Mission Statement

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

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

Counselors
Maurice Hines A-L
Joseph Jarrett M-Z

Board of Education
Kathy Mangeri, President
Steven R. Abbott, Vice President
Curtis M. Campbell
Joseph Coldren
Eric Hill
Elizabeth McIlvaine
William J. Toole, III
Peggy A. Ulmer
Eliza White
Angelai Hayes, Student Representative

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>2</td>
</tr>
<tr>
<td>Four-Year Sample Schedules</td>
<td>4</td>
</tr>
<tr>
<td>General Information</td>
<td>5</td>
</tr>
<tr>
<td>Sample AP Contract</td>
<td>7</td>
</tr>
<tr>
<td><strong>Section I: AVID Information</strong></td>
<td>8</td>
</tr>
<tr>
<td><strong>Section II: Departmental Offerings</strong></td>
<td>10</td>
</tr>
<tr>
<td>Program Planner and Course Selection Worksheet</td>
<td>11</td>
</tr>
<tr>
<td>21st Century Life and Careers</td>
<td>12</td>
</tr>
<tr>
<td>Economics</td>
<td>15</td>
</tr>
<tr>
<td>English</td>
<td>16</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>19</td>
</tr>
<tr>
<td>Mathematics</td>
<td>20</td>
</tr>
<tr>
<td>Physical Education/Health</td>
<td>23</td>
</tr>
<tr>
<td>Science</td>
<td>25</td>
</tr>
<tr>
<td>Social Studies</td>
<td>27</td>
</tr>
<tr>
<td>Special Needs</td>
<td>30</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>31</td>
</tr>
<tr>
<td>World Languages</td>
<td>34</td>
</tr>
<tr>
<td><strong>Section III: Option II (Multiple and Diverse Pathways)</strong></td>
<td>37</td>
</tr>
<tr>
<td>Description of Program</td>
<td>39</td>
</tr>
<tr>
<td>Currently Approved Option II Programs</td>
<td>40</td>
</tr>
<tr>
<td>Individual Option II Experiences</td>
<td>42</td>
</tr>
<tr>
<td><strong>Section IV: Personalized Student Learning Plans (PSLP)</strong></td>
<td>44</td>
</tr>
<tr>
<td>Description of Personalized Student Learning Plan</td>
<td>45</td>
</tr>
<tr>
<td><strong>NCAA College Bound Information</strong></td>
<td>46</td>
</tr>
<tr>
<td><strong>Appendix</strong></td>
<td>49</td>
</tr>
<tr>
<td>Health Waiver</td>
<td>50</td>
</tr>
</tbody>
</table>
January 2015

Dear Students and Parents:

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

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

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

The 2015-2016 Program of Studies contains a four – year educational plan and graduation requirements. It can best be used in consultation with our school counselors, who can provide detailed information about the outlined courses and assist you in developing a four – year educational plan that provides the very best high school program and experience possible.

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

Sincerely,

Eder Joseph

Eder Joseph
Principal
The COMMON CORE STATE STANDARDS

On June 16, 2010, the New Jersey State Board of Education adopted the Common Core State Standards in Mathematics and English Language Arts. Forty-six states and Washington DC have now adopted the Common Core State Standards which will allow these states to work together to support schools and districts in implementing the standards.

How does the COMMON CORE STATE STANDARDS affect Woodbury Junior and Senior High School?

The Common Core State Standards (CCSS) for English language arts include standards for use in English language arts courses, as well as literacy standards in history/social studies, science, and technical subjects. The standards for English language arts describe expertise that students will develop in the areas of reading, writing, speaking and listening, and language. The standards also describe how students use and strengthen these skills—particularly reading and writing—in other subjects at their grade level.

The Common Core State Standards (CCSS) for mathematics (implementation date: September 2012) include two types of standards: one for mathematical practice (how students are able to apply and extend math principles) and one for mathematical content (what students know about math). The two are linked together while students are learning.

As you review this Program of Studies, please keep in mind how the implementation of these standards will affect the delivery of instruction in every course your child selects for the upcoming school year.
Introduction

Student Programs for 2015-2016

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

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

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

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

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

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

- Honors/AP courses are available to students who are motivated to work in a highly rigorous program take the Advanced Placement test in the spring. Two major benefits to taking Honors/AP courses are:
  - Most U.S. colleges and universities have an AP Credit Policy which allows students who have taken AP courses or exams to earn college credit, placement, or both.
  - Admission to college: Colleges look primarily at the quality of the high school coursework. Taking a more difficult class improves a student’s likelihood of being admitted into the college of his/her choice.

- The College Prep course and curriculum prepare every student for college-level work. Woodbury begins this preparation at the Junior High School level to ensure that students who graduate are college-ready.
### High School Graduation Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts Literacy (English 9, English 10, English 11, English 12 and English 100)</td>
<td>25 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>15 credits</td>
</tr>
<tr>
<td>Science (including Biology and Chemistry/Environmental Science/Physics)</td>
<td>15 credits</td>
</tr>
<tr>
<td>World History</td>
<td>5 credits</td>
</tr>
<tr>
<td>United States History</td>
<td>10 credits</td>
</tr>
<tr>
<td>Physical Education/Health</td>
<td>3.75 credits/year of enrollment</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>5 credits</td>
</tr>
<tr>
<td>21st Century Life and Careers</td>
<td>5 credits</td>
</tr>
<tr>
<td>World Language</td>
<td>5 credits</td>
</tr>
<tr>
<td>Freshman Seminar</td>
<td>2.5 credits</td>
</tr>
<tr>
<td>Economics</td>
<td>2.5 credits</td>
</tr>
<tr>
<td>Service Learning</td>
<td>2.5 credits</td>
</tr>
</tbody>
</table>

- The Visual and Performing Arts requirements can be fulfilled through courses in the Music or Art Departments.
- 21st Century Life and Career requirements can be fulfilled through courses in Career and Technology Education.

**Total credits required to graduate: 130**

Additional Considerations:

1. **Attendance**: All students must meet the minimum attendance requirement to be awarded credit for any and all courses successfully completed.

2. **Assessment: Graduation Requirements for Classes 2016, 2017 and 2018**: Students will need to demonstrate proficiency through varied assessment options which include one of three *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments in Mathematics (Algebra I, Geometry or Algebra II) and English Language Arts (English 9, 10 or 11). Students will only need to demonstrate proficiency on one Mathematics assessment and one English Language Arts assessment; however, all students will be required to take the appropriate end-of-course PARRC assessment without regard to prior demonstrated proficiency.
Achieve a passing score on a PARCC English Language Arts Assessment in grades 9 or 10 or 11 or Achieve a passing score on PARCC Algebra I or Geometry or Algebra II or

Achieve a passing score on a Substitute Competency Test or Achieve a passing score on a Substitute Competency Test or

Meet the Criteria of the NJDOE Portfolio Appeal Meet the Criteria of the NJDOE Portfolio Appeal

**Substitute Assessments:** Starting with the class of 2016, students who do not achieve a passing score on a PARCC assessment, or who do not take a PARCC assessment because they have already completed the coursework, will be considered to have demonstrated proficiency if they meet or exceed one of the scores below. Districts will maintain record of these scores for review but will not be required to submit them to the Department of Education. Districts are also invited to submit portfolios of students who do not demonstrate competencies either through PARCC or a Substitute Competency Test in Mathematics and/or English Language Arts.

