5
Spanish I		x	x	x	x	x	5
Spanish II		x	x	x	x	x	5
Spanish III Honors*		x		x	x	x	5
Spanish IV Honors*		x			x	x	5
Advanced Placement Spanish Language & Culture#		x				x	5
Conversational Spanish		x	x	x	x	x	5

(\*) Weighted Course - 8 points

(#) Weighted Course - 10 points



# ALLIED HEALTHCARE

## Medical Terminology - Grades 9-12 - Elective

- Topics:
  - The study of words that pertain to body systems, anatomy, physiology, medical processes and procedures and a variety of diseases
  - Emphasizes the learning of root words along with prefixes and suffixes thus enabling students to translate new terms
  - Provides students interested in careers in the healthcare industry with a valuable, important foundational course

## Healthcare Careers - Grades 9-12 Elective

- Topics:
  - Explore medical careers, medical science and its practical applications.
  - Using personal protective equipment; applying infection control principles
  - Performing CPR with an AED and administering basic first aid
  - Measuring and recording patient information: height, weight and vital signs
  - Assisting colleagues with patient exams; moving, lifting and positioning patients
  - Assisting patients with personal hygiene and grooming

# ART

Please see Visual & Performing Arts

# BUSINESS

## Foundations of Organizational and Business Management Grades 9-12

- Topics:
  - Introduce students to how organizations such as businesses, offices, nonprofits, etc. are started and function in today's society.
  - Exploring the mindsets and skills of professionals, leaders, and entrepreneurs.
  - Become knowledgeable in all aspects of organizations and management including Entrepreneurial Mindsets, Finance, Marketing, and Operations.

## Accounting I - Grades 10-12 - Elective

*Prerequisite: Foundations of Organizational and Business Management*

- Topics:
  - Applying principles and procedures concerned with analyzing, recording, summarizing, and interpreting accounting records for a proprietorship and partnership form of business organization.

- Experiences help determine the student's interest and aptitude in bookkeeping and accounting as an occupation, to develop the ability to prepare financial records, to interpret the information, and to apply it to the conducting of business activities.
- Developing good work habits through the mediums of accuracy, neatness, orderliness, precision analysis, and execution are emphasized.

### **Int. Entrepreneurship: Small Business Management - Grades 10-12**

*Prerequisites: Foundations of Organizational and Business Management*

- Topics:
  - Expand on your knowledge from Foundations of Organizational and Business Management
  - Develop a startup business framework, how to solve problems facing business owners, when to expand the business based on market research and how economic factors impact small business growth, when to upgrade systems needed to run businesses, how to create products cost effectively and ethically, as well as logistics of a product cycle
  - Learn from local entrepreneurs how to work through problems you will encounter in a start-up business.
  - Students will assume management positions in the running of a school-based business
  - Students will be eligible to receive ServSafe Certification

### **Advanced Entrepreneurship: Business Leadership - Grades 11-12**

*Prerequisites: Foundations of Organizational and Business Management, Int. Entrepreneurship: Small Business Management*

- Topics:
  - Expand on your knowledge from Foundations of Organizational and Business Management, Int. Entrepreneurship: Small Business Management
  - Students will continue in management positions in the running of a school-based business, serve on the Board of Directors, train other students in the running of the school business
  - Serve mentors for students in Foundations of Organizational and Business Management, Int. Entrepreneurship: Small Business Management
  - Write and execute a business plan, including procuring funding, as well as how to transition a business through succession planning and when it is appropriate to dissolve a business
  - Explore the relationship between business and government, principles of market economies, and basics of international trade
  - Students will be eligible to receive ServSafe Certification

## **COMPUTER SCIENCE AND TECHNOLOGIES**

### **Introduction to Coding - Grades 7 - Required**

- Topics:
  - Practice a problem-solving process to address a series of challenges.
  - How computers input, output, store, and process information to help solve problems.
  - How to create and share the content of their web pages.

- How to structure and style their web pages using HTML coding and Cascading Style Sheets (CSS).
- Practice valuable programming skills such as debugging, using resources, and teamwork.

### **Coding – Grades 8 - Cycle**

- Topics:
  - Using Game Lab in Code.org to create animations that include shapes, sprites, and test.
  - Extending animations to include interactions based on user-input.
  - Understanding the importance of data in solving problems and how computers can be used to automate the steps of this process.

### **Workplace Digital Technologies: Microsoft Office - Grades 9-12 – Elective – 1 semester**

*This is a 1 semester course.*

- Topics:
  - Apply learned skills to complete Word and Excel software applications.
  - Skills learned can be applied to most software applications that a student will use for school or personal activities.
  - Students will prepare to complete the Microsoft Office Specialist exams in Word.

### **Multimedia and Web Design - Grades 9-12**

- Topics:
  - Developing a thorough understanding of Desktop Publishing, PowerPoint, and Web Design
  - Produce commercial quality printed material using a desktop publishing program to create business cards, flyers, newsletters, and brochures
  - Apply design techniques in the creation of PowerPoint projects and learn how to create presentations
  - Plan, design, and develop web pages, including writing HTML code

### **Computer Science Principles**

*Prerequisites: This is a beginner level course with no prior computer science knowledge or experience required.*

- Topics:
  - Teaches the foundations of computer science using JavaScript
  - Covers a broad range of foundational topics such as programing, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing.

### **AP Computer Science A (JAVA)**

*Prerequisites: No prior computer science knowledge or experience required.*

- Topics:
  - Design and implement computer programs that solve problems relevant to today's society, including art, media, and engineering

- Object-oriented programming using the Java language and is meant to be the equivalent of a first semester, college-level course in computer science
- Emphasizes problem solving and algorithm development, and use hands-on experiences and examples so that students can apply programming tools and solve complex problems

## ENGLISH

*Prerequisite for English classes: Students are recommended for a specific level of English based upon benchmarks, and/or standardized tests, past performance in English, and teacher recommendation. Some courses may require summer reading.*

### Grade 7 English

- Focuses on the close reading, analytical writing, and language skills that have immediate relevance for students across their current courses and that are most essential for future work in high school, college, and careers
- Topics:
  - Read closely and analyze a range of complex literary and informational texts, including multimedia
  - Value textual evidence and incorporate it effectively in writing and speaking
  - Understand how writers and speakers use specific words and phrases to move the thoughts, emotions, and actions of readers and listeners
  - Writing types include: narrative, informational/explanatory, and argumentative

### Grade 7 English - Honors

*Prerequisite: Teacher recommendation, score on a placement test, and score on NJSLA*

- Focuses on the close reading, analytical writing, and language skills that have immediate relevance for students across their current courses and that are most essential for future work in high school, college, and careers
- Topics:
  - Read closely and analyze a range of complex literary and informational texts, including multimedia
  - Value textual evidence and incorporate it effectively in writing and speaking
  - Understand how writers and speakers use specific words and phrases to move the thoughts, emotions, and actions of readers and listeners
  - Writing types include: narrative, informational/explanatory, and argumentative

### Grade 8 English

- Focuses on the close reading, analytical writing, and language skills that have immediate relevance for students across their current courses and that are most essential for future work in high school, college, and careers

- Topics:
  - Read closely and analyze a range of complex literary and informational texts, including multimedia
  - Value textual evidence and incorporate it effectively in writing and speaking
  - Understand how writers and speakers use specific words and phrases to move the thoughts, emotions, and actions of readers and listeners
  - Writing types include: narrative, informational/explanatory, and argumentative

## **Grade 8 English - Honors**

*Prerequisite: Teacher recommendation*

- Focuses on the close reading, analytical writing, and language skills that have immediate relevance for students across their current courses and that are most essential for future work in high school, college, and careers
- Topics:
  - Read closely and analyze a range of complex literary and informational texts, including multimedia
  - Value textual evidence and incorporate it effectively in writing and speaking
  - Understand how writers and speakers use specific words and phrases to move the thoughts, emotions, and actions of readers and listeners
  - Writing types include: narrative, informational/explanatory, and argumentative

## **English 9**

- Focuses on the close reading, analytical writing, and language skills that have immediate relevance for students across their current courses and that are most essential for future work in high school, college, and careers
- Topics:
  - Read closely and analyze a range of complex literary and informational texts, including multimedia
  - Value textual evidence and incorporate it effectively in writing and speaking
  - Understand how writers and speakers use specific words and phrases to move the thoughts, emotions, and actions of readers and listeners
  - Writing types include: narrative, informational/explanatory, and argumentative

## **English 9 - Honors**

*Prerequisite: Teacher recommendation*

- Focuses on the close reading, analytical writing, and language skills that have immediate relevance for students across their current courses and that are most essential for future work in high school, college, and careers
- Topics:
  - Read closely and analyze a range of complex literary and informational texts, including multimedia

- Value textual evidence and incorporate it effectively in writing and speaking
- Understand how writers and speakers use specific words and phrases to move the thoughts, emotions, and actions of readers and listeners
- Writing types include: narrative, informational/explanatory, and argumentative

## English 10

- Focuses on further strengthening students' reading, analysis, writing, problem-solving, and communication skills to prepare students for success in high school, college, and careers
- Topics:
  - Read closely and analyze a range of complex literary and informational texts, including multimedia
  - Value textual evidence and incorporate it effectively in writing and speaking
  - Understand how writers and speakers use specific words and phrases to move the thoughts, emotions, and actions of readers and listeners
  - Content focuses primarily on World Literature
  - Writing types include: narrative, informational/explanatory, and argumentative

## English 10 - Honors

*Prerequisite: Teacher recommendation*

- Focuses on further strengthening students' reading, analysis, writing, problem-solving, and communication skills to prepare students for success in high school, college, and careers
- Topics:
  - Read closely and analyze a range of complex literary and informational texts, including multimedia
  - Value textual evidence and incorporate it effectively in writing and speaking
  - Understand how writers and speakers use specific words and phrases to move the thoughts, emotions, and actions of readers and listeners
  - Content focuses primarily on World Literature
  - Writing types include: narrative, informational/explanatory, and argumentative

## English 11

- Focuses on further strengthening students' reading, analysis, writing, problem-solving, and communication skills to prepare students for success in high school, college, and careers
- Topics:
  - Read closely and analyze a range of complex literary and informational texts, including multimedia
  - Value textual evidence and incorporate it effectively in writing and speaking
  - Understand how writers and speakers use specific words and phrases to move the thoughts, emotions, and actions of readers and listeners
  - Content focuses primarily on American Literature
  - Writing types include: narrative, informational/explanatory, and argumentative

## English 11 - Honors

*Prerequisite: Teacher recommendation*

- Focuses on further strengthening students' reading, analysis, writing, problem-solving, and communication skills to prepare students for success in high school, college, and careers
- Topics:
  - Read closely and analyze a range of complex literary and informational texts, including multimedia
  - Value textual evidence and incorporate it effectively in writing and speaking
  - Understand how writers and speakers use specific words and phrases to move the thoughts, emotions, and actions of readers and listeners
  - Content focuses primarily on American Literature
  - Writing types include: narrative, informational/explanatory, and argumentative

## English Language & Composition - AP

*Prerequisite: Teacher recommendation*

- A college-level course that is taught in accordance with College Board approved curricula
- Pace matches that of college courses and provides students the challenge of responsibility and independence in learning
- Topics:
  - develop evidence-based analytic and argumentative essays that proceed through several stages or drafts
  - read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods

## English 12

- Focuses on further strengthening students' reading, analysis, writing, problem-solving, and communication skills to prepare students for success in high school, college, and careers
- Topics:
  - Read closely and analyze a range of complex literary and informational texts, including multimedia
  - Value textual evidence and incorporate it effectively in writing and speaking
  - Understand how writers and speakers use specific words and phrases to move the thoughts, emotions, and actions of readers and listeners
  - Content focuses primarily on themes of identity and culture
  - Writing types include: narrative, informational/explanatory, and argumentative

