



**SOUTH
BERGEN
JOINTURE
COMMISSION**

PROGRAM

GUIDE

MIDDLE/HIGH SCHOOL 2018-19

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CONTENTS

- 1 Our Program
- 2 Career Awareness/
Life Skills & Transition Programs
- 3 Students Transitioning to Adult
Responsibility
- 4 Additional Services
- 5 Grading Policy
- 6 Attendance Policy
- 7 After-School Programs
- 8 Intramurals
- 9 Middle School Course Offerings
- 10 High School Course Offerings
- 11 STAR Course Offerings

It is the goal of the South Bergen Jointure Commission faculty, staff and administration to provide the highest quality of education, training, and care for its students. Our Middle/High School is a safe, friendly, and positive environment that is highly conducive to learning and achievement. Our very dedicated team of highly qualified teachers, counselors, therapists, paraprofessionals and administrators are driven by a selfless desire to enable each and every student to attain success. We work collaboratively with each child's Child Study Team and parents/guardians to develop and implement unique, innovative and individualized programs for our diverse student population. Our Middle/High School serves students with disabilities ages 12-21.

1 Our Program

Our Middle/High School program is much like a traditional secondary school in that each class will move to various classrooms throughout the course of the school day. However, classes are differentiated by modifying teaching styles and class size.

The South Bergen Jointure Commission strives to provide students with an organized, predictable, and nurturing school environment. We offer a small student-to-teacher ratio that emphasizes positive growth and accomplishment. By highlighting our students' strengths we promote self-confidence. The SBJC offers students the opportunity to succeed through successful academic achievement, opportunities for positive social interaction, and effective transition planning.

Academics

Our SBJC teachers and staff are Highly Qualified and certified in all of the appropriate areas of curriculum. Each student's academic program is based on the Child's IEP and the NJ Student Learning Standards. Instruction for each student is tailored to the uniqueness of the individual learner. The South Bergen Jointure Commission offers academic instruction in the areas of language arts, mathematics, social studies, science, technology, recreation, vocational training, and domestic life skills. The students are instructed individually, in a small group, and/or as a class when appropriate. Our goal for our students is to mainstream into a less restricted environment. Our departmentalized schedule is consistent with conventional middle/high schools and can facilitate a student's return to the mainstream.

Community Based-Instruction

The SBJC Middle/High School provides its students with the opportunity to participate in sustained and repeated instructional activities in the community that are directly related to the goals and objectives in the student's Individual Education Program. The activities meet the individual needs of the student in one or more of the following domains: Vocational, Domestic, Community, Recreation and Leisure.

SBJC

Autism Program Highlights

- 2:1 Student to Staff Ratio
- Full time specialized staff
- ABA philosophy
- Direct Academic Instruction
- Social Skills Instruction
- Vocational Skills Training
- Speech, Occupational and Physical Therapy on site
- Community Based Instruction
- Comprehensive, coordinated transition services
- Use of various forms of technology such as: iPads, Smart Boards, various communication devices, Apple and Windows computers, film making software, 3D Printers, Laser Engraver, etc.

Multiply & Behaviorally Disabled Program Highlights

- 3:1 Students to Staff Ratio
- Full time specialized staff
- Full time clinical staff
- Individual & Small Group Counseling
- Social Skills Instruction
- Vocational Skills Training
- Speech, Occupational and Physical Therapy on site
- Community Based Instruction
- Comprehensive, coordinated transition services
- Use of various forms of technology such as: iPads, Smart Boards, various communication devices, Apple and Windows computers, film making software, 3D Printers, Laser Engraver, etc.

2 Career Awareness

Life Skills & Transition Programs

Transition is designed to establish a vision for the future for our students by providing them with instruction and training in all areas of adulthood. Programs vary among the students since each student has unique needs, strengths, and interests. The SBJC's Transition Program is a comprehensive approach to daily living which includes but is not limited to self-care, career planning and training, functional academics, recreation and leisure, and interpersonal communication.

