

# PROGRAM OF STUDIES



**2016-2017  
LACEY TOWNSHIP  
HIGH SCHOOL**

UPDATED ON SEPTEMBER 2016

**LACEY TOWNSHIP HIGH SCHOOL**  
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# INTRODUCTION

Lacey Township High School, with an enrollment of approximately 1,325 students, offers a wide range of educational opportunities for students in grades nine through twelve, through a comprehensive program of curricular and co-curricular studies. Courses are offered for those who expect to continue their education after high school and for those who plan to seek employment immediately after graduation. All students are provided with an equal opportunity to achieve their maximum potential through the programs offered regardless of race, color, creed, religion, sex, and national origin, social or economic background.

An important decision for the high school student is the choice of curricular offerings and program of studies. Counselors will assist each student in selecting courses, which correspond to individual needs, interests, and abilities. Each student should select courses with great care in view of the following: future educational/career goals, graduation requirements, and areas for the exploration and development of special talents and interests. Student planning should be designed for the entire four years in high school. However, annual evaluation must be conducted for possible modifications in light of changes in future plans.

This curriculum guide has been compiled as a reference for parents and students in scheduling courses at Lacey Township High School. In addition to a summary of all courses, this guide contains information about graduation requirements, grading procedures, student services, etc. Decisions on course selections should be firm because it will be difficult to make changes at a later date. It is important to note that after all registrations have been completed, the school reserves the right to drop courses for insufficient enrollment. In such cases, students will be placed in an alternate subject. However, every effort will be made to avoid such situations.

Since no publication can answer all questions, parents and students are encouraged to visit the school website at **[lths.laceyschools.org](http://lths.laceyschools.org)** or contact the Guidance Department at **609-971-2020 extension 2013** or visit their website at **[lthsguidance.com](http://lthsguidance.com)**. The registration process will begin with a general student orientation during which information will be shared. Students should then go onto the portal and input their elective preferences in priority order. It is hoped that this publication will prove helpful and that students will make full use of the many opportunities offered at Lacey Township High School. The entire staff extends best wishes for happiness and success to all learners.

## STUDENTS WITH DISABILITIES (504)

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. The Lacey Township School District is responsible for preventing discrimination in policy, programs, and practices regarding personnel and students.

The Lacey Township School District is responsible for identifying, evaluating, and affording equal access of appropriate educational services for students who are deemed eligible for Section 504 services. Parents or guardians of children who believe their child has a disability that requires modifications or accommodations to his or her educational program should contact the building principal or submit a written request to: Julie Ciccarone, Supervisor of Guidance and 504 Coordinator, 73 Haines St., Lanoka Harbor, NJ 08734.

## AFFIRMATIVE ACTION

The Lacey Township Board of Education reaffirms its policy to ensure equal educational opportunity for all students and to prohibit discrimination because of sex, race, color, creed, religion, ancestry, national origin, social or economic status, or disability in the educational programs and activities, not limited to but including course offerings, athletic programs, guidance and counseling, test and procedures, parenthood, sexual orientation and marital status, through an intensive affirmative action program which shall be an integral part of every aspect of educational policies and programs to the maximum extent possible.

The Board of Education also reaffirms its policy to ensure equal employment opportunity for all persons to prohibit discrimination in employment because of sex, race, color, creed, religion, national origin, age, domicile, marital status, or non-employment in the public education system of the school district. An intensive affirmative action program shall be an integral part of every aspect of employment, not limited to but including upgrading, demotion or transfer, recruitment or recruitment advertising, layoff or termination, rates of pay, or other forms of compensation including fringe benefits, employment selection or selection for training and apprenticeship promotion or tenure.

## GUIDANCE OFFICE

The Guidance staff is located in the high school to provide the students, parents, and teachers with a variety of services, which enable the student to participate fully in the educational program. Each member of the Guidance staff has been trained to provide assistance to parents and students. These include five guidance counselors and the Child Study Team, comprised of a social worker, a learning disabilities teacher consultant, a school psychologist. For questions or an appointment, call 609-971-2020 extension 2013.

Each student is assigned to a guidance counselor. Conferences between the student and counselor are held periodically. The main purpose of the counseling services is to assist each student in reaching their potential. Assistance is given to students in methods of self-analysis and improvement based on information that is available from the results of tests, grades, teachers' ratings, parental consultation, etc.

The Guidance staff provides assistance to parents and students in many areas such as academic planning, orientation to the school, assessment on both an individual and group basis, identification of learning problems, development of an Individual Educational Plan for special education students, career counseling and planning, personal and social counseling, college, technical, trade and nursing school planning and placement, and financial aid and scholarship service.

# STATE AND DISTRICT GRADUATION REQUIREMENTS

Recommended Coursework for 2016-2017 Schedule					
Graduation Year	2020	2019	2018	2017	Notes
<b>Core Subject Courses</b>	English 9	English 10	English 11	English 12	See English dept. offerings
	Math	Math	Math	Math	See Math dept. offerings
	Science	Science	Science	Science	See Science dept. offerings
	World History	US History 1	US History 2	College Ready Class*	See Social Studies dept. offerings
<b>PE/Health</b>	PE/Health 9	PE/Health 10	PE/Health 11	PE/Health 12	See Physical Education dept. offerings
<b>World Language</b>	World Language	World Language	World Language	World Language	See World Language dept. offerings
<b>Elective Options</b>	Freshman Focus <i>(Mandatory)</i>	Category 1*	Financial, Economics, Business & Entrepreneurship Literacy	Career-Technical Art	See graduation requirements for:  Career Arts Financial, Economics, Business & Entrepreneurship Literacy Visual Arts
	Visual Art	Category 2**	Category 1* or Category 2**	College Ready Class*	Category 1 classes Category 2 classes
		LOLA	LOLA OCVTS	LOLA OCVTS	Lacey Online Learning Academy (LOLA) Ocean County Vocational Technical School (OCVTS)
		(AP) classes	(AP) classes	(AP) classes	See advanced placement (AP) course offerings in each subject area
				Ocean County College Jump Start classes	<a href="http://www.ocean.edu/admissions/jump_start/jump_start_program.pdf">http://www.ocean.edu/admissions/jump_start/jump_start_program.pdf</a> or visit the Guidance Dept.
				Workplace Readiness	Co-requisite: Approved employment and program application
<b>State Testing Needed</b>	<i>See explanations of state testing requirements on next page.</i>				
<b>Total credits needed</b>	<b>140</b>	<b>140</b>	<b>140</b>	<b>135</b>	

**A College-Ready Class** is a class taken to show colleges that the student can handle college-level work. These types of classes are not limited to Honors and Advanced Placement classes; they can be strong academic electives to show ability in a certain subject area. They can also be OCC JumpStart classes. College-ready classes send colleges the message that the student possesses the academic skills needed to be successful.

**\*Category 1 Classes**

- Family and Consumer Science
- Fine Art
- Industrial Technology Education
- Music/Performing Arts
- Physical Education

**\*\*Category 2 Classes**

- Business
- English Electives
- Science Electives
- Social Studies Electives
- World Language Electives

**The following courses satisfy the State of New Jersey's requirement for a Visual Art or a Career-Technical component:**

Acting 1, 2, 3, 4  
Advanced Placement Studio Art  
Advanced Placement Music Theory  
Architectural Drafting & Design  
Ceramics and Sculpture  
Computer Aided Drafting & Design 1, 2, 3  
Computer Applications  
Concert Band  
Concert Band/Concert Choir  
Digital Photography 1, 2, 3  
Fashion Design 1, 2, 3, 4  
Fine Art 1, 2, 3  
Graphic Design 1, 2  
Guitar  
Interior Design  
Music Theory  
Musical Theatre  
Select Ensemble  
STEM Core 1, 2, 3  
Telecommunications 1, 2, 3  
Advanced Telecommunications  
Woodworking Design and Construction 1, 2, 3, 4

**The following courses satisfy the State of New Jersey's requirement for a Career-Technical component only:**

Accounting  
American Government  
Economics  
Introduction to Business  
Child Development 1, 2/Lab, 3/Lab  
Computer Applications  
Computer Programming 1, 2  
Contemporary Living  
Introduction to Culinary Arts  
Creative Culinary Arts  
Culinary Arts Around the World  
Exploratory Business  
Financial Literacy  
Forensic Science  
Marketing Education  
Student Intern MD/Autistic  
Workplace Readiness Program

## STATE TESTING REQUIREMENTS

The **PARCC** assessments, which are aligned to state Common Core Standards, have replaced the HSPA as a measure of student competence to graduate high school. PARCC assessments are delivered online and provide schools with thorough feedback of student progress.

The **PARCC** assesses proficiency in English and Mathematics. More information on PARCC can be found by visiting <http://www.parcconline.org/>.

The updated chart below details how students can satisfy their assessment graduation requirement.

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

Note: \* SAT taken prior to March 2016; \*\* PSAT taken prior to October 2015; \*\*\*PSAT taken after October 2015. The College Board will establish new ‘threshold scores’ in May 2016 for the new SAT.

## NEW JERSEY BIOLOGY COMPETENCY TEST (NJBCT)

Students enrolled in a biology class must take the NJBCT. The NJBCT will be administered during May of the school year that the student is taking the biology class. Students may not opt out of this requirement.

# STATE NJSIAA ELIGIBILITY

## **New Jersey State Interscholastic Athletic Association Eligibility Rules apply to all Freshmen, Junior Varsity, and Varsity Teams**

1. ELIGIBLE if a student has not reached the age of 19 prior to September 1st.
2. ELIGIBLE during the first semester (September 1 to January 31) if a student has passed 25% of the credits required by the State of New Jersey for graduation, during the immediately preceding academic year  
ELIGIBLE FOR SPRING SPORTS (second semester - February 1 to June 30) if a student has passed the equivalent of 12-1/2% of the credits required by the State of New Jersey at the close of the preceding semester (January 31). Full year courses shall be equated as one-half of the total credits passed during the immediately preceding semester.
3. ELIGIBLE if transfer because of a change of residence by parents or as approved by the Executive Committee.
4. ELIGIBLE if no influence used to retain or secure a student.
5. ELIGIBLE to represent his/her present school if a student's parents move to another district maintaining secondary school of equal grade or higher provided he/she remains properly enrolled. Any subsequent transfer will be subject to the transfer provisions.
6. NOT ELIGIBLE after the completion of 8 semesters following a student's entrance into the 9th grade, regardless of the fact that a sports season may not be completed.
7. NOT ELIGIBLE after the class in which a student is originally to enrolled graduate, regardless of transfers during the 3 or 4 year period.

State eligibility for the fall semester in Lacey Township will be the final grades recorded at the end of the school year, including all summer school grades. Eligibility for the spring semester will be based on the numeric average for the first two marking period grades of the school year. All averages ending in .5 or above will be rounded up to the next whole number (e.g. 82.5 - 83) to determine this average.

It is the responsibility of the student-athlete to keep track of his/her eligibility status. Should there be a question, students and parents are encouraged to contact the Guidance Department regarding enforcement of the rules and by-laws of the NJSIAA.

All incoming freshmen are eligible to participate in all interscholastic athletic competition during the first semester (1st and 2nd marking periods of the school year). This mandate is applied to all fall and winter sports. Future participation is dependent upon the student meeting the following eligibility requirements:

To be eligible for interscholastic athletic competition during the first semester (1st and 2nd marking periods of the school year) in the second, third, and fourth years of high school, a student must have passed at least 25% of the State of New Jersey required credits for graduation for the preceding academic year (i.e. 120 credits to graduate; therefore, students must pass 30 of these credits). This mandate is applied to all fall and winter sports.

To be eligible for interscholastic athletic competition during the second semester (3rd and 4th marking periods of the school year) students must be passing at least 25% of the State of New Jersey required credits for graduation for the first semester (1st and 2nd marking periods excluding the mid term grade) of the current academic year (i.e. 120 credits to graduate; therefore, students must be passing classes which are equivalent of 30 credits in their current schedule). This mandate is applied to spring sports.

## STUDENT SCHOOL ELIGIBILITY FOR ALL CO-CURRICULAR ACTIVITIES

High School students must pass 30 credits during a preceding year to be eligible for participation in any sport in the fall and winter.

Eligibility for sports will be determined as follows:

- Fall activities: end of prior school year's final grades.
- Winter activities: end of prior year's final grades.
- Spring activities: current school year's 1<sup>st</sup> and 2<sup>nd</sup> marking period grades

**NOTE:** Incoming grade 9 students are eligible to participate in all co-curricular activities during the first and second marking periods if they have been promoted from grade 8. Determinations of eligibility under any of the above may be appealed to the high school principal who shall consider any mitigating or extenuating circumstances.

## LACEY ONLINE LEARNING ACADEMY (LOLA)

Lacey Township High School sponsors an online learning academy, LOLA. Students in the Lacey Township School District are eligible to take online courses. Students can take credit recovery classes for previously failed courses, can elect to take enrichment classes, or students may qualify for advanced placement classes. LOLA courses count toward grade point average and class rank. Because many of today's colleges and careers offer online opportunities, LOLA courses provide students with valuable learning technology skills for future success. LOLA schedule changes follow the same timeline as traditional classes.

## SUMMER SCHOOL

Students failing a required subject are encouraged to take credit recovery coursework immediately following the school year. In general, a student may not attend summer school if he/she received a "withdrawal failure" (WF), "credit withdrawal" (CW), or an "Incomplete" (I) in a particular course. Students who receive a grade of WF (withdrawal failure), CW (credit withdrawal), or I (incomplete) must receive administrative approval to retake the class. Students are encouraged to take online credit recovery courses through LOLA in order to graduate with their class.

## CREDIT WITHDRAWAL

Course credit will be withdrawn if the student has not attended the minimum number of class meetings. Course credit will also be withdrawn if a student has excessive cuts. Please refer to the student handbook for future information pertaining to loss of credit/attendance.

## COURSE WITHDRAWAL

For students withdrawing from a course, the deadline will be two weeks into the first marking period. For students taking a half-year course in the second semester, the deadline for withdrawing from the class will be two weeks into the third marking period. The specific deadlines are announced and posted in the Guidance Office. Student will not drop a course at that point unless teacher recommendation and administrative approval with a WP or WF, depending upon their grade at the time of withdraw.

## INCOMPLETE

A status of "I" on the report card is given by a teacher and approved by administration in an instance in which the student has been given extended time to complete the requirements of a course. The "I" must be resolved as soon as possible in order to avoid course failure. The missed assignments/grades behind the incomplete will turn into a zero if not made up within mandated time.

## BASIC SKILLS

The Basic Skills and/or Intervention classes are intended to remediate students so that they will be better able to pass state standardized tests in order to fulfill the state-mandated graduation requirements. The State Department of Education requires remediation for students identified as being at risk of failing the state mandated assessments.

Vocational school students who are in jeopardy of not passing state-mandated testing will be required to participate in Basic Skills and/or Intervention classes as directed by the administration. Students requiring Basic Skills and/or Intervention classes may not opt out.

# JUMP START PROGRAM

(High school student attending OCC Part-time)

Earn college credit while you're still in high school! Take courses at Ocean County College's Main Campus in Toms River, their satellite location at the Southern Education Center in Manahawkin, or at a local high school in Ocean County.

Through the Jump Start Program, high school students can get a "jump" on their college education. Any junior or senior who wishes to enroll as a part-time college student at OCC may do so with the permission of his/her high school Guidance Counselor or Principal. **Students who take only one course per semester in both the junior and senior years will have completed an entire semester of college prior to graduating from high school!** This can translate into tremendous savings in terms of time and money. Ocean County high school students have the advantage of receiving a Board of Trustees scholarship, with reduced tuition, plus appropriate college fees. More importantly, students participating in this program gain an invaluable measure of self-confidence in knowing they can do college level work.

## General guidelines for participation in the Jump Start Program:

1. A recommendation from the guidance counselor or Principal of the high school is required.
2. Students must satisfy any course prerequisite and have earned an overall above average GPA in high school or demonstrated a high potential to succeed in special areas related to college courses.
3. Jump Start students may attend part-time only...maximum of two classes per semester.

## Applying for admission to Ocean County College:

1. Meet with your high school guidance counselor. Discuss whether or not this program is a good fit for you, as well as which class you should take. The OCC Academic Advising Office can assist in your course selection.
2. Fill out OCC's green High School Application/Registration form. This must be completed *each* semester in which you enroll as a Jump Start student.
3. Have the Application/Registration form signed by your Principal or Guidance Counselor, as well as your parent or guardian (required even if you are 18 years old).
4. Jump Start students wishing to take college level mathematics or English courses must provide appropriate test scores to prove college readiness. They must provide the Registration and Records office with any of the following qualifying scores:
  - **SAT:** Math 530+ Critical Reading 480 (old test 540+)
  - **PSAT:** Math 27.5+ (old test 53+) Critical Reading 29+ on Reading subscore (old test 54+)
  - **ACT:** Math 22+ English/Writing 23+

Students who do not have the above qualifying scores may take the Accuplacer test at the OCC Testing Center or the Southern Education Center in Manahawkin. Contact number is 732-255-0401.

5. Fill out the green application/registration form with the course and section number then submit to the Registration & Records Office or the Southern Education Center in Manahawkin for processing. The Registration and Records office will give you your class schedule/ bill and direct you to make payment within 24 hours at the Cashiers office.

If you have any questions about the Jump Start Program, please contact the Admissions Office at 732-255-0400 Ext. 2960 or email: [occadmissions@ocean.edu](mailto:occadmissions@ocean.edu).

## HELPFUL HINTS for JUMP START STUDENTS

You are commended for taking the initiative to begin your college education while still in high school. Students in this program have reported high degrees of satisfaction with the quality of the instruction and ability to get a “Jumpstart” on their college degree.