## English 12 - Honors

*Prerequisite: Teacher recommendation*

- Focuses on further strengthening students' reading, analysis, writing, problem-solving, and communication skills to prepare students for success in high school, college, and careers
- Topics:
  - Read closely and analyze a range of complex literary and informational texts, including multimedia

- Value textual evidence and incorporate it effectively in writing and speaking
- Understand how writers and speakers use specific words and phrases to move the thoughts, emotions, and actions of readers and listeners
- Content focuses primarily on themes of identity and culture
- Writing types include: narrative, informational/explanatory, and argumentative

## **English Literature & Composition - AP**

Prerequisite: Teacher recommendation

- A college-level course that is taught in accordance with College Board approved curricula
- Pace matches the pace of college courses and provides students the challenge of responsibility and independence in learning
- Topics:
  - develop literary analysis essays that proceed through several stages or drafts
  - read and analyze various novels and poetry, drama, and short stories with similar themes and/or approaches

## **Creative Writing - Grades 10-12**

- Learn professional writing habits, put together a portfolio, and publish original works in fiction, poetry, and personal nonfiction

## **SAT Verbal Preparation - Grades 10, 11**

- Learn skills to prepare for the SAT
- Topics:
  - time management, test-taking strategies, and SAT Verbal content

## **Law & Order: Introduction to Criminal Justice - Grades 9-12**

- An introduction to the field of criminal justice
- Topics:
  - forensic science
  - crime scene investigations through mock case procedurals
  - history and modern issues surrounding American policing and corrections
  - the issues and complexities of the modern American legal system, with special attention given to the US Constitution and current issues associated with its interpretation
  - the art of profiling unusual and serial killers and crimes



## **Grades 9-12 Reading**

- Structured and guided instruction to assist students in acquiring basic understandings at a pace that meets their needs
- Concentrates on reading fluency and comprehension, vocabulary improvement, and critical & creative thinking and reasoning

## **Introduction to Journalism & Student Publications - Grades 9-12 NEW**

- This full-year course is intended for any 9-12 student who has a genuine interest in the field of journalism and high school publications, and it will be an additional course option that will count towards Gateway students' 21st Century Life and Careers requirement.
- This course is designed to foster inquiry-based journalism, student voice & choice, and to support, further develop, and expand the Gateway student-run newspaper, *The Chomp*. An additional student publication that Journalism students will conceive and develop is a fall and spring edition of a Gateway literary magazine.
- Students will learn to document, research, write, and disseminate important stories of GRHS and its community and world. The following skills will be explored: investigation, research, time-management, ethics, sourcing, reporting, publishing, fact-checking, editing, and writing in a digital world.
- Topics:
  - principles of journalism and student publication protocols
  - types of journalism and student publication practice
  - digital multimedia and student publication projects
  - social media writing/marketing/analytics and student publication process

## **True Crime - Grades 9-12 NEW**

- This full year course is designed to have students analyze various examples of crime stories through novels, short stories, news articles, first person accounts, movies and tv series, documentaries, and podcasts. We will examine stories of criminals, victims, families of victims, trials, and investigations. We will also investigate examples of true crime stories in New Jersey. Students will also practice detective skills and creativity as they craft their own crime stories through various writing skills. This course will also teach students to evaluate the concept of justice, what it is, how it is different for various communities of people, and how it has evolved over time
- Topics:
  - creating documentaries
  - recording podcasts
  - evaluating crime scenes
  - writing detective short stories
  - conducting research and presentations
  - evaluating the media through literary analysis
  - book clubs

# FAMILY & CONSUMER SCIENCE

## Family & Consumer Science Cycle - Grades 7/8

- Introduces students to a variety of career and job opportunities in the field.
- Topics:
  - Focus on kitchen safety, how to read a recipe, kitchen tools & utensils, and nutrition facts.
  - Developed in areas of interior design, color, alterations, how to sew on a button, and babysitting.

## Independent Living - Grades 9-12

- Topics:
  - Focus on kitchen Food preparations and nutrition (cakes, cookies, and desserts, one dish meals, wok cookery, and working with ground meat)
  - Fashion construction and textiles (A sweatshirt and a project of your choice)
  - Consumer education and relationships. (A sweatshirt and a project of your choice kitchen safety, how to read a recipe, kitchen tools & utensils, and nutrition facts.

*\* Nominal fees may apply depending on student project choices.*

## Life Skills in Family & Consumer Science - Grades 9-12

- Topics:
  - Food preparations and nutrition (pastry, desserts, soups, casseroles, and gelatin)
  - Fashion construction and textiles (lounging pants, sweat pants, or shorts and a project of your choice)
  - Consumer education and living on your own. (Caring for an electronic baby)

*\* Nominal fees may apply depending on student project choices.*

## Global Cuisine - Grades 10-12

*Prerequisite: Successful completion of Life Skills or Independent Living*

- Topics:
  - Food are prepared from each of these cultures:
  - American food cultures such as New England, Southern, South Western, Mid-Atlantic (Pennsylvania Dutch & Philadelphia), the Pacific coast, and Hawaiian Islands.
  - International food cultures include Latin America, Europe, Asia, and the Mediterranean. Foods are prepared from each of these cultures.

*\* Nominal fees may apply depending on student project choices.*

## Gourmet Cuisine - Grades 10-12

*Prerequisite: Successful completion of Life Skills or Independent Living*

- Topics:
  - Fundamental background on knife skills and plating that are used throughout the year.

- Preparation of appetizers, poultry and meats.
- Cake decorating, cakes and specialized desserts.

\* Nominal fees may apply depending on student project choices.

## **Creative Sewing - Grades 10-12**

*Prerequisite: Successful completion of Life Skills or Independent Living*

- Topics:
  - Advanced course for student to use their creativeness in sewing.
  - Machine embroidery techniques,
  - Quilting, knitting, scrapbooking and holiday crafting.

\* Nominal fees may apply depending on student project choices.

## **Clothing Construction I - Grades 10-12**

*Prerequisite: Successful completion of Life Skills or Independent Living*

- Topics:
  - Advanced course for students who want to continue developing their sewing skills.
  - Hands-on experience will include fashion construction of various projects that will incorporate pattern alterations, clothing design, and advanced sewing techniques.
  - A walk through fashion history to today's trends will be analyzed.

\* Nominal fees may apply depending on student project choices.

## **Advanced Cuisine - Grades 10-12**

*Prerequisite: Successful completion of Gourmet Cuisine*

- A more advanced approach to food preparation and plating
- Topics:
  - Techniques for air brushing on cakes.
  - Preparing specialized desserts.
  - Ethnic cooking and everyday foods.

\* Nominal fees may apply depending on student project choices.

## **Clothing Construction II - Grades 10-12**

*Prerequisite: Successful completion of Clothing Construction I*

- This Family and Consumer Science course is for the technically advanced students who want to continue to perfect the skills previously learned.
- Topics:
  - Hands-on experience will include fashion construction of various projects that will incorporate pattern alterations, clothing design, and advanced sewing techniques.

\* Nominal fees may apply depending on student project choices.

# GATEWAY TO CAREERS

## Gateway 2 Careers: Cycle - Grade 8

- Topics:
  - Introduction of Soft Skills including communication, time and organization management, teamwork, leadership and networking.
  - Career Exploration including completion of career cluster survey and menu project about future career choices
  - Economic Life Skills including budgeting, social media use, workplace entry requirements and resume writing.

## Gateway 2 Careers: Job Shadowing

- Topics:
  - Improve communication skills with peers, employers, customers and large groups of people so that the student may participate more successfully in professional and social life.
  - Respond to rapidly expanding technologies and corporate systems that demand strong choices in verbal and nonverbal messages, listening skills and critical thinking
  - Identify, analyze, develop and evaluate communication skills needed for professional and social success in interpersonal situations, interviews, group interactions, and professional or personal presentations.

## Gateway 2 Careers: Seminar - Honors

*This is a one (1) semester course.*

- Topics:
  - Gain the skills necessary to be successful in the workforce
  - Focus on the career search process and adjusting to the world of work, career exploration, professional etiquette, dressing for success, interview and resume-building skills
  - This elective is required for students going on to take the Gateway 2 Careers Internship course and highly suggested for students wishing to join School-to-Work opportunities
  - Field experiences are an integral component to this course
  - Students will be eligible to receive OSHA 10 certification

## **Gateway to Careers: Internship - Honors**

*This is a one (1) semester course.*

*Prerequisite: Gateway 2 Careers: Seminar*

- Topics:
  - The course is unlike any other class students will take in high school or even college.
  - Provides the opportunity to work closely with an expert in a career field each student chooses, observe up close and personal what students can only imagine before they actually do it
  - Gain a firsthand perspective of the skills and tasks required on the job by being on the job site
  - Involves a strong partnership with various community career areas and links participants to resources and experiences to build the employability skills needed in all career areas

# **HEALTH**

## **Grades 7 & 8 Health**

*The 7th and 8th grade health curriculum is combined and offered on a two-year rotation with instruction being gender specific.*

- Topics:
  - self-esteem
  - environmental health
  - time management
  - decision making
  - peer pressure and refusal skill
  - mental and emotional health
  - nutrition
  - substance

## **Health I – Grade 9 - Substance Abuse Awareness/Family Living/HIV Infection**

- Topics:
  - drug, alcohol and tobacco abuse
  - self-esteem
  - social and personal health
  - dealing with peer pressure
  - decision making and refusal skills
  - consumer health

## **Health II – Grade 10 - Highway Safety**

- Topics:
  - rules of the road and safety precautions associated with driving
  - prepares for behind-the-wheel instruction and the written NJ State Driver's Examination.
  - alcohol/drug issues as they relate to driving
  - career opportunities in the public safety education field
  - environmental issues

## **Health III – Grade 11 - First Aid & Nutrition**

- Topics:
  - American Red Cross Community First Aid and Safety course.  
prevent, recognize, and provide basic care for injuries and sudden illnesses  
CPR/AED non-certified instruction
  - Nutrition  
responsible food choices  
understand fad diets and gimmicks  
recognize symptoms of eating disorders

## **Health IV – Grade 12 - Human Sexuality**

- Topics:
  - family life education
  - human growth and development
  - biological, sociological, and psychological aspects of human sexuality
  - pregnancy and childbirth
  - sexually transmitted diseases
  - methods of birth control
  - date rape and abuse
  - death and dying

# **MATHEMATICS**

## **Math 7**

- Topics:
  - Developing understanding of and applying proportional relationships.
  - Developing understanding of operations with rational numbers and working with expressions and linear equations.
  - Solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume
  - Drawing inferences about populations based on samples.

## Math 7 - Honors

*Prerequisite: Teacher recommendation, score on a placement test and NJSLA*

- Topics:
  - Developing understanding of and applying proportional relationships.
  - Developing understanding of operations with rational numbers and working with expressions and linear equations.
  - Solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume
  - Drawing inferences about populations based on samples.

## Math 8

- Topics:
  - Formulating and reasoning about expressions and equations and solving linear equations and systems of linear equations
  - Grasping the concept of a function and using functions to describe quantitative relationships.
  - Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

## Pre-Algebra

*Prerequisite: Teacher recommendation, score on a placement test and NJSLA.*

Pre-algebra is **a course designed to prepare students for a standard high school algebraic course.**

- Topics:
  - Developing an understanding of integers, fractions, decimals and square roots
  - Solve step equations and linear equations
  - Work to solve basic equations using variables.