<table>
<thead>
<tr>
<th>Substitute Assessment</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSAT/SAT – Critical Reading or Math</td>
<td>40/400</td>
</tr>
<tr>
<td>ACT – Reading or Math</td>
<td>16</td>
</tr>
<tr>
<td>ASVAB-AFQT Score</td>
<td>31</td>
</tr>
<tr>
<td>Accuplacer – Write Placer</td>
<td>8</td>
</tr>
<tr>
<td>Accuplacer- Math – Elementary Algebra</td>
<td>76</td>
</tr>
</tbody>
</table>

**Graduation requirements for the class of 2019 and beyond:**
Although modifications could be made in the future by the New Jersey Department of Education, currently students who enter high school in the September 2015, will need to demonstrate proficiency in three English Language Arts and three Mathematics assessments in order to fulfill the new state testing requirement (any new information released by the state will be shared in a timely fashion).

Students will need to demonstrate proficiency on the corresponding end of course PARCC assessments: English Language Arts 9, 10 & 11 as well as Algebra I, II, and Geometry. Students who do not demonstrate proficiency will be permitted to advance to the next course, however, they will need to re-take the previous assessment along with the corresponding end-of-course PARCC assessment the following year.
3. **Advanced Placement Program**: AP courses are college-level courses offered in the high school for students who are interested in pursuing a rigorous, demanding program of study and research. Students who select these courses are required to take the Advanced Placement test administered by Educational Testing Services to determine if they qualify for college credits.

4. **Option II: (Multiple and Diverse Pathways)**: See page 37 for alternative approaches to achieving the above graduation requirements.

Sample Four-Year Programs

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

<table>
<thead>
<tr>
<th>College Preparatory Level</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9th Grade</strong></td>
<td><strong>10th Grade</strong></td>
</tr>
<tr>
<td>English 9</td>
<td>English 10</td>
</tr>
<tr>
<td>Algebra I</td>
<td>English 100</td>
</tr>
<tr>
<td>Biology</td>
<td>Geometry</td>
</tr>
<tr>
<td>World Languages</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Economics/Freshman Sem.</td>
<td>US History 1</td>
</tr>
<tr>
<td>PE/Health 9</td>
<td>World Language</td>
</tr>
<tr>
<td>Elective</td>
<td>PE/Health 10</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Honors/AP Level</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9th Grade</strong></td>
<td><strong>10th Grade</strong></td>
</tr>
<tr>
<td>English 9 HN</td>
<td>English 10 HN</td>
</tr>
<tr>
<td>Algebra I HN</td>
<td>English 100</td>
</tr>
<tr>
<td>Biology HN</td>
<td>Geometry HN</td>
</tr>
<tr>
<td>World Languages</td>
<td>Chemistry HN</td>
</tr>
<tr>
<td>Economics/Freshman Sem.</td>
<td>US History I AP</td>
</tr>
<tr>
<td>PE/Health 9</td>
<td>World Languages</td>
</tr>
<tr>
<td>Elective</td>
<td>PE/Health 10</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

*Courses that lack enrollment may not be offered.*
General Information

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

   30 credits = Sophomore status  
   60 credits = Junior status  
   Sufficient credits to graduate = Senior status

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

   Algebra I HN  
   Algebra II HN  
   Biology HN  
   Biology AP  
   Calculus AB/BC AP  
   Chemistry HN  
   Chemistry AP  
   Chinese 3 HN  
   Chinese 4 HN  
   Chinese AP  
   English 9 HN  
   English 10 HN  
   English 11 AP  
   English 12 AP  
   Geometry HN  
   Integrated Algebra III HN  
   Juntos HN  
   Math Analysis HN  
   Music Theory AP  
   Pre-Calculus HN  
   Physics HN  
   Physics AP  
   Psychology AP  
   Spanish 3 HN  
   Spanish 4 HN  
   Spanish AP  
   Statistics AP  
   Studio Art AP  
   US History I AP  
   US History II AP  
   World History AP
Honors and Advanced Placement courses from the school he/she transfers from that are equivalent to courses offered at Woodbury High School will receive similar weight.

The ranking formula is as follows:

Example:

Grade x factor x attempted credits

(90*1.10*5) + (85*1.0*2.5)

Total Attempted Credits: 7.5

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

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

New Jersey Student Tuition Reward Scholarship (NJ Stars)

The New Jersey Student Tuition Assistance Rewards Scholarship (NJ STARS) is a state-sponsored, merit-based scholarship designed to reward academic excellence to outstanding high school students. NJ STARS is a scholarship program exclusively for New Jersey residents that covers the cost of tuition at New Jersey's 19 community colleges. Students who rank in the top 15 percent of their high school class at the end of either junior or senior year may be eligible.

Students must complete a rigorous series of high school courses as a first step toward eligibility, as determined by the New Jersey Commission on Higher Education in consultation with the New Jersey Commissioner of Education.

Students must take at least 12 college credits per semester and will be allowed to take up to 18 credits each semester if they are able to handle the course load and wish to accelerate their graduation.

NJ STARS II (For Students Attending New Jersey Four-year Colleges and Universities): NJ STARS II will provide a $2,500 annual scholarship for NJ STARS students who earn their associate degrees at their community colleges with grade point averages of 3.25 or better and successfully transfer to any public or private New Jersey four-year college or university to earn their baccalaureate degrees. NJ STARS II students will continue to have four semesters of NJ STARS II eligibility. NJ STARS II students must maintain a 3.25 grade point average in their junior year to receive the scholarship in their senior year.

For more information, visit www.njstars.net.

AP/Honors Contract

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

**Honors/AP Mission—School Mission**

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

An Honors/AP Student:

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

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

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

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

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

Course(s): ___________________________ Student: ___________________________

Parent: ___________________________ Date: ___________________________
Section I
AVID

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

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

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

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

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

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

**Grade(s): 12**

This course will refine all AVID skills plus emphasize test preparation as well as the college application process. In order to remain in the program, students in the AVID program are required to enroll in at least one Honors or AP class. Seniors are expected to apply to at least one four-year college. Towards this end, curricular time is spent on the application process, FAFSA, college essays and scholarship applications.

* AVID National Organization.
Section II
Departmental Offerings

How will the course selections I make influence my future after High School?
I will graduate from Woodbury High School in June of ________________.

### English (25 credit min.)
- English 9
- English 10
- English 100
- English 11
- English 12

### 21st Century Life (5 cred. min.)
- Total Credits

### Math (15 credit min.)
- Algebra I
- Geometry
- Algebra II

### Physical Ed.
- Phys. Ed. 9
- Phys. Ed. 10
- Phys. Ed. 11
- Phys. Ed. 12

### Science (15 credits min.)
- Biology I
- Chemistry/Environmental Science/Physics

### Health
- Health 9
- Health 10 (Drivers Education)
- Health 11
- Health 12

### World Language (5 credit min.)

### Social Studies (15 credit min.)
- U.S. History I
- U.S. History II
- World History

### Additional Graduation Requirements:
- Freshman Seminar
- 12 Service Learning Hours (Grade 9)
- Economics
- 60 Service Learning Hrs. (Grades 10-12) (2.5 credits can be applied to 21st Century Life and Careers

### Visual/Perf. Arts (5 credit min.)

### Total Credits

**CREDITS TO DATE_______**

**NEXT YEAR________________**

**TOTAL CREDITS____________**

**ACADEMIC UNITS_______**

My goal is to attend ______________, which requires:

- ___ English Credits
- ___ Math Credits
- ___ Lab Science Credits
- ___ SS Credits
- ___ World Lang. Credits
- ___ Other Academic

The college I hope to attend is ___ most selective ___ very selective ___ moderately selective ______ open.