- While you are attending Ocean County College you are considered a college student, with all the rights and responsibilities that entails. As we do with all students, the college will protect your privacy by sharing information with you only. Release of any information to others (except your high school) will be only with your express written consent.
- As a college student you will have the opportunity to interact with faculty both before and after class. You must take the initiative to speak to the faculty member and arrange a mutually convenient time to meet. Contact information for your instructor is also available on the course syllabus you will receive on the first day of class.
- The Advising Center on the main campus is available for academic advisement. OCC recommends students choose a class from the “List of Approved General Education Courses.” These courses may be applied toward an OCC degree or may be transferred to a four-year college or university. However, there is no guarantee if or how the credits will transfer. When transferring, students should always research the school to which they will be transferring for specific information. Course descriptions for these and all other courses can be found on the college website at [www.ocean.edu](http://www.ocean.edu).

Examples of General Education Courses are:

- US History or Western Civilization
- Public Speaking
- Psychology, Sociology, Anthropology • Art History, Music, Theatre.
- Books and materials can be purchased at the College Bookstore on the OCC campus or online from the Bookstore at <http://bookstore.ocean.edu/home.aspx>.
- As a general rule plan to study 2 hours for every one hour of class. A class that meets 3 hours a week will require 6 hours a week study time.
- Free tutoring is available through our Math and English labs on the main campus and at the Southern Education Center. Students may contact the area dean for tutoring in other subject areas.
- It is important to understand all grades earned in the Jump Start Program will be reflected on your permanent transcript and will follow you throughout your academic career. If you are struggling in a course, we encourage you to speak to your professor regarding your progress. Should you decide to withdraw from a course, it is your responsibility to complete and submit an Add/Drop form (available in the Registration and Records Office).

IMPORTANT: Every semester has a withdrawal deadline. Exact dates can be found at <http://www.ocean.edu/content/public/study-on-campus/academics/calendar.html>

- Distance learning courses are not recommended for high school students (especially for your first class or a class taken during your junior year of high school). You can check our web site at <http://www.ocean.edu/content/public/study-online.html> to research further your individual readiness to take online courses. Students must obtain an *Approval for Jump Start Students to Take OCC Courses Online Form* from their high school guidance counselor office and submit it with their Jump Start application at the Registration and Records office to be able to register for a Distance Learning section.

**Please note:** There is no reduced tuition for Jump Start students registered in Distance Learning courses.

## **Academic Commitment**

Once selected to participate in the LTHS – OCC College Academy at Lacey Township High School, students may enroll in courses according to the following guidelines:

1. Only Lacey Township High School seniors who are in good standing may participate in the program. Good academic standing is defined as students who possess at least 115 credits and no grades lower than a C.
2. Students must meet the enrollment criteria as outlined by Ocean County College. Criteria can be found at the following website:  
[http://www.ocean.edu/content/dam/public/files/jump\\_start\\_program.pdf](http://www.ocean.edu/content/dam/public/files/jump_start_program.pdf) (see Item 4 under Applying for Admission to Ocean County College).
3. Students who enroll for a fall semester class must sign up for the corresponding spring semester class. For example, a student who signs up for English I (ENG 151) in the fall semester must also enroll to take Creative Writing (ENG 153) in the spring semester. Students must enroll in both semesters of a given subject. The following course combinations are available:
  - English I (ENG 151) and Creative Writing (ENG 153)
  - Western Civilization (HIST 171) and United States History (HIST 173)
  - Introduction to Statistics (Math 156) and (MATH 151) Survey of Mathematics

## **Dual Enrollment**

Students enrolled in the LTHS-OCC College Academy will receive credit for classes from Lacey Township High School and Ocean County College. Class rank and GPA, however, will be calculated using classes taken in the fall semester ONLY.

## **Financial Commitment**

Students and parents will be responsible for making tuition payments directly to Ocean County College. Students are not eligible for financial aid due to the reduced tuition. Failure to make tuition payments will result in the removal from the LTHS-OCC College Academy Program.

## **Attendance**

The Ocean County College attendance policy applies to all students enrolled in the LTHS-OCC College Academy Program. The OCC attendance policy allows for 3 unexcused absences in any semester. The teacher and administration will evaluate special circumstances. Lates are not permitted and may be treated as absences.

## **Grading**

Courses taken as a part of the LTHS-OCC College Academy Program will be highlighted on students' high school transcripts. The final grades will carry the weight of an Advanced Placement (AP) course. In addition, please note the following:

- No grades will be issued for the 1<sup>st</sup> and 3<sup>rd</sup> marking periods because OCC only issues final grades at the end of each semester.
- Students will be responsible for sending an official transcript from OCC to the colleges to which they are applying by contacting Ocean County College Registration and Records Office at 732-255-0304.
- Grades earned from this program will appear on students' high school and college transcripts.
- Not all colleges accept Ocean County College credits. Students and parents are encouraged to investigate credit transfer options to other institutions of higher learning.

## FAIRLEIGH DICKINSON UNIVERSITY'S "MIDDLE COLLEGE PROGRAM"

Fairleigh Dickinson's Middle College allows students in Advanced Placement classes to earn 3 college credits, per successful completion of Advanced Placement course, to be applied toward college. It is at the discretion of the receiving institution to accept or deny these courses. Students need to earn a "C" or higher to receive the credit. Fairleigh Dickinson University offers a reduced rate to participating students, who will receive a transcript of the courses completed. More information is available in the Guidance Department or on the FDU website at [www.fdu.edu/middle](http://www.fdu.edu/middle).

## MIDTERMS AND FINAL EXAMINATIONS

Only seniors will be permitted final examination exemptions with a 92 or higher in each marking period and a midterm grade of 84 or higher.

## THE SCHEDULING PROCESS

Students to select elective offerings available to them will use the portal. Core content teachers in math, English, science, and social studies will input academic recommendations. All classes must be taken in proper sequence. Students cannot enroll in the next level of a course without passing the previous level. Students will meet with their guidance counselors to discuss and finalize the recommendations and electives chosen. Once all students have met with their guidance counselors, the school master schedule is developed, and student schedules are generated.

## PORTAL INFORMATION

Students are to use the portal to select elective offerings available to them. Core content teachers in math, English, science, and social studies will input academic recommendations. All classes must be taken in proper sequence.

To input course requests, students should enter the student portal and click on "Course Requests." There will be a drop-down menu of departments. Clicking on a department allows the student to see and select electives he or she would like to take. Following the instructions in the portal or viewing the "how-to" video on the Guidance site will allow successful selection of electives. Students will meet with their guidance counselors to finalize course selections.

Parents are encouraged to either view their child's choices on the parent portal or to sit with their child when selecting electives on the student portal. For any questions or concerns, the Guidance Department can be reached at [609-971-2020](tel:609-971-2020), x2012.

## CHANGE OF COURSE POLICY

During the student registration process, the Guidance Department will allow changes in course selections until the published deadlines for making schedule changes. The only exceptions will be the following:

- A course was omitted.
- A required course was missing from the student's schedule.
- Two courses were scheduled at the same time.
- Student was scheduled for a teacher with whom the student had failed a course previously.
- An incorrect level of a course was scheduled.
- A course requested was canceled due to low enrollment.
- A student made up a course in summer school and needs to add another course to his or her schedule.
- A student has registered for a sequence course and has failed the prerequisite course.

Once the schedule has been established, the student is expected to keep his or her commitment to the course selections that he or she has chosen. Announced deadlines will be enforced. In the event changes in schedules must occur once the school year has begun, the following procedures will be in effect:

1. The student must obtain a Schedule Change Request Form from the Guidance Department.
2. The student should discuss any planned change with the teacher whose subject he or she wishes to drop. The student must obtain the teacher's written approval to be dropped from the course as well as the department chairperson's approval.
3. The student must return this form to his or her counselor for discussion and for the counselor's written recommendation.
4. The student must take this form home and obtain the signature of his or her parents/guardians regarding the particular change.
5. In addition to the returned form, the parent/guardian must call the counselor to verify parental approval.
6. The student must continue to follow the schedule and continue to do the work until an administrative decision has been made regarding the particular request.

Schedule changes can only happen if there have been extenuating circumstances preventing the original schedule from being followed. In these cases, the conditions noted in Change of Course Policy will be followed. Schedule changes can only occur during the first two weeks of the start of the course unless the change is administratively authorized.

## MARKING SYSTEM

1. Report cards shall be issued quarterly through both Student and Parent Portals and shall indicate a grade and seven comments for each course.
2. Progress reports may be issued midway through each quarter through both Student and Parent Portals.
3. Explanation of grades:

92-100	Outstanding Achievement	I	Incomplete
84-91	Above Average Achievement	CW	Credit Withdrawal "Attendance Policy"
77-83	Average Achievement	WF	Withdrawal Failing
70-76	Minimal Achievement	WP	Withdrawal Passing
Below 70	Unacceptable Achievement (Failing)		

## CLASS RANK

Class rank is determined by the grade point average. Students are ranked within their own grade level only. Grade point average is computed by dividing the Total Quality Points by Total Credits Attempted. Quality points for each course are determined by multiplying the grade weight by the credits earned. The formula for determining grade point average is:

$$\text{G.P.A.} = \frac{\text{Total Quality Points}}{\text{Total Credits Attempted}}$$

### Grade Numerical Values:

AP		HONORS		REGULAR	
GRADE RANGE	GRADE WEIGHT	GRADE RANGE	GRADE WEIGHT	GRADE RANGE	GRADE WEIGHT
92-100	5	92-100	4.5	92-100	4
84-91	4	84-91	3.5	84-91	3
77-83	3	77-83	2.5	77-83	2
70-76	2	70-76	1.5	70-76	1
69	0	69	0	69	0

For each course taken beyond 30 credits, one additional quality point shall be added to the total number of quality points accumulated. This, in effect, will raise the grade point average. Only college classes taken during the fall semester in the LTHS - OCC Jump Start Program will be included in accumulating quality points.

Class rank is calculated a total of 7 times over 4 years for every Lacey Township High School student. Unresolved Incomplete grades may turn into a zero if not made up within mandated time.

## ADVANCED PLACEMENT/HONORS PROGRAM

Courses designated as honors level are designed to provide concentrated investigation into a particular subject area. In addition, honors coursework offers a broad spectrum of subject material. Expanded reading assignments, research activities, and independent projects will occupy a major portion of the course.

Courses designated as honors are assigned additional grade weight as described under Class Rank. Honors level courses will be offered according to sufficient student enrollment, scheduling considerations, and teacher availability.

Placement into honors level coursework is determined by multiple measures that include academic performance in general as well as academic performance in the area desired, teacher recommendation in desired area, an 88 average in the present honors course or a 92 average in present non-honors course, and other relevant data. It is essential that the student speak to the teacher in the subject area desired as a first step in this process.

If a student desires honors level coursework but is not recommended for it, she/he can go on to the LTHS website for a *Petition for Honors Coursework* form. Because course enrollments can fill up quickly, it is recommended that this form be returned to the Guidance Department as soon as possible for processing. Students will be enrolled on a first-come, first-served basis. Students not recommended for placement into an honors level course may petition for consideration by filing an application with the appropriate department chairperson.

A student needs to be certain of the academic demands of the considered honors courses before submitting the requisite paperwork to gain admittance into the course(s). It is recommended that the student talk with the teacher of the desired Honors course before pursuing the placement. Any change of placement must begin with the department chairperson of the relevant content area.

Honors and Advanced Placement (AP) level courses are offered in many of the subject areas. Please review the respective subject area offerings for selection options.

Advanced Placement (AP) - Students interested in receiving possible college credit for advanced coursework should consult with the specific department chairperson for information regarding the AP examination. AP examinations are offered during the spring. Any student desiring to take an AP examination in a subject not offered as an LTHS class must see the relevant department chairperson for assistance.

The grade weights for AP and honors have been updated. See the breakdown in the "class rank" section.

# NCAA FRESHMEN ELIGIBILITY STANDARDS

## Divisions I and II Initial-Eligibility Requirements

### Core Courses

- NCAA Divisions I and II require 16 core courses. See the charts below.
- NCAA Division I will require 10 core courses to be completed prior to the seventh semester (seven of the 10 must be a combination of English, Math or Natural or Physical Science that meet the distribution requirements below). These 10 courses become “locked in” at the start of the seventh semester and cannot be retaken for grade improvement.
- Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.

### Test Scores

- Division I uses a sliding scale to match test scores and core grade point averages (GPA). The sliding scale for those requirements is shown on page 2 of this sheet.
- Division II requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

### Grade Point Average

- Be sure to look at high school’s List of NCAA Courses on the NCAA Eligibility Center’s website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on your school’s List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- Division I students enrolling full time, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
- Division I GPA required to receive athletics aid and practice is 2.000-2.299 (corresponding test-score requirements are listed on Sliding Scale B on page 2 of this sheet).
- The Division II core GPA requirement is a minimum of 2.000.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

### DIVISION I 16 Core Courses

- 4 years of English
- 3 years of mathematics (Algebra I level or higher)
- 2 years of natural/physical science. (1 year of lab if offered by high school)
- 1 year of additional English, math or natural/physical science
- 2 years social science
- 4 years additional from areas above or foreign language, philosophy or comparative religion.

### DIVISION II 16 Core Courses

- 3 years of English
- 2 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 3 years of additional English, mathematics, or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any are above, foreign language or comparative religion/philosophy).

**Sliding Scale**  
**Use for Division I prior to August 1,**  
**2016**

**NCAA DIVISION I SLIDING SCALE**

Core GPA	SAT <small>Verbal and Math ONLY</small>	ACT Sum
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

## CORE COURSE for NCAA INITIAL ELIGIBILITY

The following core courses have met the NCAA requirements for initial eligibility:

### **ENGLISH**

Creative Writing 1  
Creative Writing 2  
English 9  
English 9 / H  
English 10  
English 10 Honors  
English 11  
English 11/ H  
AP English 11  
English 12  
English 12 B  
English 12 / H  
AP English 12  
Comparative Mythology  
English 9B  
English 10B  
English 11B  
Persuasive Public Speaking &  
Debate in Society

### **MATHEMATICS**

Algebra I  
Algebra I B  
Algebra I/H  
Algebra II  
Algebra II B  
Algebra II/H  
Advanced Algebra & Trigonometry  
Calculus AB/AP  
Calculus BC /AP  
Calculus /H  
Geometry  
Geometry B  
Geometry/H  
Pre-Calculus  
Pre-Calculus/H  
STEM Algebra II H  
STEM Geometry H  
STEM Pre-Calculus H  
Prob & Stats  
Senior Math

### **SOCIAL SCIENCE**

Current World Studies  
World Geography  
Holocaust Human Rights &  
Genocidal Studies  
Economics  
Criminology  
Ethics  
New Jersey History  
AP Psychology  
Social & Behavioral  
Sciences  
US History I  
US History I/H  
US History II  
US History II/H  
US History AP  
World History  
World History II

### **NATURAL/PHYSICAL SCIENCE**

Biology  
Biology / AP  
Biology / H  
Chemistry  
Chemistry / AP  
Chemistry /H  
Environmental Science  
Environmental Science /AP  
Marine Biology /Oceanography  
Chemistry 2  
Principles of Chemical Science  
Human Anatomy  
Anatomy & Physiology /H  
Forensic Science  
Physics  
Physics I/AP  
Physics / H  
STEM Core I  
STEM Core II  
STEM Core III /H  
STEM IV Capstone /H  
STEM Chemistry /H  
STEM Biology /H  
STEM Physics /AP

### **ADDITIONAL CORE COURSES**

Computer Programming 1, 2  
French 1  
French 2  
French 3 Honors  
AP French  
Spanish 1  
Spanish 2  
Spanish 3  
Spanish 4 Honors  
AP Spanish  
German 1  
German 2  
German 3  
German 4 Honors  
AP German

## NAVIANCE

The Lacey Township School District has partnered with Naviance, a college and career readiness software provider, to provide students at the high school with tools to succeed while in school as well as after graduation from high school.

Naviance can be accessed via the school website using the same account and password information needed to log on to the portal. Once in Naviance, students will be exposed to opportunities to set goals, assess strengths, explore careers, search for colleges, and apply for scholarships.

To see an overview of what Naviance is and how it can assist students to meet their academic goals, visit <http://www.connection.naviance.com/lacey> for details. Naviance offers all types of learners the opportunity to self-evaluate and explore careers for the future

## COURSE DESCRIPTIONS

### MATH & ENGLISH DEPARTMENTS

#### **College & Career Readiness (CCR)**

**GRADE 9-12  
FULL YEAR  
5 CREDITS**

College & Career Readiness (CCR) is a full year class assigned to students identified by various measures (previous academic performance, teacher recommendation, standardized test scores, and attendance). Students are scheduled to take this course to get the support they need to be successful and prepared for college prep courses and the future. This course gives the students an opportunity to close the achievement gap, ask questions, get clarification, review material and prepare for future assessments in Math and/or English.

## ART DEPARTMENT

The Art Department offers students the opportunity to explore the arts. Interested students may then pursue sequential courses in the Fine Arts program. The major emphasis in the art program is to develop concepts and skills through the beginning levels that will allow students to eventually concentrate in a specific area through an individualized instructional program.

### **INTRODUCTION TO THE ART OF PRODUCT DESIGN: FROM CONCEPT TO THE CONSUMER**      **GRADES 9-12** **FULL YEAR** **5 CREDITS**

This course gives students a wide overview in the basics of the art of product design with a focus on integrating 3D modeling, production design, and marketing in creating new products. Students will be introduced to the product development process, including: understanding customer needs; brainstorming; sketching; concept development; design aesthetics; prototyping; and written, visual, and oral communication. The course uses hands-on activities and computer-aided software (including Autodesk and Adobe Creative Suite) to develop, create, and analyze product models. The curriculum emphasizes critical thinking, creativity, innovation, and real-world problem solving as students develop a command of product development, skills in modeling, and communicating their creative solutions.

### **FINE ART 1** *Visual or Career*      **GRADES 9-12** **FULL YEAR** **5 CREDITS**

This exploratory course in fine arts emphasizes experimentation in a variety of media while dealing with basic art concepts. Areas of study will include those from the fine arts such as painting and drawing. This course serves as a foundation for technical skills needed to draw or paint.