Though the SBJC Middle/High School Career Awareness and Exploration program students will be provided with the opportunity to:

Develop an awareness of the many employment opportunities available
Develop an awareness of the relevant factors to be considered in making career decisions
Become familiar with occupation clusters and classifications
Develop tentative occupation plans and arrive at a tentative career choice

Campus Training Center

The South Bergen Jointure Commission Middle/High School Campus Training Center provides its students with the opportunity to receive valuable hands-on career training and preparation in the following areas:

- Culinary Arts, Food Services and Restaurant Management
- Hotel and Hospitality Technology
- Botanical Services & Floral Design
- Building Maintenance & Custodial Arts
- Office, Clerical & Administrative Operations
- Warehousing, Inventory, Assembly, and Mail Processing
- Retail Clothing Operations
- Retail Grocery Operations
- Laundry Service

The South Bergen Jointure Commission Middle/High School provides its students with the opportunity to participate in Structured Learning Experiences in accordance to each student's Individualized Education Program and within the guidelines set forth by the New Jersey Department of Education.

In-School Work Experience

Students are provided with the opportunity to gain valuable hands-on non-paid work experience in school through participation in the following In-School Work Experiences:

- Food Service
- Building Maintenance
- Custodial Services
- Grounds Keeping
- School Store
- Courier Service
- Mail Processing Center
- Lamination Service
- Office Supply and Copy Center
- Laundry Service

Structured Learning Experience

Through our Structured Learning Experience with several local businesses and community agencies, students 16 years of age or older and a junior in high school, are provided with the opportunity to participate in school sponsored non-paid external learning experiences. Placements vary depending on the abilities and interest of the students. The amount of time and days spent at each of the sites increases by grade level. We offer a variety of structure learning experiences to expose students to different jobs and businesses. Each student's School to Work program is developed in accordance with the student's Individual Education Program Transition Plan. Students receive credit for time spent at the worksite. Students are supervised by an SBJC employee and a workplace mentor.

Some of the current Structured Learning Experience Sites include: Blimpie, SBJC Maywood Campus, Homewood Suites, SBJC Board of Education, JJK Distributors, Washington School, Lodi Lanes, Napoli Pizza, Retro Fitness, Lodi Library, Lodi Little League, Garfield Senior Center, Chip Dee Academy of Music, New Balance, P&A Auto Parts, SBJC East Rutherford Prime Time, Mr. Bruno's Pizza, Walgreen's

3 Students Transitioning to Adult Responsibility (STAR Program)

The SBJC STAR Program is for students ages 18-21 who have completed the mandated requirements for high school graduation. It is the goal of the STAR Program to enable students to transition successfully from high school to adulthood as an active member of society and the workforce. The STAR Program provides students with the opportunity to venture into the local community under the supervision of their teachers, paraprofessionals, job coaches, and therapists. All students participate in community-based instructional and training sessions and are eligible to participate in the school's Structured Learning Experience Program. The program emphasizes hands-on instruction in the school's Campus Training Centers and at off-campus community and structured learning experience settings. Eligible students will receive information for application to the Division of Vocational Rehabilitation and DDD.

Our STAR program aims to integrate academic learning with real-life experiences in order to prepare students to live independently and to work successfully in the community. Daily instruction emphasizes the importance of a broad base of skills. The curriculum blends community based instruction, social skills training, and structured learning experience internships in local businesses. During in-school instruction, students will utilize the James Stanfield Transition Curriculum. This curriculum includes the following three units. Students also continue to focus on academics by following the Life Centered Career Education Curriculum and The TRANSITIONS Curriculum.

PERSONAL MANAGEMENT

Through power building unit lessons and activities, students discover and practice skills to use in appreciating their own uniqueness as well as strategies for identifying and pursuing a career goal of their choice. Students also learn the steps to take in furthering their education and skills to use in advocating for themselves.