The most selective schools expect that a student take the most rigorous courses.
# 21st Century Life and Careers

**Accounting**  
Advanced Architectural Design  
Architectural Design Basics  
Basic Tech/Problem Solving  
Business / Personal Law  
Coding**  
Entrepreneurship Education  
Marketing and Advertising  
Microsoft Application 1  
Microsoft Application 2  
Video Game Design**  
Video Production/Communications  
Web Design/ Electronic Publishing  

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade(s): 9-12</th>
<th>Credits: 5.0 Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting (pending board approval)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade(s): 9-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course is designed to introduce high school students to the field of accounting. Student will work through the financial accounting cycle and payroll for a sole proprietorship. Career opportunities will be explored to see what the future holds for the accounting profession.</td>
<td></td>
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<tr>
<td>Advanced Architectural Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade(s): 9-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course is designed for the student who wants to design his or her own dream house, vacation home, restaurant, etc. Students will learn architectural planning, construction and modeling techniques. Hands-on activities will present the students with practical experience and provide lifelong knowledge that will be helpful to them as future homeowners and consumers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architectural Design Basics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade(s): 9-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course is designed to provide the student with a wide variety of architectural drawing experience using Autodesk Academy, the popular Computer Aided Drafting software used by universities and architects. Students will learn basic design layout, dimensioning practices and blueprint reading. Hands-on activities will provide the students with the skills required to present their own designs in and industry-recognized format.</td>
<td></td>
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</tr>
</tbody>
</table>
Basic Technology/Problem Solving  
Grade(s): 9-12  
Credits: 5.0 Full Year  
This semester course introduces students to technology and computer applications by working in a problem based learning environment. Problem based learning activities engage students in hands-on, real world projects through which they apply skills and knowledge in a variety of ways. Students learn how to conduct internet research and present information in an organized fashion. During this process, students learn that technology has positive and negative effects that may cause impact their own lives. Students will learn that, as individuals and as members of society, they can impact the future by taking an active role in the constant changes that occur in a technologically designed world. Often times, the project involves the student outside the classroom where he/she can interact with communities, other students, and professionals via the internet and video conferencing to obtain and share information. Students will leave the class with a solid foundation of Microsoft Word, Power Point, internet navigation, and desktop publishing.

Business and Personal Law  
Grade(s): 9-12  
Credits: 2.5 Semester  
Everyone buys, sells, rents, and enters into business contracts. This course shows students the sources of law and how law affects their everyday lives. It also introduces students to criminal and civil law, juvenile law, contract law, and the court systems. Students explore various cases designed to promote a thorough understanding of the principles of law and expand their legal vocabulary. They will also discuss current media issues in order to better understand how law affects their everyday lives. Students will also participate in a number of mock trials where they will undertake the various roles in actual court proceedings.

Coding (pending board approval)  
Grade(s): 9-12  
Credits: 2.5 Semester  
Coding simply refers to the assorted languages programmers use to make computer software operate. Websites, mobile apps and video games are assembled entirely by lines of code. It's someone’s job to write these lines — letter-by-letter, symbol-by-symbol — and, as with any other dialect, it takes proper spelling, spacing and punctuation for them to actually make sense. This course will launch a student into the world of programming through coding.

Entrepreneurship Education  
Grade(s): 9-12  
Credits: 2.5 Semester  
This course explores the world of self-employment; specifically, it helps those students who may choose to focus on career development through ownership/management of their own businesses. Students will learn how to develop a venture plan including the following: type of business enterprise, legal considerations, location, financing, getting started, marketing techniques, and interaction with successful entrepreneurs. The course also focuses on the core skills and concepts required to manage a small business (sole proprietorship, partnership, franchise). In addition, students will learn about aspects of operations management including inventory, marketing, finance, and human resources.
Marketing and Advertising  
**Grade(s):** 9-12  
**Credits:** 2.5 Semester  
How do you create an effective ad? How does publicity work? What makes an event special? Learn about the many career opportunities in the communications field while you create TV commercials, publicity campaigns, and special event concepts. Social media has become an integral part of your daily life. Learn how to use these forums for marketing purposes. Learn about the many ways companies, advertising agencies, and public relations firms use these social networking sites, while you learn how to create a Facebook® fan page, post and write a blog and track what people are saying.

Microsoft Applications 1  
**Grade(s):** 9-12  
**Credits:** 2.5 Semester  
This half-year course is for students who want to further increase their computer proficiency with advanced technology skills, whether a student plans to continue their education or enter the workforce. This course utilizes Microsoft Word for word processing and Excel for spreadsheets. In addition, students will learn to utilize the Internet as a researching tool through both project based learning and online technology learning activities. Finally, students will learn to produce a variety of business documents, such as letters, outlines, tables, and reports and will learn to use mail merges.

Microsoft Applications 2  
**Grade(s):** 9-12  
**Credits:** 2.5 Semester  
This half-year course utilized Microsoft software to increase the student’s computer proficiency. The course emphasizes a hands-on experience integrating documents to and from databases, word processing, presentation graphics, and spreadsheet software programs. Students will receive a solid base of knowledge and skills through a variety of business simulations and Technology Learning Activities. This course utilizes Microsoft Access for databases, Microsoft PowerPoint for slide show presentations as well as Microsoft Publisher for student products.

Video Game Design (pending board approval)  
**Grade(s):** 9-12  
**Credits:** 2.5 Semester  
Students learn how to create their own video games. From start to finish, students program every aspect of their game while learning the basics of object-oriented programming. Students can publish and share their finished games on CDs, jump drives, or online.

Video Production/Communications  
**Grade(s):** 9-12  
**Credits:** 5.0 Full Year  
Some of the best-known people in our society are those who are part of the broadcast media. Most started out by taking radio or television classes in their high school or college years. After learning the principles of voice projection and presentation, students will plan and organize various types of Podcasting programs and video programs that could be broadcast throughout our school or placed on the school’s website. Technical topics will include sound, microphone, basic production, and station operation. Non-technical topics will include broadcast performance, news, programming, radio and video drama, and the history of broadcasting.
Web Design/ Electronic Publishing (pending board approval)

Grade(s): 9-12

This course introduces students to basic web design using HTML (Hypertext Markup Language) and CSS (Cascading Style Sheets). The course does not require any prior knowledge of HTML or web design. Throughout the course students are introduced to planning and designing effective web pages; implementing web pages by writing HTML and CSS code; enhancing web pages with the use of page layout techniques, text formatting, graphics, images, and multimedia; and producing a functional, multi-page website. Multimedia and Desktop Publishing will provide students with the most up-to-date technological advancements in the areas of graphic design, photo enhancements, digital illustrations, and graphic animations.

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Economics & Finance

Economics/Finance

Grade(s): 9

Credits 2.5 Semester

Economics will examine life and work in the 21st Century Life and Careers. The course will address the complex political, economic, technological, and environmental challenges faced by a global society. Students will investigate life and career skills as well as develop a sense of personal financial literacy. By studying the diverse communities and workplaces that rely on cross-cultural, collaborative relationships and virtual social networks, the Economics class will prepare students for the intensely competitive and constantly changing worldwide marketplace.
Students must successfully complete five required courses in English within the four years of high school.

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
<td>Creative Writing</td>
</tr>
<tr>
<td>English 9 HN</td>
<td>English 10 HN</td>
<td>English 11 AP</td>
<td>English 12 AP</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>English 100</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

English 9  
Grade(s): 9  
Credits: 5.0 Full Year

Students will be introduced to a variety of authors and genres; they are expected to communicate ideas, both orally and in writing, in a clear, concise, and logical manner using grade-level vocabulary and appropriate mechanics. The course is split evenly between a variety of fiction and nonfiction texts. Individual teachers may utilize required reading selections and additional texts; *The Tragedy of Romeo and Juliet* is a required selection for English 9. Various types of writing are taught throughout the year, with a focus on expository and research writing; one research paper is required.