### **FINE ART 2** *Visual or Career*      **GRADES 10-12** *PREREQUISITE: FINE ART 1*      **FULL YEAR** **5 CREDITS**

In Fine Art 2, emphasis is placed on investigation and exploration of ideas and materials primarily in the areas of drawing, painting, and sculpture. Students are exposed to more sophisticated problems which should reinforce previous experience as well as expose new areas of thought.

### **FINE ART 3** *Visual or Career*      **GRADES 11-12** *PREREQUISITE: FINE ART 2*      **FULL YEAR** **5 CREDITS**

This course offers the beginning of specialized training for students displaying interest and ability in fine arts. The student is encouraged to explore in-depth areas of special interest as a means of individual expressions.

### **AP STUDIO ART** (Previously FINE ART 4) *Visual or Career*      **GRADE 12** *PREREQUISITE: FINE ART 3*      **FULL YEAR** **5 CREDITS**

We want to help you take your artistic skills to the next level! Do you have what it takes? This AP Program offers three studio art courses and portfolios: Two-Dimensional Design, Three-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios — 2-D Design, 3-D Design and Drawing — corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art students create a portfolio of work to demonstrate the

artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

**CERAMICS AND SCULPTURE** *Visual or Career*

**GRADES 10-12**  
**FULL YEAR**  
**5 CREDITS**

Ceramics and Sculpture is a 3-D course in pottery, and multimedia sculpture. In this course, the student is exposed to a wide range of experience with emphasis placed on correct methods of handling various materials.

**INTRODUCTION TO THE ART OF PRODUCT DESIGN: FROM CONCEPT TO THE CONSUMER** **GRADES 9-12**  
**(\*PENDING)**

**FULL YEAR**  
**5 CREDITS**

This course gives students a wide overview in the basics of the art of product design with a focus on integrating 3D modeling, production design, and marketing in creating new products. Students will be introduced to the product development process, including: understanding customer needs; brainstorming; sketching; concept development; design aesthetics; prototyping; and written, visual, and oral communication. The course uses hands-on activities and computer-aided software (including Autodesk and Adobe Creative Suite) to develop, create, and analyze product models. The curriculum emphasizes critical thinking, creativity, innovation, and real-world problem solving as students develop a command of product development, skills in modeling, and communicating their creative solutions.

## BUSINESS AND COMPUTER SCIENCE DEPARTMENT

The Business Education Department offers a variety of programs that provide students with the opportunity to receive the greatest depth of knowledge in each area of business possible at the high school level. With a vocational orientation in all course offerings, students should develop job entry-level skills. At the same time, course offerings prepare college-bound students to pursue future business courses at the post secondary level. The program of studies will contribute to the overall growth and development of each student in the areas of goal definition, work ethics and social interaction.

**Students are required to meet 2.5 credits of Financial, Economic, Business and Entrepreneurial Literacy. Courses marked with an asterisk (\*) meet this requirement.**

### **INTRODUCTION TO BUSINESS** *Career*

**GRADES 10-12  
SEMESTER  
2.5 CREDITS**

This course is designed to prepare students for the workplace and business world. It will give student insight into the various business courses available. Students will touch upon small business management, banking and financing, accounting, marketing, personal and consumer law, and computer applications. Students will be provided with a flexible background that will enable them to make required choices necessary for a career in the market place.

### **\*EXPLORATORY BUSINESS** *Career*

**GRADES 10-12  
FULL YEAR  
5 CREDITS**

This course is intended to prepare students for life after high school by providing them with the knowledge and fundamentals that they will need to succeed in the “real world” whether they are college or vocational bound. The following topics are addressed: (1) Career Planning - increase student awareness of career opportunities, educational options, financial funding, and preparation for securing future employment. (2) Workplace Readiness Skills – Interviewing Preparation, Resume and Cover Letter writing, and Employment Success Traits. (3) Consumer Awareness – comparison-shopping, automobile and insurance knowledge, consumer agencies, and smart shopper tips. (4) Banking and Credit – improving the understanding and use of money and credit, maintaining a checking account through credit and banking scenarios, understanding the dangers of identity theft and credit card misuse. (5) Budget Planning – utilizing all aspects learned to explore and practice simulated “living on your own” scenarios. Whether you are entering high school or getting ready to graduate, this is a course that will help you to be a winner in the “Game of Life!”

### **\*ACCOUNTING** *Career*

**GRADES 11-12  
FULL YEAR  
5 CREDITS**

This course develops an understanding of double-entry accounting. Especially helpful for the college bound, students will complete all phases of the accounting cycle for a proprietorship and a partnership organization. The accounting procedures presented will also serve as a sound background for employment in office jobs and preparation for studying business courses in college. This course will incorporate computerized accounting using a hands-on-approach to embody modern technology into the classroom. This course is strongly recommended for students who intend to major in business.

**\*FINANCIAL LITERACY** *Career*

**GRADES 10-12  
SEMESTER  
2.5 CREDITS**

This course is designed to prepare students for managing their money, learning to understand taxes, cash purchases, loans, health insurance, investments, personnel, sales, marketing, services, and financial management. This course is required by the State for graduation.

**MARKETING EDUCATION** *Career*

**GRADES 10-12  
FULL YEAR  
5 CREDITS**

This course is designed to prepare the student for entry level in the distributive occupations by increasing the student's knowledge in the field of marketing. The following course content is explored: Basic marketing concepts, trends, direct selling advertising, promotion, customer service, as well as industrial and wholesale selling.

Included in this program are the introduction, operation, and management of the school store under the supervision of the teacher who acts as manager. Active participation in the Distributive Education Clubs of America (DECA) is strongly recommended.

**WORKPLACE READINESS PROGRAM** *Career*

*COREQUISITE: TO BE TAKEN IN CONJUNCTION WITH APPROVED APPLICATION  
& APPROVED EMPLOYMENT*

**GRADE 12  
FULL YEAR  
5 CREDITS**

Workplace Readiness Program is a full year program that combines academic coursework with on-the-job training in retail, wholesale, and service occupations. Written agreements between the school and parents are planned for an optimal employment experience. Students may work in local day care centers, banks, supermarkets, warehouses, auto shops, clothing stores, restaurants, accounting firms, and office environments. Academic coursework includes workplace readiness skills such as resume preparation, interviewing strategies, online job searches, and the best way to complete employment applications.

**ENTREPRENEURSHIP: SMALL BUSINESS MANAGEMENT** *Career*

**GRADES 10-12  
FULL YEAR  
5 CREDITS**

This course is designed to assist students in seeing the opportunities around them and developing a business idea of their own. This course focuses on the actual creation of a business plan. Students will learn the steps and functions required to develop and operate a business. They will conduct research on their industry and create a step-by-step plan to carry out their innovative idea. This course prepares all students for their workplace.

**COMPUTER APPLICATIONS** *Visual or Career*

**GRADES 9-12  
FULL YEAR  
5 CREDITS**

Through the presentation and exploration of many hands-on projects, students will learn the common uses and functions of the Mac computer. The course will begin by teaching students to operate the keyboard to develop acceptable speed and accuracy. The course will progress to Microsoft Office applications, where students will develop the necessary skills needed for school and work. In addition, students will explore i-life programs including but not limited to iTunes, iPhoto, iMovie, iWeb, and Garage Band. This is an excellent course for developing computer and keyboarding skills necessary for college and the workplace.

**COMPUTER PROGRAMMING 1** *Career***GRADES 9-12  
FULL YEAR  
5 CREDITS**

Through this course students extend their fundamental knowledge of computers. The students will learn what object-oriented language is and are introduced to Java programming structure. Programming style will be emphasized. Variable assignments, types, loops, functions, classes and objects, and arrays will be introduced to develop the solutions of basic problems.

**COMPUTER PROGRAMMING 2** *Career**PREREQUISITE: COMPUTER PROGRAMMING 1***GRADES 10-12  
FULL YEAR  
5 CREDITS**

This course prepares the students for college or technical school. Classes and objects, array, recursions and data structures will be introduced. Students will use Java programming to develop advanced programs. Treatments of computer systems and the social implications of computing are integrated into the program and not isolated as separate units. Students will be able to develop real world programs at the end of this course.

**INTRODUCTION TO BUSINESS LAW (\*PENDING)****GRADES 11-12  
SEMESTER  
2.5 CREDITS**

This course is designed to increase the student's understanding of his/her rights as a consumer and business owner. Correct usage and application of legal terminology is emphasized. Topics covered are purposes and uses of legal documents, legal implications of one's actions, law enforcement, crimes, civil actions, and how laws and court decisions impact our daily lives.

**INTRODUCTION TO PERSONAL LAW (\*PENDING)****GRADES 11-12  
SEMESTER  
2.5 CREDITS**

This course is designed to increase the student's understanding of his/her rights as a citizen. Correct usage and application of legal terminology is emphasized. Topics covered are purposes and uses of legal documents, legal implications of one's actions, law enforcement, crimes, civil actions, and how laws and court decisions impact our daily lives.

**BUSINESS HONORS (\*PENDING)***PREREQUISITE: EXPLORATORY BUSINESS***GRADE 12  
FULL YEAR  
5 CREDITS**

This course is designed to implement real-world business cases and scenarios. Students will use their prior knowledge of business to explore current situations in the business field and the solutions and strategies taken to solve them. This course will expose interested students to the professionalism of the business world outside of the classroom and increase awareness of the core functions of modern business.

**INTRODUCTION TO THE HOSPITALITY INDUSTRY (\*PENDING)***PREREQUISITE: INTRODUCTION TO BUSINESS OR EXPLORATORY BUSINESS***GRADES 11-12  
SEMESTER  
2.5 CREDITS**

This introductory course provides an overview of the hospitality industry, its growth and development, industry segments and their distinguishing characteristics, trends and current concerns. Students are introduced to career opportunities and the employability skills needed to succeed in specific hospitality fields.

**INTRODUCTION TO TOURISM (\*PENDING)**

*PREREQUISITE:* INTRODUCTION TO BUSINESS OR EXPLORATORY BUSINESS

**GRADES 11-12  
SEMESTER  
2.5 CREDITS**

This is an introductory course that exposes students to tourism opportunities among the cultural, historical and natural resources in their communities. Students learn how to develop and manage tourism destinations, in addition to exploring issues like customer service, market research and pricing. They also examine various marketing options, including online advertising and regional packaging.

**KEYBOARDING (\*PENDING)**

**GRADES 9-12  
SEMESTER  
2.5 CREDITS**

This course is designed to provide an opportunity to learn to touch type on the computer keyboard using correct techniques as well as the development of speed and accuracy. Students will be introduced to the formatting of personal and business letters, tables, notes, memos, and reports.

**TECH AND SUCCESS**

**GRADES 9  
SEMESTER  
2.5 CREDITS**

Tech and success is a semester course elective for freshmen. This course will cover areas of study and growth that will facilitate success in high school.

- **Technology:** This comprehensive look at technology is intended to introduce students to the ethics of technology use as well as hands-on training in such technology as "Turnitin," Office Software Suite, Blackboard, and use of the portals and email. Students will be introduced to Naviance and explore who they are and how to plan for college/career options.
- **Success:** This marking period will address the importance of such essential skills as goal setting, self-awareness, and self-growth.

## ENGLISH DEPARTMENT

The English program at Lacey Township High School follows the Common Core State Standards to develop students' reading and language skills and ensure that, upon graduation, they are fully prepared for college/careers and for a lifetime of learning. Honors level classes and college/career prep level classes are offered. In grade 12, AP level classes are added. As students move through the program, they build reading skills with exposure to and analysis of increasingly complex texts, and they build writing skills through the writing of increasingly complex pieces and through writing in various forms. Research skills are taught at every level of the program. The ultimate goal of the program is help students become critical thinkers and readers and effective communicators and to provide a seamless transition for students into the world of college or careers.

Students are placed in honors/AP level courses as recommended by the department based on demonstrated mastery of critical reading and writing skills. Major criteria for placement in honors/AP classes include superior performance on state testing, mastery of current course work with a demonstrated ability to work independently and a desire to "go above and beyond" in the study of language and literature, and superior writing skills. In honors/AP courses, the demands for reading and writing are accelerated and increased and the performance expectations are substantially raised. Students in these courses must be eager to invest the necessary time and effort to meet these requirements. Placement recommendations are reviewed annually. ***Required courses in English 9, 10, 11, and 12 must be taken sequentially.***

### **ENGLISH 9 (H/CP)**

**GRADE 9  
FULL YEAR  
5 CREDITS**

In this course, students get an overview of various literary genres and their elements. Readings are varied in content and in form as students study the craft of writing and the reading skills necessary to interpret it. The study of writing moves from the development of effective paragraphs early in the year to the process of combining effective paragraphs in focused, well-structured essays as the year progresses. Students are also introduced to narrative writing in various forms. The elements of effective writing, including the study of sentence structure and the choices good writers make, are included in the course of study. Vocabulary development is also a key component of the course. Skills required by the Common Core State Standards and PARCC testing are addressed.

### **ENGLISH 10 (H/CP)**

**GRADE 10  
FULL YEAR  
5 CREDITS**

Students continue the development of critical reading skills through a focus on World Literature, including non-fiction. The writing component of this course focuses on production of effective essays for a variety of purposes and audiences and on development of narrative writing skills. Students continue to build awareness of grammar and language, and they begin to develop research skills and the ability to include research in their own writing. Vocabulary development is also a key component of the course. Skills required by the Common Core State Standards and PARCC testing are addressed.

### **ENGLISH 11 (H/CP)**

**GRADE 11  
FULL YEAR  
5 CREDITS**

Students continue the development of critical reading skills through a focus on American Literature, including non-fiction. The writing component of this course focuses on production of effective essays for a variety of purposes and audiences and on narrative writing in various forms. Students continue to build awareness of grammar and language, and they continue to build their research skills and their ability to include research in their own writing. Vocabulary development is also a key component of the course. Skills required by the Common Core State Standards and PARCC testing are addressed.

**ADVANCED PLACEMENT English 11 – Language and Composition**

*PREREQUISITE (S): English 10 Honors or Department Approval*

**GRADE 11****FULL YEAR****5 CREDITS**

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students 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. While writing represents a significant component of the course, the core skill required is the ability to read well. Reading and writing activities in the course develop students' understanding of how language functions rhetorically and deepens their knowledge and control of formal conventions of written language. (This information comes directly from The College Board.)

Students who are successful in this course will transition into AP Literature and Composition for Grade 12 English. Multiple criteria as identified for all honors courses are considered for placement in this course. The college level expectations in this course should be carefully evaluated before considering this placement.

**ENGLISH 12 (H/CP)****GRADE 12****FULL YEAR****5 CREDITS**

This course focuses on college/career readiness. Students hone and apply their critical reading skills to a variety of novels and non-fiction texts, including those by contemporary authors, as well as selections from the British Literature text. They polish their writing skills by writing about the readings as well as contemporary issues, and they complete a research project as a requirement for graduation. Vocabulary development is also a key component of the course. Skills required by the Common Core State Standards are addressed.

**ADVANCED PLACEMENT ENGLISH 12 – Literature and Composition**

*PREREQUISITE (S): English 11 Honors or Department Approval*

**GRADE 12****FULL YEAR****5 CREDITS**

This is a college level course in literature and composition. It follows the scope and sequence of topics outlined by the College Entrance Examination Board (CEEB) for the Advanced Placement English course. Multiple criteria as identified for all Honors courses are considered for placement. The advanced nature of this course presupposes a high aptitude in and enthusiasm for the analysis of literature and the writing of analytical material. Students are required to complete a formal research project based on a literary topic and are required to read at least one Shakespearean play.

***\*Before seeking AP placement, students should carefully consider and remember the following:***

- AP English is not just another level of English. It is a college level course that is designed to prepare students to take the AP exam, the results of which are reported to the college to which the students apply.
- Unlike Honors English, the course content in AP English is based on strict CEEB standards, and students need advanced reading, writing, and analytical skills beyond the honors level to be successful.
- More independent work is assigned in AP English than in Honors English, and a greater commitment of time is required in the AP level course.
- All students enrolled in this course will be required to take the AP English exam.

**ENGLISH 9 B**  
**ENGLISH 10 B**  
**ENGLISH 11 B**  
**ENGLISH 12 B**

**FALL (5 CREDITS) GRADE 10**  
**SPRING (5 CREDITS) GRADE 10**  
**FALL (5 CREDITS) GRADE 12**  
**SPRING (5 CREDITS) GRADE 12**

These combined courses are designed for students who failed either grade 9 or grade 11 English. They are semester courses that meet each day. Grade 9 and grade 11 course work is completed in the first semester. Grade 10 and grade 12 course work is completed in the second semester. The classes allow students to make up failed classes without doing the course work for two English classes simultaneously. Because each full-year course is completed in one semester, however, the workload is heavier than it would be in a normal English class. Students who fail English in grade 9 and/or grade 11 will be required to take one of these classes or go to summer school to make up the credit. Seniors will not be permitted to take more than two English classes at Lacey Township High School during the academic year.

**SAT PREPARATORY COURSE**

**GRADES 10-12**  
**2 SEMESTERS**  
**2.5 CREDITS**

This course is devoted to preparation for the verbal, mathematics and writing portions of the PSAT and the SAT. Students will spend one marking period with each area, including SAT type practices on a daily basis. Classes will be directed to specific SAT skill areas with individualized and group instruction.

**CREATIVE WRITING 1**

**GRADES 11-12**  
**FULL YEAR**  
**5 CREDITS**

The student who has a strong interest in developing a talent for writing is encouraged to elect this course. The basic tools of the creative writer are examined, and each student samples various modes of writing such as the short story, one-act play, magazine writing and poetry. The chief aim is to help pupils develop a style and a writing specialty. Class members will be asked to submit their best works for publication to a variety of outlets including the school literary magazine. The course will also emphasize the development of a style and writing specialty. Students work cooperatively to analyze and critique the submissions of colleagues. Students will continue to submit their best works for publication both for in-house publications and for literary magazines.