## Algebra I

*Prerequisite: Teacher recommendation, score on a placement test and NJSLA.*

- Topics:
  - Develop deep and robust understanding of linear relationships in procedural, conceptual, and applied settings with an emphasis on linear functions and linear equations.
  - Employ mathematics to model and explain authentic scenarios.
  - Use evidence to craft mathematical conjectures and prove or disprove them.

## Algebra I - Honors

*Prerequisite: Teacher recommendation, score on the placement test and NJSLA.*

- Topics:
  - Develop deep and robust understanding of linear and quadratic relationships in procedural, conceptual, and applied settings with an emphasis on linear functions and linear equations and quadratic functions and equations.
  - Employ mathematics to model and explain authentic scenarios.
  - Use evidence to craft mathematical conjectures and prove or disprove them.

## Algebra II

*Prerequisite: Successful completion of Geometry*

- Topics:
  - Develop deep and robust understanding of polynomial, exponential and rational, and trigonometric relations in procedural, conceptual, and applied settings with an emphasis on functions and equations.
  - Employ mathematics to model and explain authentic scenarios.
  - Use evidence to craft mathematical conjectures and prove or disprove them.

## Algebra II - Honors

*Prerequisite: Teacher recommendation.*

- Topics:
  - Develop deep and robust understanding of polynomial, exponential and rational, and trigonometric relations in procedural, conceptual, and applied settings with an emphasis on functions and equations.
  - Employ mathematics to model and explain authentic scenarios.
  - Use evidence to craft mathematical conjectures and prove or disprove them.

## Geometry

- Topics:
  - Develop deep and robust understanding transformations in the plane, trigonometry and circles.
  - Visualize relationships between two-dimensional and three-dimensional objects
  - Apply geometric concepts in modeling situations

## Geometry - Honors

- Topics:
  - Develop deep and robust understanding transformations in the plane, trigonometry and circles.
  - Visualize relationships between two-dimensional and three-dimensional objects
  - Apply geometric concepts in modeling situations



## Pre-Calculus

- Topics:
  - Formulating and reasoning about functions and advanced equations
  - Grasping the concept of a triangular and circular trigonometry
  - Analyzing discrete mathematics
  - Solving problems using concepts of calculus

## Pre-Calculus - AP

*Prerequisite: Teacher recommendation*

- Topics:
  - Solving Polynomial and Rational Functions
  - Formulating and reasoning Exponential and Logarithmic Functions
  - Grasping the concepts of Trigonometric and Polar Functions
  - Analyzing functions involving Parameters, Vectors, and Matrices

## Math for Careers      Grades 11-12

*Prerequisite: Successful completion of two years of high school math.*

- Topics:
  - Guided approach to trades and occupational mathematics, equipping students with a solid foundation in the math needed for a variety of technical and vocational trades, such as allied health, electrical trades, plumbing, construction, and many more.
  - Concepts are presented completely within the context of practical on-the-job applications, so students can make an impact on the job from day one.

## Math I & II

*Prerequisite: Successful completion of three years of high school math*

- The purpose of this course is to prepare students to take the Accuplacer at RCGC.
- Comprehensive course designed for students whose college placement test scores fall below college requirements.
- Topics:
  - Improve working knowledge of mathematics fundamentals.
  - Improve working knowledge of Algebra.

## Probability and Statistics

*Prerequisite: Successful completion of pre-calculus, college algebra or pre-calculus.*

- Elective math course
- Topics:
  - Interpret categorical and quantitative data

- Making Inferences and Justifying Conclusions
- Conditional Probability and the Rules of Probability

### **Calculus - Honors**

- Topics:
  - Develop deep and robust understanding of limits and continuity, derivatives, differentiation and integrals.
  - Employ mathematics to model and explain authentic scenarios.
  - Use evidence to craft mathematical conjectures and prove or disprove them.

### **Calculus – AB - AP**

*Prerequisite: Teacher recommendation*

- Topics:
  - Develop deep and robust understanding of limits and continuity, derivatives, differentiation and integrals.
  - Employ mathematics to model and explain authentic scenarios.
  - Use evidence to craft mathematical conjectures and prove or disprove them.

### **Calculus – BC - AP**

*Prerequisite: Teacher recommendation*

- Topics:
  - Explore the key concepts, methods, and applications of single-variable calculus including all topics covered in AP Calculus AB (functions, graphs, and limits, derivatives, integrals, and the Fundamental Theorem of Calculus).
  - Analyze and integral calculus, such as parametric, polar and vector functions, and series.

### **SAT Math Preparation - Grades 10, 11**

- Learn skills to prepare for the SAT
- Topics:
  - Time management, test-taking strategies, and SAT math content.

### **Mathematics in Sports Grades 9 -12**

*Prerequisite: Any is welcome to take this class as an elective. It does not count as one of the three required math classes.*

- Topics:
  - Data analysis, trends and averages in and around sports.
  - Sports science, salaries, off field finances, economic impact on community, salary negotiations, managing caps.
  - Students have an opportunity to look at the possible career paths that are available in the sports world, but go beyond the field of play

## **Applied Geometry and Trigonometry Grades 11-12**

*Prerequisite: Successful completion of two years of high school math. This course can count as a third year of math.*

- **Topics:**

- Reasoning, parallel and perpendicular lines, triangles, quadrilaterals, and circles.
- Solve problems related to astronomy, surveying, and construction, to name only a few areas.
- Students will be able to use this course as a third year of math and it will be for students who see math more concretely.
- Concepts are presented completely within the context of practical on-the-job applications so students can make an impact on the job from day one.

## **MUSIC**

Please see Visual, Fine & Performing Arts.

## **PHYSICAL EDUCATION**

### **Grades 7 & 8 Physical Education**

- Foster teamwork
- Promotes cooperation and cohesiveness over competition
- Physical fitness and skills
- Team building activities
- Based on a two-year cycle

### **Physical Education I – Grade 9**

- Focus on fitness
- Eighteen-week comprehensive fitness curriculum
- Rhythmics
- Instruction in the fitness center

### **Physical Education II – Grade 10**

- Active, healthy lifestyle
- Promote cooperation and teamwork
- Team sports

### **Physical Education III – Grade 11**

- Lifetime recreational activities
- Fitness concepts
- Rhythmics
- Cooperative team sports

### **Physical Education IV – Grade 12**

- Lifetime activities
  - individual activities
  - dual activities
- Biomechanical movement awareness
- Personalized fitness plan development

### **Weight Training**

- Build muscular strength
- Develop muscular endurance
- Improve flexibility
- Increase speed

### **Yoga & Wellness**

*Pre-requisite: Students should receive medical clearance from any health or medical related worker prior to taking the class.*

- Introduces students to spiritual development
- Trains the body and mind to self observe and become aware of their own nature.
- Cultivates discernment, awareness, self-regulation and higher consciousness

### **Fishing**

- Utilizes Hooked on Fishing Not on Drugs curriculum
- Topics:
  - New Jersey sponsored program
  - Encourages avoidance of tobacco, drugs and alcohol
  - Provides alternative activities that involve learning to fish, appreciating aquatic and environmental resources, and developing positive life skills.
- Nurtures self-esteem and confidence
- Develops higher-order critical thinking and problem-solving skills,
- Builds skills to explore freshwater and marine careers

# SCIENCE

## 7th Grade Science

- Designed to present scientific concepts through an integrated approach
- Focus on Organisms, Genetics, Earth and Environment
- Engage in real-life, hands-on activities
- Participate problem solving, critical thinking, and cooperative activities

## 8th Grade Science

- Designed to present scientific concepts through an integrated approach
- Focus on Matter, Force and Motion, Energy, and Earth/Space
- Engage in real-life, hands-on activities
- Participate problem solving, critical thinking, and cooperative activities

## Biology - 9th Grade

- Focus on biochemistry, cytology, genetics, evolution and a general survey of the kingdoms.
- Engage in labs related to concepts of course that relate to real-life experience
- Participate problem solving, critical thinking, and cooperative activities
- Exposure to careers in the sciences

## Biology Honors - 9th Grade

*Prerequisite: Teacher recommendation*

- Challenge students in a rigorous and accelerated curriculum and pace
- Focus on biochemistry, cytology, genetics, evolution and a general survey of the kingdoms.
- Engage in labs related to concepts of course that relate to real-life experience
- Participate problem solving, critical thinking, and cooperative activities
- Exposure to careers in the sciences

## Chemistry - 10th Grade

- Focus on composition of substances, inorganic chemistry and nuclear chemistry
- Engage in labs related to concepts of course that relate to real-life experience
- Participate problem solving, critical thinking, and cooperative activities
- Exposure to careers in the sciences

## Chemistry – Honors - 10th Grade

*Prerequisite: Teacher recommendation*

- Challenge students in a rigorous and accelerated curriculum and pace
- Focus on composition of substances, inorganic chemistry and nuclear chemistry

- Engage in labs related to concepts of course that relate to real-life experience
- Participate problem solving, critical thinking, and cooperative activities
- Exposure to careers in the sciences

### **Physics - 11th Grade**

- Focus on mechanics, kinematics, laws of motion, momentum, collisions, circular motion and electricity
- Engage in utilizing concepts and their inter-relationship as they apply to daily applications
- Create and evaluate models as they pertain to concepts taught

### **Physics Honors - 11th Grade**

*Pre-requisite: Teacher recommendation*

- Focus on mechanics, kinematics, laws of motion, momentum, collisions, circular motion and electricity
- Engage in utilizing concepts and their inter-relationship as they apply to daily applications
- Create and evaluate models as they pertain to concepts taught

### **AP Physics - Elective Course**

*Prerequisite: Teacher recommendation*

- Pace matches the pace of college courses
- Provides students the challenge of responsibility and independence in learning
- Focus on mechanics, electricity and magnetism, vectors, wave optics thermodynamics
- Engage in labs related to concepts of course that relate to real-life experience
- Participate problem solving, critical thinking, and cooperative activities

\*\*\*Can count as a graduation requirement

### **AP Chemistry - Elective Course**

*Prerequisite: Teacher recommendation*

- Pace matches the pace of college courses
- Provides students the challenge of responsibility and independence in learning
- Focus on kinetic molecular theory, organic chemistry, nuclear chemistry, coordination of compounds, the structure of matter, chemical equilibria
- Engage in labs related to concepts of course that relate to real-life experience
- Participate problem solving, critical thinking, and cooperative activities

\*\*\*Can count as a graduation requirement

### **AP Biology - Elective Course**

*Prerequisite: Teacher recommendation*

- Pace matches the pace of college courses
- Provides students the challenge of responsibility and independence in learning

- Focus on understanding of organisms and the environment and the many varied relationships that exist
- Engage in labs related to concepts of course that relate to real-life experience
- Participate problem solving, critical thinking, and cooperative activities

\*\*\*Can count as a graduation requirement

### **Honors Human Anatomy & Physiology - Elective Course**

*Prerequisites: Enrolled in Biology or has taken Biology and teacher recommendation*

- Focus on the structure and function of the human body
- Engage in labs related to concepts of course that relate to real-life experience
- Participate problem solving, critical thinking, and cooperative activities
- Exposure to careers in the sciences

### **STEM/Drone Aviation - Elective course NEW**

*Prerequisite: Must be 16 or turning 16 by June of the year the course is taken for certification purposes*

- Engage in engineering practices, problem solving, critical thinking, and cooperative activities
- Understand the innovations and technological advances in aviation and aerospace
- Gain a historical perspective from earliest flight to today
- Become Drone certified