Honors English 9  
Grade(s): 9  
Credits: 5.0 Full Year

The pre-AP course is offered to highly committed students who plan to take Advanced Placement college-level English courses in their junior/senior years. Students will be introduced to a variety of authors and genres; they are expected to communicate ideas, both orally and in writing, in a clear, concise, and logical manner using grade-level vocabulary and appropriate mechanics. The course is split evenly between a variety of fiction and nonfiction texts. Individual teachers may utilize required reading selections and additional texts; *The Tragedy of Romeo and Juliet* is a required selection for English 9. Various types of writing are taught throughout the year, with a focus on expository and research writing; at least one research paper is required.

English 10  
Grade(s): 10  
Credits: 5.0 Full Year

This course continues to develop writing and critical thinking skills. Specific emphasis is placed on Persuasive Essay Writing in preparation of SAT and PARCC. Students will continue to develop vocabulary and verbal communications skills. This course is offered to students who have completed English 9 or English 9 honors class. There are required reading selections for this grade level with a focus on non-fictional readings. Additional texts are available for use at the discretion of the individual teacher with the intent of students learning to read complex texts independently, proficiently, and fluently.
**Honors English 10**
**Grade(s): 10**
**Credits 5.0 Full Year**
This pre-AP course is offered to highly committed students who plan to take Advanced Placement college-level English courses in their junior/senior years. Intensive reading and writing outside of class will be required. This course is offered to students who have completed an English 9 class or English 9 honors. There are required reading selections for this grade level. The student will produce a variety of writing including arguments, informative/expository, and narrative. The required readings include *Julius Caesar* by William Shakespeare and *Frederick Douglass: The Autobiography of an American Slave* by Frederick Douglass. Additional texts are available for use at the discretion of the individual teachers; at least one-half of the selected readings will be non-fiction.

**English 100**
**Grade(s): 10**
**Credits: 5.0 Full Year**
This required course will help students learn to write the kinds of expository essays that will be assigned in college, including persuasive, process, compare-contrast, cause-effect, and definition essays as they read a variety of non-fiction texts. Students will read essays from a range of voices, cultural perspectives, and styles that will serve as models for their own writing. In addition, they will read two memoirs, study vocabulary essential for success on the SAT, and write three research-based papers.

**English 11**
**Grade(s): 11**
**Credits: 5.0 Full Year**
This course emphasizes the reading and analysis of literature and informational texts in American Literature including *The Great Gatsby*, *The Things They Carried*, and *The Outliers*. Writing skills, including developing style, tone, and precise vocabulary, will continue to be developed and refined; standard essay assignments include argument/persuasive writing, informative/explanatory writing, and narrative writing to address writing standards outlined in the Common Core Standards. A five-page research paper is required within the class. Preparation of the PARCC examination will also be emphasized throughout the school year.

**English 11 AP**
**Grade(s): 11**
**Credits: 5.0 Full Year**
This course emphasizes the reading and analysis of various types of argument structures; students will analyze an author’s use of rhetorical strategies and techniques. The course content continues to develop high-level writing; various writing assignments will require students to produce expository, analytical, and argumentative compositions and demonstrate an understanding and mastery of standard written English. Self-motivation and academic maturity are necessary for success in this course as well as a desire to read extensively; literature, including *The Great Gatsby*, *The Scarlet Letter*, *Macbeth*, and *Nineteen Eighty-Four*, will be read and analyzed. The Woodbury Public Schools system requires that all students in this course take the AP examination in May.
English 12
Grade(s): 12  
Credits: 5.0 Full Year

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

English 12 AP
Grade(s): 12  
Credits: 5.0 Full Year

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

Creative Writing
Grade(s): 9-12  
Credits: 2.5/5.0 Full Year

This course will expose students to a variety of writing styles in order to strengthen their writing ability. This class will allow students the opportunity to write in a variety of genres beyond that to which they are exposed in their required English classes. Students will read a wide variety of classic and contemporary writing to serve as models of style and craft for their own writing. Then they will develop original pieces of writing in a variety of genres, including narrative non-fiction, short story, poetry, and drama. In a workshop setting, students will write independently and with their peers, learn editing techniques, and practice the art of presenting their work to others. By the end of the year, students will have portfolios of their own work.

Public Speaking
Grade(s): 9-12  
Credits: 2.5

This course focuses on developing effective communication skills across a variety of speaking occasions. Course content builds students’ abilities to meet Common Core Curriculum Standards for speaking and listening including making use of digital media, adapting speeches for a variety of contexts and tasks, and presenting information and evidence from clear perspectives. Types of speeches to deliver may include introductory, demonstration, information, persuasive, and extemporaneous. In addition to drafting and delivering speeches, students will read and interpret selected speeches from history, and conduct research to support arguments.
Instructional Support

Language Arts Literacy          AHSA Math
Math Support                    AHSA Language Arts Literacy

Language Arts Literacy Support
Grade(s): 9-11
Credits: 5.0 Full Year

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

Math Support
Grade(s): 9-11
Credits: 5.0 Full Year

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade(s)</th>
<th>Credits:</th>
<th>Prerequisite(s)</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Algebra I</strong></td>
<td>9-12</td>
<td>5.0 Full Year</td>
<td></td>
<td>Aligned with the Common Core State Standards, Algebra I is intended to extend and deepen understandings from previous grades. The course concentrates in the areas of expressions and equations, concepts of linear and exponential relationships, algebraic fluency and problem solving, integer and rational exponents, and descriptive statistics.</td>
</tr>
<tr>
<td><strong>Algebra I HN</strong></td>
<td>9</td>
<td>5.0 Full Year</td>
<td></td>
<td>Aligned with the Common Core State Standards, Honors Algebra I is intended to extend and deepens understandings from previous grades. The course concentrates in the areas of expressions and equations, concepts of linear and exponential relationships, algebraic fluency and problems solving, integer and rational exponents, and descriptive statistics. Students in the honors section are expected to work on more difficult applications of these concepts.</td>
</tr>
<tr>
<td><strong>Geometry</strong></td>
<td>9, 10</td>
<td>5.0 Full Year</td>
<td>Algebra I</td>
<td>Aligned with the Common Core State Standards, Geometry moves towards formal mathematical arguments and the course is meant to formalize and extend middle grades geometric experiences. The course concentrates in the areas of congruence, similarity, right triangles, trigonometry, expressing geometric properties with equations, and geometric measurement and dimension.</td>
</tr>
<tr>
<td><strong>Geometry HN</strong></td>
<td>9, 10</td>
<td>5.0 Full Year</td>
<td>Algebra I</td>
<td>Aligned with the Common Core State Standards, Honors Geometry moves towards formal mathematical arguments and the course is meant to formalize and extend middle grades geometric experiences. The course concentrates in the areas of congruence, similarity, right triangles, trigonometry, expressing geometric properties with equations, and geometric measurement and dimension. Students in the honors section are expected to work on more difficult applications of these concepts.</td>
</tr>
</tbody>
</table>
Integrated Algebra III  
Prerequisite(s): Integrated Algebra I  
Grade(s): 10-12  
Credits: 5.0 Full Year  
Course III is developed in context with an emphasis on applications and mathematical modeling. Student-centered investigations promote active learning through problem solving. All high school mathematics courses are organized around interwoven strands of algebra and functions; geometry and trigonometry; statistics and probability, and discrete mathematics. Course III units emphasize Reasoning and Proofs, Inequalities and Linear Programming, Similarity and Congruence, Polynomial and Rational Functions, and Inverse Functions.

Integrated Algebra III HN  
Prerequisite(s): Integrated Algebra II  
Grade(s): 10, 11  
Credits: 5.0 Full Year  
Course III is developed in context with an emphasis on applications and mathematical modeling. Student-centered investigations promote active learning through problem solving. All high school mathematics courses are organized around interwoven strands of algebra and functions; geometry and trigonometry; statistics and probability, and discrete mathematics. Course III units emphasize Reasoning and Proofs, Inequalities and Linear Programming, Similarity and Congruence, Polynomial and Rational Functions, and Inverse Functions.