**CREATIVE WRITING 2**

*PREREQUISITE: CREATIVE WRITING 1*

**GRADE 12**  
**FULL YEAR**  
**5 CREDITS**

This course will allow the student to further his or her craft by extending the forms and challenges of the writing assignments. Focus will be on the individual creative process, while still limited by parameters of the assignment. As the year progresses the focus will be on a long-term writing project with the goal of publishing as the final project. The student will work with the guidance of the teacher in the genre of his or her choice

In this course, students will develop the critical reading and writing skills that are essential to success in school and in the workplace. Precision of language and thought is the goal, both in reading and in writing. Grammar and sentence structure, clear and concise composition, and critical reading skills will be the focus of instruction. Learn the language skills that will raise your grades and make reading and writing easier. Learn the habits of mind and the behaviors of effective readers and writers. Build confidence that you can tackle any reading or writing task and do it well. This class will be run as a workshop, and assessment will be performance/portfolio based.

**FILM AND VISUAL LITERACY****GRADES 10-12  
FULL YEAR  
5 CREDITS**

We're going to make you an offer you can't refuse. Sign up for the film class and you will watch the greatest movies ever made. You will watch movies made by the most amazing directors with the most astonishing actors. You will watch dramas, comedies, horror movies, gangster films, musicals, westerns and much, much more. You will learn about the movie making process. You will passionately discuss your favorite movies. You will write reviews and reaction papers about these movies.

**PERSUASIVE PUBLIC SPEAKING AND DEBATE IN SOCIETY****GRADES 11-12  
FULL YEAR  
2.5 CREDITS**

Are you nervous when you have to present in front of class? Do you have little experience speaking in front of large or small groups? This course is designed to give you the life skills necessary for success in college and in the workplace. Through a wide array of activities, including impromptu speeches and role playing, debates about current policy or past verdicts, and discussions about high-interest topics, you can be sure to leave this class looking and feeling more confident and poised about your presence in any given situation. In a seminar environment this class will explore three provocative topics: the art of persuasion, the study of public speaking and rhetoric, and the structure and skills of contemporary debate. You will learn to recognize and use persuasive language in speaking and writing. You will learn techniques for successful public speaking: informing, persuading, and entertaining in a variety of situations. If you are interested in learning how to communicate effectively, then this class is for you! *\*This class should be paired with Leadership Skills offered in Social Studies, as one course is a natural extension of the other.*

**COMPARATIVE MYTHOLOGY****GRADES 11-12  
SEMESTER  
2.5 CREDITS**

Gods and Goddesses! Heroes and Tricksters! Read and talk about the worlds' most exciting stories. This class will refresh your knowledge of Greek and Roman Mythology and expose you to Norse, African and Asian Mythology. Join us to share your ideas and insights with your peers. The final project: create your own myth!

**THE GRAPHIC NOVEL AS LITERATURE****GRADES 9-12  
SEMESTER  
2.5 CREDITS**

The Avengers, Iron Man, Batman, The X-Men, appear every weekend at your local theater, but where did they come from? Comic Books, a unique American art form, introduced thousands of awesome characters and stories, and in the last twenty years they have jumped from their pages to the movies. These stories, collected as Graphic Novels, will excite, amaze and terrify you. Join us for a wonderful exploration of sequential fiction. You will amaze your friends with your dazzling reactions and reviews. Smash! Pow! Boom!

**SCIENCE FICTION AS LITERATURE****GRADES 9-12  
SEMESTER  
2.5 CREDITS**

Intergalactic wars, inventions and civilizations from worlds we can only imagine, and creatures operating as if we were the more primitive race are the common elements of science fiction. Science fiction also functions metaphorically to help students learn about social structures, government, human relationships, and many other big issues that have faced mankind. Starting with the roots of science fiction (Jules Verne - H.G. Wells) and going up the "social" science fiction writers (Robert Heinlein - Ursula LeGuin - Orson Scott Card), students will experience a survey of speculative fiction. Through reactions, reviews, and discussions, students will research and explore how these writers make their science fiction ideas become reality. Join us for an exploration into science fiction. Adventure is out there!

## **FANTASY AS LITERATURE**

**GRADES 9-12  
SEMESTER  
2.5 CREDITS**

Do dragons, warlocks, and other fantastic worlds grab your attention? Or maybe fables and fairy tales from ancient times keep you turning pages? The literature of fantasy captures the imagination of students. The prevalence in American culture of everything from vampires to hobbits illustrates just how diverse this genre can be. Fantasy stories contain very clear lessons that can help build character while exciting students through fantastic journeys and times. Starting with the roots of fantasy literature (Aesop's Fables-Grimm's Fairy Tales) and moving through works of more modern fantasy writers (Tolkien-Feist-Eddings) students will dig into wonderful elements of make believe. Students will read short stories, novels, and articles about fantasy works. Through discussions and reactions, both written and verbal, students will explore different authors and elements of this fascinating genre. If you're ready for a fantastic journey, then join us!

## **DETECTIVE FICTION AS LITERATURE**

**GRADES 9-12  
SEMESTER  
2.5 CREDITS**

Detective fiction is one of the most popular genres in literature. Students will want to read these stories and novels because they find stories of good triumphing over evil compelling. From Sherlock Holmes to Alex Cross, authors have been sending their detective heroes on thrilling adventures for centuries. Join us in Detective Fiction as we explore its roots, the nature of the "clever hero," and how the genre has influenced modern popular culture. The class will cover Detective Fiction starting with its beginnings with Edgar Allan Poe through its modern authors such as James Patterson and Sue Grafton. Students will read short stories, novels, and articles about Detective Fiction and write essays, reaction papers, and reviews. At the end of the course students will create a project that demonstrates their understanding of and connection to the literature they have read.

## **CONTEMPORARY YOUNG ADULT LITERATURE**

**GRADES 9-12  
SEMESTER  
2.5 CREDITS**

Classic literature serves a purpose, but would you rather read works by today's young adult authors---books that speak to you and not your parents? In this course, we'll read a variety of short and long fiction and nonfiction by today's young adult authors, possibly including but not limited to Laurie Halse Anderson, Chris Crutcher, John Green, and Walter Dean Meyers. If you like book talks, blogging, podcasting and projects, this course is for you!

## **THE SHORT STORY**

**GRADES 9-12  
SEMESTER  
2.5 CREDITS**

Do you like to read but find you lose focus halfway through a 300 page novel? If so, short stories are the solution! From short works by classic authors to quick reads from today's literary lions, this course will expose you to the best short fiction---without any of the heavy lifting or commitment required of full-length works. We'll share our ideas through a variety of activities such as blogging, journaling, and podcasting. Sign up today to discover for yourself the power of short fiction.

## **CONTEMPORARY NON-FICTION**

**GRADES 10-12  
SEMESTER  
2.5 CREDITS**

In today's classroom non-fiction is more important than ever, but too often longer works of journalism, biography, history and memoir get passed over in favor of novels and plays. This course would present high interest non-fiction works that have topped recent bestseller lists, from authors such as Bill Bryson, Richard Preston, Malcolm Gladwell, and Eric Schlosser. Students will read long form works of non-fiction. These books

will deal with important social and cultural issues and have high interest level for young adults. Students will discuss and write essays based on readings and will analyze techniques used by the author. Students will craft their own works of journalistic non-fiction.

**THE POWER OF PERSUASIVE LANGUAGE: AN EXPLORATION IN THE MEDIA**

**GRADES 10-12  
SEMESTER  
2.5 CREDITS**

In the modern world, we are constantly exposed to language that is designed to influence us. Using advertising and marketing, companies get us to become their customers. Editorial writers and speechwriters use language to influence our behaviors and our votes. The power of persuasive language is everywhere around us. It gets people elected; it makes people rich. How can a young person in today's society avoid being subtly manipulated by the power of language to form opinions or buy unnecessary products? (Or how can a young person learn to one day subtly manipulate others into buying that same stuff and *be the one getting rich*?) The solution is to learn to recognize and use the power of persuasive language. During the first half of the course, students will closely examine various examples of TV commercials, magazine ads, Internet blogs, logos, and slogans, editorials, speeches, etc. Reading skills will be addressed as students learn to recognize an overall marketing approach, analyzing it with specific focus on how language skills are being used to influence the reader/viewer/listener/customer. The second half of the course will shift focus to writing skills, as students learn to use the power of persuasive language, creating and developing their own advertising campaigns for real and imagined products, writing speeches and editorials, and ultimately working in a cross-curricular and multi-media environment to bring persuasive language life.

## FAMILY AND CONSUMER SCIENCE DEPARTMENT

The discipline of Family and Consumer Sciences focuses on enabling individuals and families to meet the challenges of living and working in today's society. Subject areas of Culinary Arts, Child Development, Fashion Design, Interior Design and Contemporary Living teach critical thinking and basic skills while allowing for individual differences and creativity. Classes stress contemporary skills and technical/practical application of them.

### **INTRODUCTION TO CULINARY ARTS** *Career*

**GRADES 10-12**  
**FULL YEAR**  
**5 CREDITS**

Students will study techniques and procedures used in food preparation. Preparing various types of foods and serving them correctly and attractively will provide practical experiences. Students will study the basics of nutrition and how food choices impact a healthy lifestyle. Food safety and sanitation will be stressed. Students will be instructed in the safe use and care of equipment and appliances. This course will investigate career choices related to the food service industry.

### **CREATIVE CULINARY ARTS** *Career*

*PREREQUISITE: INTRODUCTION TO CULINARY ARTS*

**GRADES 11-12**  
**FULL YEAR**  
**5 CREDITS**

Creative Culinary Arts is a course designed for the student who chooses more advanced training in the techniques and preparation of food. Students will dissect the components of a meal and prepare foods that are creative, imaginative and nutritious. Areas of study will also include the incorporation of technology and how it relates to new innovations in food preparation, new food products and the ability to alter food principles and techniques. Students will apply computer technology in determining nutritional analysis of the food products prepared in class. Students will demonstrate the use of kitchen gadgets and appliances. Holiday cooking will be incorporated. Safety and sanitation will be reviewed. Career choices will be investigated. \*Runs

### **CULINARY ARTS AROUND THE WORLD** *Career*

*PREREQUISITE: INTRODUCTION TO CULINARY ARTS*

**GRADES 11-12**  
**FULL YEAR**  
**5 CREDITS**

Culinary Arts Around the World is an advanced level foods course that studies the food customs and cuisines of the different cultures of the world. Students will investigate the historical and regional impact of the foods of each cuisine. Students will discover the correlation between international cuisines and the development of regional American cooking. Skills related to food artistry such as garnishing, sugar molding and cake decorating will be taught. Safety and sanitation will be reviewed. Related career opportunities will be investigated.

### **CHILD DEVELOPMENT 1: THE INFANT AND THE TODDLER** *Career*

**GRADES 10-12**  
**FULL YEAR**  
**5 CREDITS**

This course is designed to help the student understand the stages of child development. It is recommended for anyone who spends time with children, whether as a babysitter, relative, parent, friend or potential teacher/child care worker. This course deals with the study of the physical, intellectual, social, emotional and moral development of the child from the pre-natal state through the toddler years. Students will have the opportunity to work with children in a nursery school setting.

**CHILD DEVELOPMENT 2/LAB: THE PRESCHOOLER** *Career*  
*PREREQUISITE: CHILD DEVELOPMENT 1*

**GRADES 11-12**  
**FULL YEAR**  
**5 CREDITS**

This course will focus on the in-depth study of the intellectual, physical, social and emotional growth of the preschool child. Emphasis will be placed on child development related careers with the major portion of the course being devoted to a learning experience for preschool children. The students will establish and operate a pre-school learning laboratory for community children. This course is strongly recommended for anyone who spends time with children and/or may be considering a career working with children in any capacity

**CHILD DEVELOPMENT 3/LAB: THE ELEMENTARY SCHOOL AGE** *Career*  
*PREREQUISITES: CHILD DEVELOPMENT 1 & 2 OR DEPARTMENTAL APPROVAL*

**GRADES 12**  
**FULL YEAR**  
**5 CREDITS**

Child Development provides an opportunity for the student to continue his/her study of the developing child. It is a laboratory class, which provides the student with hands-on experience in an elementary school setting as well as information on developmental theory. It will become the capstone of the childcare and developmental program that follows a child from conception through age eight.

Students participating in this class will be assigned to an early elementary class in one of the schools for three days a week for lab work. The remaining two days will be spent in the high school classroom. Students will be required to provide their own transportation. If you are considering a career in elementary education, this is the course for you.

**FASHION DESIGN 1** *Visual or Career*

**GRADES 9-12**  
**FULL YEAR**  
**5 CREDITS**

Fashion Design 1 is an introduction for the students into the world of textiles and construction techniques. Each student will be expected to work on a variety of garments with a variety of fabrics and construction techniques. Textile concepts will be studied to make the student more aware of choices and uses of garments within a wardrobe. Fashion, line and design of a garment will be emphasized to insure proper selection of a pattern to individual body requirements. Each garment will act as a building block in an effort to take the student through the most commonly utilized fabrics, garments and styles of the times. Students are expected to purchase the necessary materials to complete assigned projects.

**FASHION DESIGN 2** *Visual or Career*  
*PREREQUISITE: FASHION DESIGN 1*

**GRADES 10-12**  
**FULL YEAR**  
**5 CREDITS**

This course is designed for the more advanced clothing student. Much of the course context is devoted toward work on individual projects. Students will be expected to produce a series of garments incorporating such techniques as: use of tailors interfacing, bound buttonholes and lining garments. Some class time will be spent working on individual project designs for refining hand sewing and machine skills. Students entering at a more advance level will review basic principles of clothing construction. Students will be responsible for constructing a garment with various tailoring techniques. Other projects will include constructing a garment for another person, constructing an upper and lower lined body garment. Students will construct garments utilizing industrial equipment and techniques. Careers and job placement will be explored. Students are expected to purchase the necessary materials to complete assigned projects.

**FASHION DESIGN 3** *Visual or Career*  
*PREREQUISITE: FASHION DESIGN 2*

**GRADES 11-12**  
**FULL YEAR**  
**5 CREDITS**

This course is open to intermediate sewers. It has been designed to add to the skills of the basic sewer in order to achieve even more proficiency. Projects will include assembly line projects, sewing for the home and custom individual garments. Clothing articles will be selected upon their detail, construction techniques and the integration of new materials to this sewer. Careers will be emphasized involving the textile industry, related markets and job prospects for the aware sewer of the 21st Century. Students are expected to purchase the necessary materials to complete assigned projects.

**FASHION DESIGN 4** *Visual or Career*  
*PREREQUISITE: FASHION DESIGN 3*

**GRADE 12**  
**FULL YEAR**  
**5 CREDITS**

This class is for the advanced sewer. All projects are to be selected by the student and approved by the instructor. Two extensive projects are due per marking period. All skills and techniques will be utilized from previous clothing and textile levels. The student will work independently and on occasion act in an instructional manner with peers in the lower sewing levels. Students are expected to purchase the necessary materials to complete assigned projects.

**INTERIOR DESIGN** *Visual or Career*

**GRADES 9-12**  
**FULL YEAR**  
**5 CREDITS**

This course is designed to increase students' awareness and appreciation of their home and its surroundings. It will stress the principles of home decorating and their correct use. Course work includes a study of the history of housing, architectural styles and home furnishings. Various "hands on" decorating projects will be incorporated. Students are responsible for costs related to projects selected. Careers in housing and interior design will be explored.

**CONTEMPORARY LIVING** *Career*

**GRADES 10-12**  
**FULL YEAR**  
**2.5 CREDITS**

Life is a challenging encounter. Being prepared to select the correct actions and decisions will enable the consumer to live successfully and comfortably. This course is designed to expand the students' understanding of themselves, others and the adult world. Areas of study will include discovery of self, life styles, money practices, credit, checking, marriage, the conception and raising of children, divorce, the world of work, physical security, taxes, insurance, and the aging process. **This class fulfills the 2.5 credits of Financial, Economic, Business, and Entrepreneurial Literacy required.**

**STUDENT INTERNS-MULTIPLY DISABLED/AUTISTIC PROGRAMS** *Career*  
*PREREQUISITES: GRADE 12, TEACHER RECOMMENDATION, INTERVIEW*

**GRADE 12**  
**FULL YEAR**  
**5 CREDITS**

The intern program for the multiply disabled/autistic is based upon the philosophy of integrating mainstreamed students with special needs students. The purpose of this program is to have the student interns assist the special needs students to become more acclimated to their surroundings. The course focuses on the following learning skills: consumer science, following directions, socially appropriate behaviors, self-awareness, computer skills, art, music, academics, recreation, job awareness, and life skills. On occasion, student interns will assist on trips to mentor the special needs students as well as to assist the teacher with daily lessons and activities.

## INDUSTRIAL TECHNOLOGY EDUCATION DEPARTMENT

The program provides both a theoretical and a practical approach to the study of industrial technology as the means for producing a better man-made world. Particular attention will be paid to shop safety, use and care of hand tools and power tools and the reading of and working from a working drawing or sketch. The student will be given the opportunity to select a project and develop or expand on the design. These programs offer an opportunity to develop an interest in industrial arts, develop hand tools and machine tool skills, understand and develop the need for orderly procedures, learn safe working habits, and learn to appreciate good design and quality workmanship.

### **TELECOMMUNICATIONS 1** *Visual or Career*

**GRADES 9-12**  
**FULL YEAR**  
**5 CREDITS**

This course is the first in a series of three, which introduces all aspects of creating a video/media program. Students will develop the skills needed to correctly and safely operate video cameras, editing equipment, VCR'S, audio boards, as well as lighting systems. The course incorporates a variety of marketable skills by acquiring keyboard techniques, internet research, Microsoft Programs along with other computer applications. To accomplish this task, the students will plan, tape, edit, storyboard, and transmit completed programs to the community via Channel 21. All students are required to complete a minimum of five hours of lab time, in addition to class time, each marking period.

### **TELECOMMUNICATIONS 2** *Visual or Career*

*PREREQUISITE: TELECOMMUNICATIONS 1*

**GRADES 10-12**  
**FULL YEAR**  
**5 CREDIT**

Students will begin to learn the role of producer in the second course in the series. As a producer, students will be required to write prospectuses for each project. By expanding the studio experience to include community, elementary/middle schools, municipalities, and business related experiences, students will learn how to plan and organize complex projects. Students will be team members who interface with the public, both during and after school, to produce the best product available. All students are required to complete a minimum of five hours of lab time, in addition to class time, each marking period.

