



**ARTHUR P. SCHALICK  
HIGH SCHOOL**



*Established in 1976, Arthur P. Schalick High School  
continues to pursue excellence  
in all facets of the educational experience.*

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## **DISTRICT PHILOSOPHY**

Our philosophy of education is based on the premise that each student is a unique and valuable individual and therefore deserving of equal opportunity in the educational process regardless of social class, race, sex, creed, or ability. We believe each student has the right to be treated in ways that show respect for his dignity as a human being and that will permit him to develop and retain respect for himself as a person. We possess the fundamental belief that every student is growth oriented with continually emerging capacities for experiencing, for learning, for feeling, and for behaving. Consequently, all students have the right to conditions, relationships, and experiences, which will foster maximum development of potentials, physically, socially, intellectually, and emotionally. Finally, we believe that education is a shared experience involving students, teachers, administrators, parents and the community. We, therefore, endeavor to work in the community to achieve the education of the total person and to affect his development as a competent individual in society.

### **Vision Statement:**

Arthur P. Schalick High School is committed to achieving and maintaining a challenging and motivating learning environment where all members of the school community feel safe and supported; where improved academic and social growth is a reflection of high academic standards, personal and social development, family involvement and meaningful collaboration and communication within and among its stakeholders. All members of the school community will strive to create an environment where students demonstrate P.R.I.D.E. and will be able to develop into productive global citizens.

### **Mission Statement:**

Staff at the high school will provide a program designed to meet the changing needs of our students. In order to address these needs it is our belief that the total school staff must function in a partnership with students, parents, and the community to create and maintain an educational foundation that will prepare students for post high school success. To address these needs, the school community will strive for excellence with the expectation that each student demonstrate: **P**atience, **R**espect, **I**ntegrity, **D**iligence, **E**mpathy.

## MESSAGE FROM THE PRINCIPAL

Dear Parents and Students:

The selecting of courses is the most important and critical process in a student's high school career, and this guide provides pertinent information about the curricular offerings at Arthur P. Schalick High School. Please review the guide carefully. In order to meet the changing needs of our students and community, we continually refine our programs and offerings. The Program of Studies is intended to help students and parents plan the appropriate academic path.

Before making selections, please review graduation requirements with your counselor, as they have changed in recent years. Also, give due consideration to the student's personal goals, abilities, and motivation. Students and parents should realistically evaluate the student's ability level before making selections; choose your courses with care. Once you have chosen your courses, and the master schedule has been established, changes will be restricted to those in which an error was made. Some courses may not be offered due to low enrollment. Therefore, all students should carefully select alternate elective courses.

Planning an academic path is a team effort. The booklet itself should not be considered the final authority; further discussion with family, counselor, and teachers should carry great weight in determining course selections. Take the time and make the effort to outline each of your high school years. Students who are planning on pursuing further education should begin early to consult sources of information on specific academic requirements and then compare those requirements with your high school selections.

Earning a high school diploma is just the beginning of your child's future successes. The staff members at Arthur P. Schalick High School are eager to work with you to ensure that your child experiences the satisfaction of being handed his/her diploma on Graduation Day. Individual appointments between student and counselor will be made to help in the decision making process.

*Go COUGARS!*

Sincerely,

*Yvette DuBois Trembley*

Mrs. Yvette DuBois Trembley  
Principal

**ARTHUR P. SCHALICK HIGH SCHOOL**

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**CENTRAL ADMINISTRATION**

TBD, Superintendent  
Darren Harris, Business Administrator  
Diane L. Garrison, Chief Academic Officer  
Board Office Telephone (856) 358-3094

**HIGH SCHOOL ADMINISTRATORS**

Yvette DuBois Trembley, Principal  
Douglas Volovar, Assistant Principal

**DISTRICT ADMINISTRATORS/SUPERVISORS**

Michael Clarke, Athletic Director  
Alicia Chiaradonna, Supervisor of Special Education  
Angela Williams, Director of Guidance  
Anne Daly, Supervisor of Language Arts & Social Studies  
Melissa Bonham, Supervisor of Science & Math (STEM)

**GUIDANCE STAFF**

Corinn Cole, Counselor  
Joellen Collins-Cardona, Counselor  
Dawn Vicari, Secretary

## **INTRODUCTION**

Arthur P. Schalick High School offers a curriculum that varies in scope and flexibility in meeting the general and individual needs of its students. Required courses provide a balanced foundation for higher education and future vocations, as well as fulfill the requirements of the New Jersey Student Learning Standards. After meeting district and state graduation requirements, students are free to select from a variety of electives that are designed to assist them in developing their personal interests and in achieving their goals.