Math Analysis HN  
Prerequisite(s): Integrated Algebra III  
Grade(s): 11, 12  
Credits: 5.0 Full Year  
This course is designed for students with mathematical aptitude who have a desire to study calculus in college or for those who are planning to enroll in next year’s high school calculus course. A strong knowledge of algebra is presumed. Topics include functions and their applications, matrices, vectors, advance graphing techniques, analytical geometry, and properties of conics, basic concepts of probability and statistics, and concept of limits. The fundamental concepts of calculus are introduced. Pre-Calculus may be taken concurrently with this course.

Pre-Calculus HN  
Prerequisite(s): Integrated Algebra III  
Grade(s): 11, 12  
Credits: 5.0 Full Year  
Pre-Calculus is developed in context with an emphasis on applications and mathematical modeling. The course is for students who have a desire to study calculus in college and is required for those planning to enroll in next year’s high school calculus course. Pre-Calculus units emphasize Family of Functions, Algebraic, Exponential and Trigonometric Functions and Equations, Combinatorial Methods and Vertex Edge Graph Concepts Math Analysis may be taken concurrently with this course.

AP Calculus/AB  
Prerequisite(s): Math Analysis and Pre-Calculus  
Grade(s): 12  
Credits: 5.0 Full Year  
This course is equivalent to a foundation college calculus course. Students will be able to take the College Board Advanced Placement test in Calculus. Depending upon scores, students may receive college credits or advanced standing. The curriculum for this course has been developed by the College Board and is used nationally by all AP Calculus courses. Students enrolled in this course who complete this year with a grade of B or above will be eligible for college credits through Gloucester County College.
### AP Calculus/BC
**Prerequisite(s):** Math Analysis HN and Pre-Calculus HN  
**Grade(s):** 12  
**Credits:** 5.0 Full Year

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

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

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

### Statistics AP
**Prerequisite(s):** Integrated Algebra III  
**Grade(s):** 11, 12  
**Credits:** 5.0 Full Year

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

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

This course will provide students with an opportunity to review the concepts associated with algebra including a review of basic mathematics. Topics will include problem solving, algebraic expressions, and linear equations with application, exponents, polynomials, and factoring. The course is designed as a developmental course for students who scored below 500 on the mathematics portion of the SAT or for those who want to improve their math skills in order to succeed on the Accuplacer college placement exam. Students not planning on a fourth year of college preparatory mathematics are also encouraged to enroll.
**Physical Education/Health**

**Physical Education 9-12**
Health 9    Health 11
Health 10   Health 12

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

**Physical Education**

<table>
<thead>
<tr>
<th>Grade(s): 9-12</th>
<th>Three Quarters</th>
<th>Credits: 3.75 (No Science Lab) 3.0 (Science Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical fitness and the importance of developing/maintaining lifetime fitness habits are the focus of all physical education classes. The student will develop and acquire knowledge of individual sports, team sports, and leisure time activities through our structured four-year sequential program. Team sports included are basketball, football, handball, soccer, speedball, lacrosse, softball, floor hockey, and volleyball. Lifetime activities included are archery, badminton, golf, ultimate Frisbee, tennis and pickle ball. Weight training and cardiovascular conditioning are offered to all students, 9th grade through 12th grade twice a week all year.</td>
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**Health 9**

<table>
<thead>
<tr>
<th>Grade(s): 9</th>
<th>One Quarter</th>
<th>Credits: 1.25 (No Science Lab) 1.0 (Science Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health 9 focuses on body systems, anatomy, and physiology. The course covers skeletal, integumentary, muscular, cardio-vascular, respiratory, nervous, endocrine, sensory, motor, lymphatic, digestive, and urinary systems. Students will learn the basics of disease prevention of communicable and non-communicable diseases.</td>
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**Health 10**

<table>
<thead>
<tr>
<th>Grade(s): 10</th>
<th>One Quarter</th>
<th>Credits: 1.25 (No Science Lab) 1.0 (Science Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course covers the New Jersey state motor vehicles laws with emphasis on defensive driving, seat belt safety, and the effects of drugs and alcohol on driving performance. Students take the NJ State permit examination at the conclusion of the course.</td>
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</table>

**Health 11**

<table>
<thead>
<tr>
<th>Grade(s): 11</th>
<th>One Quarter</th>
<th>Credits: 1.25 (No Science Lab) 1.0 (Science Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course provides students with the knowledge and skills called for in most situations where emergency First Aid care is required and medical assistance is not immediately available. Students will learn about personal safety and accident prevention.</td>
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</tr>
</tbody>
</table>
Health 12  One Quarter  
Grade(s): 12  
Credits: 1.25 (No Science Lab) 1.0 (Science Lab) 

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

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

Health Program Excusal:  
Any pupil whose parent(s) or legal guardian(s) presents to the School Principal a signed statement that any part of the instruction in health, human sexuality, and family life education or sex education program is in conflict with his/her conscience or sincerely held moral or religious beliefs shall be excused from the portion of the course in which such instruction is being given, and no penalties as to credit or graduation shall result. See appendix for required form.
In addition to the content of each course description provided below, an integral part of each curriculum is the development of the student’s skills in gathering, organizing, synthesizing, and analyzing data and then communicating their research and thoughts in oral and written format of various types.

**Biology**

*Grade(s):* 9  
*Credits: 6.0 Full Year*

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

**Biology HN**

*Grade(s):* 9  
*Credits: 6.0 Full Year*

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

**Biology AP**

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

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

**Chemistry**

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

This course focuses on all aspects of chemistry. Mathematical applications are frequent and knowledge of Algebra I and II are required. Basic techniques are developed in lab experiments. Emphasis is placed on the application of chemical principles using hands-on experiences and teacher assistance.
Chemistry HN  
**Prerequisite(s):** Integrated Algebra I and II  
**Grade(s):** 10, 11 and 12  
**Credits:** 6.0 Full Year  
This is a rigorous, intensive course focusing on all aspects of chemistry. Mathematical applications are frequent and Algebra I and II are required. Basic techniques are developed in laboratory experiments. Students will be expected to work on an independent level.

Chemistry AP  
**Prerequisite(s):** Chemistry and 3 years of Math  
**Grade(s):** 11, 12  
**Credits:** 6.0 Full Year  
This course is equivalent to a first-year college course. Students taking this course should plan on taking the Advanced Placement test. Adequate preparation will involve independent study and extra-curricular study sessions. Students enrolled in this course who complete the year with a grade of B or above will be eligible for college credits through Gloucester County College.

Environmental Science  
**Prerequisite(s):** Biology I  
**Grade(s):** 11  
**Credits:** 5.0 Full Year  
This course is designed to immerse students in the physical, biological, and earth systems sciences that share our environment. Scientific concepts, principles, and modern science practices allow students to analyze environmental issues, both natural and human induced, and engage in evidence-based decision making in real world contexts.

Physics  
**Prerequisite(s):** Integrated Algebra I and II  
**Grade(s):** 11, 12  
**Credits:** 6.0 Full Year  
This course is designed to provide the fundamentals of physics. This course is designed so students develop their skills through hands-on laboratory experiences as well as practice using material derived in lecture. Topics covered include Newtonian mechanics, work, energy, and power. Grading is based on homework, classwork, lab reports, and written exams.

Physics I AP  
**Prerequisite(s):** 2 years of Science including Biology and Chemistry and 2 years of Math  
**Grade(s):** 11, 12  
**Credits:** 6.0 Full Year  
This course is designed for those students who choose to take the Advanced Placement test in Physics I. Adequate preparation will involve independent study and extra-curricular study sessions. Physics AP addresses a variety of topics including Newtonian mechanics (including rotational dynamics and angular momentum), work, energy, power, mechanical waves, and electric circuits. Class consists of rigorous lectures, labs, and independent study. Grading is based on homework, written exams, and lab reports. This class includes a summer assignment.