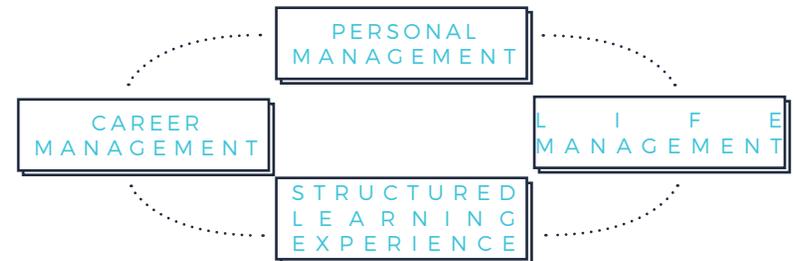
CAREER MANAGEMENT

In this unit, students will learn and apply methods of effective communication and steps to take to enter the career they have chosen. In addition, students will learn the necessary actions to take to become valued and successful employees and ways to become responsible members of their community.

Travel Training

Our Travel Training is a structured course that teaches students how to use public transportation including Access Link. An integral part of our School to Work program includes the increasing the student's ability to use public transportation to get to and from work.

STAR Program Highlights



LIFE MANAGEMENT

In this unit, students identify and practice the decisions they will make as responsible adults, including how to maintain a healthy lifestyle and enjoy leisure activities. Students are given options and opportunities for independent living while maintaining a satisfying family life.

STRUCTURED LEARNING EXPERIENCE

STARs continue to participate in the Structured Learning Experience. See previous page for more information.

4 Additional Services

Behavioral Supports

Our students and classrooms are supported by our behavioral staff, consisting of School Psychologists, Social Workers, and teachers with vast and varied experiences in working with students exhibiting challenging behaviors. Our teachers are all highly experienced and trained in several behavioral techniques including Applied Behavior Analysis. Our experienced and on staff behaviorist offer workshops throughout the school year.

It is the goal of the SBJC Middle/High School administration to create a safe and pleasant environment for its students, faculty and staff. In addition to the services mentioned above we have instituted a school wide behavior management program. The Mustang Rewards System for Behavioral Assessment, Modification, and Management is a school-wide token economy system. This program provides faculty, professional staff, teacher aides and the administration with positive, proactive strategies to praise and reward desired student behaviors while simultaneously providing students with the opportunity to learn effective problem solving and strategic thinking skills to prevent the recurrence of undesired behaviors.

Related Services

Our classrooms and teachers are supported by a full team of highly qualified related services specialists. Services to students are provided on site as per each student's Individual Education Plan (IEP). Related Services include Speech/ Language Therapy, Occupational Therapy, Physical Therapy, and Counseling. These services are provided individually and in small groups in classrooms and in a consultative model.

Family Services

The South Bergen Jointure Commission prides itself on service to the families of the children in our schools. We greatly value and understand the need to work collaboratively in order to maximize the outcomes for the children on a daily basis.

We encourage and provide:

- On-going communication between home and school
- Parent Visitation
- Parent Training Sessions
- Membership in Parent- Teacher Organization

5 Grading Policy

Grading System

As a receiving school district, the South Bergen Jointure Commission works in conjunction with each student's Child Study Team to design modified academic programs and to implement these programs as prescribed by each student's IEP. Each student's sending school district will convert the grades provided by the SBJC Middle/High School in accordance to the sending school district's grading policy. The grades provided on the SBJC Middle/High School Report Card are provided to serve as a reference guide for the sending school districts.

Students will receive a numerical grade at the end of each academic quarter. The numerical grade will represent the percentage of achievement that the student has attained for the academic quarter specific to the goals and objectives set forth in the student's IEP for each course of study.

Quarterly Grade Calculations

90% of the Quarterly grade will represent the percentage of achievement that the student has attained for the academic quarter specific to the goals and objectives set forth in the student's IEP for each course of study. 10% of the Quarterly grade will be calculated from an average of each student's daily achievement in the following areas of study skills:

- Classroom Positivity
- Classroom Preparedness
- Classroom Productivity

The aforementioned areas of study are observed and documented daily.

Each quarterly grade is worth 25% of the final grade.

6 Attendance Policy

The Board of Education requires that the pupils enrolled in the schools of this district attend school regularly in accordance with the laws of the state and the pupil's Individualized Education Program (IEP).

When a pupil is absent five consecutive days without notice from the parent(s) or legal guardian(s), the sending district will be notified. The Building Principal will notify the sending district in writing of any pupil he/ she determines to have an excessive number of days absent.