## **SOCIAL STUDIES**

### **Grade 7 Social Studies/The Big History Project**

- Big History takes on these questions that originate with the dawn of time, and gives students a framework to tell the story of humanity's place in the universe
- Explore connections throughout history
- Effectively question, analyze and postulate information from the past and the changes reshaping our world

### **Grade 8 Social Studies/American History**

- Focus on our nation's development from Colonial America to The Civil War
- Includes key aspects of civics, history, economics, and geography
- Engage in critical thinking decisions and apply them in today's ever-changing world

### **World History - 9th Grade**

- Focus on the major turning points from the 1700's to present day
- Develop social skills
- Understand the importance of citizenship, and
- Make personal connections to history

## **World History Honors - 9th Grade**

*Prerequisite - teacher recommendation*

- Focus on the major turning points from the 1700's to present day
- Develop social skills
- Understand the importance of citizenship, and
- Make personal connections to history

## **U.S. History I - 10th Grade**

- Focus on American history from Reconstruction to the World War II era
- Understand a broad perspective on turning points that have shaped the United States
- Engage in cooperative learning activities
- Contribute to the decision making in real-world contexts

## **U.S. History I - Honors - 10th Grade**

*Prerequisite - Teacher recommendation*

- Focus on American history from Reconstruction to the World War II era
- Understand a broad perspective on turning points that have shaped the United States
- Analyze primary and secondary documents through the Document Based Question (DBQ)
- Focus on the Pre-Columbian times and the foundation of the United States

## **U.S. History I AP - 10th Grade**

*Prerequisite - Teacher recommendation*

- Focus on American history from Reconstruction to the World War II era
- Understand a broad perspective on turning points that have shaped the United States
- Analyze primary and secondary documents through the Document Based Question (DBQ)
- Focus on the Pre-Columbian times and the foundation of the United States

## **U.S. History II - 11th Grade**

- Focus on important historical events, personages, and changes, which occurred in the U.S. beginning with WWII
- Show awareness of political, economic and social changes, which have occurred in this period of American history and relate these events to current positions, actions, policies or problems
- Assimilate and analyze information for application to previous events and current situations
- Make connections between American historical and current events to foreign countries and their geographical locations and importance

## **U.S. History II - Honors - 11th Grade**

*Prerequisite - Teacher recommendation*

- Focus on important historical events, personages, and changes, which occurred in the U.S. beginning with WWII
- Show awareness of political, economic and social changes, which have occurred in this period of American history and relate these events to current positions, actions, policies or problems



- Engage in analytic skills and factual knowledge to problem solve
- Focus on United States History from the post-World War II period to the present
- Analyze primary and secondary documents through the Document Based Question (DBQ)

## **U.S. History II AP - 11th Grade**

*Prerequisite - Teacher recommendation*

- Focus on important historical events, personages, and changes, which occurred in the U.S. beginning with WWII
- Show awareness of political, economic and social changes, which have occurred in this period of American history and relate these events to current positions, actions, policies or problems
- Engage in analytic skills and factual knowledge to problem solve
- Focus on United States History from the post-World War II period to the present
- Analyze primary and secondary documents through the Document Based Question (DBQ)

## **Personal Finance - Grades 9-12**

- Semester course
- Exposure to personal financial planning
- Research relevant issues pertaining to financial management and planning
- Understand complexities individuals face regarding financial future

## **The World Today – Elective - Grades 11-12**

- Recommended to have completed World History and U.S. History I
- Focus on current, local and national issues during the 1st semester
- Focus on geography, culture and international trends in the 2nd semester

## **Human Behaviors – Elective - Grades 10-12**

- Focus on history of psychology, brain function and development, sleep and dreams during the 1st semester
- Focus on brain theories of development, language and cognition during the 2nd semester
- Participate problem solving, critical thinking, and cooperative activities
- Exposure to careers in human behavior

## **Civics – Elective - Grades 9-12**

- Semester course
- Understand the reciprocal nature and responsibility of citizenship
- Engage in practical application and critical reflection of current topics
- Explore the roles and responsibilities of federal, state and local governments and the meaning of democratic citizenship
- Exposure to related careers

### **Advance Placement Civics/US Government - Elective**

*Prerequisite: Teacher recommendation*

- Focus on history, government, and politics.
- Engage in the study of key political ideas
- Examine politically significant concepts and themes
- Interpret data to develop evidence-based arguments.

### **Advanced Placement Psychology - Elective**

*Prerequisite: Teacher recommendation*

- Focus on the systematic and scientific study of human behavior and mental processes
- Research the Biological bases of behavior, Sensation and Perception
- Understand the developmental psychology, testing and individual differences

## **SUPPLEMENTAL COURSES**

The supplemental courses provide tutoring services and instruction during the school day and students may be eligible for after school tutoring/summer programs through the district's Title I program. This program is designed to help students strengthen their skills in reading, writing, or mathematics. The following multiple measures are used to identify students for inclusion in the basic skills program:

1. Teacher recommendation;
2. Achievement of less than the minimum level of proficiency as measured by classroom benchmarks;
3. A final grade of "C" or lower in supplemental instruction or current language arts and/or math class.

Instruction will be provided in accordance with the student's diagnosed needs. Students are monitored and assessed throughout the year to measure progress. The following criteria will be used to exit students from the program.

1. Teacher recommendation;
2. Achievement of more than the minimum level of proficiency as measured by classroom benchmarks;
3. A final grade of "C" or higher in supplemental instruction or current language arts and/or math class.

## **SPECIAL EDUCATION**

### **RESOURCE CENTER - REPLACEMENT**

*Classes chosen under this category are for students who have an Individualized Education Plan and who require smaller classes that adjust for pace and adapt the instruction to meet the needs of the students. Courses of study for replacement classes are aligned with either the NJ Core Curriculum Content Standards or Common Core Standards and with the mainstream curriculum.*

### **Resource Center English — Replacement**

Emphasis is placed on all areas in literacy arts. Levels for each student in writing are established at the beginning of the year. Instruction is modified accordingly based on IEP needs and the Common Core Standards in English language arts. Progress is tracked throughout the year for each student. Focus on state assessment in literacy arts is a part of the program.

### **Resource Center Reading — Replacement**

Instruction in these classes focuses on individual student's needs in reading in the context of the Common Core Standards in English language arts. Instruction centers around thematic units designed around the Standards and proficiencies. Emphasis on state assessment will be included.

### **Resource Center Science - Replacement**

This curriculum is on a three-year alternating cycle between Physics, Chemistry, and Biology at the High School level. Each year the class will be aligned with its counterpart in the mainstream ensuring alignment with the NJ Core Curriculum Content Standards. Middle school curriculum rotates on a two-year cycle. Organized study skills are emphasized.

### **Resource Center Math - Replacement**

Based on levels established by the Common Core Standards for mathematics in each grade, students are tested and grouped according to skill levels. Typically, students in these courses follow the curriculum from the mainstream education program, but adjust for pace and depth of material. These classes include Pre-Algebra, Algebra and Geometry at the High School level.

### **Resource Center Social Studies/History - Replacement**

History in special education is on a three-year rotating cycle, including World History, US I and US II. Each year the class will be aligned with its counterpart in the mainstream ensuring alignment with the NJ Core Curriculum Content Standards. Middle school curriculum rotates on a two-year cycle. Emphasis is placed on study and organizational skills.

### **In-Class Support/Aide Supported Classes**

*In-class supports (ICS) are options for students with IEPs to participate in mainstream classes with their peers with the support of an additional adult in the classroom. Students are recommended for these classes who with proper support, modifications and accommodations can perform successfully in a mainstream class. Students who are typically successful in these courses exhibit behaviors of completing assignments, having good study habits, attending to class and demonstrate a motivation for learning. Students in these classes are held to the same standards as their peers and are responsible for keeping pace and meeting the NJ Core Curriculum Content Standards as well as the Common Core Standards. Final decisions on supported classes will be decided at each child's IEP annual review. Various academic courses are offered with in-class support at both the high school and middle school level.*

### **Community Based Instruction**

The Community Based Instruction Program will focus on the three areas of instruction: Life Skills, Community Experiences, and Career Exploration. The students will be engaged in active learning in the classroom and learning will be furthered through activities in the natural environment. These Life Skills will be differentiated to meet the individual goals and objectives in each student's IEP. Although all of the

NJCCCS for “21<sup>st</sup> Century Life Career Skills” are expected to be addressed and assessed, the main focus of this instruction will be:

- Conduct job searches
- Complete job applications
- Simulate real-life situations
- Basic budgeting
- Basic job-site expectations

The school will partner with agencies to provide social activities to refine social skills. These experiences may include:

- Attending movies, concerts, etc.
- Ordering meals at restaurants and over the phone
- Shopping for food and supplies
- Using public transportation

The program will also individualize Career Exploration for students starting at a generalized level moving to a more focused Career program.

*Special education students may choose general education classes as part of their individual programs. Minimally, all special education students take health and physical education, electives, and 7<sup>th</sup>/8<sup>th</sup> grade cycles in the mainstream. Other students may choose those general education classes where their academic skills, interest, and motivation are comparable to their typical peers in a specific subject area. Sometimes these students require supplementary aids, supports, and/or modifications in order for them to be successful. Parents and students considering general education classes need to refer to the course descriptions of classes. Any general education classes chosen will be decided by the IEP team at the annual review conference, typically held in the spring.*

## TECHNOLOGY EDUCATION

### Technology Education Cycle

Technology is more than just computers and electronics. In fact, it is the study of the entire man-made world, how stuff works and where it comes from.

- Project-based learning in a safe and exciting laboratory environment.
- Learn, evaluate and interact with a variety of products and systems.
- Exposure to contemporary trends in alternative energy and sustainable design.
- Careers in STEM (Science, Technology, Engineering and Mathematics).
- Utilize the Engineering Design Process to solve problems and explore their creativity.
- A strong emphasis is placed on safety, cooperative learning and classroom participation.

### Foundations of Construction and Engineering Technology - Grades 9-12

- Year is divided into seven major units of study, representing each of the Seven Areas of the Human Made World (Construction, Transportation, Communication & Information, Power & Energy, Manufacturing, and Medical/Agricultural Biotechnologies).

- Each unit will address products, systems, 21st Century Careers, historical perspectives and ethical issues associated with that area; and each unit will culminate with a Design Challenge that requires use the Engineering Design Process to generate solutions to technological problems.
- A strong emphasis is placed on safety throughout the year as students become acquainted with the facilities, tools, machines and materials.
- CAD Software, Adobe Creative Suite, and various Web 2.0 tools, will be used along with rapid prototyping CAM equipment.
- Students will be eligible to receive OSHA 10 certification

### **Socially Responsible Engineering Design - Grade 10-12**

*Prerequisite: Foundations of Technology*

- Build on the student's knowledge gained in the Foundations of Technology course.
- Allows the students to have a decision in the thematic units taught/learned.
- Students will have the opportunity to understand and apply knowledge and skills required to create and transform ideas and concepts into a marketable product that satisfies specific customer requirements. Students will coordinate and interact in authentic ways to produce models to completely define a product.
- Focus on how engineers apply their creativity, resourcefulness, mathematical, scientific, and technical knowledge and skills in the creation or refinement of technological products/systems.
- Students will be challenged to participate as members of engineering teams within a typical business organization.

### **Socially Responsible Technological Design - Grade 10-12**

*Prerequisite: Foundations of Technology*

- Advanced study for students to understand how technology's development, control, and use is based on design constraints, and human wants and needs.
- Challenges students to use design processes so that they can think, plan, design and create solutions to engineering and technological problems.
- Students are actively involved in the organized and integrated application of technological resources, engineering concepts, and scientific procedures.
- Students address the complexities of technology that stem from designing, developing, using, and assessing.