## **THE GUIDANCE PROGRAM**

The guidance program is designed to help students acquire competence in career planning and exploration, knowledge of self and others, and educational and vocational development. Guidance offers structured, developmental experiences, through classroom presentations and individual and group activities. The guidance program consists of activities designed to help students plan, monitor, and manage their own learning, as well as their personal and career development. Students will be required to evaluate their educational, occupational, and personal goals and plans.

The assistance of parents in providing support of the educational process and the value of education to the quality of life of the individual is vitally important. Communication between the home and school is encouraged.

## **GUIDELINES FOR SCHEDULING**

The guidance staff will make every effort to assist students in the selection of courses in which they can experience both success and academic growth. Standards, which have proven successful in the past, will be used as guidelines during the course selection and scheduling process. Careful consideration should be given to career goals, abilities, and achievement. The most predictable measures for students entering 9th grade are teacher recommendations and grades earned in related courses. The most important criteria for students already enrolled in the high school program are the prerequisite courses and the grades earned in these courses. Since most subjects are sequentially developed over a period of years, the mastering of prerequisite requirements is critical.

Schalick High School students who are eligible for Special Education Services are provided several options as prescribed by their Individual Educational Plans. Special programs include self-contained classes, support instruction, in-class resource, as well as counseling. The student's Individual Educational Plan determines the least restrictive environment and degree of services provided each student.

## **ORGANIZATION OF THE ACADEMIC PROGRAM**

An important decision for the high school student is the choice of the pattern of subjects followed each year. Guidance counselors, teachers, and parents will assist each individual in selecting those courses which will best fit the individual's capabilities, needs, and interests. Increasingly, students must learn to make lifelong decisions. When selecting courses, they must consider the requirements for higher education and occupations. However, they should seek help in securing appropriate information.

### **MAKING SELECTIONS**

Preparation for course work is important in making wise course selections. Future goals, acquired skills, readiness, academic achievement and motivation toward learning are important factors to consider when selecting the level of study in various subjects. Consider the following:

#### **ADVANCED PLACEMENT COURSES**

College Board approves all Advanced Placement (AP) courses. AP courses provide students an opportunity for learning that goes beyond just facts and figures. The rich course material, classroom discussions, and demanding assignments typical of AP courses will help your child develop the content mastery and critical thinking skills expected of college students. More importantly, by participating in AP, your child is given the chance to earn college credit and to stand out in the college admissions process. College Board requires an exam fee for each AP course. The **2017-18** exam fee was \$94. The fee amount is subject to change. If a student does not take the AP exam, they will not receive weighted value points (5.5) for class rank and GPA.

#### **HONORS**

Honors courses are for those students who are self-motivated and possess the ability to demonstrate outstanding academic achievement in a respective field of study or skill area. Honors and Advanced Placement courses are an opportunity for students to undertake a demanding and in-depth study of a subject area.

In order to qualify to register for honors and advanced placement courses, students should earn a **“B”** or better in the prerequisite course.

#### **COLLEGE PREPARATORY COURSES**

College preparatory courses are recommended for those students who plan to continue their education beyond high school. College preparatory students must be highly motivated towards school, demonstrate organizational skills, and be ready to be academically challenged in a particular subject. Students enrolled in college preparatory

courses must demonstrate the ability to deal with abstract concepts, and exhibit strong reading and writing skills.

### **SCHEDULING REQUIREMENTS**

- Freshmen, Sophomores, Juniors will take eight classes and one – two enrichments.
- All students must take at least one English and one Health/Physical Education class each year (Freshman, Sophomore, Junior, Senior).
- Participation in the Salem County Vocational-Technical Program is equivalent to four (4) courses or 20 credits.

### **CHANGES IN PROGRAM**

*Choose courses with care. Once a student has selected his or her courses, and the master schedule is determined, changes will be restricted to those where an error was made, or where a course is necessary for graduation. Some courses may not be offered due to lack of sufficient enrollment.*

Changes relating to lack of success in previous courses should be made as soon as the school year ends, and before the end of July. **It is strongly recommended that a student receiving a failing final average in a required course take the course in summer school.** It is the student's responsibility to visit the Guidance Office to get information about summer school.

Students and parents should be aware that it is sometimes impossible to accommodate requests to change courses during the summer, as well as after the school year begins, because of limitations in class size, teacher availability, course offerings/sections.

Unfortunately, there have to be some limitations on schedule changes. For example, changes will not be made if the reason for the request is to move a class to a more convenient time or to change teachers.