Any time a student is absent or tardy, parents/ guardians are asked to contact the main office or health office to report the absence. If a student arrives late, a parent/ guardian must accompany the student to sign in at the main office.

7 After-School Clubs

In addition to the academic program, the South Bergen Jointure Commission offers students the opportunity to take part in afterschool clubs to allow the students to engage with other students who share similar interests. These clubs provide our students with the avenue necessary to continue to work on social skills, as well as, skills necessary for life all while allowing them to continue to explore their own interests and talents. These clubs are supervised and facilitated by the South Bergen Jointure Commission Middle School/ High School Staff. Clubs run from 2:30 - 4:00 pm, Tuesday - Thursday. Clubs are based on staffing and interest of students; therefore these clubs may be modified.

Homework	This club will offer the opportunity for students to do their homework in an environment with staff as well as Peer volunteers to assist with any questions students may have regarding homework assignments. They will also have access to computers to help with any research assignments as well as provide them the opportunity to use any of the Word applications.
Digital Photography	Digital Photography Students will explore school grounds and the local community for images of interest. Students will experiment with color, black and white, and sepia photographs of people and objects in their natural environment. Students will also work on editing and printing their photographs.
Mustang Student Newsletter	In this club students will conduct staff interviews, create cartoons, write student interest articles, and report on MS/HS events. The students then will edit, design and print the magazine all while using Microsoft Publisher. The finished product will be shared with the student population.
Yearbook	Students work with an advisor on designing computer layouts and design, selecting and editing photographs as well as selecting and editing captions to help complete the MS/HS Yearbook.
Robotics	Students will be introduced to the world of robotics. Students will learn how to build, program and operate various robots.
Games/Sports	This is a social club that enables students to participate in friendly board games, video games and recreational game competitions. As well, students will have opportunities to play sports such as basketball and volleyball.

8 Intramurals

The South Bergen Jointure Commission offers an intramural athletic program. The students will travel to various high schools to play seasonal sports with or against other high school athletes. The students will play weekly from approximately October - June. However, the days may vary dependent on the other districts schedule. This program is supervised by Intramural Advisors and teaching assistants who will train, guide and coach the students.



MIDDLE
SCHOOL
COURSE
OFFERINGS

Middle School

Language Arts

Language Arts (Grade 6) Course 51034

Language Arts (grade 6) courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and include the four aspects of language use; reading, writing, speaking, and listening. These courses may emphasize the use of language for different effects, in different contexts, and for different purposes. Specific content depends upon state standards for grade 6.

Language Arts (Grade 7) Course 51035

Language Arts (grade 7) courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and include the four aspects of language use; reading, writing, speaking, and listening. Beyond emphasizing different uses for language, these courses may also include using language (particularly written text) to construct meaning and connections. Specific content depends upon state standards for grade 7.

Language Arts (Grade 8) Course 51036

Language Arts (grade 8) courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and include the four aspects of language use; reading, writing, speaking, and listening. Typically, these courses use various genres of literature to improve reading skills, and they link writing exercises for different purposes to those reading selections. Specific content depends upon state standards for grade 8.

Middle School

Math & Science

Mathematics (Grade 6) Course 52036

Mathematics (grade 6) courses typically emphasize skills in numerical operations (including basic operations and their proper order); measurement; patterns; geometry; and concepts of data analysis, including statistics and probability. Specific content depends upon state standards for grade 6.

Science (Grade 6) Course 53236

Science (grade 6) courses typically include subject matter from several strands of science, including earth/space sciences, physical sciences, and life or environmental sciences, and may organize material around thematic units. Specific content depends upon state standards for grade 6.

Mathematics (Grade 7) Course 52037

Mathematics (grade 7) courses typically emphasize proficiency in skills involving numbers and operations; measurement; patterns; functions; algebraic formulas; geometry; and concepts of data analysis, including statics and probability. Specific content depends upon state standards for grade 7.