### **Capstone in Socially Responsible Engineering - Grade 12**

*Prerequisites: Students wishing to take this course should have previously completed each of the other three department electives (Foundations of Technology, Socially Responsible Technological Design and Socially Responsible Engineering Design), teacher recommendation. Students must fill out application for admittance into course.*

- The students should be passionate about pursuing a career and/or higher education associated with STEM fields and/or Entrepreneurialism.

- Students will spend the better part of the year engaged in the Engineering Design Process to develop a solution to a unique problem with a Design, Technological or Engineering focus.
- Individual design projects may take the form of a physical or web-based product or system, which they will develop, document and present to the cohort.
- Once they begin their project, the teacher will act as a facilitator, monitoring the student's progress and help the student to network, manage their time, and secure resources.
- Students will be required to seek out and solicit the local and global business/ industry communities to acquire financial/material support, and a mentor who can provide specialized, ongoing consultation and feedback.
- Projects will benefit the individual, community, association, or school environment.

### **Introduction - Construction and Utility Trades - Grades 10-12**

*Prerequisite: Foundations of Technology*

- This course will introduce students to multiple technical and trade career areas including construction, residential remodeling, and basic home repair.
- Today's economy demands a better educated workforce than ever before, and jobs in this new economy require more complex knowledge and skills than the jobs of the past.
- Career and technical education (CTE) is an educational strategy for providing young people with the academic, technical, and employability skills and knowledge to pursue postsecondary training or higher education and enter a career field prepared for ongoing learning.
- This course will provide a career based pathway for students and expose them to career and workforce readiness based skills, such as, but not limited to: carpentry, plumbing and electrical.
- This course would be beneficial for students looking to enter the workforce or pursue a career in one of these fields.

### **Intermediate - Construction and Utility Trades - Grades 10-12**

*Prerequisite: Introduction - Construction and Utility Trades*

- Focuses on the multiple technical and trade career areas including general construction, plumbing and electrical trades.
- Provide students the opportunity to pursue a career and/or post secondary training to enter a career path into one of these trades.
- Course is based upon student interest and will be tailored each year to meet the needs of the students currently enrolled.

### **Advanced - Construction and Utility Trades - Grade 12**

*Prerequisite: Intermediate - Construction and Utility Trades*

- Build upon and enhance various skills covered in the previous two trade courses.

- The main focus of the course is to mimic current commercial/residential construction/carpentry trends covered in apprenticeship training programs to prepare students for apprenticeship program entrance requirements and skill sets.
- Topics covered will include but are not limited to, Insulation/Thermal Protection Methods, Advanced Exterior Finishes, Interior Steel Framing Applications, Advanced Drywall Installations, Doors & Door Hardware, Residential Suspended Ceilings, Window, Door, Floor & Ceiling Trims and Cabinet Installation.

### **Vehicle Maintenance and Repair - Grades 9-12**

- Teaches current and future car owners how to keep their vehicles running smoothly.
- Receive hands-on experience checking oil, changing tires, and conducting other simple tasks that keep cars functioning.
- Gain experience conducting basic tune-ups and checking the vehicle's major systems, including the electrical and cooling systems.
- Includes labs where students work on actual vehicles, learning where things are located and the basics of correcting problems.

### **Introduction Television Broadcasting - Grades 9-12**

- Television and internet media production/broadcasting with an emphasis on producing Gateway-focused projects that will prepare students for a career, college, and everyday applications. Students will
- Gain knowledge in real world careers using software (DaVinci Resolve, Adobe Premiere Pro, Photoshop, etc.), equipment and skills that are in demand.
- Portfolios will be created that can be used to gain internships, employment and college admission.
- Students in this course will have the opportunity to assist with extracurricular activities as able to help practice the skills learned in the course.
- This course may be used to satisfy 21st Century requirements for graduation.

### **Intermediate Television Broadcasting - Grades 10-12**

*Prerequisite: Introduction Television Broadcast*

- Utilize techniques from the introduction course to develop productions.
- Continue to broaden experience with audio and visual technologies.
- Apply knowledge to conduct interviews and film events at Gateway.

### **Advanced Television Broadcasting - Grades 11-12**

*Prerequisite: Intermediate Television Broadcast*

- This course focuses on teaching television and internet media production/broadcasting with an emphasis on producing Gateway-focused projects that will prepare students for a career, college, and everyday applications.
- Students will be expected to film, interview, and produce productions independently
- Feedback and critiquing of projects will be critical in the course, with an emphasis on correcting each student's work until all steps of media production are mastered

# VISUAL, FINE & PERFORMING ARTS

## ART

### Fine Art Cycle - Grade 7

- Students become familiarized with basic color theory and color psychology
- Introduces basic techniques and art mediums used for drawing, painting and ceramics.
- Encourages an appreciation of art through exposure to a variety of artists from different genres and time periods.

### Graphic Design Cycle - Grade 8

The Graphic design is a course that studies two-dimensional design principles with a heavy emphasis on computer graphic creation and photo manipulation.

- Students will be using Adobe software and other free software programs that are comparable to Adobe
- Students will have the opportunity to explore Graphic design as a future career option by speaking with a graphic designer and researching data about the profession.

### Art I-Foundations of Visual Art – Grades 9-12

- Intended for the first-year art student with little or no experience.
- Places an emphasis on art appreciation and understanding through various topics and mediums.
- Acquaints student with basic art terminology, drawing techniques, painting, and the elements of design.

### Art II-Intermediate Visual Art – Grades 9-12

*Prerequisite: It is suggested that a student successfully complete Foundations of Visual Art.*

- This course is a continuation of art appreciation and understanding of art.
- Expands the awareness of various subjects and mediums offered in art.
- Provides a more practical experience and opportunity for refinement of skills.

### Art III-Advanced Visual Art – Grades 10-12

*Prerequisite: It is suggested that a student be recommended by the Intermediate Visual Art teacher.*

- This course is primarily for artistic-minded students who wish to broaden their artistic ability.
- Builds upon the technical skills acquired in the prerequisites.
- Allows students to focus on developing their own artistic style and work more on creative problem solving than they did the previous two courses.

### Art IV-Visual Art and Careers – Grades 11, 12

*Prerequisite: It is suggested that a student should be recommended by the Advanced Visual Art teacher. The student must possess a portfolio approved by the art teacher.*



- For experienced art majors who intend to further their education in art or to seek an immediate art vocation upon graduation.
- Student should possess a serious attitude toward the subject for self-enrichment or as a future vocation.
- Student refines past experiences to enhance his/her portfolio.

### **AP Art-Advanced Placement Art - Grades 11, 12**

*Prerequisite: Teacher recommendation. The student must possess a portfolio approved by the AP*

*Art teacher.*

- Intended for experienced art majors to obtain entry-level college credit and/or the waving of preliminary college 2D design course.
- Student must possess a serious attitude toward the subject for self-enrichment or as a future vocation.
- Student must produce a portfolio suitable to be evaluated by a national committee.

### **Pottery and Sculpture - Grades 9-12**

*Prerequisite: Foundations of Visual Art*

- This course focuses on teaching clay pottery and sculpture as a means of visually communicating an idea or concept.
- Learn about the origins of clay as a material and we will look at the biological makeup of clay and discuss its properties and applications.
- Discuss clay and its impact on Neolithic man and reference its uses and functions today.
- Focus on art criticism and analysis and will learn how to respond to art in an appropriate way by understanding and identifying the elements of art and the principles of design.

### **Set Design I - Grades 9-12**

*Prerequisite: Foundations of Visual Art.*

Students will work with play/musical director and AP Art Teacher to design and create sets that meet the needs of shows and create artwork as needed within the school community.

- Present design options, make revisions based on clients' requests and work to bring designs to life.
- Meet project deadlines, problem solve when complications arise.
- Work collaboratively as a design team to create large scale works of art that will be utilized and enjoyed within the school community.
- Projects will be showcased to enhance the building and music/theatre department productions.

### **Set Design II - Grades 10-12**

*Prerequisite: Set Design I.*

Set Design 2 students will build off of skills acquired in Set Design 1 and take leadership roles in the design and execution of the theater department productions.

- Present design options, make revisions based on clients' requests and work to bring designs to life.
- Meet project deadlines, problem solve when complications arise.
- Work collaboratively as a design team to create large scale works of art that will be utilized and enjoyed within the school community.
- Projects will be showcased to enhance the building and music/theatre department productions.

### **Art III-Advanced Visual Art – Grades 10-12**

*Prerequisite: It is suggested that a student be recommended by the Intermediate Visual Art teacher.*

- This course is primarily for artistic-minded students who wish to broaden their artistic ability.
- Builds upon the technical skills acquired in the prerequisites.
- Allows students to focus on developing their own artistic style and work more on creative problem solving than they did the previous two courses.

### **Art IV-Visual Art and Careers – Grades 11, 12**

*Prerequisite: It is suggested that a student should be recommended by the Advanced Visual Art teacher. The student must possess a portfolio approved by the art teacher.*

- For experienced art majors who intend to further their education in art or to seek an immediate art vocation upon graduation.
- Student should possess a serious attitude toward the subject for self-enrichment or as a future vocation.
- Student refines past experiences to enhance his/her portfolio.

### **AP Art-Advanced Placement Art - Grades 11, 12**

*Prerequisite: Teacher recommendation. The student must possess a portfolio approved by the AP Art teacher.*

- Intended for experienced art majors to obtain entry-level college credit and/or the waving of preliminary college 2D design course.
- Student must possess a serious attitude toward the subject for self-enrichment or as a future vocation.
- Student must produce a portfolio suitable to be evaluated by a national committee.

### **Creative Design I - Grades 10-12**

*Prerequisite: Computer Graphics and Photography*

- Opportunity to apply design skills to a real life student publication, the yearbook.
- The elements and principles of design weigh heavily into the decision making for yearbook layouts.
- This is a very deadline intensive course. In between deadlines, students will have the opportunity to hone their design skills in the Adobe Creative Suite CC through the creation of original computer generated works of art.
- Learn to use a scanner and camera.

## **Creative Design II - Grades 10-12**

*Prerequisite: It is suggested that a student successfully complete Creative Design I.*

- Students are given more responsibilities for managing assigned sections of the yearbook.
- Students will also receive additional training and understanding of the elements and principles of design through the creation of original art works using the Adobe Creative Suite CC programs.
- Lessons in photography and journalism are incorporated in the creation of the yearbook.

## **Graphic Design and Photography - Grades 9-12**

- Develop understanding of the tools used by those in the field of graphic design and photography.
- Utilize these tools to produce high-quality designs that reflect their personality and design-style.
- Develop a solid understanding of the history of photography that led up to the digital age and the various settings, functions, and features available on today's digital cameras.
- Students will be encouraged to take photos thoughtfully, use Photos to organize assignments, and Adobe Photoshop & Lightroom for post-processing techniques.

## **Advanced Photography - Grades 10-12**

*Prerequisite: Student successfully completes Graphic Design and Photography.*

- Guide students to a more meaningful perspective on photography, its history, its impact on contemporary culture, and how to use it as a creative outlet.
- Provide an opportunity for the interested photography student to advance their skills and develop a portfolio for their future endeavors.
- Covers higher-level thinking skills and art-related technology skills with an emphasis on the creation of images in either traditional or electronic media.

# **MUSIC**

## **Instrumental Music - Grades 7-12**

- Build upon performance skills acquired at the elementary level.
- Exposes students to wide variety of concert band literature at all levels of difficulty.
- Learn proper instrument techniques, rehearsal methods and expectations, experience the joy of music, and develop the discipline needed to participate in a group that provides the community with public performances.
- Perform music of diverse style from many musical periods.