*Students who choose to drop a course must do so during the specified time frame. Counselors are available during the summer for students to make schedule changes.*

### **PATHWAY TO COLLEGE**

There are many similarities between high school and college. In college, students will take notes in class, do homework, study for tests, write research papers, and take final exams just like they do in high school. They will also participate in extracurricular activities and have part-time jobs. Almost everything that students do in high school prepares them for college.

The more successfully students handle their high school years, the more ready they will be for college. For example, students who have written several research papers in high school will not be overwhelmed when faced with their first research paper assignment in college. Furthermore, students who have learned how to take lecture notes in high school will feel comfortable in college classes where lecturing is often the major method of

instruction. They will know how to listen for and write down what is important. A successful college experience depends on more than a student's academic skills. Students who have learned how to divide their time between school work, extracurricular activities, jobs, and social demands in high school will know how to handle the many conflicting demands on their time at college. Students who have set and achieved goals during their high school years will find it easy to set goals for themselves in college. In the same way, students who have been thinking about possible career choices while they are in high school will find career decisions much simpler to make in college. Finally, students who carefully plan their high school curriculum will find it easier to be admitted to college.

Since entrance requirements vary among colleges, students should see their counselor and review college handbooks for schools which they are considering. General guidelines for four-year colleges include a minimum of 16 academic units in the following areas:

- 4 units - Language Arts/Literacy (English)
- 4 units- Math (may include Algebra I, Geometry, Algebra II, Algebra III, Pre-Calculus, Statistics, Calculus)
- 3-4 units - Science (including at least 2 laboratory sciences) i.e. Biology, Chemistry, Physics, Applied Environmental Science
- 3-4 units- World History, US I & US II
- 2-4 units- World Language
- 2-4 units- Additional academic electives

In addition to meeting these sixteen (16) academic units, several other factors will influence the type of college that you will be able to attend.

These include:

- College entrance requirements
- SAT/ACT Scores
- Strength of your high school curriculum (Did you take the most challenging courses?)
- Grade Point Average
- Rank in class
- Resume`
- Teacher's and Counselor's recommendations
- SAT Subject Test, if required
- ACT Writing, if required

It is the personal responsibility of students to be aware of the various admissions requirements set by the college of their choice. It is never too early to begin planning for college. The guidance office utilizes Naviance, as well as other online career search engines to help you in your search for the colleges that are appropriate for your needs.

*\*Students participating in the Academy program may not necessarily be admitted into a specific college prep or honors level course due to scheduling of the core technical arts components; however, all efforts will be made to accommodate when possible.*



## **RELATED POLICIES**

### **AFFIRMATIVE ACTION POLICY**

It is the intention of the Board of Education that equal opportunity for both sexes in all areas of the educational programs are provided and that discrimination of either, for whatever purpose, shall not exist. Additional information regarding Affirmative Action Policy can be found on our website [www.pittsgrove.net](http://www.pittsgrove.net).

Copies of the District's comprehensive equality plan, policies, and grievance procedures are maintained in the office of the Affirmative Action Officer, Ms. Angela Williams.

The Affirmative Action Officer's office is located in the guidance suite at Arthur P. Schalick high school.

### **HARASSMENT, INTIMIDATION, AND BULLYING**

The harassment, bullying, and intimidation of students or employees by faculty, administrators, support staff, other employees or students is prohibited by federal and state laws, as well as district policy. Everyone in the Pittsgrove Township Schools community has a right to an environment void of coercion and discrimination. It is the RESPONSIBILITY of each person affiliated with the district to respect the personal dignity of others. The Pittsgrove Township School District recognizes the dignity and worth of each individual within the district. Sexual Harassment, Discrimination and Bullying of any kind will not be tolerated within the Pittsgrove Township School District. Copies of the HIB policy are available on the district website at [www.pittsgrove.net](http://www.pittsgrove.net).

### **ACTIVITIES AND ATHLETIC ELIGIBILITY**

It is recognized that participation in co-curricular activities and athletics can prove to be a valuable experience for the high school student. All participants will comply with both Pittsgrove Township Board of Education Policy, and NJSIAA Rules and Regulations. Eligibility is based on age, previous credits earned, and grades earned for the semester prior to participation. To be eligible for co-curricular activities and athletics during the fall and winter seasons, a student must have passed **30** credits for the preceding year. All 9th grade students are eligible upon entering high school. To be eligible for co-curricular activities and athletics during the spring season a student must have earned a minimum of 15 credits in course work during the fall semester.