### **TELECOMMUNICATIONS 3** *Visual or Career*

*PREREQUISITE: TELECOMMUNICATIONS 2*

**GRADES 11-12**  
**FULL YEAR**  
**5 CREDITS**

In the TV Production course, the role of executive producer is studied. Students will now be required to write a script, refine their story telling skills, and produce a program. The importance of pre-production planning will be a major emphasis of this course. All students are required to complete a minimum of five lab hours, in addition to class time, each marking period.

### **ADVANCED TELECOMMUNICATIONS (H)** *Visual or Career*

*PREREQUISITES: TELECOMMUNICATIONS & INSTRUCTOR APPROVAL*

**GRADES 10-12**  
**FULL YEAR**  
**5 CREDITS**

"Quiet on the set! Ready, Set . . . Action!" The final course of the series studies the role of the Operations Manager. The student will act in a supervisory role during their senior year. All tasks and duties normally performed by an Executive Producer such as, hiring budget control, advertising, coordination of resources, and scheduling will be completed by all students. Leadership skills of employers are necessary to be successful in the field of TV production. All students are required to complete a minimum of five lab hours, in addition to class time, each marking period.

**GRAPHIC DESIGN 1** *Visual or Career***GRADES 9- 12**  
**FULL YEAR**  
**5 CREDITS**

In this course the students are introduced to the printing and publishing industry. The areas of study will include learning various software programs such as: Microsoft Publisher, Adobe Illustrator and Photoshop. Projects in advertising design, computer designed logos, magazine cover design, business card design, offset printing and digital photography. Career opportunities will be explored.

**GRAPHIC DESIGN 2** *Visual or Career*  
*PREREQUISITE: GRAPHIC DESIGN 1***GRADES 10-12**  
**FULL YEAR**  
**5 CREDITS**

In this course the students will continue to improve their skills learned in Graphic Design 1 in addition to new ones. Students will learn multicolor silkscreen printing, offset printing, and offset printer operations. The students will learn a variety of the latest up-to-date graphic arts equipment, such as the digital plate maker, hydraulic paper cutter, collator, design-u printer as well as other equipment. Students in Graphic Design 2 are also responsible for a wide variety of district printing jobs such as the school newspaper, programs, posters, tickets, and forms, as well as other school related projects. Students will use computers to run software programs such as Adobe Illustrator, Microsoft Publisher and Photoshop. Career opportunities will be explored.

**DIGITAL PHOTOGRAPHY 1** *Visual or Career***GRADES 9-12**  
**FULL YEAR**  
**5 CREDITS**

This course is designed to introduce students to the world of digital photography and the use of a digital camera. Students will be exposed to a history of photography and available career choices in the field. Areas of study will include such software programs as: Adobe Photoshop and Adobe Illustrator.

**DIGITAL PHOTOGRAPHY 2** *Visual or Career*  
*PREREQUISITE: DIGITAL PHOTOGRAPHY 1***GRADES 10-12**  
**FULL YEAR**  
**5 CREDITS**

This course offers an exploration into intensified photographic techniques and introduces the camera as a design tool. Students will be introduced to basic images design and layout through learning the principles of photography and applying these theories to their photographic images.

**DIGITAL PHOTOGRAPY 3** *Visual or Career*  
*PREREQUISITE: DIGITAL PHOTOGRAPHY 2***GRADES 11-12**  
**FULL YEAR**  
**5 CREDITS**

Digital Photography 3 is designed to allow the student to further explore photography as both a communicative source and a realm of fine art in the form of specialized training. Students will be exposed to technical aspects such as compositional rules and matting their own photographs for exhibit. Students will develop a body of work reflective of their photographic style.

**DIGITAL PHOTOGRAPY 4** *Visual or Career*  
*PREREQUISITE: DIGITAL PHOTOGRAPHY 3***GRADE 12**  
**FULL YEAR**  
**5 CREDITS**

This course is geared toward students with a serious interest in photography. All projects will reflect the skills and techniques learned throughout previous courses. Students will work on an independent basis on major projects given at the beginning of each quarter with the instructor overseeing theme, visual design, layout and progress. All projects will be assessed through peer critique and instructor.

**WOODWORKING DESIGN & CONSTRUCTION 1** *Visual or Career***GRADES 9-12  
FULL YEAR  
5 CREDITS**

Woodworking Design and Construction 1 covers the use of hand tools, power tools, and machine tools. Projects will be constructed which require the use of all tools and machines. A working knowledge of joint construction, adhesives, and abrasive will be developed as projects are built. The course is coupled with related shop math and textbook requirements. Students will be expected to complete specified projects selected by the instructor. Emphasis will be placed on basic hand tools and machine utilization with the students becoming acquainted with safe operating practices of the drill press, band saw, router, lathe, power hand sanders, jigsaw, and surface plane. Safety will be stressed as a very important part of the class throughout the year in the Woodworking Design and Construction program.

**WOODWORKING DESIGN & CONSTRUCTION 2** *Visual or Career**PREREQUISITE: WOODWORKING DESIGN & CONSTRUCTION 1***GRADES 10-12  
FULL YEAR  
5 CREDITS**

This course requires the student to incorporate geometric functions and layout procedures in the development of a specified project. A more in-depth use of power tools combined with the use of jig and fixtures will be incorporated to construct casework or cabinet project using sophisticated joinery and finishing. Grades will be determined by periodic tests and project quality

**WOODWORKING DESIGN & CONSTRUCTION 3** *Visual or Career**PREREQUISITE: WOODWORKING DESIGN & CONSTRUCTION 2***GRADES 11-12  
FULL YEAR  
5 CREDITS**

The course emphasizes advanced layout and design considerations. Students will be required to select a project of their choice and submit working drawings for instructor approval. Students will be instructed in advanced machine operations and woodworking techniques such as laminating, inlaying, bending and veneering. Students will be allowed supervised use of all machines in shop. Grades will be determined by periodic test and project quality.

**WOODWORKING DESIGN & CONSTRUCTION 4** *Visual or Career**PREREQUISITE: WOODWORKING DESIGN & CONSTRUCTION 3***GRADE 12  
FULL YEAR  
5 CREDITS**

This course is designed to offer students in woodworking an advanced and in-depth study of cabinetmaking and carpentry. The students will complete individual and group projects incorporating woodworking skills related to construction of furniture, cabinets, and other projects using hand tools as well as a variety of power tools and equipment. Classroom instruction will include basic carpentry skills related to construction of wooden building frames, exterior and interior trim, flooring, roofing and siding. Information covering career opportunities and employment placement related to cabinetmaking and carpentry will be presented throughout the year.

**ENGINEERING AND DESIGN 1 (formerly CADD 1)** *Visual or Career***GRADES 9-12  
FULL YEAR  
5 CREDITS**

Engineering and Design 1 focuses on the development of basic engineering skills such as sketching, reading drawings, working effectively in a group, communication skills, and 3D modeling. The Engineering section of the course will use computer programs such as Autodesk AutoCAD and Autodesk Inventor, which is widely used in engineering fields today. The architecture portion of the course will focus on creating residential structures, creating floor plans, and understanding basic construction concepts. Engineering and Design 1 is an elective course, and is especially valuable for students interested in fields of engineering, construction, industrial technology, architecture, and computer modeling.

**COMPUTER AIDED DRAFTING & DESIGN 2** *Visual or Career*  
*PREREQUISITE: CADD 1*

**GRADES 10-12**  
**FULL YEAR**  
**5 CREDITS**

This course includes a further study of technology and drafting principles. Emphasis is placed on the development of spatial relationships, computer skills, techniques, and efficiency. The content of this course is heavily dependent on students' problem solving skills. Students will be using the skills previously learned in CADD 1 and hone those skills to make cohesive projects. These projects will incorporate aspects of design, marketing, material use, and feasibility. Students will understand through collaborative work how to create advanced models, blueprints, schematics, sectional views, material uses, manufacturing processes, and professional work skills.

All of the necessary equipment, which might be used by a draftsman in the field, is available at no expense to the student in order to provide the best technological and practical experience as possible.

**COMPUTER AIDED DRAFTING & DESIGN 3** *Visual or Career*  
*PREREQUISITE: CADD 2*

**GRADES 11-12**  
**FULL YEAR**  
**5 CREDITS**

This course will enhance the students' computer skills. Emphasis will be placed on concept modeling and the creation of realistic computer models while using the AutoCAD and 3DS Max software. The course will develop the use of 3-D walk-throughs', wireframe modeling, shading, mapping, and introduce the student to basic animation. All of the necessary equipment, which might be used by a draftsman in the field, is available at no expense to the student in order to provide the best technological and practical experience as possible.

**ARCHITECTURAL DRAFTING & DESIGN** *Visual or Career*  
*PREREQUISITE: CADD 1*

**GRADES 11-12**  
**FULL YEAR**  
**5 CREDITS**

This course provides a practical approach to architectural drafting as it relates to common practices. The emphasis on standardization is an excellent and necessary foundation of drafting training as well as implementing a common approach to drafting nationwide. This course is designed to take a student through the entire design process. Students will gain practical knowledge of the entire architectural field from the design to construction models. Particular attention will be paid to architectural history, good design elements, code requirements, handicap accessibility, GREEN building practices, structures, wastewater and supply water, surveying, cost estimating, and soil testing. This course offers full exposure to the experience one would go through when taking on an architectural project. The drawings will start as a freehand sketch, and will be transformed into a drawing using Autodesk Revit Architecture Program.

## LACEY ONLINE LEARNING ACADEMY (LOLA)

Online instruction is part of the academic world that exists in the workplace and at higher learning institutions. No matter what one's goals are for the future, chances are you will be exposed to some form of online learning.

### LOLA COURSE SELECTION

**GRADES 10-12**

**FULL YEAR/5 CREDITS or 2.5 CREDITS/SEMESTER**

The goal of the LOLA program is to provide the students of Lacey Township High School the opportunity to grow academically while participating in a virtual classroom (online educational learning). By providing a contemporary learning experience to our school community, students are able to take online courses within the school day and by participating in their online course work while at home. Students may participate in courses that are not offered at LTHS at the Advanced Placement level, along with "Enrichment" and "Credit Recovery" levels. In order to participate in an online class, students and parents must sign a contract agreeing to the terms and conditions developed to ensure the academic success of each student.

## MATHEMATICS DEPARTMENT

Mathematics is an important part of everyday living. Practical application of basic mathematical skills is essential in business, industry and the home. Advanced mathematics courses are required for all science, math and engineering related careers. Our mathematics program follows the Common Core State Standards to ensure that all students develop the mathematics fluency and reasoning necessary for college/career readiness.

The Math Department offers honors level courses in Algebra I and II, Geometry, Pre-Calculus and Calculus when enrollment is sufficient, master scheduling permits, and teachers are available. The various honors courses follow the general topic outline of the regular math offerings; however, the depth and breadth of the subject treatment is much greater than that found in regular courses. Student performance is measured, in part, through performance on written tests and quizzes, homework and class assignments, and class participation. Placement recommendations are reviewed annually according to the multiple criteria identified in the front of this manual.

### **ALGEBRA I (H/CP)**

**GRADES 9-12  
FULL YEAR  
5 CREDITS**

This course is designed to provide students with an appreciation of algebra as a language of quantitative relations and a method of logical thinking. Through an understanding of algebraic structure, the role of deductive reasoning in mathematics is developed. Topics studied include solving open sentences, verbal problems, mathematical relations and variation, graphical representations and methods, rational number exponents, properties of exponents and roots, data analysis and basic probability. ]

### **GEOMETRY (H/CP)**

**GRADES 9-12  
FULL YEAR  
5 CREDITS**

#### **STEM GEOMETRY HONORS (STEM ACADEMY ONLY)**

*PREREQUISITE: ALGEBRA I TEACHER RECOMMENDATION*

This course continues to emphasize deductive mathematical reasoning and uses Euclidean geometry as the model. Geometry is a mathematical system built upon definitions and conjectures. From these, statements will be proven about relationships of geometric figures. The topics of plane, solid, and coordinate geometry will be taught in an integrated approach. Additionally, the foundations of trigonometry and geometric probability will be discussed.

### **ALGEBRA II (H/CP)**

**GRADES 9-12  
FULL YEAR  
5 CREDITS**

#### **STEM ALGEBRA II HONORS (STEM ACADEMY ONLY)**

*PREREQUISITES: ALGEBRA I, GEOMETRY, & TEACHER RECOMMENDATION*

This course may include such topics as elementary algebra, linear functions, polynomial functions, matrices, the real number system, exponential functions and logarithms. Additionally, the foundations of trigonometry and analytical geometry may be extended to include conic sections. Logistic functions and more in-depth data analysis and probability will be covered.

### **ALGEBRA I B / GEOMETRY B**

**GRADES 10-12  
FULL TIME  
5 CREDITS**

*PREREQUISITE: UNSUCCESSFUL COMPLETION OF ALGEBRA I*

Algebra I and Geometry are combined in this course designed for students who failed Algebra I and did not attend summer school. Students will meet every day, with the first semester emphasizing Algebra I concepts and the second semester covering Geometry. Students will benefit from not taking two math courses simultaneously. The workload will be more intense than a normal math class since the entire curriculum for each of these courses will be completed in one semester.

**GEOMETRY B / ALGEBRA II B***PREREQUISITE: UNSUCCESSFUL COMPLETION OF GEOMETRY***GRADES 11-12****FULL YEAR****10 CREDITS**

Geometry and Algebra II are combined in this course designed for students who failed Geometry and did not attend summer school. Students will meet every day, back to back, with the first semester emphasizing Geometry concepts and the second semester covering Algebra II. Students will benefit from not taking two math courses simultaneously. The workload will be more intense than a normal math class since the entire curriculum for each of these courses will be completed in one semester.

**SAT PREPARATORY COURSE****GRADES 10-12****2 SEMESTERS****2.5 CREDITS**

This course is devoted to preparation for the verbal, mathematics and writing portions of the PSAT and the SAT. Students will spend half of a semester working with each area, including SAT type practices on a daily basis. Classes will be directed to specific SAT skill areas with individualized and group instruction.

**IMPORTANT NOTE TO SENIORS:** Most colleges and universities expect applicants to have completed four years of math while in high school; therefore, it is strongly advised that students complete a mathematics course in their senior year. For most students at Lacey, the fourth year math course they take will follow Algebra II. No one particular course can be automatically recommended. Careful consideration needs to be given regarding which of these courses students elect to take, and their ultimate decisions should be based on their current progress, mathematical aptitude and ability, and future college and career plans.

**PROBABILITY & STATISTICS (H/CP)***PREREQUISITE: ALGEBRA II***GRADE 12****FULL YEAR****5 CREDITS**

This course is well suited for the student who intends to pursue a non-math related college major. "Prob and Stats" is a course that may be required in college for many non-math related majors (e.g. social sciences, elementary and non-math/science education, public relations, nursing, etc.). It includes the topics of organizing, analyzing, and presenting data; permutations and combinations; elementary probabilities (including both independent and conditional probability); binomial and other distributions; elements of estimation; hypotheses testing; sampling theory; correlation and regression; and statistical influence. A graphing calculator is strongly recommended.

**SENIOR MATH***PREREQUISITES: LEVEL 3 ALGEBRA II***GRADE 12****FULL YEAR****5 CREDITS**

This course is an ideal math review course for seniors who plan to attend Ocean County College and who want additional support to pass the Accuplacer college placement test or simply want better foundational skills in mathematics as they prepare for college math. The course focuses on in-depth understanding of critical concepts in Algebra and Geometry, and it builds mathematical fluency, reasoning and modeling skills. This course is also useful for students who require a test score other than their PARCC score to meet graduation requirements.

**ADVANCED ALGEBRA & TRIGONOMETRY***PREREQUISITES: ALGEBRA I, GEOMETRY, ALGEBRA II, & TEACHER RECOMMENDATION***GRADES 11-12****FULL YEAR****5 CREDITS**

An alternative to Pre-calculus, Advanced Algebra and Trigonometry is also an advanced mathematics course and is college preparatory. "AA & T" is designed to strengthen students' higher-level algebraic skills and introduce the trigonometric skills that would be necessary in a 2- or 4-year college Algebra or Pre-calculus course, which can often be required for many non-math related majors. In addition to advancing the study of topics introduced in Algebra II, other areas of study will include polynomial functions, trigonometry, exponential and logarithmic functions, and sequence and series. A great deal of time will be spent reviewing and strengthening the skills required to be successful on college placement tests.

**PRE-CALCULUS (H/CP)****STEM PRE-CALCULUS HONORS (STEM ACADEMY ONLY)***PREREQUISITES: (H) ALGEBRA I, (H) GEOMETRY, ALGEBRA II & TEACHER REC***GRADES 11-12****FULL YEAR****5 CREDITS**

Pre-calculus is designed to provide the essential mathematics background necessary to be successful in the study of Calculus. It is a rigorous course and is intended solely for students who plan to eventually take Calculus and who expect to major in areas involving higher mathematics, which include the sciences, computers, economics, engineering, and some business majors. The subject matter consists of the in-depth study and analysis of functions, trigonometry, exponential and logarithmic functions, regression and curve fitting, and polynomial functions. The use of graphing technology is integrated throughout this course, and topics are developed through the infusion of real-world applications and problem solving.

**CALCULUS (H)***PREREQUISITE(S): (H) PRE-CALCULUS OR (CP) PRE-CALCULUS & TEACHER RECOMMENDATION***GRADE 11-12****FULL YEAR****5 CREDITS**

This college level course is designed to allow students the opportunity to preview the course before college. Calculus, as a study of sophisticated methods of calculation, is approached analytically. Topics include differentiation of algebraic and transcendental functions. These skills will be applied to graphing rates of change, and computation of areas and volumes.