Science (Grade 7) Course 53237

Science (grade 7) courses build on previous years of scientific inquiry and typically include subject matter from several strands of science, including earth sciences, physical science, and life or environmental sciences, and may organize material around thematic units. Specific content depends upon state standards for grade 7.

Mathematics (Grade 8) Course 52038

Mathematics (grade 8) courses typically emphasize proficiency in skills involving numbers and operations, measurement, patterns, simple functions, algebra, geometry, statics, and probability. Specific content depends upon state standards for grade 8.

Science (Grade 8) Course 53238

Science (grade 8) courses typically include subject matter from several strands of science, including earth sciences, physical sciences, and life or environmental sciences, and may organize material around thematic units. Specific content depends upon state standards for grade 8.

Middle School

Social Studies & Life Skills

Social Studies (Grade 6) Course 54436

Social Studies (grade 6) courses provide a greater understanding of social studies disciplines, including history, geography, civics and government, and economics. These courses often focus on the history, culture, and government of various specific world societies. Typically, students develop skills used in the social studies disciplines. Specific content depends upon state standard for grade 6.

Social Studies (Grade 7) Course 54437

Social Studies (grade 7) courses provide continued development of understanding and skills in the social studies disciplines; history, geography, civics and government, and economics. Specific content depends upon state standards for grade 7.

Social Studies (Grade 8) Course 54438

Social Studies (grade 8) courses provide continued development of understanding and skills in the social studies disciplines; history, geography, civics and government, and economics. Typically, these courses focus on single disciplines at a time (e.g., state-specific history and government, U.S. history, world history, or civics) to develop discipline-related skills. Specific content depends upon state standards for grade 8.

Life Skills (Grades 6, 7, 8)

Course 72206-06, Course 72206-07, Course 72206-08

Life Skills courses provide information about a wide range of subjects to assist students in becoming wise consumers and productive adults. These courses often emphasize such topics as goal setting, decision making, and setting priorities; money and time management; relationship; and the development of the self. Practical exercises regarding selecting and furnishing houses, meeting transportation needs, preparing food, selecting clothing, and building a wardrobe are often integral to these classes. In addition, specific topics such as insurance, taxation, and consumer protection may also be covered.

Middle School

Specials

Music (Grades 6, 7, 8)

Course 55136, Course 55137, Course 55138

Music (grade 6, grade 7 & grade 8) courses enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and refining the ability to discern and critique. Specific course content conforms to any existing state standards for grade 6, grade 7 & grade 8.

Art (Grades 6, 7, 8)

Course 55186, Course 55187, Course 55188

Art (grade 6, grade 7 & grade 8) courses provide to students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Although typically involving the visual arts (drawing, painting, sculpture, crafts, and the like), these courses may also include other forms of art (for example, dance, music, and theater). Specific course content conforms to any existing state standards for grade 6, grade 7, and grade 8.

Integrated Fine Arts (Grades 6, 7, 8)

Course 55201-06, 55201-07, 55201-08

Integrated Fine Arts course explores self-expression across the fine arts: any subset or all of the visual arts, music, drama, theater and literature may be included in the curriculum for this course. Students both study and critique the work of others and participate in or produce art themselves. The course often includes comparative study of various art forms over time - i.e. the interrelationship of literature, music and the performing arts of a particular time period and culture.

Communications (Grades 6, 7, 8)

Course 51155-06, 51155-07, 51155-08

Communications course focuses on the application of written and oral communication skills through a variety of formal and informal experiences. The course is performance based and emphasize effective interpersonal and team-building skills. Communications course may also involve the study of how interpersonal communications are affected by stereotypes, nonverbal cues, vocabulary and stylistic choices.

Middle School

Phys. Ed & Health

Physical Education (Grades 6, 7, 8)

Course 58036, Course 58037, Course 58038

Physical Education (grade 6, grade 7 and grade 8) courses typically involve the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Activities typically include those that increase strength, endurance, and flexibility; reinforce safe technique; teach the rules and conventions of games and sports; and explore the relationship between physical activity and health. Health topics (such as the effects of drugs and alcohol, sexual education, and healthy lifestyles) may also be included. Specific content depends upon state standards for grade 6, grade 7 and grade 8.