These are general guidelines for eligibility. Any student or parent with questions should address either a Guidance Counselor or the Athletic Director.

## CLASS RANK AND AWARDS

Graduation awards will be based on class rank. All courses taken in grades 9-12 are included in calculating class rank, with exceptions as noted in course descriptions. Class rank will be calculated by multiplying credits with grades to arrive at a Quality Point Total. The quality points total will be divided by the number of credits, to determine a weighted Grade Point Average (GPA) for graduation awards and class rank.

Class rank will be calculated at the end of the sophomore year, and the end of junior year. Final class rank will be calculated at the end of the first semester of senior year. Class rank and GPA are reported on transcripts.

*Grades will be weighted in honors and advanced placement courses as follows:*

### Grade Point Average (GPA)

Advanced Placement	Honors	College Prep
A - 5.5	A - 5	A - 4
B - 4.5	B - 4	B - 3
C - 3.5	C - 3	C - 2
D - 2.5	D - 2	D - 1
F - 0	F - 0	F - 0

In calculating a student's rank, an example will illustrate:

(W = Weighted      U = Unweighted)

Subject			W	U		W	U
English (H)	5	B	4	3	=	20	15
Chemistry (H)	5	C	3	2	=	15	10
Yearbook	5	A	4	4	=	20	20
Art 1	5	C	2	2	=	10	10
Algebra II CP	5	B	3	3	=	15	15
PE/Health	5	C	2	2	=	10	10
Spanish II CP	5	B	3	3	=	15	15
US II AP	5	B	4.5	3	=	22.5	15
Seminar	<b>2.5</b>	B	4.5	3	=	<b>11.25</b>	<b>7.5</b>
(Includes seminar)							
<b>Total</b>	<b>42.5</b>					<b>138.75</b>	<b>117.5</b>

138.75 ÷ 42.5 = 3.26 Weighted Grade Point Average (for class rank)

117.5 ÷ 42.5 = 2.76 Unweighted Grade Point Average (reported)

Transfer students must attend Schalick High School at least one full year in order to qualify for senior awards.

## GRADING

A	93-100
B	85-92
C	75-84
D	70-74
F	0-69

The quarterly average will be determined by a combination of the following: quiz grades, test grades, classwork, homework, writing assignments, class participation, projects, performances, and by other appropriate evaluative criteria of student progress.

The final grade for a course, which requires an exam, is determined by the following: each marking period grade is worth 45% and the exam is worth 10%.

**All incomplete grades must be changed to a final grade within 10 days of the end of the marking period.**

**If there are any questions or concerns about final grades, they must be addressed within 2 weeks of being issued. All grades become final at the end of the 2-week period.**

## GRADUATION REQUIREMENTS/PROGRESSION

In order to graduate from Arthur P. Schalick High School and receive NJ\_HSD endorsed by Pittsgrove Township Board of Education student must:

- Earn a minimum of 135 credits
- Demonstrate proficiency of all state required assessments
- Earn a minimum grade of 70 on all courses
- Not exceed the district attendance policy

In order to advance to the next grade level students must earn the following credits:

Freshman.....0-30  
Sophomore.....35-65  
Junior.....70-100  
Senior .....105-135

- Students in the classes of 2019, 2020 and 2021 must demonstrate proficiency in both ELA and Math by meeting ONE of the criteria listed below:

<b>English Language Arts</b>	<b>Mathematics</b>
PARCC ELA Grade 9 $\geq 750$ (Level 4) or	PARCC Algebra I $\geq 750$ (level 4) or
PARCC ELA Grade 10 $\geq 750$ (Level 4) or	PARCC Geometry $\geq 725$ (level 3) or
PARCC ELA Grade 11 $\geq 725$ (Level 3) or	PARCC Algebra II $\geq 725$ (level 3) or
SAT Critical Reading $\geq 400$ or	SAT Math* $\geq 400$ or
SAT Evidence-Based Reading & Writing $\geq 450$	SAT Math Section $\geq 440$
SAT Reading Test $\geq 22$	SAT Math Test $\geq 22$
ACT Reading or ACT PLAN Reading $\geq 16$ or	ACT or ACT PLAN Math $\geq 16$ or
Accuplacer Write Placer $\geq 6$ or	Accuplacer Elementary Algebra $\geq 76$ or
Accuplacer WritePlacer ESL $\geq 4$	
PSAT10 Reading or PSAT-NMSQT Reading** $\geq 40$	PSAT10 Math or PSAT/NMSQT Math** $\geq 40$
PSAT10 Reading or PSAT/NMSQT Reading*** $\geq 22$	PSAT10 Math or PSAT/NMSQT Math*** $\geq 22$
ACT Aspire Reading $\geq 422$ or	ACT Aspire Math $\geq 422$ or
ASVAB-AFQT Composite $\geq 31$ or	ASVAB-AFQT Composite $\geq 31$ or
Meet the Criteria of the NJDOE Portfolio Appeal	Meet the Criteria of the NJDOE Portfolio Appeal