## **Middle School Chorus - Grade 7-8**

- Provide an introduction in basic skills and content for the interested young singer.
- Emphasis is placed on active and responsible group participation.
- Basic aspects of good singing and musicianship are explored and experienced.

### **Musical Theater - Grades 9-12**

No previous musical or theatrical experience is required.

- Explores the history and development of Musical Theater from its roots in the late 1800's to present day Broadway shows.
- Study all areas, including acting, music, staging and directing, producing, set design, costume design, choreography, makeup, and critique.
- Emphasis is placed on career opportunities in all fields involved with musical theater production.
- Creative projects, including script and scene writing, song composition, direction of scenes, costume construction projects, and performance of show excerpts.

### **Concert Choir - Grades 9-12**

Provides opportunity for interested students in grades 9-12 to experience the many areas involved in the art of choral singing and to accumulate and sharpen the skills necessary to participate in a choral group.

- Vocal technique, musical terms, symbols and vocabulary, and the application of these facets to ensemble singing.
- Overview of music history, particularly vocal and choral literature, is presented with emphasis on choral music's place in the various world cultures throughout history and around the globe.
- Students are given the opportunity to evaluate their own performances and those of other groups, through recordings and live performances.

### **Vocal Ensemble (Madrigal Singers) - Grades 9-12**

*Prerequisite: Recommendation by teacher through audition process. It is also recommended that the student have completed at least one year of Concert Choir, but is not a requirement.*

- Be able to perform in the Madrigals choir.
- Gives students the opportunity to explore the mechanics of becoming not just a connoisseur of music, but a performer, theorist, analyst and composer.
- Interpret the abstract in order to decode, analyze and evaluate music as well as what composers and lyricists may have been trying to convey in works representing a wealth of genres, time periods, and traditions.
- Acquire an appropriate music vocabulary and an understanding of the creative process in order to discuss these thoughts.

### **Guitar I - Grades 9-12**

An introductory, beginning level course for students with no previous experience playing the guitar, or students that have played before and wish to improve their music-reading skills.

- Methods of instruction will include both traditional and contemporary approaches.
- Music reading skills will be emphasized and practiced on a daily basis.
- Learn the concepts of reading chord notation and tablature.
- Evaluations will be based on individual and group performance on the guitar and on the understanding of musical concepts.

## **Guitar II - Grades 9-12**

- Introduces complex concepts such as triplets, sixteenth note rhythms and different major/minor scales and their accompanying chords.
- Covers higher-level thinking skills and music-related technology skills with an emphasis on the performance of music through playing the guitar.
- Students will have the ability to interact with most music they play.

## **Percussion Studies - Grades 9-12**

- Intended for students interested in learning how to play a percussion instrument
- Will learn to perform a variety of different musical genres and be able to perform in the musical concerts
- Introduce students to fundamental musical and technical concepts as well as emphasize methods and materials that reinforce the proper skills of successful percussion performance.

## **Music Production - Grades 9-12**

An elective one-year course designed to provide the opportunity for interested students in grades 9-12 to explore and experience the basic fundamentals of music in a non-performance setting.

- Intelligent, informed listening practices, analysis and compositional technique, and creativity based on technical knowledge.
- Provides students with factual information which can be applied to performance skills.
- Prepares college bound students with the necessary background to enter a freshman-level music major program.

## **AP Music Theory - Grades 10-12**

*Prerequisite: Music Production and teacher recommendation.*

- Corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures.
- Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course.
- Students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score.
- Development of aural skills is a primary objective.
- Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music.
- Notational skills, speed, and fluency with basic materials are also emphasized.

# WORLD LANGUAGES

*The Middle School World Language program is a two-year sequence of instruction. Students in grade 7 may choose from the languages offered. This choice will be a commitment for two years of study. Students that successfully pass a middle school world language will begin with level II of that subject in high school.*

## FRENCH

### Grade 7 French

- Introduction to listening, speaking, reading, and writing in French
- Learn to express basic needs and interests and to respond to everyday situations in French
- Develop acceptance and understanding of cultures in French-speaking countries

### Grade 8 French

*Prerequisite: Successful completion of Grade 7 French*

- Expansion of the skills of listening, speaking, reading, and writing in French
- Emphasis on vocabulary and learning more complex mechanical language skills in order to broaden communication skills and to produce original material in the target language
- Foster cultural awareness of Spanish-speaking people

### French I

- Introduction to listening, speaking, reading, and writing in French
- Learn to express basic needs and interests and to respond to everyday situations
- Emphasis on vocabulary and grammar in context
- Foster cultural awareness of French-speaking people

### French II

*Prerequisite: Successful completion of French I or successful completion of Grade 8 French and teacher recommendation.*

- Expansion of the skills of listening, speaking, reading and writing in French
- Emphasis on vocabulary and learning more complex mechanical language skills in order to broaden communication skills and to produce original material in the target language
- Continues to foster cultural awareness of French-speaking people

### French III

*Prerequisite: Successful completion of French II*

- Broadens the skills of listening, speaking, reading and writing in French
- Refines the ability to converse and write in French on a variety of sophisticated topics and to comprehend and respond to different types of materials in French

## **French IV - Honors**

*Prerequisite: Successful completion of French III*

- Develop the ability to work more independently in French and to use critical thinking skills to analyze French literature and culture
- Refines the ability to converse and write in French on a variety of sophisticated topics and to comprehend and respond to a variety of materials in French

## **French - AP**

*Prerequisite: Teacher recommendation*

- A college-level course that is taught in accordance with College Board approved curricula
- Pace matches the pace of college courses and provides students the challenge of responsibility and independence in learning
- Topics:
  - Exploration of a variety of interdisciplinary themes that tie closely to French culture (Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities and Beauty and Aesthetics)
  - Uses authentic French materials and sources to develop language skills in multiple modes of communication, including two-way interactions in both writing and speaking, interpretation of audio, audiovisual and print materials and oral and written presentation of information and ideas
  - Build communication skills through regular class discussion, one-on-one conversation, collaboration with classmates, role-plays, email responses, essay and journal writing and oral presentation

## **LATIN**

### **Grade 7 Latin**

- Introduces basic linguistic structures of the Latin language, the proper pronunciation of classical Latin, and a limited ability to use oral Latin skills
- Provides introductory Latin vocabulary with an emphasis on building English derivative word skills
- Cultural topics include:
  - the world of the ancient Romans and its reflection in the 21st century culture
  - the geography of the Roman Empire
  - the daily life of the Roman family
  - a brief introduction to classical mythology

### **Grade 8 Latin**

*Prerequisite: Successful completion of Grade 7 Latin*

- Introduces more advanced linguistic structures and practices the use of those learned in the previous year
- Strengthen vocabulary

- Continues emphasis on English derivative skills
- Cultural topics include:
  - the theme of Roman daily life
  - early legendary history of Rome during the monarchy and the republic

### **Latin I**

- Grammar lessons become more complex and reading selections better represent the original Latin texts of authentic Roman authors
- Strengthen vocabulary
- Continues emphasis on English derivative skills
- Cultural topics include:
  - readings on the fields of history, mythology, and legend
  - connections between the ancient world and modern society

### **Latin II**

*Prerequisite: Successful completion of Latin I*

- Designed to meet the needs of the student who desires to further his/her knowledge of classical language and civilization beyond the basics
- Includes study of complex grammatical structures, including all subjunctive uses and extensive derivative work
- Read a variety of prose selections, sometimes modified authentic Latin texts
- Includes more intensive study of ancient civilizations of Greece and Rome

### **Latin III**

*Prerequisite: Successful completion of Latin II*

- Designed to meet the needs of the student who desires to further his/her knowledge of classical language and civilization beyond the basics
- Includes reading various prose and poetry selections (readings are original or slightly modified Latin texts of authentic Roman authors)
- Includes extensive derivative work and some Latin composition
- Includes more intensive study of ancient civilizations of Greece and Rome

### **Latin IV - Honors**

*Prerequisite: Successful completion of Latin III*

- Designed for the student wishing to refine and practice language skills learned in the previous years
- Emphasis on idiomatic Latin to English translation
- Reading selections may be prose or poetry Study classical civilization topics in depth
- Opportunity to prepare for the Latin SAT II



## **Latin - AP**

*Prerequisite: Teacher recommendation*

- A college-level course that is taught in accordance with College Board approved curricula
- Pace matches the pace of college courses and provides students the challenge of responsibility and independence in learning
- Provides students with opportunities to develop their language skills through various activities:
  - precise, literal translation of poetry and prose
  - reading with comprehension of sight passages, both poetry and prose
  - written analyses that demonstrate the results of critical thinking in clear and coherent arguments supported by textual examples
- Learn about the history, literature, and culture of the ancient Romans
- In-depth study of classical civilization topics

## **SPANISH**

### **Grade 7 Spanish**

- Introduction to listening, speaking, reading, and writing in Spanish
- Learn to express basic needs and interests and to respond to everyday situations in Spanish
- Develop acceptance and understanding of cultures in Spanish-speaking countries

### **Grade 8 Spanish**

*Prerequisite: Successful completion of Grade 7 Spanish*

- Expansion of the skills of listening, speaking, reading, and writing in Spanish
- Emphasis on vocabulary and learning more complex mechanical language skills in order to broaden communication skills and to produce original material in the target language
- Foster cultural awareness of Spanish-speaking people

### **Spanish I**

- Introduction to listening, speaking, reading, and writing in Spanish
- Learn to express basic needs and interests and to respond to everyday situations
- Emphasis on vocabulary and grammar in context
- Foster cultural awareness of Spanish-speaking people

### **Spanish II**

*Prerequisite: Successful completion of Spanish I or successful completion of Grade 8 Spanish and teacher recommendation*

- Expansion of the skills of listening, speaking, reading and writing in Spanish

- Emphasis on vocabulary and learning more complex mechanical language skills in order to broaden communication skills and to produce original material in the target language
- Continues to foster cultural awareness of Spanish-speaking people

### **Spanish III**

*Prerequisite: Successful completion of Spanish II*

- Broadens the skills of listening, speaking, reading and writing in Spanish
- Refines the ability to converse and write in Spanish on a variety of sophisticated topics and to comprehend and respond to different types of materials in Spanish

### **Spanish IV - Honors**

*Prerequisite: Successful completion of Spanish III*

- Develop the ability to work more independently in Spanish and to use critical thinking skills to analyze Spanish literature and culture
- Refines the ability to converse and write in Spanish on a variety of sophisticated topics and to comprehend and respond to a variety of materials in Spanish

### **Spanish - AP**

*Prerequisite: Teacher recommendation*

- A college-level course that is taught in accordance with College Board approved curricula
- Pace matches the pace of college courses and provides students the challenge of responsibility and independence in learning
- Topics:
  - Exploration of a variety of interdisciplinary themes that tie closely to Spanish culture
  - Uses authentic Spanish materials and sources to develop language skills in multiple modes of communication, including two-way interactions in both writing and speaking, interpretation of audio, audiovisual and print materials and oral and written presentation of information and ideas
  - Build communication skills through regular class discussion, one-on-one conversation, collaboration with classmates, role-plays, email responses, essay and journal writing and oral presentation

### **Conversational Spanish**

Conversational Spanish is open to any student who has never previously taken Spanish. This course provides a survey of the Spanish language and culture. It capitalizes on the cultures of various Spanish-speaking countries, including geography, history, art, holidays, etc. as well as basic and useful Spanish language for travel. The objectives of this course are designed to foster a cultural awareness of the Spanish-speaking people while meeting the one-year state requirement for a world language.