Health Education (Grades 6, 7, 8)

Course 58051-06, Course 58051-07, Course 58051-08

Topics covered within Health Education courses may vary widely, but typically include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The courses may also include brief studies of environmental health, personal development, and/or community resources.

Middle School

Technology

Computer and Information Technology (Grade 6, 7, 8)

Course 60003-6, 60003-7, 60003-8

Computer and Information Technology courses teach students to operate and use computer and information technology, emphasizing their role as tools to communicate more effectively, conduct research more efficiently, and increase productivity. Course content includes the legal and ethical issues involved with computer technology and use.

H I G H
S C H O O L
C O U R S E
O F F E R I N G S

High School

Language Arts

English/Language Arts I (9th grade) Course 01001

English/Language Arts I (9th grade) courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually include the four aspects of language use; reading, writing, speaking and listening. Typically, these courses introduce and define various genres of literature, with writing exercises often linked to reading selections

English/Language Arts II (10th grade) Course 01002

English/Language Arts II (10th grade) courses usually offer a balanced focus on composition and literature. Typically, students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students can improve their reading rate and comprehension and develop the skills to determine the author's intent and theme and to recognize the techniques used by the author to deliver his or her message

English/Language Arts III (11th grade) Course 01003

English/Language Arts III (11th grade) courses continue to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Student continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses.

English/Language Arts IV (12th grade) Course 01004

English/Language Arts IV (12th grade) courses blend composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills, Typically, students primarily write multi-paragraph essays, but they may also write one or more major research papers.

High School

Mathematics

Algebra I Course 02052

Algebra I courses include the study of properties and operations of the real number system; evaluation rational algebraic expression; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.

Geometry Course 02072

Geometry courses, emphasizing an abstract, formal approach to the study of geometry, typically include topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportions; and rules of angle measurement in triangles.

Consumer Economics/Personal Finance Course 22210

Consumer Economics / Personal Finance courses provide students with an understanding of the concepts and principles involved in managing one's personal finances. Topics may include saving and investing, credit, insurance, taxes and social security, spending patterns and budget planning, contracts and consumer protection. These course may also provide an overview of the American economy.

Transition Algebra Course 02055

Transition Algebra courses review and extend algebra and geometry concepts for students who have already taken Algebra I and Geometry. Transition Algebra courses include a review of such topics as properties and operations of real numbers; evaluation of rational algebraic expression; solutions and graphs of first degree equations and inequalities; translation of word problems into equations; operation with and factoring of polynomials; simple quadratics; properties of plane and solid figures; rules of congruence and similarity; coordinate geometry including lines, segments and circles in the coordinate plane; and angle measurement in triangles including trigonometric ratios.

High School Science

Environmental Science Course 03003

Environmental Science courses examine the mutual relationships between organisms and their environment. In studying the interrelationships among plants, animals, and humans, these courses usually cover the following subjects; photosynthesis, recycling and regeneration, ecosystems, population and growth studies, pollution, and conservation of natural resources.

Biology Course 03051

Biology courses are designed to provide information regarding the fundamental concepts of life and life process. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.

Integrated Science Course 03201

The specific content of Integrated Science courses varies, but they draw upon the principles of several scientific specialties—earth science, physical science, biology, chemistry, and physics—and organize the material around thematic units. Common themes covered include systems, models, energy, patterns, change, and constancy. These courses use appropriate aspects from each specially to investigate applications of the theme.

High School Social Studies

World History and Geography Course 04052

In addition to covering the objectives of World History - Overview courses, World History and Geography courses provide an overview of world geography. These courses are often developed in response to increased national concern regarding the importance of geography, and they explore geographical concepts.

Early U.S. History Course 04102

Early U.S. History courses examine the history of the United States from the colonial period to the Civil War or Reconstruction era (some courses end after this period). Some courses include American history before European settlement, while others may begin at the formation of the new nation. These courses typically include a historical overview of political, military, scientific, and social developments.

Modern U.S. History Course 04103

Modern U.S. History courses examine the history of the United States from the Civil War or Reconstruction era (some course begin at a later period) through the present time. These courses typically include a historical review of political, military, scientific, and social developments.