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

*\*Students in the Class of 2020 can demonstrate graduation assessment proficiency through the same three pathways as those in the Classes of 2018 and 2019, provided that students in the Class of 2020 take all PARCC assessments associated with the high-school level courses for which they were eligible\* and receive valid scores, as of the September 6, 2016 effective date the amendments were adopted by the State Board of Education.*

*All students in the class of 2021 and beyond are required to take and pass the PARCC.*

## **HOMEWORK**

Homework is a natural part of schooling. In order to gain the most possible from your education, there is work to be done outside of the classroom. Students are expected to hold school as their priority, and their homework is a part of that priority. All work missed must be made up at the initiative of the **STUDENT**. **One day for each excused absence is allowed for make-up work.**

## **A. P. SCHALICK HIGH SCHOOL TESTING PROGRAM**

- Accuplacer – College entrance exam
- Final exams – All course subjects
- Partnership for Assessment of Readiness for College and Careers (PARCC)
- Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) - Grades 9-11
- Scholastic Aptitude Test (SAT I) Grades 10, 11 and 12 [www.collegeboard.com](http://www.collegeboard.com)
- Scholastic Aptitude Test (SAT II) – Grades 10, 11 and 12 [www.collegeboard.com](http://www.collegeboard.com)
- American College Test (ACT) - Grades 11 and 12 [www.act.org](http://www.act.org)
- ASVAB - Armed Services Vocational Aptitude Battery - Grades 11 and 12

## **A. P. Schalick High School CEEB Code 310-221**

The testing program at Schalick High School has been chosen to assess student progress. Registration is required for ACT, PSAT/NMSQT, SAT I and SAT II tests. The PSAT/NMSQT will be offered at Schalick High School.

Registration forms and information on ACT, SAT I and SAT II tests are available through the Guidance Office, the Guidance Office website, Naviance, [www.collegeboard.com](http://www.collegeboard.com) or [www.act.org](http://www.act.org)

## **NEW JERSEY STUDENT LEARNING STANDARDS**

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards as well as K-12 standards for: Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; and 21st-Century Life and Careers. Standards for **Mathematics** and **Language Arts Literacy** are part of the **New Jersey Student Learning Standards** initiative coordinated by the Council of Chief States School Officers (CCSSO) and the National Governor's Association (NGA) in partnership with other national organizations. New Jersey is one of 44 states, Washington, DC and the U.S. Virgin Islands to join the state-led Common Core State Standards initiative.

*(from NJDOE)*

For more information and links to the standards, visit: <http://www.nj.gov/education/cccs/>

## **FRESHMAN SEMINAR**

### **Grade 9 – Required Course**

Freshman Seminar is a multidisciplinary full semester course required for all ninth grade students. It is designed to bridge the transition from middle school to high school. This multidisciplinary course will address social-emotional, academic and career orientation issues. The Freshman Seminar curriculum includes units on Introduction to the High School Environment, Media Literacy, Study Skills, Learning Styles, Communication and Presentation Skills, Testing Strategies, Career Exploration, Civic Awareness and Community Responsibility, and Character Development. Additionally, during the second half of the semester, students will transition to the New Jersey State mandated Personal Financial Literacy course. This course will provide a foundational understanding for making informed personal financial decisions. *This course satisfies the graduation requirement for Economics and Personal Financial Literacy dictated by the New Jersey Department of Education.*

## **ARTS (VISUAL AND PERFORMING) ART ELECTIVES**

### **ART I CP**

#### **Grades 9, 10, 11, 12**

This course is an introduction to the basic art elements (line, form, color, value, texture, shape, and light) and the basic art principles (unity, variety, balance, contrast, and proportion). The student will experiment with a variety of media as these concepts are explored: Experiences will take place in pencil, pen and ink, charcoal, pastels, watercolors, tempera, and other assorted paints. In addition to these two-dimensional activities, units of study in printmaking and sculpture will take place. Block printing, stencil printing, sculpture and claywork (both functional and decorative) will be the focus of the graphic design and sculpture units. Throughout the program, pertinent famous artists will be studied as reinforcement for the study at hand. Lectures and slides on the Renaissance, Impressionism, Cubism, and American Realism will be presented.