- Provides structured and guided instruction to assist students in acquiring basic understandings at a pace that meets the needs of students

## **ADDITIONAL RESOURCES**

- **NCAA ELIGIBILITY REFERENCE GUIDE**
- **COURSE WAIVER**



# ONE OPPORTUNITY. LIMITLESS POSSIBILITIES.

If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center at [eligibilitycenter.org](https://eligibilitycenter.org). Plan to register before your freshman year of high school (or year nine of secondary school). Visit [on.ncaa.com/RegChecklist](https://on.ncaa.com/RegChecklist) to help guide you through the registration process.

## ACADEMIC REQUIREMENTS

To study and compete at a Division I or II school, you must earn 16 NCAA-approved **core-course credits**, earn a corresponding test score\* that matches your **core-course GPA** and submit your final transcript with proof of graduation to the Eligibility Center.

## CORE-COURSE REQUIREMENTS

### DIVISION I

Earn 16 NCAA-approved core-course credits in the following areas:

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>SCIENCE</b> (Including one year of lab, if offered)	<b>ADDITIONAL</b> (English, math or science)	<b>SOCIAL SCIENCE</b>	<b>ADDITIONAL COURSES</b> (Any area listed to the left, world language or nondoctrinal religion/philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

For Division I, 10 of your 16 NCAA-approved core-course credits must be completed before the start of your seventh semester, including seven in English, math or science.

### DIVISION II

Earn 16 NCAA-approved core-course credits in the following areas:

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>SCIENCE</b> (Including one year of lab, if offered)	<b>ADDITIONAL</b> (English, math or science)	<b>SOCIAL SCIENCE</b>	<b>ADDITIONAL COURSES</b> (Any area listed to the left, world language or nondoctrinal religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

## GRADE-POINT AVERAGE

The Eligibility Center calculates your **core-course GPA** based on the grades you earn in NCAA-approved core courses.

- » Division I requires a minimum 2.3 core-course GPA.
- » Division II requires a minimum 2.2 core-course GPA.

### DIVISION III

While **Division III schools** set their own admissions and academic requirements, **international student-athletes** (first-year enrollees and transfers) who initially enroll full time at a Division III school on or after Aug. 1, 2023, are required to complete an **Amateurism-Only Certification account**. Contact the Division III school you plan to attend for more information about its academic requirements.

\*More information regarding the impact of COVID-19 and test scores can be found at [on.ncaa.com/COVID19\\_Spring2023](https://on.ncaa.com/COVID19_Spring2023).



ELIGIBILITY CENTER

## GRADE 9 REGISTER

- » *Start planning now!* Register for a free Profile Page account at [eligibilitycenter.org](https://eligibilitycenter.org) for information on NCAA initial-eligibility requirements.
- » Find your high school's list of NCAA-approved core courses at [eligibilitycenter.org/courselist](https://eligibilitycenter.org/courselist) to ensure you are taking the right courses, and earn the best grades possible!

## GRADE 10 PLAN

- » If you are being actively recruited by an NCAA school and have a Profile Page account, [transition](#) it to the right [Certification account](#).
- » Monitor the [task list](#) in your NCAA Eligibility Center account for next steps.
- » At the end of the school year, ask your high school counselor from each school you have attended to upload an official transcript to your Eligibility Center account.
- » If you fall behind academically, ask your high school counselor for help finding [approved courses](#) you can take.

## GRADE 11 STUDY

- » Ensure your [sports participation](#) information is correct in your Eligibility Center account.
- » Check with your high school counselor to make sure you are on track to complete the required number of NCAA-approved [core courses](#) and graduate on time with your class.
- » Take the [SAT/ACT](#) and submit your scores to the Eligibility Center using code **9999**.\*
- » At the end of the school year, ask your high school counselor from each school you have attended to upload an official transcript to your Eligibility Center account.

## GRADE 12 GRADUATE

- » [Request your final amateurism certification](#) beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at [eligibilitycenter.org](https://eligibilitycenter.org).
- » Take the [SAT/ACT](#) again, if necessary, and submit your scores to the Eligibility Center using code **9999**.\*
- » Complete your final NCAA-approved [core courses](#) as you prepare for graduation.
- » After you graduate, ask your high school counselor to upload your final [official transcript](#) with proof of graduation to your Eligibility Center account.

\*More information regarding the impact of COVID-19 and test scores can be found at [on.ncaa.com/COVID19\\_Spring2023](https://on.ncaa.com/COVID19_Spring2023).

How to plan your high school courses to meet the 16 core-course requirement:

$$4 \times 4 = 16$$

### 9<sup>TH</sup> GRADE

(1) English  
(1) Math  
(1) Science  
(1) Social Science  
and/or additional

**4 CORE COURSES**

### 10<sup>TH</sup> GRADE

(1) English  
(1) Math  
(1) Science  
(1) Social Science  
and/or additional

**4 CORE COURSES**

### 11<sup>TH</sup> GRADE

(1) English  
(1) Math  
(1) Science  
(1) Social Science  
and/or additional

**4 CORE COURSES**

### 12<sup>TH</sup> GRADE

(1) English  
(1) Math  
(1) Science  
(1) Social Science  
and/or additional

**4 CORE COURSES**

### CONTACT THE NCAA ELIGIBILITY CENTER

U.S. and Canada (except Quebec):  
877-262-1492 - Monday-Friday,  
9 a.m. to 5 p.m. Eastern time

### SEARCH FAQ:

[ncaa.org/studentfaq](https://ncaa.org/studentfaq)

[@ncaaec](https://twitter.com/ncaaec) [@playcollegesports](https://www.instagram.com/playcollegesports) [@ncaaec](https://www.facebook.com/ncaaec)



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# DIVISION I ACADEMIC REQUIREMENTS

To study and compete at a **Division I school**, you must earn 16 NCAA-approved **core-course credits**, earn a corresponding test score\* that matches your **core-course GPA** and submit your final transcript with proof of graduation to the Eligibility Center.

## CORE-COURSE REQUIREMENTS

Earn 16 NCAA-approved core-course credits in the following areas:

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>SCIENCE</b> (Including one year of lab, if offered)	<b>ADDITIONAL</b> (English, math or science)	<b>SOCIAL SCIENCE</b>	<b>ADDITIONAL COURSES</b> (Any area listed to the left, world language or nondoctrinal religion/philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

For Division I, 10 of your 16 NCAA-approved core-course credits must be completed before the start of your seventh semester, including seven in English, math or science.

## QUALIFIER

As a Division I qualifier, you may practice, compete and receive an athletics scholarship during your first year of full-time enrollment at an NCAA Division I school.

- » Earn 16 NCAA-approved core-course credits in the right areas.
  - Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of the seventh semester.
  - Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade.
- » Earn a corresponding test score that matches your **core-course GPA** (minimum 2.3) on the **Division I Sliding Scale**.\*
- » Submit your final transcript with proof of graduation to the Eligibility Center.

## ACADEMIC REDSHIRT

As a Division I academic redshirt, you may practice during your first regular academic term and receive an athletics scholarship during your first year of full-time enrollment but may NOT compete during your first year of enrollment. You must pass either eight quarter or nine semester hours to practice in the next term.

- » Earn 16 NCAA-approved core-course credits in the right areas.
- » Earn a corresponding test score that matches your core-course GPA (minimum 2.0) on the Division I sliding scale.\*
- » Submit your final transcript with proof of graduation to the Eligibility Center.

\* More information regarding the impact of COVID-19 and test scores can be found at [on.ncaa.com/COVID19\\_Spring2023](https://on.ncaa.com/COVID19_Spring2023).



ELIGIBILITY CENTER

## TEST SCORES

Every time you register for the **SAT** or **ACT**, use code **9999** to send your scores directly to the Eligibility Center from the testing agency. You may take the SAT or ACT an unlimited number of times before you enroll full time in college. If you take either test more than once, the best subscore from each test is used to give you the best possible score.

\* More information regarding the impact of COVID-19 and test scores can be found at [on.ncaa.com/COVID19\\_Spring2023](https://on.ncaa.com/COVID19_Spring2023).

## CORE-COURSE LIST

Find your high school's list of NCAA-approved core courses at [eligibilitycenter.org/courselist](https://eligibilitycenter.org/courselist). No core-course list means courses taken from that high school will not count for NCAA eligibility. If your high school does not have a list, you risk being ineligible to play in college.

## NONTRADITIONAL AND ONLINE COURSES

Nontraditional courses are taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

These types of courses may be acceptable for use in the NCAA initial-eligibility certification process; however, it is important to make sure the nontraditional program has been approved and appears on [your school/program's list](#) of NCAA-approved core courses.

## BE AHEAD OF THE GAME

- » Plan to register with the NCAA Eligibility Center at [eligibilitycenter.org](https://eligibilitycenter.org) before your freshman year of high school. Visit [on.ncaa.com/RegChecklist](https://on.ncaa.com/RegChecklist) to help guide you through the registration process.
- » After six semesters of high school, ask your high school counselor from each school you have attended to upload an official transcript to your Eligibility Center account.

## ADDITIONAL RESOURCES

- » [DII Academic Requirements flyer](#).
- » [DIII Amateurism flyer](#).
- » [International Initial-Eligibility flyer](#).

## DIVISION I QUALIFIER SLIDING SCALE

Core GPA	SAT*	ACT Sum*	Core GPA	SAT*	ACT Sum*
3.550	400	37	2.750	810	59
3.525	410	38	2.725	820	60
3.500	430	39	2.700	830	61
3.475	440	40	2.675	840	61
3.450	460	41	2.650	850	62
3.425	470	41	2.625	860	63
3.400	490	42	2.600	860	64
3.375	500	42	2.575	870	65
3.350	520	43	2.550	880	66
3.325	530	44	2.525	890	67
3.300	550	44	2.500	900	68
3.275	560	45	2.475	910	69
3.250	580	46	2.450	920	70
3.225	590	46	2.425	930	70
3.200	600	47	2.400	940	71
3.175	620	47	2.375	950	72
3.150	630	48	2.350	960	73
3.125	650	49	2.325	970	74
3.100	660	49	2.300	980	75
3.075	680	50	2.299	990	76
3.050	690	50	2.275	990	76
3.025	710	51	2.250	1000	77
3.000	720	52	2.225	1010	78
2.975	730	52	2.200	1020	79
2.950	740	53	2.175	1030	80
2.925	750	53	2.150	1040	81
2.900	750	54	2.125	1050	82
2.875	760	55	2.100	1060	83
2.850	770	56	2.075	1070	84
2.825	780	56	2.050	1080	85
2.800	790	57	2.025	1090	86
2.775	800	58	2.000	1100	86

ACADEMIC REDSHIRT

Want more information? Visit  
[ncaa.org/playcollegesports](https://ncaa.org/playcollegesports).

### CONTACT THE NCAA ELIGIBILITY CENTER

U.S. and Canada (except Quebec): 877-262-1492  
Monday-Friday, 9 a.m. to 5 p.m. Eastern time

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# DIVISION I WORKSHEET

This worksheet is provided to assist you in monitoring your progress in meeting NCAA initial-eligibility standards. The NCAA Eligibility Center will determine your academic status after you graduate. Remember to check [your high school's list](#) of NCAA-approved core courses for the classes you have taken or plan to take.

Use the following scale: A = 4 quality points; B = 3 quality points; C = 2 quality points; D = 1 quality point.