**ADVANCED PLACEMENT CALCULUS (AB)***PREREQUISITES: (H) PRE-CALCULUS & TEACHER RECOMMENDATION***GRADE 11-12****FULL YEAR****5 CREDITS**

This is a college level course in differential and integral calculus. It follows the scope and sequence of topics outlined by the College Entrance Examination Board (CEEB) for the Advanced Placement Calculus AB course. The advanced nature of this course presupposes a high aptitude in and an enthusiasm for abstract mathematics, including willingness to complete problem assignments on a regular basis. All students enrolled in this course will be required to take the AP Calculus (AB) Exam.

**ADVANCED PLACEMENT CALCULUS (BC)***PREREQUISITE: (AP) CALCULUS (AB)***GRADE 12****FULL YEAR****5 CREDITS**

This is a college level course in the calculus of functions of a single variable. It includes all topics taught in Calculus AB plus additional topics. It follows the scope and sequence of topics outlined by the College Entrance Examination Board (CEEB) for the Advanced Placement Calculus BC course. All students enrolled in this course will be required to take the AP Calculus (BC) Exam.

## PERFORMING ARTS

The Music Department offers students experiences in instrumental and/or vocal music. Instruction will be provided on an individual, small group, and large group basis. Opportunities are provided for students with or without training or experience. To complement the classroom instructional phase of the program, students are encouraged to participate in the marching/concert band and/or the choir.

Special ensembles, vocal and instrumental, will be formed based upon student interest and request.)

**CONCERT BAND 1** *Visual and Career* **GRADES 9-12**  
*PREREQUISITE: SUCCESSFUL MEMBERSHIP IN MIDDLE SCHOOL BAND* **FULL YEAR**  
*OR DEPARTMENTAL PERMISSION (AUDITION)* **5 CREDITS**

**CONCERT BAND 2** *Visual or Career* **GRADES 10-12**  
*PREREQUISITE: CONCERT BAND 1* **FULL YEAR**  
**5 CREDITS**

**CONCERT BAND 3** *Visual or Career* **GRADES 11-12**  
*PREREQUISITE: CONCERT BAND 2* **FULL YEAR**  
**5 CREDITS**

**CONCERT BAND 4 (H)** *Visual or Career* **GRADES 12**  
*PREREQUISITE: CONCERT BAND 3* **FULL YEAR**  
**5 CREDITS**

These courses are designed to develop the necessary skills needed for concert band. Emphasis will be placed on large ensemble playing incorporating the development of performance skills, fundamentals of music reading, familiarity of most commonly used scales, proper playing technique, basic ear training, and introduction to basic band repertoire. Participation in concerts throughout the year is expected.

**CONCERT CHOIR 1** *Visual or Career* **GRADES 9-12**  
**FULL YEAR**  
**5 CREDITS**

**CONCERT CHOIR 2** *Visual or Career* **GRADES 10-12**  
*PREREQUISITE: CONCERT CHOIR 1* **FULL YEAR**  
**5 CREDITS**

**CONCERT CHOIR 3** *Visual or Career* **GRADES 11-12**  
*PREREQUISITE: CONCERT CHOIR 2* **FULL YEAR**  
**5 CREDITS**

**CONCERT CHOIR 4 (H)** *Visual or Career* **GRADES 12**  
*PREREQUISITE: CONCERT CHOIR 3* **FULL YEAR**  
**5 CREDITS**

These courses in choral singing will emphasize and develop vocal technique, music notation, reading terminology, rhythms, sight and sound intervals, diction, sight-reading, and choral repertoire. Concert preparation and participation throughout the year are expected.

**SELECT ENSEMBLE (H)** *Visual or Career*  
*PREREQUISITE: VOCAL AUDITION AND 2 YEARS OF*  
*CHORAL SINGING AT THE HIGH SCHOOL LEVEL*

**GRADES 11-12**  
**FULL YEAR**  
**5 CREDITS**

Do you have vocal talents? This is an advanced course in choral singing. A vocal audition and two years of enrollment in concert choir are necessary in order to enroll in this course.

**MUSIC THEORY** *Visual or Career*  
*PREREQUISITE: DEPARTMENTAL APPROVAL*

**GRADES 11-12**  
**FULL YEAR**  
**5 CREDITS**

The primary objectives of this course are to develop the skills of notation, sight-reading, sight-singing, melodic dictation, chord analysis, harmonization, composition and choral writing.

**ADVANCED PLACEMENT MUSIC THEORY** *Visual or Career*  
*PREREQUISITE: MUSIC THEORY, CONCERT BAND OR CONCERT CHOIR*

**GRADES 11-12**  
**FULL YEAR**  
**5 CREDITS**

Upon successful completion of Music Theory, Concert Band, or Concert Choir, students will continue to learn advanced music theory concepts and will apply all learned composition and arranging skills through performance and recording. Students enrolled in this course will compose and arrange music that can be written, recorded and performed through the use of new music technology. Additionally, students will continue to do sight-singing as well as melodic, harmonic and rhythmic dictation in preparation for the AP exam. All students enrolled in this course will be required to take the AP Music Theory exam.

**ROCK AND ROLL: AN AMERICAN STORY**

**GRADES 9-12**  
**FULL YEAR**  
**5 CREDITS**

The Rock and Roll Forever Foundation, created by Steven Van Zandt, a well-known musician and songwriter, sponsors this course. This course will focus on the history of rock and roll, from its roots to the present, using lessons enriched with multi-media support and arts-driven projects. A corresponding website will allow students to do research and interact with others in the same course taught elsewhere around the country.

**ACTING 1** *Visual or Career*

**GRADES 9-12**  
**FULL YEAR**  
**5 CREDITS**

Students will learn the fundamentals of dramatic importance. Emphasis is given to the actor's tools of body, face, voice, and mind as well as crucial elements of theatrical storytelling. Using a combination of improvisational games and theatre exercises, students will become comfortable with public speaking and stage performance. Students will learn script analysis as a tool to enhance character development.

**ACTING 2** *Visual or Career*  
*PREREQUISITES: ACTING 1, OR DEPARTMENTAL PERMISSION, AUDITION*

**GRADES 10-12**  
**FULL YEAR**  
**5 CREDITS**

Adding to the basic skills that were established in the Acting 1 class, students will study the basics of Meisner Technique as a means of creating fully realized characters on stage. Skills in script analysis are enhanced and refined as the class studies major works of drama. Emphasis is given to moment-to-moment acting and "living truthfully under imagined circumstances," as students participate in a combination of theatre exercises and scene studies.

**ACTING 3** *Visual or Career**PREREQUISITES: ACTING 2, OR DEPARTMENTAL PERMISSION, AUDITION***GRADES 11-12****FULL YEAR****5 CREDITS**

Adding to the skills that were learned in Acting 1 and 2, students will study the Uta Hagen Object Exercises as a means of creating a character fully immersed in the world of the play. Skills in script analysis are enhanced and refined as the class studies complex major works of drama. Students intensely practice and refine specific skills necessary for full-body storytelling. Emphasis is given to full sensory engagement with the scene as students participate in a one act play competition at the end of the year.

**ACTING 4 (H)** *Visual or Career**PREREQUISITES: ACTING 3, OR DEPARTMENTAL PERMISSION, AUDITION***GRADE 12****FULL YEAR****5 CREDITS**

Building off skills learned in Acting 1, 2, and 3, students will study complex major works of drama. Students will be given an opportunity to direct ensemble scenes, adding layers of design that enhance the playwright's vision. Students intensely practice and refine specific skills necessary for full-body storytelling, with an emphasis on emotional truth in performance. Students will participate in a one-act play competition at the end of the year.

**GUITAR** *Visual or Career***GRADES 9-12****FULL YEAR****5 CREDITS**

This is an elective course for beginning guitarists with little or no experience on the instrument. Students will learn open chords, power chords, movable chords, single note (melody) playing, accompaniment techniques, and a variety of playing techniques and styles, including both pick style and finger style approaches to the guitar. The course also includes music fundamentals, theory, songs, performances, listening, improvising, and learning to read standard music notation as well as tablature. In addition, students will be encouraged to attend performances, as well as perform or compete themselves.

**MUSICAL THEATRE** *Visual or Career**PREREQUISITE: ACTING I or CHOIR***GRADES 10-12****FULL YEAR****5 CREDITS**

Explore the process of creating large-scale production numbers from classic and contemporary musicals in the first class team-taught by two faculty members of the Performing Arts Department! The class will focus on all aspects of production - singing, dancing, and acting.

## PHYSICAL EDUCATION/HEALTH DEPARTMENT

The Physical Education program for grades nine through twelve will encompass areas of study and participation in activities that are evident in our society today. These activities are broken down into three general categories: team sports, physical fitness and lifetime activities. Although team sports are important, we only participate in them for a short time in our lives. Students, therefore, must become familiar with activities they can enjoy as adults. An appreciation and understanding of skills in these categories and the value of activity for life will be stressed. The upper grades in particular will have the opportunity to learn and participate in lifetime activities. Safety in the use of equipment and participation in activities will be included in the instructional program and stressed at all times.

The Health program will provide for those areas of study as prescribed by the state as well as addressing itself to the social problems and concerns that are facing society today. The curriculum will include drug, tobacco, and alcohol education (mandated ten clock hours each year), environmental studies, human growth and development, driver and safety education, responsible personal behavior, understanding yourself, wellness and First Aid/CPR. Student involvement in discussion, projects and research will be stressed. Healthful and safe living is both vital and basic to the well being of mankind.

Every student is required to satisfactorily complete a course in Health and Physical Education during each of his four years in high school. Students who cannot participate in the Physical Education program must present a medical excuse from a physician. This excuse is valid only for the period of time indicated by the physician. Any student who fails Health or Physical Education must make up the failure. The Physical Education section of the course is worth 3.75 credits and the Health section of the course is worth 1.25 credits. Physical Education and Health courses should be taken sequentially.

### **PHYSICAL EDUCATION & HEALTH 9** *MANDATORY (STATE GRADUATION REQUIREMENT)*

**GRADE 9**  
**FULL YEAR**  
**5 CREDITS**

This course will include a wide range of activities: soccer, field hockey, floor hockey, gymnastics, aerobics, muscular strength training, volleyball, archery, golf, badminton, circuit weight training, softball and a fitness pre and post test each marking period. Emphasis will be placed on the development of fundamental skills and an awareness of the components of personal fitness along with health and wellness. Students will define and apply their own personal fitness goals through the use of various programs, individual and group projects.

This health component will include concepts in the following units of study: Human Growth and Development, which involves the reproduction system, conception and pregnancy, prevention of pregnancy, termination of pregnancy, and labor and delivery; Responsible Personal Behavior, which involves abstinence, teenage pregnancy, sexual assault/rape, AIDS and other sexually transmitted diseases, communicable diseases and substance abuse; self esteem, values and emotions.

### **PHYSICAL EDUCATION & HEALTH 10** *MANDATORY (STATE GRADUATION REQUIREMENT)*

**GRADE 10**  
**FULL YEAR**  
**5 CREDITS**

This course is a continuation of many of the activities offered in ninth grade. The emphasis will be placed on refining fundamental skills, introducing game strategies and developing an awareness of how to effectively utilize human resources. This course will also introduce many new activities: tennis, weight training, basketball, volleyball, golf, aerobics, speedball, floor hockey, lacrosse, archery and health and wellness and a fitness pre and post test each marking period.

This health course involves the study of the automobile in modern life and aims to develop mature attitudes and proper habits for safe driving. Driver Education Theory consists of the following units of study: understanding state mandated driver training requirements, the physical, mental, and emotional aspects of driving; the construction and operation of the automobile, traffic and safety laws, driving techniques, driving and substance abuse, and the effects of the motor vehicle on modern living. This health component is an aid in preparing for the written examination required by the State Department of Motor Vehicles.

**PHYSICAL EDUCATION & HEALTH 11**  
*MANDATORY (STATE GRADUATION REQUIREMENT)*

**GRADE 11**  
**FULL YEAR**  
**5 CREDITS**

This course focuses on developing and refining skills introduced in Physical Education 9 and 10. Some activities offered include tennis, badminton, weight training, floor hockey, basketball, recreational games, aerobics, archery, golf, football, softball, speedball, volleyball, tennis and a fitness pre and post test each marking period.

This health component will consist of the following units of study: Responsible Personal Behavior, which includes First-Aid and the prevention of most accidents in the home, Introduction to Cardiopulmonary Resuscitation, which involves respiratory/circulatory systems, heart attacks, basic skills of CPR and choking situations; Review of Emergency First-Aid Procedures, which covers the Heimlich maneuver, bleeding and wounds, poisoning, Lyme disease, shock, fractures, bone and joint injuries, heat and cold exposure emergencies and communicable diseases.

**PHYSICAL EDUCATION & HEALTH 12**  
*MANDATORY (STATE GRADUATION REQUIREMENT)*

**GRADE 12**  
**FULL YEAR**  
**5 CREDITS**

This course focuses on mastering the skills developed and refined in Physical Education 11. Some activities offered include tennis, badminton, weight training, floor hockey, basketball, recreational games, aerobics, archery, golf, football, softball, speedball, volleyball, tennis and a fitness pre and post test each marking period.

This health component investigates the following units of study: Understanding Self, which emphasizes self esteem, emotions, values, prejudices, teen suicide, eating disorders, Interpersonal relationships, which deals with relationships, being in love, abstinence, teen pregnancy, other sexual orientations and dating violence; and Responsible Personal Behavior, which investigates adult living, family management, getting married, purposes of a family, family stress and crisis, review of birth control, abortion, parenting, parental responsibilities, substance abuse, AIDS, other sexually transmitted diseases, and rape intervention, breast and prostate cancer and communicable diseases.

**PHYSICAL EDUCATION FOR THE SEASONAL ATHLETE**

**GRADES 9-12**  
**THREE MARKING PERIODS**  
**3.75 CREDITS**

In this specialized section of Physical Education 9-12, athletes who are participating in athletic sports will learn the importance of maintaining their "whole body" during and between seasons. Student athletes will be exposed to a disciplinary conditioning program that will maintain conditioning and athletic development. Often, athletes injure themselves due to over-exertion and by not understanding how to maintain one's athletic abilities. Through flexibility, mobility, training, maintenance and nutrition, student athletes will gain a greater understanding of one's physiology, philosophy and psychology.

## SCIENCE DEPARTMENT

Science is an important part of everyday living and an in-depth science education is important for every high school graduate. The science curriculum provides science course sequences for students of all levels and career paths. Course content is presented to students through lectures, discussions, fieldwork and laboratory experiences. All biology students will be required to take the New Jersey Biology Competency Test administered in May.

The Science Fair Research Project is designed to help students develop those skills needed to solve problems in a logical, orderly fashion. Students are given an opportunity to explore some area of science, related to the course in which they are enrolled, as they apply the scientific methods to a topic of their choice. Each student enrolled in a science course will be required to successfully complete a science fair research project in order to receive course credit. (This project is optional for students enrolled in AP science courses or those taking a fourth year of science.)

The process utilized to conduct this project will begin in the fall and will culminate in late February with the school-wide science fair. During this time, students are expected to work on this project both in school and at home in order to fulfill all requirements of each step according to an established timeline. To facilitate this work, the Media Center will be open Monday - Thursday from 1:45 pm-2:45 pm.

## STEM ACADEMY

Lacey Township High School has implemented a four-year pre-engineering program. The goal of the Science, Technology, Engineering and Mathematics Education Academy (STEM) is to foster coursework in these academic areas in order to produce professional graduates for the workforce. Students are required to be enrolled in specific aligned math, science, Computer-Aided Drafting Design (CADD) and/or electronic courses. Participants will compete in outside engineering competitions. Curriculum will be aligned with NJ approved Math Common Core State Standards, NJ Science Core Curriculum Content Standards, and private industry principles. Projects developed by a team of high school teachers and Lakehurst Naval Air Base engineers will be integrated. Students must be recommended by their teachers to enroll. More information on the STEM Program can be found in the Science Department portion of this Program of Studies.

### **STEM 1**

STEM Biology, STEM Geometry, STEM Core I

### **STEM 2**

STEM Chemistry, STEM Algebra II, STEM Core II

### **STEM 3**

STEM AP Physics 1, STEM Pre-Calculus, STEM Core III

### **STEM 4**

STEM IV Capstone, AP Science of Choice, AP Calculus or other advanced level math

In the honors, advanced and AP science programs, special emphasis is placed on problem-solving techniques, the analysis of data, the drawing on inferences, and the application of new knowledge. Laboratory experiments are generally more intricate, and students must demonstrate the ability to work independently. Student performance is measured in part through performance on written tests and quizzes, homework and class assignments, laboratory projects, and class participation. Placement recommendations are reviewed annually according to the multiple criteria identified in the front of this manual.

**STEM CORE I *Visual or Career*****GRADE 9  
FULL YEAR  
5 CREDITS**

STEM CORE 1 utilizes problem based learning principles to facilitate a variety of projects through a collaborative student community. The curriculum consists of students engaging in hands-on application type projects that encompass various science, technology, engineering, and mathematics concepts. The course is taught in collaboration with the students' Biology and Geometry coursework. Students will have an understanding of application, design, construction, modeling and scientific principles involved in real world projects.

**STEM CORE II *Visual or Career*****GRADE 10  
FULL YEAR  
5 CREDITS**

STEM Core II builds upon those previously learned problem based learning principles to facilitate a variety of complex projects through a collaborative student community. The curriculum consists of students engaging in hands-on application type projects that encompass various science, technology, engineering, and mathematics concepts. Students will build upon previous scientific principles such as kinematics, buoyancy, alternative energy, and computer programming through real world applications. The course is taught in collaboration with the students' Chemistry and Algebra II coursework.

**STEM CORE III (H) *Visual or Career*****GRADE 11  
FULL YEAR  
5 CREDITS**

This problem based learning class will enhance the students' abilities to solve real-world design challenges through use of the design process and team collaboration. Students will explore various technological systems and manufacturing processes to help reinforce how engineers use science, technology, and math to improve an evolving technological society. The course will build upon the students' computer modeling skills in Autodesk Inventor, and aid in problem solving with hands on projects to reinforce learned concepts.