Physics II AP  
**Prerequisite(s):** 2 years of Science including Biology and Chemistry and 2 years of Math  
**Grade(s):** 11, 12  
**Credits:** 6.0 Full Year  
This course is designed for those students who wish to take the Advanced Placement test in Physics II. Adequate preparation will involve independent study and extra-curricular study sessions. AP Physics II addresses a variety of topics including fluids, electric force and fields, power and resistance in circuits, electromagnetism, thermodynamics, optics, and nuclear physics. Class includes rigorous lectures and independent study. Grading is based on homework, written exams, and lab reports. This class includes a summer assignment.
Social Studies

U.S. History I
U.S. History I AP
U.S. History II
U.S. History II AP

World History/Cultures
World History AP
Popular Culture
The Holocaust
Psychology AP

U.S. History I
Grade(s): 10
Credits: 5.0 Full Year
This course allows students to examine historical events, concepts, and themes from colonial times until 1880. It will focus on the political, economic, and social history of the U.S. and the diverse groups that have contributed to our growth. Students will be able to link the past to our present and future as well as learn the rights and responsibilities that are part of citizenship in democracy.

U.S. History I AP
Grade(s): 10
Credits: 5.0 Full Year
This course is intended for students who want to go into more depth in the study of U.S. History. The class will investigate U.S. History from colonial times until approximately 1880. Emphasis will be on developing critical thinking skills, decision-making, working independently, and improving writing skills. Students are required to write papers that meet the criteria established by the teacher. Primary source reading will be done extensively. Students will learn the basic principles of democracy and reorganize the need for civic involvement as the class analyzes basic documents such as the Declaration of Independence and the Constitution. At the completion of this course, students will have acquired the skills and facts necessary to take the AP exam after U.S. History II AP.

U.S. History II
Grade(s): 11
Credits: 5.0 Full Year
The course covers the period from reconstruction to the present. Emphasis will be on social, economic, political, technological, and international developments in modern America. Current events will be emphasized as the class focuses on the twentieth century. Students will be able to recognize that they inherit the past and need to participate in shaping the future and that the U.S. is part of an interdependent world.
U.S. History II AP
Grade(s): 11  
Credits: 5.0 Full Year
This course is intended for students who want to go into more depth in the study of U.S. History. The course stresses the growth of modern America from reconstruction until the present and current events will be emphasized. Upon completion of this college level course, students should be able to make informed decisions about economic, cultural, and political questions facing our country in this interdependent world. Research papers that meet the criteria established by the teacher are required. Students will make extensive use of primary source materials and will develop critical thinking skills, improve reading and writing skills and be able to work independently. At the completion of this course, students will be prepared to take the Advanced Placement exam.

World History/Cultures
Grade(s): 12  
Credits: 5.0 Full Year
World History/Cultures is designed to familiarize students with the continuity of history from prehistoric man and the ancient civilizations through the middle ages and into the modern times. Students will use a chronological/thematic framework to study economic, political, and social growth, as we become an interdependent world. Students will learn of the geography, culture (including education, religion, the arts and technology), and history of the world’s religions. Additional emphasis will be placed on map reading and current events.

World History AP
Grade(s): 12  
Credits: 5.0 Full Year
The purpose of this course is to develop greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of cultural, institutional, and technological precedents that, along with geography, set the human stage.

Popular Culture
Grade(s): 11, 12  
Credits: 2.5 Semester
This course is an explanation of the 20th Century through the themes and events of American Popular Culture. Students will gain an understanding of popular culture and its significance to the past and the present. Students will identify different themes and influences that have impacted popular culture. Studying commerce, film and theater, food and drink, music, print media, sports and games, fashion, television, radio and “the way we live”, the student will learn why American Pop Culture has become our nation’s greatest export.
The Holocaust
Grade(s): 11, 12  
Credits: 2.5 Semester
This course will study the Holocaust and other genocides of the twentieth century. Students will evaluate the events and prejudices leading up to the Holocaust. Class discussion will emphasize the origins of bigotry and the need to prevent genocide. Audio-visual materials, survivor testimony, simulations, and role play will be used as well as primary source reading.

Psychology AP
Grade(s): 10-12  
Credits: 5.0 Full Year
The purpose of the AP course in psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice.
A student is eligible for the special education program based on results of a comprehensive evaluation by the Child Study Team. Specific programming and educational goals are formulated jointly by the parents, the student, and school staff, as part of the Individualized Educational Program developed for each student and consistent with federal code and state rules and regulations.

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

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

**Programs**

**Resource Center**

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

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

**Other Services Available:**

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

Band
Sculpture
Choir
Guitar
Creative Arts I & II
Introduction to Art
Digital Art and Design I & II
Music Theory AP
Fine Arts I, II
Studio Art AP

Band
Grade(s): 9-12
Credits: 5.0 Full Year
As a member of the winning team, The Thundering Herd Band, a student will have a varied musical experience! The Thundering Herd Band does it all, marching, concert, jazz, and pop. This is an experience that money can’t buy.

Choir
Grade(s): 9-12
Credits: 5.0 Full Year
The Woodbury High School Concert Choir is a four-part mixed chorus (soprano, alto, tenor, and bass) that performs a holiday concert and a spring concert during each school year. All prospective members of this chorus must audition before the choir director and demonstrate a proficiency in vocal skills that includes scale singing, correct intonation, and tonal memory. Members of the choir will learn to sight read rhythms and melodies as part of the course. Members of this choir may also audition for the All-South-Jersey Chorus/New Jersey All-State Chorus as part of the program. The best four singers from each section of the choir form the Traveling Choir that sings for special occasions throughout the school year. These singers will rehearse every Monday night throughout the school year.

Creative Arts I and II
Grade(s): 10-12
Prerequisite(s): Intro to Art
Credits: 5.0 Full Year
Students will further develop an understanding of the fundamental elements of art and design. Exploration of different art techniques and styles through practice and exposure to works of various artists and materials will be covered. Students will apply learned criteria for observing, analyzing, and undertaking visual expression. An awareness of art related careers will be cultivated.
Digital Art and Design I
Grade(s): 9-12 Credits: 2.5 Semester
Students will use digital cameras, scanners, imaging software, printers, and computers to explore the artistic potential of new imaging technology to solve visual problems. Students will learn how to plan and produce digital images that demonstrate an understanding of composition, light, color, visual impact, and art history. Hands-on projects will include digital painting, digital photography, image capture, image manipulation, and solving graphic design problems.

Digital Art and Design II
Grade(s): 9-12 Prerequisite(s): Digital Imaging I
This course is a continuation of Digital Imaging I. The course covers the use of digital graphic techniques to create and manipulate photographic and fine art images. Students will explore digital imaging techniques through the use of the photo manipulation software Adobe Photoshop and Paint. They will also complete a number of hands on fine art projects using their digital images as resources and subject matter. Art trips will add to the experiences in this class.

Fine Arts I and II
Grade(s): 10-12 Prerequisite(s): Intro to Art
Credits: 5.0 Full Year
This art course will continue to develop students’ understanding of advanced techniques and media. Upper level painting, illustration, and printmaking techniques will be explored. This is a preparatory course for students who are thinking of choosing art as a career or a major in college.

Guitar
Grade(s): 9-12 Credits: 2.5 Semester/5.0 Full Year
Students in this course will gain knowledge of music through the most popular of string instruments, the guitar. Students will learn how to read and play chords. Students must provide their own guitars. This course may be taken as a semester or yearlong course.

Introduction to Art
Grade(s): 9-12 Credits: 2.5 Semester
Students will be given a broad introduction to the basic elements of art and design through the completion of original two- and three-dimensional artworks. A variety of materials will be used. Exploration of the arts will be further expanded through lecture, vocabulary, art appreciation, criticism, and museum visitation.