### **ART II CP**

#### **Grades 10, 11, 12**

This course covers an advanced study in the elements and principles of art with emphasis on two and three-dimensional projects. Students will experiment with many of the Art I mediums but at a more concentrated level of involvement. An introduction to the visual and plastic arts from earliest known time to the present will be emphasized. There will be experiences in relating historical materials and processes to modern media and methods. The art and artists of the German Renaissance, McEscher, Winslow Homer, the pop art movement, Andy Warhol, the sculpture of Auguste Rudin and the contemporary work at Peter Max are included in studio lecture experience.

**Prerequisite: Successful completion of Art I CP.**

## **ADVANCED ART STUDIO CONCEPT CP**

**Grades 11,12**

*This course will be offered every other year.*

This is a non-sequential course, offered to students who have completed Art I and Art II CP. This course embraces concepts in fine art, fine craft, art history, and the history of architecture, past and present. The landmarks of ancient Greece and Rome, Greek columnar style and medieval styles are investigated. Architects Frank Lloyd Wright, I.M. Pei, and Frank Gehry provide insights into more modern trends, concepts, and styles. The early history of photography covers the work of Alfred Steiglitz and Ansel Adams. The fine arts units survey the Pre-Raphaelite brotherhood, and the early Arts and Crafts movement of William Morris. Their appreciation of and interpretation of British literature and Medieval characters lead to a cross-curriculum experience in poetry and bookmaking. Contemporary product design is introduced through the tabletop industry of Sid-Powell and the influence of architect Michael Graves. Foundation experiences in product design find students redefining and designing hats, purses, and shoes, with a graphic arts introduction into business cards and packaging designs. The science of glass and the art of Dale Chihuly provide an overview for the creation of personal fused glass objects. Maxfield Parrish, illustrator, and photorealism is also discussed. The science of the camera and the traditional SLR lens and shutter speed knowledge are also introduced. **Prerequisite: Successful completion of Art I CP and Art II CP.**

## **ADVANCED STUDIO ARTS CP**

**Grades 11,12**

*This course will be offered every other year.*

This is a non-sequential course, offered to students who have completed both Art I CP and Art II CP. Students will study the role of the artist in their own society and in other cultures. The creation of art, art appreciation and philanthropy are also investigated. In the “Museum Mile” unit, awareness of local, national and international museums and the Barnes Collection set the stage for potential off campus visits. The student will seek personal inspiration through the study of Art Nouveau, Art Deco, Surrealism, Modern Art, and the Arts and Crafts Movement. Personal use of an SLR digital camera will require hands-on activities in Adobe Photoshop and will increase the students’ use of technology. **Prerequisite: Successful completion of Art I CP, Art II CP.**

## **CREATIVE ARTS I – AN ELEMENTAL APPROACH**

**Grades 9, 10, 11, 12**

This is a semester course. This course introduces students to the many forms of art and provides them with the knowledge and opportunity to explore these art forms and create individual works of art. The following elements will be investigated as mediums of creative expression: wood and papyrus, clay, metal and rock, natural and man made fibers, water, and light. Curriculum activities include the maintenance of a sketchbook, portfolio of art, notebook, lecture, slide presentations, web and media activities, and the use of Scholastic Arts Magazine as a resource for academic study.

## **CREATIVE ARTS II – AN ELEMENTAL APPROACH**

### **Grades 10, 11, 12**

Students will continue to explore various earth elements and how they can be applied to artistic expression. Each unit will explore the history, development, design, and artistic possibilities that are present in natural and some man-made materials. These materials/elements include paper, shells, glass, fabric, wind, and water. In addition, students will investigate man-made, as well as nature's architecture, and gain an awareness of the role that visual arts, graphic arts, marketing, advertising, social media, can play in Arts Activism. As in Creative Arts I, students will take part in a variety of research activities, and they will organize, create and participate in several exhibits, both on and off campus. **Prerequisite:** *Successful completion of Creative Arts I.*

## **MUSIC ELECTIVES**

### **CONCERT BAND (*SPRING ONLY*)**

#### **Grades 9, 10, 11, 12**

This course is for students with previous experience on a traditional band instrument. Continued emphasis is given to the development of musicianship and basic skills through a repertoire of appropriate level band literature. Concert Band will provide experience in the field of instrumental performing for the Winter and Spring Concert Season (Spring Semester). Each class will provide opportunity for rehearsal for upcoming performances. As part of training experience, students will participate in performances, which will include a Spring Concert and Graduation.