**STEM IV CAPSTONE (H) *Visual or Career*****GRADE 12  
FULL YEAR  
5 CREDITS**

Long-term investigations that are intended to be active learning projects that demonstrate the student's ability to apply their 21<sup>st</sup> century skills acquired and knowledge gained. The student-driven projects will examine real-world concerns that require significant effort in preparation, planning and implementation resulting in a final portfolio demonstrating their learning and conclusions.

**ENVIRONMENTAL SCIENCE***PREREQUISITE: ANY LEVEL OF BIOLOGY & MATH***GRADES 10-12  
FULL YEAR  
5 CREDITS**

Environmental Science is an elective course that is offered to students with an interest in humankind's interaction with our natural environment. The goal of the course is to develop an understanding of the laws of nature and practical application of these laws in an ever-changing society. Opportunities are provided for students to examine, analyze, evaluate and react to problems in today's world and the future world based on known environmental conditions both locally and worldwide. For each environmental issue discussed, students will prescribe alternative solutions to the problems, as well as examine attitudes and life styles affected by the issue.

Topics for discussion include: solid and hazardous wastes; air, water, and noise pollution; land use issues; energy sources and alternatives; local ecosystem studies (i.e. Pine Barrens, Barnegat Bay/Atlantic Ocean, etc.); wildlife issues; overpopulation; nuclear war; and more. Due to the nature of these socio-scientific problems, students will assess their values and attitudes on many moral and ethical issues that are raised through discussion, debate, and written reports. Laboratory and field studies will be included in this course.

**ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE***PREREQUISITES: (H) BIOLOGY & (H, CP) ALGEBRA I**COREQ: (H) CHEMISTRY & TEACHER RECOMMENDATION*

Advanced Placement Environmental Science is offered to the serious college bound science students. The course is equivalent to an introductory college course in environmental science. This course is interdisciplinary and integrates a wide variety of topics from different areas of scientific study. The students will explore scientific principles, concepts, and methodologies required to understand the inter-relationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Course topics will include solid waste management, pollution, land use issues, natural resources, alternative energy, and natural ecosystems. All students enrolled in this class will be required to take the AP Environmental Science exam.

**GRADES 10-12****FULL YEAR****5 CREDITS****BIOLOGY (H/CP)****STEM BIOLOGY HONORS (STEM ACADEMY ONLY)***COREQUISITE: (H) ALGEBRA I/(CP) ALGEBRA I OR (H) GEOMETRY/(CP) GEOMETRY**(H) ALGEBRA II/(CP) ALGEBRA II & TEACHER RECOMMENDATION*

Biology will provide students with an understanding of the basic concepts and processes related to the development, maintenance and survival of living organisms. Students are introduced to major biological concepts and principles such as ecological relationships, cell structure and function, biochemical processes, the origin of life, and theory of evolution. The students explore specific groups of organisms in a systematic sequence. Emphasis is placed on an awareness of similarities and differences in body structure and function between organisms of the various types. The course includes a program of hands-on laboratory explorations to enhance classroom activities. All biology students will be required to take the New Jersey Biology Competency Test.

**GRADES 9-12****FULL YEAR****5 CREDITS****ADVANCED PLACEMENT BIOLOGY***PREREQUISITE: (H) BIOLOGY**COREQUISITE: (H) ALGEBRA II/(CP) ALGEBRA II*

Advanced Placement Biology is offered to serious college-bound science students. It is equivalent to an introductory course in biology on the college level. This course emphasizes the integration of all scientific disciplines as they relate to biology. Major topics studied are zoology, botany, human anatomy, cytology, evolution, biochemistry and ecology. Students will develop, practice, and refine critical thinking through laboratory work, reading supplemental and analytic materials and participating in independent activities. All students enrolled in this course will be required to take the AP Biology exam.

**GRADES 10-12****FULL YEAR****5 CREDITS****MARINE BIOLOGY***PREREQUISITES: (H) BIOLOGY/(CP) BIOLOGY & (H) ALGEBRA I/(CP) ALGEBRA I*

Marine Biology/Oceanography Lab is a full year elective course for students with an interest in the dynamic processes of the ocean. The course is divided into four major areas of oceanography: geologic, physical, chemical, and biological. Emphasis is placed on the interaction found within the marine environment. Laboratory and field studies will be included to supplement classroom activities.

**GRADES 11-12****FULL YEAR****5 CREDITS**

**ADVANCED PLACEMENT CHEMISTRY**

*PREREQUISITES: (H) CHEMISTRY W/AN AVERAGE OF 84 OR HIGHER & TEACHER RECOMMENDATION*

*COREQUISITES: (H) PRE-CALCULUS/(CP) PRE-CALCULUS & TEACHER RECOMMENDATION*

**GRADES 11-12****FULL YEAR****5 CREDITS**

Advanced Placement Chemistry is offered to the serious college-bound science students. It is equivalent to the second semester of an introductory course in chemistry on the college level. This course provides students with an in-depth understanding of chemical systems through extensive laboratory inquiry. The topics covered in the classroom and laboratory work stress the basic principles of intermolecular forces, solutions, chemical kinetics and equilibrium, acids and bases, electrochemistry and organic chemistry. Students will develop, practice and refine critical thinking through laboratory work and independent activities. All students enrolled in this course will be required to take the AP Chemistry exam.

**CHEMISTRY (H)**

*PREREQUISITES: (H) BIOLOGY, (H) ALGEBRA I*

*COREQUISITE: (H) GEOMETRY/(CP) GEOMETRY*

**CHEMISTRY (CP)**

*PREREQUISITES: BIOLOGY AND ALGEBRA I*

**STEM CHEMISTRY HONORS (STEM ACADEMY ONLY)**

Chemistry will provide students with an understanding of the nature of matter and of the natural laws, which govern it. The fundamental reactions involved in chemical changes of matter are particularly emphasized. The mole concept, the gas laws, atomic theory, the nature of chemical bonds and energy relationships in chemical reactions are some of the important topics covered in the course. Extensive use of integral laboratory activities will emphasize concepts, organization and proper application of the scientific method.

**GRADES 10-12****FULL YEAR****5 CREDITS****PRINCIPLES OF CHEMICAL SCIENCE**

*PREREQUISITES: BIOLOGY AND ALGEBRA I*

**GRADES 10-12****FULL YEAR****5 CREDITS**

This course focuses on the concepts of chemistry that includes theory, mathematical relationships, and the development of laboratory skills. Topics covered include the organization of chemistry, atomic theory, particles of matter, formulas and equations, gases, solutions, chemical reactions, and ionization.

**CHEMISTRY 2**

*PREREQUISITE: (CP) CHEMISTRY with 84 AVERAGE and TEACHER RECOMMENDATION*

*COREQUISITE: (H) ALGEBRA II/ (CP) ALGEBRA II*

*Students who have taken Honors Chemistry cannot take Chemistry 2.*

**GRADES 11-12****FULL YEAR****5 CREDITS**

Chemistry 2 is offered to college-bound students who have taken (CP) Chemistry and who plan on a career in science, math, or engineering. It is equivalent to the first semester of an introductory course in chemistry on the college level. The topics covered in classroom and laboratory work stress the basic principles of atomic theory and structure, stoichiometry, thermo chemistry, electronic structure, chemical and molecular bonding and the gas laws. Students will develop, practice and refine critical thinking through laboratory work and independent activities.

**HUMAN ANATOMY**

*PREREQUISITE: BIOLOGY WITH AN AVERAGE OF 78 OR HIGHER*

**GRADES 11-12****FULL YEAR****5 CREDITS**

This class is a study of the human body, focusing on gross anatomy, organ systems, and histology. Diagnosis and treatment of medical conditions in conjunction with form-function relationships will be explored. Dissections are a requirement of this course.

**ANATOMY and PHYSIOLOGY (H)**

*PREREQUISITES: (H) BIOLOGY & (H) CHEMISTRY or TEACHER RECOMMENDATION*

**GRADES 11-12****FULL YEAR****5 CREDITS**

This course addresses scientific benchmarks utilizing independent study, practical applications, critical thinking, and problem solving at a higher, enhanced level. This class, encompassing extensive dissection including but not limited to cells, tissues, muscular structure, and the nervous system, is ideal for the four-year college bound student interested in the health sciences.

**FORENSIC SCIENCE Career**

*PREREQUISITES: (CP) BIOLOGY & (CP) CHEMISTRY OR PRINCIPLES OF CHEMICAL SCIENCE*

**GRADES 11-12****FULL YEAR****5 CREDITS**

Forensic Science offers students an introduction to crime scene investigations. The course will explore the basic procedures involved in the application of scientific principles and methods utilized to assist in criminal and civil investigations and litigations. Biology, chemistry, and physics will be applied to criminal investigations. Students will investigate, document and process evidence at potential crime scenes. Topics of study include fingerprint analysis, documentation analysis, trace evidence, ballistics, entomology, and handwriting analysis.

**PHYSICS (H)**

*PREREQUISITE: (H) CHEMISTRY*

*COREQUISITE: (H) ALGEBRA II*

**PHYSICS (CP)**

*PREREQUISITE: (CP) CHEMISTRY*

*COREQUISITE: (CP) ALGEBRA II*

**GRADES 11-12****FULL YEAR****5 CREDITS**

Physics will provide students with a basic understanding of the principles of energy and motion. Topics include: kinematics, dynamics, energy, thermodynamics, optics, sound, electricity, and magnetism. Extensive laboratory activities emphasize concepts, organization and proper application of the scientific method.

**ADVANCED PLACEMENT PHYSICS I**

*PREREQUISITE: (H) PHYSICS W/AN AVERAGE OF 84 OR HIGHER EACH MARKING PERIOD AND DEPARTMENTAL PERMISSION*

*COREQUISITE: CALCULUS OR DEPARTMENTAL PERMISSION*

**STEM ADVANCED PLACEMENT PHYSICS I (STEM ACADEMY ONLY)**

Advanced Placement Physics I is offered to serious college-bound science students who plan on a career in science, math, engineering, or computer field. It is equivalent to an introductory course in physics on the college level. Particular emphasis is placed on energy, its sources, transformations, utilization and conservation, electronics and optics. Students will develop, practice and refine critical thinking through extensive laboratory work and independent activities. All students enrolled in this course will be required to take the AP Physics exam.

**GRADES 12****FULL YEAR****5 CREDITS**

## SOCIAL STUDIES DEPARTMENT

The study of Social Studies is an integral part of every student's education. The Social Studies Department has developed a course of study that is designed to provide each student with a diverse social studies curriculum both national and international in scope. A comprehensive study of world and national history is provided through a required three-year program emphasizing the social, cultural, economic, and historical factors that have determined our growth. The basic principles of government and citizenship, with its rights, responsibilities and duties, will be thoroughly explored.

All students are required to take World History I, U.S. History I and U. S. History II in order to meet New Jersey State graduation requirements.

The Social Studies Department offers honors level courses in World History/U.S. History I, and US History II when enrollment is sufficient, master scheduling permits, and teachers are available. Each course will provide students with the opportunity to develop critical thinking skills, creativity and the application of knowledge.

Major criteria for placement include teacher recommendation, motivation, achievement on standardized tests, student marking period grades, midterm and final exam grades, reading and writing proficiency, and the ability to work independently. Honors course grades are weighted, and pupils must maintain an 88 average or higher in an honors course or a 92 average or higher in a non-honors course to continue in the program. Placement recommendations are reviewed annually according to the multiple criteria identified above.

### **WORLD HISTORY I: FROM GLOBAL ENCOUNTERS TO THE MODERN WORLD (H/CP)**

**GRADE 9  
FULL YEAR  
5 CREDITS**

The focus of this course is to understand how the historical events starting with worldwide exploration and expansion of trade eventually inspire increased global economic interdependence, population growth, and cooperation leading into the 21st century. Major emphasis will be on the historical, economic, cultural, political, geographical, social, and religious development of the modern world. Current world situations and events will be infused throughout this curriculum. This course is required for all freshmen.

### **WORLD HISTORY II: THE ANCIENT WORLD**

**GRADES 10-12  
FULL YEAR  
5 CREDITS**

The focus of this course is for the students to apply critical thinking skills as they study history and cultures, the role of geography and the development of social, economic and political structures throughout the world at various times. Students will trace the evolution of important ideas, beliefs, practices and technologies beginning with human migration, adaptation and the emergence of the first civilizations. Students will study the growth of the early empires to the rise of constitutional governments.

### **U.S. HISTORY I U.S. HISTORY I (H/CP)**

**GRADE 10  
FULL YEAR  
5 CREDITS**

The design of this course is to provide a comprehensive study of the development of our nation from exploration and colonization through World War I. Major emphasis will be placed on the development of the government as well as the cultural, economic and social factors, which have influenced the growth of the country. This course is required for all sophomores

**U.S. HISTORY II**  
**U.S. HISTORY II (H/CP)**  
*PREREQUISITE: U.S. HISTORY I*

**GRADE 11**  
**FULL YEAR**  
**5 CREDITS**

It is the structure of this course to deal with the changes that brought our country from a rural-isolationistic land to the leading industrial nation of the world. Emphasis will be placed on the study of historical events as well as the investigation of contemporary issues. This course is required for all juniors.

**ADVANCED PLACEMENT U.S. HISTORY**  
*PREREQUISITES: \*(H) U.S. HISTORY I, \*(H) U.S. HISTORY II*  
*AND/OR DEPARTMENTAL PERMISSION*

**GRADE 12**  
**FULL YEAR**  
**5 CREDITS**

The Advanced Placement United States History program is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with problems and events in United States history. It follows the scope and sequence of topics outlined by the College Entrance Examination Board (CEEB). The program prepares students for intermediate and advanced college courses by making demands upon them that are equivalent to those made by a full year introductory college course.

**SOCIAL AND BEHAVIORAL SCIENCES** *Career*

**GRADES 10-12**  
**FULL YEAR**  
**5 CREDITS**

This course will give the student a broad view of psychology and sociology. Psychological topics will include human development, heredity and environment, personality disorders, learning theory and social psychology. Sociological topics will include the culture and values of various groups in society, social control, social institutions, and social structure. Practical and meaningful applications of psychology and sociology will be included in this course. Careers in these fields will also be explored.

**HONORS PSYCHOLOGY**  
*PREREQUISITES: CP Biology with 92 or better OR Honors Biology*  
*CP English with 92 or better OR Honors English*

**GRADES 11-12**  
**FULL YEAR**  
**5 CREDITS**

This course is structured to answer the question, "Why do people behave as they do?" Through the study of psychology, students develop an understanding of personal identity and relationships. The scientific approach to the study of human behavior and mental processes allows students to examine numerous forms of human behavior in an objective arena. This course uses a thematic approach beginning with the history of psychology. The following themes are examined: The Science of Psychology (History, Research, Methods, Ethics), Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition (Memory, Language, Thinking, Problem Solving, Creativity), Developmental Psychology, Motivation and Emotion, Personality, Abnormal Behavior, Treatment of Abnormal Behaviors, Social Psychology.

Students will learn to apply the scientific method to the study of social science. A clear understanding of the history of psychology will be fostered. Reading, analyzing, and presenting psychology-related current events, most especially contemporary psychological research and studies, will be required. Critical thinking skills are emphasized throughout this course.

**ADVANCED PLACEMENT PSYCHOLOGY**

*PREREQUISITES: Honors Psychology, Social and Behavioral Sciences with 92 or better  
Teacher recommendation*

**GRADES 11-12  
FULL YEAR  
5 CREDITS**

Do you truly know yourself? Do you know how your brain influences your behavior? The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Students will complete an AP test to determine college level accreditation.

**AMERICAN GOVERNMENT *Career***

**GRADES 10-12  
SEMESTER  
2.5 CREDITS**

Democracy is a living, evolving process based on the interchange of ideas within an established system of laws. To become effective participants, people must develop an understanding of the way the system works. An informed and active participant in the democratic process is essential to a healthy community and a responsive government. This course is designed to provide the foundations of citizenship, which is an integral part to a complete education. It is recommended for the college bound student; however, every student is encouraged to take the course, students will learn how the Executive, Judicial, and Legislative branches of government work, including the functions and roles of Congress, the Supreme Court, and the President of the United States. Students will also study political parties, government agencies (CIA, FBI, Homeland Security, etc.), the Constitution, foreign policy, civil liberties, and local/state governments.

**ECONOMICS *Career***

**GRADES 10-12  
SEMESTER  
2.5 CREDITS**

The focus of Economics will be to expose the student to both economic theory and investment skills. Students will learn how the American and global economic systems function as well as economic philosophies, microeconomics, macroeconomics, supply and demand. The economic policy of the United States and a brief understanding of the domestic and global stock markets will also be studied in this course. In addition, students will gain a fundamental understanding of how to better manage their financial future in a global economy. **This class fulfills the 2.5 credits of Financial, Economic, Business, and Entrepreneurial Literacy required.**

**CRIMINOLOGY *Career***

**GRADES 10-12  
SEMESTER  
2.5 CREDITS**

The focus of this course will be to examine the nature, categorization, measurement, and causes of crime and the theoretical explanations of criminal behavior. Victimology, the operation of the criminal justice and court systems, the development, organization, and the operation of policing and corrections will also be explored. The course will cover the major areas of criminological study using the integration of a legal and social science approach. Students will utilize critical thinking skills to analyze both historical and contemporary issues concerning law, crime and society's response to it. Students will use individual and cooperative learning activities to develop their analytical and evaluative skills.

**ETHICS****GRADES 10-12  
SEMESTER  
2.5 CREDITS**

Ethics focuses on examining values and virtues important to the American society. Students will utilize critical thinking skills to analyze conflicting values and to make ethical decisions. In discussion of each issue, no "right" answer will be provided; instead, students will be encouraged to use individual and cooperative learning strategies and to develop their analytical and evaluative skills. Ultimately, this course will help the student to continue to develop their own personal values and make intelligent decisions about their actions and behaviors.