Music Theory AP
Grade(s): 9-12 Credits: 5.0 Full Year
This class is meant for students who love music and want to compose, arrange, and perform their own compositions. Students will learn to write and arrange for small and large groups, both instrumental and vocal. This course will cover material that is generally taught in a first semester college music theory course. Students enrolled in this course will take the College Board Advanced Placement Exam in the spring. Students must be able to read music to be successful in this course.
Sculpture

Grade(s): 9-12
Prerequisite(s): Intro to Art
Credits: 2.5 Semester

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

Studio Art AP

Grade(s) 11-12
Prerequisite(s): Grade(s) 11-12
Credits: 5.0 Full Year

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade(s)</th>
<th>Prerequisite(s)</th>
<th>Credit(s)</th>
<th>Description</th>
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<tbody>
<tr>
<td>Chinese I</td>
<td>9-12</td>
<td>Chinese I</td>
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<td>Chinese II</td>
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<td>Chinese IV HN</td>
<td>11-12</td>
<td>Chinese III HN</td>
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<td>Full Year</td>
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</tbody>
</table>

For success in business, politics, and government it is important to become familiar with world languages and the customs and cultures of other nations. In addition, students who study classical and modern languages tend to score higher on standardized tests and to be more tolerant of diversity.

**Chinese I**

**Grade(s): 9-12**  
**Credits: 5.0 Full Year**

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

**Chinese II**

**Grade(s): 9-12**  
**Prerequisite(s) Chinese I**  
**Credits: 5.0 Full Year**

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

**Chinese III HN**

**Grade(s): 10-12**  
**Prerequisite(s) Chinese II**  
**Credits: 5.0 Full Year**

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

**Chinese IV HN**

**Grade(s): 11-12**  
**Prerequisite(s) Chinese III**  
**Credits: 5.0 Full Year**

This course continues to build on the development of communication skills in listening, speaking, reading, and writing. Students will acquire a vocabulary of approximately 1,500 Chinese characters and several thousand phrases by the end of this level.
Chinese AP  
**Prerequisite(s): Chinese IV HN**  
**Grade(s): 11-12**  
Credits: 5.0 Full Year  
The AP Chinese program offers high school students an opportunity to earn credit for Chinese courses at the college level. Because language and culture are closely intertwined, culture is acquired in the process of learning a language, and language is learned when studying a culture. The AP Chinese language and Culture exam is used to assess a student’s proficiency in Chinese and is equivalent to completing a Chinese course in college.

Spanish I  
**Grade(s): 9-12**  
Credits: 5.0 Full Year  
This course introduces students to the sounds of language, simple grammatical constructions, and basic vocabulary for daily use. Examples of key units are greetings, school schedule, preferences, favorite activities, describing others, and many others. Listening, speaking, reading, and writing are emphasized. Hispanic customs, culture, geography, and history are interwoven throughout the course.

Spanish II  
**Prerequisite(s): Spanish I**  
**Grade(s): 9-12**  
Credits: 5.0 Full Year  
This course builds upon the basic vocabulary and grammar learned in Spanish I. Emphasis is on increased vocabulary, reading, writing, and speaking. Examples of key units are discussing school days and activities, talking about the past, describing a daily routine, and many more. Grammar that is more complex is taught and further understanding and appreciation of Hispanic culture is stressed.

Spanish I and II*  
**Grade(s): 9-12**  
Credits: 10.0 Full Year  
The Spanish I and II class offers freshman the opportunity to take a double period in order to accelerate language acquisition. Varied activities and greater immersion will provide motivated students a special opportunity to master a foreign language. Students who elect to take a double period of Spanish will be on track to take AP Spanish as a senior in high school.

Spanish III HN  
**Prerequisite(s): Spanish I and II**  
**Grade(s): 10-12**  
Credits: 5.0 Full Year  
This course continues the study of vocabulary which focuses on art, sports, healthcare, and grammar with expectations of greater fluency in the language. Reading selections are taken from authentic Hispanic authors, such as Horacio Quirga, Maria Luisa de Gongora Pacheco, and Gabriel Garcia Marquez. Increased participation in activities requiring use of the target language is anticipated. Exploration of Hispanic culture continues.
Spanish IV HN
Grade(s): 11, 12
Prerequisite(s): Spanish II, II and III, IV
Credits: 5.0 Full Year
This course continues to build on previous study in both language skills and Hispanic cultures; it is also designed to be a pre-AP class environment. Of particular focus is original writing, story-telling, future plans for college, and an examination of the influence of Spain in the early U.S. Practice in conversation and reading will help to develop speaking skills. Literature is presented through short stories, legend, and myths.

Spanish AP
Grade(s): 11, 12
Prerequisite(s): Spanish I, II, and III, IV
Credits: 5.0 Full Year
This course is designed to help review, enhance, and perfect all skills required for the AP exam, speaking, listening, reading, and writing. Reading authentic texts, listening to a variety of native speech samples with advanced comprehension, and writing on a variety of topics are a constant focus. Students will use interpersonal presentational, expository, and creative styles while demonstrating appropriate vocabulary, syntax, and grammatical structures. The goal is near-native speed, intonation, and pronunciation, with continued exploration of Hispanic culture. This course is intended to prepare students to pass the Advanced Placement Examination in Spanish Language. It is the expectation that all students enrolled in this course will take this examination.

Juntos
Grade(s): 9-12
Prerequisite(s): Teacher Recommendation
Credits: 5.0 Full Year
This class encourages students through both oral and written activities to develop formal Spanish language skills. Students will develop vocabulary, reading, writing, speaking and cultural competency in the areas of literature, arts, and topics of cultural interests. Students are expected to demonstrate some basic language understanding before they join the class. Students may take the class multiple years.

Juntos Honors
Grade(s): 9-12
Prerequisite(s): Teacher Recommendation and Testing
Credits: 5.0 Full Year
Students who demonstrate some basic language understanding may elect to take the Spanish 1 and 2 Benchmark Test. Those who achieve 75 or above on the Benchmark Test are eligible to take Juntos at the Honors level. Juntos Honors includes more advanced vocabulary, reading, speaking, listening and writing in order to prepare students for the Spanish AP. Students may take the class multiple years.
What other opportunities exist that will make my high school experience more meaningful?
Within the Mission and Strategic Plan of Woodbury Public School District, Option II is a significant component developed to help each child create, implement and be accountable for his or her own meaningful Personalized Student Learning Plan (PSLP).*

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

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

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

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

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

*Adapted from NJDOE (Academic & Professional Standards)*

[www.state.nj.us/education/aps/info/option2.htm](http://www.state.nj.us/education/aps/info/option2.htm)
The programs described below (A-L) have been approved by the Woodbury Board of Education and do not require committee approval. An abbreviated application (available online or through the Option II Coordinator) must be completed prior to participation.

Educere – Virtual Education for K-12
Educere delivers innovative virtual education opportunities to K-12 schools, students, and educators. With detailed customized technology-based education, rigorous learning solutions are made available as an option for students and educators at public, private, and other schools. Through unique relationships with universities, colleges, and other post-secondary education providers, Educere offers a single entry point for learners to access over 5,000 high-quality, cost-effective virtual education programs. Whether a student needs a single course or a full curriculum, Educere has a virtual education program to fulfill these needs.

*Future Teachers
High school students with a desire to explore careers in Education are provided with opportunities to observe, assist and perform a full spectrum of classroom activities associated with the work of a Professional Educator. While working under the supervision of our own Woodbury teachers, every “Future Teacher” will have an experience consisting of time in a real classroom, working with a real teacher, and developing relationships with real students.