### **CHORUS-after school**

#### **Grades 9, 10, 11, 12**

**This course is offered after school as a pass/fail course.** The chorus is a performing group designed to challenge the interest and ability of students. The objectives are to stimulate interest, enjoyment and appreciation of good choral music through group and individual participation. Assemblies, concerts, and public performances will be scheduled as a part of the training experience for this class. Students are expected to accept the responsibility to participate in these performances as well as in extra rehearsals necessary for their preparation.

### **JAZZ BAND-after school**

#### **Grades 9, 10, 11, 12**

**This course is offered after school as a pass/fail course.** The Jazz Band is a performing group designed to challenge the interest and ability of students. The objectives are to stimulate interest, enjoyment and appreciation of good jazz band music through group and individual participation. Assemblies, concerts, and public performances will be scheduled as a part of the training experience for this class. Students are expected to accept the responsibility to participate in these performances as well as in extra rehearsals necessary for their preparation.



## **GUITAR WORKSHOP I**

### **Grades 9, 10, 11, 12**

Students will explore beginning to intermediate guitar playing. This course is for students who want to learn how to play the guitar and students who have already begun playing the guitar. The course begins with open chords, note reading and basic strumming. Styles of guitar playing will include the blues, folk, rock, and classical. Students will be expected to practice and play during class on a daily basis. School guitars may be provided based on availability. Students should be prepared to provide their own guitars.

## **GUITAR WORKSHOP II**

### **Grades 10, 11, 12**

This course is for students interested in expanding their knowledge of guitar and music through the guitar by continuing instruction on the instrument. Students will explore music through the guitar using Medium and Advanced music theory and advanced guitar techniques as a continuation of musical knowledge learned in either Guitar Workshop I or prior instruction. Students will need to know how to read musical notation. Students will have opportunity to play various genres of music on the guitar. School guitars may be provided based on availability. Students should be prepared to provide their own guitars.

## **HISTORY OF ROCK AND ROLL**

### **Grades 9, 10, 11, 12**

This course seeks to balance understanding the development and significance of Rock & Roll in its historical and social environment with maintaining a focus on listening to the music as the main mode of understanding. Students will have a chance to be the rock critic as they study the chronological history of rock and view Rock & Roll films and videos. Class assignments will be organized around lectures, small group discussions, and in-class activities. The course begins with an overview of ancestors and influences: blues, boogie-woogie, jazz, swing, country & western, gospel and popular music, and the crossover success of rhythm & blues acts that marked the true birth of rock & roll. We will study the musical and social trends of the 1960s, including the influence of the British Invasion, which really signaled the arrival of rock's second Generation, the rock explosion and social upheaval of the late 1960's, and the changes in Rock & Roll music during the seventies, eighties, and nineties. The course will culminate in an exploration of today's current musical trends and icons.

**VISUAL AND PERFORMING ARTS ACADEMY**  
*(County-wide Academy in conjunction with Salem County Vocational  
Technical School)*

All students enrolled in the academy program will meet the Visual/Performing Arts requirements as mandated by The New Jersey Dept. of Education graduation requirements.

**VISUAL ARTS**

**ART ACADEMY I CP**

**Grade 9**

In the first and second years of the Academy Program, students will learn and understand the basic Elements of Art: Line, Value, Color, Shape, Form, Texture and Space. Students will explore these elements through projects using various media such as: graphite, charcoal, colored pencil, marker, pen and ink, pastel, paint, printmaking, and clay. Drawing from observation (from life) will be integral to students' training. Group and individual critiques will be introduced as an important component of being an art student and artist. Students will also study important artists and art movements in art history. Guest Artists, who work as professionals in their fields, will visit and work with the students throughout the year- this is an exciting and important feature of the Arts Academy Program! Field Trips and College Visitations will round out the students' experience. Students will keep a portfolio of their work.