Economics Course 04201

Economics courses provide students with an overview of economics with primary emphasis on the principles of microeconomics and the U.S. economic system. These courses may also cover topics such as principles of macroeconomics, international economics, and comparative economics. Economic principles may be presented in formal theoretical contexts, applied contexts, or both.

High School

Fine & Performing Arts

Music (Grades 9, 10, 11)

Course 05149-9, Course 05149-10, Course 05149-11

In our music courses students will explore a choir and instruments. Students will also discuss some music appreciation. Student will be exposed to common rhythmic patterns and will be given musical experiences that give meaning to time values, intervals, musical vocabulary and other technical aspects of music. In addition students have the opportunity to partake in instrumental band. Permission is required.

Arts Appreciation (Grades 9, 10, 11)

Course 05151-9, Course 05151-10, Course 05151-11

Art appreciation courses introduce students to the many forms of art and help them form an aesthetic framework through which they can judge and critique art of various ages and cultures. These courses also explore the place and significance of art in our society.

Integrated Fine Arts (Grades 9, 10, 11)

Course 05201-9, Course 05201-10, Course 05201-11

Integrated Fine Arts course explores self-expression across the fine arts: any subset or all of the visual arts, music, drama, theater and literature may be included in the curriculum for this course. Students both study and critique the work of others and participate in or produce art themselves. The course often includes comparative study of various art forms over time - i.e. the interrelationship of literature, music and the performing arts of a particular time period and culture.

High School

Physical Education & Health

Physical Education (Grades 9, 10, 11, 12)

Course 08001-09, Course 08001-10, Course 08001-11, Course 08001-12

Physical Education courses provide students with knowledge, experience, and an opportunity to develop skills in more than one of the following sports or activities, team sports, individual/dual sports, recreational sports, and fitness/conditional activities.

Health Education (Grades 9, 10, 11, 12)

Course 08051-09, Course 08051-10, Course 08051-11, Course 08051-12

Topics covered within Health Education courses may vary widely, but typically include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The courses may also include brief studies of environmental health, personal development, and/or community resources.

High School **Foreign Language**

Spanish Conversation and Culture Course 06108

Spanish Conversation and Culture courses provide students with an introduction to the Spanish language and the culture(s) of Spanish-speaking people, placing greater emphasis on speaking and listening skills while de-emphasizing writing and reading the language

High School **Computer & Information Science**

Computer and Information Technology Course 60003-9, Course 60003-10

Computer and Information Technology courses teach students to operate and use computer and information technology, emphasizing their role as tools to communicate more effectively, conduct research more efficiently, and increase productivity. Course content includes the legal and ethical issues involved with computer technology and use.

HOLA!

High School

Transition & Social Skills

Career Exploration

Course 22151-9, Course 22151-10, Course 22151-11

Career Exploration courses help students identify and evaluate personal goals, priorities, aptitudes, and interests with the goal of helping them make informed decisions about their careers. These courses expose students to various sources of information on career and training options and may also assist them in developing job search and employability skills.

Social Development Instruction

Course 22253-9, Course 22253-10, Course 22253-11

Social Development Instruction courses teach students the social skills needed for independent functioning within the community. Topics may include self-control, self-expression, obeying rules, decision-making, appropriate situational behavior, interacting with others, and maintaining relationships. Students may develop independence, self-confidence, and self-reliance.

S T A R
C O U R S E
O F F E R I N G S

Courses for **Students Transitioning to Adult Responsibilities**

Employability Skills Course 22152

Employability Skills courses help students match their interests and aptitudes to career options with a focus on using employment information effectively, acquiring and improving job-seeking and interview skills, composing job applications and resumes, and learning the skills needed to remain in and advance within the workplace. Course content may also include consumer education and personal money management topics.

Workplace Experience Course 22998

Workplace Experience courses provide students with work experience in a field related to their interests. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

**LET'S
DO
GREAT
THINGS
TOGETHER**



**S O U T H
B E R G E N
J O I N T U R E
C O M M I S S I O N**

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