**HOLOCAUST, HUMAN RIGHTS, AND GENOCIDAL STUDIES***PREREQUISITE: WORLD HISTORY***GRADES 10-12  
SEMESTER  
2.5 CREDITS**

In this course, students will learn how international affairs have greatly impacted our country and disrupted other nations throughout the past one hundred years. The topics surrounding human rights violations, mass violence, and torture of innocent peoples have unfortunately been a common trend in world history and at home in our country. The high school students must comprehend the psychological, cultural, political, and societal roots of human cruelty, mass violence and genocide prior to advancing onto higher learning institutions. An in-depth analysis through film, primary sources, secondary references, technology outlets, outside readings, guest speakers, and field trips will enable the students to grasp a clear understanding of Holocaust, Human Rights, and Genocidal Studies.

Topics of Study: genocide, domestic violence, education, economics, Civil Rights Movement, Armenia, human trafficking, Burma, Cambodia, East Timor, Bosnia-Herzegovina, Holocaust, conflict in Middle Eastern nations, Rwanda, Burundi and the Arab Spring.

**CURRENT WORLD STUDIES****GRADES 10-12  
SEMESTER  
2.5 CREDITS**

The goal of this course is to engage the students in an investigation of the concerns of the modern world. The course will focus on regional discussions, involving Asia, the Middle East and Latin America. It will also include topic-based issues such as contemporary politics and society. Students will have an opportunity to become more familiar with current world issues through discussions, cooperative learning, analytical and research writing, and individual or group-based projects and research. Active participation is a vital component of this class.

**MILITARY SCIENCE****GRADES 10-12  
SEMESTER  
2.5 CREDITS**

Are you interested in learning about the military, warfare, weaponry and the history surrounding wartime? This course is designed for the in-depth study of the history and tactics of military warfare, from ancient civilizations to modern day air forces, from tomahawks to Tomahawk Cruise Missiles. Students will discover that for every offensive weapon war ever made, a defensive weapon was made to counter it. As cannons made castles obsolete, engineers responded with low, thick-walled forts. Basic and advanced military style tactics will be explored. Perhaps 16<sup>th</sup> century armies had things right with their starting times, pageantry, drums, flags and strict formations. For each battle and war in history, fighting men learned what worked and what was needed. Others carved out new tools and defensive weapons. Such examples will include the English Long Bow, which was one of the most devastating weapons of its time and enabled the English to win many wars. Students will apply this knowledge in a variety of presentations: from war room map tables to computer models and video game analysis. We will study movies about war, including those about ancient wars as well as modern. We will explore how close to the truth these movies come.

**SPORTS IN SOCIETY I****GRADE 10-12  
FULL YEAR  
5 CREDITS**

This course is for those who are considering sports media, sports journalism, sports management, and sports law as career choices. Students will study history through the evolution of sports, including football, baseball, basketball, and hockey. Students will learn about labor negotiations and free agency, and will participate in contract negotiation simulations. Students will study the impact of professional stadiums on cities and states from the late 1800's to present. Standout sports figures like Michael Jordan and LeBron James will be analyzed for their impact on advertising and online sports fantasy leagues. The impact of the Civil Rights era on sports will be explored. This course is a must for those considering a future career in many facets of sports.

**SPORTS IN SOCIETY II***PREREQUISITE: SPORTS IN SOCIETY I OR DEPARTMENTAL APPROVAL***GRADES 11-12  
SEMESTER  
2.5 CREDITS**

Are you interested in sports, the business of sports promotion or what goes on behind the scenes during athletic events? This course is designed to take the serious sports student to the next level. It is a half-year course that will emphasize the relationship between the professional athlete and the media, between sports franchises and their fans, between star athletes and their agents and between athletes and marketing companies. Students will delve into Sports Marketing, Sports Media, Public Relations, Sports Management and Sports Representation. They will be strongly encouraged to participate in an internship in the sports field. For marketing and media, they will produce original programs and projects. They will investigate, draw conclusions and produce opinion editorials about controversial issues. Field Study Trips will be planned so that the students can meet and learn from professionals within the field. These trips will include local colleges and universities, sports law firms, media outlets and professional athletic operations.

**WORLD GEOGRAPHY****GRADES 9-12  
FULL YEAR  
5 CREDITS**

This course is designed to explore regions of the world with similar culture and history. The units include information pertaining to the geography, history, economy, politics, and social aspects of each cultural region. Students examine the relationships among people, places, and environments that result in patterns on the Earth's surface. Students use the tools and methods of geography to study the principal regions in the world – the Americas; Europe and Eurasia; North Africa and the Middle East; Sub-Saharan Africa; East, and Southeast Asia. Students describe the influence of geography on the events of the past and present and analyze how location affects economic activities in different economic systems throughout the world. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students will use their problem-solving and decision-making skills to ask and answer geographic questions.

**HISTORY THROUGH FILM***PREREQUISITE: UNITED STATES HISTORY I & II***GRADE 12  
FULL YEAR  
5 CREDITS**

The US History through Film curriculum offers students a unique way to view American history through the Hollywood lens. Through film analysis, students will gain a new insight into the historical events that occurred from the American Revolution through recent US history. The course will demand composition work, honing student writing and revision skills as they write reaction and analysis papers of films viewed in class. In addition to learning the historical accounts, student will explore character development, conflict, theme, symbolism, foreshadowing, and geographical/social/cultural settings.

**LEADERSHIP SKILLS COURSE****GRADES 10-12  
SEMESTER  
2.5 CREDITS**

This course allows students to explore what it takes to be a lifelong leader. This is achieved through study in five areas: communication, group process, managerial skills, self-awareness, and human relations. Students will learn about trust, honest communication, respect and acceptance for diversity, creating/changing school climates, sportsmanship, and many more key skills for self-growth. *\*This class should be paired with Persuasive Public Speaking and Debate in Society offered in Social Studies, as one course is a natural extension of the other.*

**HISTORY OF THE AUTOMOBILE****GRADES 9-12  
FULL YEAR  
5 CREDITS**

Whether you are a true “Gear Head”, a casual car enthusiast, or someone who wants to study history from a different perspective, this is the class for you! History of the Automobile is an analytical class, which will study the development and the significance of cars and trucks throughout history. From the first mechanically propelled vehicles through the decades of their development, students will analyze designs/designers, technological advances, and also the creation of cultural trends. They will be able to relate these advances to historical events and the automobile’s place in the world today. An examination of the different industries that have been influenced or created as a result of the car will be highlighted. Projects will include designing vehicles and projecting advancements for vehicles of the future.

**HISTORY OF NEW JERSEY***PRE-REQUISITES: US I AND US II***GRADES 11-12  
SEMESTER  
2.5 CREDITS**

This survey of New Jersey history will cover the development of New Jersey including: The Native American inhabitants, European colonization, the Colonial period, the American Revolution, the Jacksonian Era, slavery and the Civil War, the Industrial Revolution, labor union movements, immigration, women's suffrage, race issues and relations, the Great Depression, World War II, as well as the rise of Victorian leisure, tourism and motion pictures. The course will use New Jersey history as a means of exploring the major themes of United States history. The students will gain a greater sense of their place as New Jersey residents.

## WORLD LANGUAGES DEPARTMENT

The United States Department of Education has included the study of world language as an integral unit in a child's education. With our exposure to worldwide markets, cultural events, businesses, and interests, it is essential that Lacey students become familiar with other cultures and languages. With the new texts that emphasize communication skills and culture, the world languages program is focused on the twenty-first century skills in language development.

The World Languages Department offers a four-year program in the study of French, Spanish, and German, depending on class enrollment and teacher availability. Language study is oral/aural, which develops the basic communication skills of speaking/listening and reading/writing needed to express oneself in and comprehend another language. The program also strives to broaden the student's outlook on language, culture, and thought processes and to develop an awareness of the advantages of knowing a second language in contemporary society.

Students interested in skipping a level of world language must complete the following steps:

1. The student must have passed the previous level of the language with a minimum score of 84 on both midterm and final examination, with a final course grade of 92.
2. The student must take both the midterm and final examination for the course to be skipped and must score a minimum of 84 on each examination.

Requests to skip a level should be made no later than June 1<sup>st</sup> to provide ample time to administer and score the examinations. Additionally, since world language examinations contain an oral component it is essential that students take these examinations while the teachers are still available.

All world languages must be taken sequentially.

Spanish 1-3

Spanish 4 Honors

AP Spanish

German 1-3

German 4 Honors

AP German

French 1-2

French 3 Honors & 4 Honors

AP French

The target language will be studied in increasing depth, beginning developmentally with basic speaking and writing grammar. Cultural awareness will be taught, and the immersion experience enhanced by increasing use of the target language in the classroom. Communication and writing skills will be further developed, and expectations for message clarity will increase as the student progresses further in the target language. As the student's mastery of the language continues, stories, poetry, and other writings will be read and reflected upon. The honors student will study the history of the target language in depth, and advanced communicative proficiency will be the instructional goal.

A minimum of two years language study is needed for admission to many colleges; three or more years are highly desirable.

**FRENCH 1**  
**SPANISH 1**  
**GERMAN 1**

**GRADES 9-12**  
**FULL YEAR**  
**5 CREDITS**

Primary emphasis in these introductory courses is placed on listening/understanding and speaking in order to develop correct pronunciation and build sufficient vocabulary to converse with comprehension. Topical vocabulary units enable the student to achieve early success in communicating and understanding simple requests or statements about daily living. Instruction in the basic structure of the language enables the student to read short passages and progress from writing simple sentences to composing friendly letters and diary

entries. The student is introduced to customs, daily activities, holidays, foods and geography of the country being studied.

**FRENCH 2**  
**SPANISH 2**  
**GERMAN 2**

**GRADES 10-12**  
**FULL YEAR**  
**5 CREDITS**

*PREREQUISITE: FRENCH 1, SPANISH 1, GERMAN 1*

Through extensive oral work, this second-level course reinforces and develops further the audio-lingual skills learned the preceding year; there is greater concentration on reading longer passages and writing more complex sentences. Vocabulary, especially idiom development, is expanded, and the study of grammar is intensified. While cultural exposure to history, art and music is extended, career options to a speaker of a world language are also explored.

**FRENCH 3 (H)**  
**SPANISH 3**  
**GERMAN 3**

**GRADES 11-12**  
**FULL YEAR**  
**5 CREDITS**

*PREREQUISITE: SPANISH 2, GERMAN 2*

The four basic communication skills of writing, speaking, listening, and reading are extended and refined in order that students not only understand the literature and conversational aspects of the language, but understand the contributions of countries to the world family. At the third level, students become aware of current events, prominent world known personalities, and the nuances of cultural differences and similarities. Daily practices in speaking the target language are emphasized on this level.

**FRENCH 4 (H)**  
**SPANISH 4 (H)**  
**GERMAN 4 (H)**

**GRADE 12**  
**FULL YEAR**  
**5 CREDITS**

*PREREQUISITE: SPANISH 3, GERMAN 3*

Sharpen your skill in your favorite world language. The four basic communication skills of writing, speaking, listening, and reading are extended and refined in order that students not only understand the literature and conversational aspects of the language, but understand the contributions of countries to the world family. At the third level, students become aware of current events, prominent world known personalities, and the nuances of cultural differences and similarities. Daily practices in speaking the target language are emphasized on this level.

**AP FRENCH**

*PREREQUISITE: FRENCH 3 (H)*

**GRADE 12**  
**FULL YEAR**  
**5 CREDITS**

Are you ready to put of all those years of French class to work? The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

**AP SPANISH***PREREQUISITE: SPANISH 4 (H)***GRADE 12****FULL YEAR****5 CREDITS**

Are you ready to put of all those years of Spanish class to work? The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

**AP GERMAN***PREREQUISITE: German 4 (H)***GRADE 12****FULL YEAR****5 CREDITS**

Are you ready to put of all those years of German class to work? The AP German Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP German Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in German. The AP German Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music , laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

**CONVERSATIONAL SPANISH****GRADES 9-12****FULL YEAR****5 CREDITS**

This course is designed for the non four-year college bound student to fulfill the new World Language graduation requirement. Basic grammar, composition, conversation and culture will be incorporated into the course of study. **\*Please note that this course will not fulfill the World Language admission requirement for a four-year college or university.**

**INTRODUCTION TO LINGUISTICS****GRADES 10-12****FULL YEAR****5 CREDITS**

Linguistics is defined as the scientific study of language. Students will learn about accents, dialects, and variation in speech patterns. Students will then learn how language is acquired and processed by children and adults. The last part of the course explores how people use and interpret language in different contexts. This course is ideal for those already studying a world language because the study of linguistics interfaces with a wide variety of other fields, such as anthropology, sociology, computer science, politics and the law, and public policy, to name just a few! Many universities require this type of course as a fulfillment of the college social science requirement for undergraduates.

## SPECIAL EDUCATION DEPARTMENT

Special Education is provided through several programs, which include resource room instruction in English, mathematics, science, and social studies. A departmentalized program may provide direct instruction for a student's entire academic program, and an alternative educational program provides instruction and counseling in academics and life skills.

An individualized plan of instruction has been developed for students with identified learning issues. An Individualized Educational Plan (IEP) is developed by the Child Study Team, comprised of a school psychologist, a social worker and a learning consultant, in conjunction with a student's parents/guardian and special education classroom teachers. Recommendations are put forward so that the learner has success in the least restrictive environment with a maximized educational opportunity.

The following instructional programs are part of the LTHS Special Education Curriculum:

- I. In-Class Resource**  
Students with special needs are placed in a general education classroom in which two teachers, a content teacher and a special education teacher, team-teach the students inclusively.
- II. Resource**  
A small class setting, the resource option focuses more individually on the special needs student.
- III. Departmental**  
Students with significant learning disabilities have success in this setting, in which the special education teacher teaches the academic subject.
- IV. Mainstream**  
General education classes are also an option and, if appropriate, are detailed in the IEP. A transitional plan for post-secondary success is also discussed and is part of the IEP, developed by the Child Study Team Case Manager in conjunction with other needed parties.

Students with special education needs are given an opportunity based on Child Study Team recommendations and their respective Individual Education Program to participate in small group learning. The Child Study Team is comprised of a learning consultant, a school psychologist, and a social worker, on staff to assist teachers, students, and parents. Eligibility for special education programs are determined by the Child Study Team based upon a comprehensive evaluation. Anyone interested in learning more about these programs should contact the Director of Special Services at (609)-971-2000.

# OCEAN COUNTY VOCATIONAL SCHOOL

*www.octvs.org*

**OCEAN COUNTY VOCATIONAL TECHNICAL SCHOOL (OCVTS)**

**GRADES 11-12**

**FULL YEAR**

**20 CREDITS**

***SHARED TIME:***

OCVTS offers career majors in over 30 areas for students going on to college or directly to the world of work. OCVTS works hand-in-hand with the high school to provide a complete education for the juniors and seniors attending. The students attend their home school (LTHS) for a half-day and then are transported to their vocational school center (Lakehurst, Brick, Toms River, Jackson, or Waretown).

***FULL TIME:***

Students accepted to one of the Career Academies – Performing Arts Academy Theater, Dance and Voice (Lakehurst) or Marine Academy of Technology and Environmental Science (Manahawkin) – attend full time and receive a rigorous four-year college preparatory academic program which fulfills all requirements for high school graduation and admission to competitive colleges and universities.

**SHARED TIME PROGRAMS:**

Full descriptions of Shared Time and Full Time programs may be found in the Guidance section of the LTHS website and the *OCVTS Course Guide* is available in the Guidance Department.

**APPLIED/PERFORMING ARTS**

Audio for Electronic Media (Tech Prep\*)

Design and Visual Communications (Tech Prep\*)

**COMPUTERS/DESIGN**

Architectural/Engineering Design (Tech Prep\*)

Computer Science (Tech Prep\*)

Computer Service Repair

**CONSTRUCTION TRADES**

Building Construction Technology

Custom Woodworking/Cabinetmaking

Electrical Trades

Electrical Trades/Integrated Cabling Technology

Heating, Ventilation, Air Conditioning and Refrigeration (HVAC-R) (Tech Prep\*)

Plumbing (Tech Prep\*)

Welding

**ENVIRONMENTAL**

Agricultural and Environmental Sciences (Tech Prep\*)

**HEALTH TECHNOLOGIES**

Dental Assisting

Health and Fitness Technology (Tech Prep\*)

Medical Assistant (Tech Prep\*)

Medical Skills and Related Health Careers (Tech Prep\*)

Medical Administration (Tech Prep\*) New Course

# OCEAN COUNTY VOCATIONAL TECHNICAL SCHOOL

(Continued)

## **SERVICE OCCUPATIONS**

Child Care Professions  
Cosmetology (Tech Prep\*)  
Culinary Arts (Tech Prep\*)  
Fashion Merchandising/Design (Tech Prep\*)  
Homeland Security  
Law and Public Safety (Tech Prep\*)

## **TRANSPORTATION TECHNOLOGIES**

Automotive and Diesel Engine Technology (Tech Prep\*)  
Automotive Technology (Tech Prep\*)  
Aviation Aerospace Technology (Tech Prep\*)  
Collision Repair (Tech Prep\*)  
Marine Trades  
Motorsports Technology (Tech Prep\*)

## **AFTER SCHOOL PROGRAMS**

Automotive Technology (Tech Prep\*)  
Cosmetology (Tech Prep\*)  
Cuisine on the Green at Atlantis (Tech Prep\*)  
Practical Nursing (Tech Prep\*)  
New Home Construction (Tech Prep\*)  
Twilight Automotive Technology (Tech Prep\*)

## **SPECIAL SERVICES:**

Employment Orientation Programs  
Vocational Assessment Purpose  
Application Procedure  
Students Served  
Mainstreaming

- More information on these programs can be found in the Guidance section under OCVTS Employment Orientation Course Guide.

\*Tech Prep: Short for “technical preparation,” it is a nationally recognized program which focuses on providing a meaningful education and career preparation during high school, to be followed with coursework to attain an associate degree at a community college or post-secondary institution.

Additional information is available by calling the **Lacey Township School District Child Study Team** Office (609-971-2020 ext. 1021) or the Office of Special Services at Ocean County Vocational Technical School at 732-473-3100 ext. 3326.