ENGLISH (4 YEARS REQUIRED)						
10/7	COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
✓	Example: English 9	0.5		4		(0.5 x 4) = 2
						0.0
						0.0
						0.0
						0.0
	<b>TOTAL ENGLISH CREDITS</b>	0.0				<b>TOTAL QUALITY POINTS</b> 0.0
MATH (3 YEARS REQUIRED)						
10/7	COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
✓	Example: Algebra I	1.0		3		(1.0 x 3) = 3
						0.0
						0.0
						0.0
	<b>TOTAL MATH CREDITS</b>	0.0				<b>TOTAL QUALITY POINTS</b> 0.0
SCIENCE (2 YEARS REQUIRED)						
10/7	COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
						0.0
						0.0
	<b>TOTAL SCIENCE CREDITS</b>	0.0				<b>TOTAL QUALITY POINTS</b> 0.0
ADDITIONAL YEAR IN ENGLISH, MATH OR SCIENCE (1 YEAR REQUIRED)						
10/7	COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
						0.0
	<b>TOTAL ADDITIONAL CREDITS</b>	0.0				<b>TOTAL QUALITY POINTS</b> 0.0
SOCIAL SCIENCE (2 YEARS REQUIRED)						
10/7	COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
						0.0
						0.0
	<b>TOTAL SOCIAL SCIENCE CREDITS</b>	0.0				<b>TOTAL QUALITY POINTS</b> 0.0
ADDITIONAL ACADEMIC COURSES (4 YEARS REQUIRED)						
10/7	COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
						0.0
						0.0
						0.0
						0.0
	<b>TOTAL ADDITIONAL ACADEMIC CREDITS</b>	0.0				<b>TOTAL QUALITY POINTS</b> 0.0
<b>TOTAL QUALITY POINTS FROM EACH SUBJECT AREA / TOTAL CREDITS = CORE-COURSE GPA</b>		0.0	/	0.0	=	
<b>QUALITY POINTS / CREDITS = CORE-COURSE GPA</b>						

10 of your 16 NCAA-approved core course credits must be completed before the start of your seventh semester, including seven in English, math or science.

# DIVISION II ACADEMIC REQUIREMENTS

To study and compete at a **Division II school**, you must earn 16 NCAA-approved **core-course credits**, earn a corresponding test score\* that matches your **core-course GPA** and submit your final transcript with proof of graduation to the Eligibility Center.

## CORE-COURSE REQUIREMENTS

Earn 16 NCAA-approved core-course credits in the following areas:

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>SCIENCE</b> (Including one year of lab, if offered)	<b>ADDITIONAL</b> (English, math or science)	<b>SOCIAL SCIENCE</b>	<b>ADDITIONAL COURSES</b> (Any area listed to the left, world language or nondoctrinal religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

## QUALIFIER

As a Division II qualifier, you may practice, compete and receive an athletics scholarship during your first year of full-time enrollment at an NCAA Division II school.

- » Earn 16 NCAA-approved core-course credits in the right areas.
- » Earn a corresponding test score that matches your **core-course GPA** (minimum 2.2) on the **Division II sliding scale**.\*
- » Submit your final transcript with proof of graduation to the Eligibility Center.

## PARTIAL QUALIFIER

If you have not met all of the Division II academic standards, you will be deemed a partial qualifier. As a partial qualifier, you may practice and receive an athletics scholarship, but may NOT compete, during your first year of full-time enrollment at an NCAA Division II school.

\* More information regarding the impact of COVID-19 and test scores can be found at [on.ncaa.com/COVID19\\_Spring2023](https://on.ncaa.com/COVID19_Spring2023).

 DIVISION II  
**MAKE IT *YOURS***

## TEST SCORES

Every time you register for the [SAT](#) or [ACT](#), use code **9999** to send your scores directly to the Eligibility Center from the testing agency. You may take the SAT or ACT an unlimited number of times before you enroll full time in college. If you take either test more than once, the best subscore from each test is used to give you the best possible score.

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## CORE-COURSE LIST

Find your high school's list of NCAA-approved core courses at [eligibilitycenter.org/courselist](https://eligibilitycenter.org/courselist). No core-course list means courses taken from that high school will not count for NCAA eligibility. If your high school does not have a list, you risk being ineligible to play in college.

## NONTRADITIONAL AND ONLINE COURSES

Nontraditional courses are taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

These types of courses may be acceptable for use in the NCAA initial-eligibility certification process; however, it is important to make sure the nontraditional program has been approved and appears on [your school/program's list](#) of NCAA-approved core courses.

## BE AHEAD OF THE GAME

- » Plan to register with the NCAA Eligibility Center at [eligibilitycenter.org](https://eligibilitycenter.org) before your freshman year of high school. Visit [on.ncaa.com/RegChecklist](https://on.ncaa.com/RegChecklist) to help guide you through the registration process.
- » After six semesters of high school, ask your high school counselor from each school you have attended to upload an official transcript to your Eligibility Center account.
- » For more information on Division II, visit [ncaa.org/D2](https://ncaa.org/D2).

## ADDITIONAL RESOURCES

- » [DI Academic Requirements flyer](#).
- » [DIII Amateurism flyer](#).
- » [International Initial-Eligibility flyer](#).

DIVISION II QUALIFIER SLIDING SCALE		
Core GPA	SAT*	ACT Sum*
3.300 & above	400	37
3.275	410	38
3.250	430	39
3.225	440	40
3.200	460	41
3.175	470	41
3.150	490	42
3.125	500	42
3.100	520	43
3.075	530	44
3.050	550	44
3.025	560	45
3.000	580	46
2.975	590	46
2.950	600	47
2.925	620	47
2.900	630	48
2.875	650	49
2.850	660	49
2.825	680	50
2.800	690	50
2.775	710	51
2.750	720	52
2.725	730	52
2.700	740	53
2.675	750	53
2.650	750	54
2.625	760	55
2.600	770	56
2.575	780	56
2.550	790	57
2.525	800	58
2.500	810	59
2.475	820	60
2.450	830	61
2.425	840	61
2.400	850	62
2.375	860	63
2.350	860	64
2.325	870	65
2.300	880	66
2.275	890	67
2.250	900	68
2.225	910	69
2.200	920	70 & above

Want more information? Visit [ncaa.org/playcollegesports](https://ncaa.org/playcollegesports).

### CONTACT THE NCAA ELIGIBILITY CENTER

U.S. and Canada (except Quebec): 877-262-1492  
Monday-Friday, 9 a.m. to 5 p.m. Eastern time

[@ncaaec](#) [@playcollegesports](#) [@ncaaec](#)



ELIGIBILITY CENTER

# DIVISION II WORKSHEET

This worksheet is provided to assist you in monitoring your progress in meeting NCAA initial-eligibility standards. The NCAA Eligibility Center will determine your academic status after you graduate. Remember to check [your high school's list](#) of NCAA-approved core courses for the classes you have taken or plan to take.

Use the following scale: A = 4 quality points; B = 3 quality points; C = 2 quality points; D = 1 quality point.

ENGLISH (3 YEARS REQUIRED)					
COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
Example: English 9	0.5		4		(0.5 x 4) = 2
					0.0
					0.0
					0.0
TOTAL ENGLISH CREDITS	0.0				TOTAL QUALITY POINTS 0.0
MATH (2 YEARS REQUIRED)					
COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
Example: Algebra I	1.0		3		(1.0 x 3) = 3
					0.0
					0.0
TOTAL MATH CREDITS	0.0				TOTAL QUALITY POINTS 0.0
SCIENCE (2 YEARS REQUIRED)					
COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
					0.0
					0.0
TOTAL SCIENCE CREDITS	0.0				TOTAL QUALITY POINTS 0.0
ADDITIONAL YEARS IN ENGLISH, MATH OR SCIENCE (3 YEARS REQUIRED)					
COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
					0.0
					0.0
					0.0
TOTAL ADDITIONAL CREDITS	0.0				TOTAL QUALITY POINTS 0.0
SOCIAL SCIENCE (2 YEARS REQUIRED)					
COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
					0.0
					0.0
TOTAL SOCIAL SCIENCE CREDITS	0.0				TOTAL QUALITY POINTS 0.0
ADDITIONAL ACADEMIC COURSES (4 YEARS REQUIRED)					
COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
					0.0
					0.0
					0.0
					0.0
TOTAL ADDITIONAL ACADEMIC CREDITS	0.0				TOTAL QUALITY POINTS 0.0
TOTAL QUALITY POINTS FROM EACH SUBJECT AREA / TOTAL CREDITS = CORE-COURSE GPA	0.0	/	0.0	=	
QUALITY POINTS / CREDITS = CORE-COURSE GPA					



# DIVISION III AMATEURISM

## CERTIFICATION REQUIREMENTS

**International college-bound student-athletes** (first-year enrollees and transfers) who initially enroll full time at an NCAA **Division III school** on or after Aug. 1, 2023, must have their **amateur status** certified by the NCAA Eligibility Center. (Academic documents may be requested to establish your official graduation timeline for amateurism certification purposes.)

## ADDITIONAL INFORMATION

You must be on a Division III school's **institutional request list** before your certification will be started.

## START YOUR AMATEURISM CERTIFICATION IN THREE EASY STEPS!

1

### CREATE YOUR ACCOUNT

International student-athletes (first-year enrollees and transfers) planning to study and compete at a Division III school are required to complete an **Amateurism-Only Certification account** with the **Eligibility Center**.

2

### ENTER YOUR INFORMATION

When you register for an Amateurism-Only Certification account with the Eligibility Center, you will be asked a series of questions about your **sports participation** to determine your amateur status. In some instances, the Eligibility Center may need to gather additional information to evaluate your amateur status.

3

### REQUEST YOUR FINAL AMATEURISM CERTIFICATION

You must **request your final amateurism certification** through your Eligibility Center account; the Eligibility Center cannot finalize your amateurism certification without your request. You can request your final amateurism certification even if other tasks are still open in your account. When you can request your final amateurism certification depends on when you are initially enrolling full time at a Division III school:

**Fall Enrollment:** If you are initially enrolling at a Division III school in the fall semester, you may request a final amateurism certification on or after April 1 prior to enrollment.

**Winter/Spring Enrollment:** If you are initially enrolling at a Division III school in the spring semester, you may request a final amateurism certification on or after Oct. 1 prior to enrollment.

**Want more DIII information?**  
Visit [ncaa.org/d3](https://ncaa.org/d3).

## CONTACT THE NCAA ELIGIBILITY CENTER

International (including Quebec):  
[ncaa.org/contactinternational](https://ncaa.org/contactinternational)

[@ncaaec](https://twitter.com/ncaaec) [@playcollegesports](https://www.instagram.com/playcollegesports) [@ncaaec](https://www.facebook.com/ncaaec)



ELIGIBILITY CENTER

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# GATEWAY REGIONAL SCHOOL DISTRICT



## GUIDANCE DEPARTMENT

775 Tanyard Road • Woodbury Heights, NJ 08096  
(856) 848-8200, ext. 226

### COURSE WAIVER PROCEDURE

#### FOR HONORS AND AP

To place a student in an Honors or AP course for which he/she was not recommended:

Students **MUST** write a letter which states the following five things:

1. Student's name
2. Course and level requested
3. A statement similar to, "I understand that I was recommended for a different course"
4. An explanation regarding the reasoning why the student is motivated to go to the higher level.
5. Parent and student signature

THIS LETTER MUST BE SUBMITTED TO THE COUNSELOR BY **JUNE 30, 2023.**

If a student elects to take an Honors or AP course for which he or she was not recommended and begins to have difficulty maintaining satisfactory grades in that course, every effort should be made by the student and parent to assure that all possibilities for successful completion are addressed. Such things as after school help with the teacher, parent assistance at home with checking homework and studying for tests and quizzes, and peer or private tutoring should be included strategies.

Every attempt will be made to accommodate requests. As with all scheduling decisions, availability of staff and materials are taken into consideration.