*Gloucester County Police Academy / Prosecutor’s Office
This is a four-week summer internship program for students completing their Freshman through Junior year. Student interns will be given the opportunity to learn and understand the criminal justice system through a four week internship program that will expose them to the various levels of law enforcement beginning with a two week instructional camp at the Gloucester County Police Academy. The program will culminate with a mock trial in which student interns will be given the roles of prosecutors, defense attorneys and witnesses.

Inspira Health Network Pre-Admission Career Shadowing Program
This CAREER SHADOWING PROGRAM will provide a carefully monitored experience in a workplace setting in which Woodbury High School students will have a defined learning focus and reflect actively on what they are observing throughout the experience. While unpaid, this experience provides opportunity for real world experience and skill building in the areas of non-direct patient care and surgical pre-admissions. This experience will enable a Woodbury student to see healthcare from an inside perspective, while having opportunity to interface daily with many of Inspira’s hospital leaders and team members.

Junior Firefighter Internship
The Junior Firefighter Internship will give young people the chance to learn about local fire, rescue, and emergency services response organizations in a safe, controlled, educational, and fun way while providing the Friendship Fire House No. 1: Station 51 with an excellent recruitment mechanism. Encouraging and including youth members while they are still in high school has had long-range effects within the community as has proven to be extremely beneficial to local departments.
**Music Instruction**

Students in grades 9-12 who participate in private voice or instrument instruction will be eligible to receive high school credit in Music: Creation and Performance. The credit will be viewed as “elective credit” within in Visual and Performing Arts.

**New Jersey State Trooper Youth Week**

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

**Rowan College at Gloucester County (RCGC)**

Previously known as Gloucester County College, RCGC is a comprehensive, co-educational, two-year institution sponsored by the residents of Gloucester County through the Board of Chosen Freeholders. RCGC is an accredited member of the Middle States Association of Colleges and Schools. RCGC provides college and university transfer programs, career education, community services and special assistance programs and seeks to bring higher education within the geographic and financial reach of all residents. Eligible students may choose to earn college credit during their high school career while enrolling in a wide array of course options that include on-campus, off-campus (remote) and online classes.

**Rowan College at Gloucester County Pilot Program**

The “pilot” initiative at Rowan College at Gloucester County (RCGC) provides a unique experience for Woodbury High School seniors (that meet specific program entrance requirements) an opportunity to start their Freshman college experience early and divide their school day between WHS and the RCGC campus. Students may elect to use their college credits to satisfy high school graduation requirements, in addition to applying credits to a RCGC degree program or transferring them to another university upon graduation.

**School-to-Careers**

Students in high school electing experiences in career education should demonstrate both teamwork and problem-solving skills through a structured learning experience. This could consist of an experiential, supervised educational activity designed to provide students with exposure to the requirements and responsibilities of specific job titles or job groupings, and to assist them in gaining employment skills and making career and educational choices. Examples include, but are not limited to: apprenticeships, cooperative education, school-based experiences, and paid employment. Structured learning experiences must meet all state and federal child labor laws and regulations.

**School/District-wide Committee Participation**

Students in grades 9-12 who participate on School/District-wide Committees with a membership that consists of a broad segment of the school community (teachers, administrators, parents, community members), will be eligible to receive high school credit in 21st Century Life and Careers.
Service Learning
Service Learning is active citizenship demonstrated by identifying and studying a real community need, carrying out a planned project of action and evaluating the importance of the activities. All Service Learning experiences must include: PREPARATION, ACTION and REFLECTION.

Student Ambassador
The Woodbury High School Student Ambassador Program serves two purposes. The first is to provide a welcoming and receptive informational area for all visitors upon entry of the school. The second is to provide an academic experience allowing students to develop a skill set that will parallel a working environment in the “real world”. The impression that our Student Ambassadors will leave with guests and visitors will affect the overall impression of the Woodbury Junior-Senior High School. In order to be effective, Student Ambassadors will learn to communicate with people in an educational environment and provide assistance, direction and general information.

United States Military Basic Training
Basic Training prepares recruits for all elements of service; physical, mental and emotional. It gives service members the basic tools necessary to perform the roles that will be asked of them for the duration of their tour. Each of the Services has its own training program, tailoring the curriculum to the specialized nature of its role in the Military. No matter which branch of the Service a recruit chooses, Basic Training is an intense experience that combines a combination of physical training, field exercises and classroom instruction.

*Please see the Option II Coordinator for details regarding specific application and/or admission requirements.

Individual Option II
Approval Pending Individual Committee Review

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

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

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

The Option II Committee, consisting of a School Counselor, Director of Pupil Services, Curriculum Supervisor, Department Chair and Option II Coordinator, will review all independent study programs and coordinate the efforts of the students and the resources of the district and community.
B. On-Line Courses (Educere; Virtual Education)

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

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

C. Short Term/Long Term Student Exchange Program

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

What goals do I have before I graduate, and what can I do each year in high school to insure that I reach those goals?
Personalized Student Learning Plan

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

Freshman Seminar
Grade(s): 9 Credits: 2.5 Semester
Freshman Seminar is a course designed to introduce 9th grade students to high school. Students will develop a Personalized Student Learning Plan, which will be included as part of an online portfolio of their interests, abilities, and goals. In addition, students will need to complete and log 12 hours of Service Learning, which will lay the foundations for the 72 hour Service Learning graduation requirement. Students will leave the course with defined goals that lead them from freshman year through graduation.

Service Learning/Option II
Grade(s): 9-12 Credits: 2.5 Semester
In support of the District’s Strategic Plan, each student will be required to complete a total of 72 hours of service learning over the course of their high school careers. The completed 72 hours can be applied to fulfill 2.5 credits of the 21st Century Life and Careers graduation requirement. Additional Service Learning hours may be approved for additional credit. Used as a teaching method that combines meaningful service to the community with curriculum based learning, Service Learning will provide students with a unique opportunity to improve their academic skills by applying what they learn in school to the real world; they then reflect on their experiences to reinforce the link between their service and their learning. The impact of Service Learning is limitless benefiting a student’s civic knowledge, academic success, and character and social development. Hours will require prior approval and may include volunteer opportunities within the school and the greater community.

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

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

Important information for students who plan to participate in athletics at the college level

Click the image below to enter the site:
Divisions I and II Initial-Eligibility Requirements

Core Courses

- **NCAA Divisions I and II require 16 core courses.** See the charts below.
- **Beginning August 1, 2016, 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.
  - Beginning August 1, 2016, it will be possible for a 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 No. 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 used 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 your high school’s List of NCAA Courses on the NCAA Eligibility Center’s website (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 before August 1, 2016, 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 **on or after August 1, 2016**, is 2.000-2.299 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- **Division I** GPA required to be eligible for competition **on or after August 1, 2016**, is 2.300 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- The **Division II** core GPA requirement is a minimum of 2.000.
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

### DIVISION I

**16 Core Courses**

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

### 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 area above, foreign language or comparative religion/philosophy).
### Sliding Scale A
**Use for Division I prior to August 1, 2016**

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### Sliding Scale B
**Use for Division I beginning August 1, 2016**

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For more information, visit the NCAA Eligibility Center website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).
WOODBURY SENIOR HIGH SCHOOL
Health Program

Dear Parents,

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

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

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

<table>
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<tr>
<th>COMPREHENSIVE SEX EDUCATION UNIT (Check one)</th>
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<tbody>
<tr>
<td>□ I do not want my child to attend the class during the Comprehensive Sex Education Unit.</td>
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<table>
<thead>
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Students not participating in either unit of study will be given an alternative assignment that will be used for grading during this instruction. Class time will be spent in the school’s library during this unit of instruction.

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

12th Grade Comprehensive Health and Sex Education and HIV/AIDS Prevention Education

Units Covered:

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