**ART ACADEMY II & III CP**

**Grades 10, 11**

In the third and fourth years of the Academy Program, students will continue to study and produce work emphasizing the Elements of Art. The Principles of Art: Balance, Emphasis, Harmony, Movement, Rhythm, Contrast, Unity, Variety, and Pattern, will also be studied and incorporated. Students will continue to work in drawing, painting, printmaking, and clay, but will work at a higher level that emphasizes concepts, themes, symbolism and decision-making. Oil Painting will be explored in depth in these years. Art History, Guest Artists, Field Trips, College Visitations, and Critiques will continue to be integral components in Arts Academy II and III. Students will continue to keep a portfolio of their work. **Prerequisite: Successful completion of Art Academy I CP.**

**AP STUDIO ART (*Exam fee is required*)**

**Grades 11, 12**

Students have the option to take Advanced Placement Art during their Junior and/or Senior years. Advanced Placement Art is a very rigorous and specific course of study that requires students to demonstrate skill in producing bodies of work that exemplify Breadth (12 pieces of work that exhibit a variety of skills and styles), Concentration (12 pieces of work that exhibit focus and unity within one concept, theme or visual issue) and Quality (6 pieces exhibiting excellence). **Students who submit their portfolio for the AP**

**Exam will receive weighted value points (5.5) toward their rank and GPA. For further clarification of this course please see details on page 7. Prerequisite: Successful completion of Art I, Art II, Art III/or Pre-AP, Pre-AP Studio Art is recommended before taking AP Studio Art. Teacher approval is required.**

### **PRE-AP STUDIO ART**

#### **Grade 11 only**

This course is for the serious art student who is considering Art in college and who wants to take the AP Portfolio Exam during his/her senior year. The course is essentially a pared down version of the AP Studio Art class, thus students will complete 8 pieces of artwork that exhibit a variety of skills and styles (Breadth) and 8 pieces of artwork that exhibit focus and unity within one concept, theme or visual issue (Concentration).

**Prerequisite: Successful completion of Art Academy I and Art Academy II. Teacher approval is required.**

### **PORTFOLIO PREPARATION**

#### **Grade 12 only**

This course is for the serious art student who wants to prepare a portfolio for admission to an Art Department or an Art College. Students will work on Drawing from Observation/Life, Self-Portraits, and a body of work that focuses on one concept theme or visual issue. **Prerequisite: Successful completion of Art Academy I, Art Academy II, Art Academy III (or Pre-AP Studio Art). Teacher approval is required.**

## **DANCE**

### **DANCE ACADEMY I/II**

#### **Grades 9, 10, 11**

An audition, two letters of teacher recommendations, and an essay of intention are required before taking this course. In levels I/II of the Dance Academy, students will concentrate on an introduction and basic technique of ballet and modern dance forms. In addition to thorough technical training, basic dance composition, body mechanics/kinesiology, alignment/anatomy, and general understanding of strength training and injury prevention will be covered. Students will also be introduced to the fundamentals of improvisation and begin individual movement exploration. Students throughout the year(s) will work on increasing speed and comprehension of techniques building endurance and strength. Dance Academy levels I/II provides an essential foundation of solid technical training that will prepare students for Dance III/IV where technical excellence is expected and performance and composition emphasized. ***Students that display consistent competence and technical excellence in the above criteria may be considered to advance to the next level. All level placements is at the discretion of the Academy Instructor.***

## **DANCE ACADEMY III/IV**

### **Grades 9, 10, 11, 12**

In levels III/IV of the Dance Academy students will continue to refine and improve their technique in Ballet, Modern, and Jazz disciplines at a faster and more technically advanced pace. Students will study and practice strength and mobility training in congruence with their technical training at a more rigorous level. Although technical excellence is expected, performance and composition are emphasized in this level. Students will use the principles of choreography (time, shape, space, energy, force, dynamics) to design their own work as individuals and as a group (especially Senior standing students). Advanced students will be responsible for writing critiques for others' work as well as their own. Seniors are required to choreograph, rehearse and perform a solo for the Appel Farms Concert. In addition, students will begin to prepare a portfolio of original works, resume, headshots, video reel and research possible avenues of further study post graduation. Students will also perform in community-based venues for the school and the Salem County area. *Students that display consistent competence and technical excellence in the above criteria may be considered to advance to the next level. All level placements is at the discretion of the Academy Instructor.*

## **DANCE ACADEMY ADVANCED**

### **Grades 10, 11, 12**

Advanced Dance is intended for students who display a high level of technical training and artistry. Students who want to be considered for Advanced Dance must demonstrate technical excellence and mastery of the criteria from levels I/II and III/IV and a strong drive to work hard (ideal for pre-professional dancers and Seniors). Advanced students will continue to cultivate dance techniques, develop choreographic skills, and concentrate on preparation for summer programs, college applications, video reels, etc.

# THEATRE

## THEATRE ACADEMY I CP

### Grades 9, 10

Theatre Academy 1 focuses on the *Elements of Theatre* with an emphasis on Stage Crew, House Management, Marketing, Production Design, Scenic Design, Hair and Make-Up, and Costume Design. For every theatrical production, Theatre 1 students will serve in one of the above named roles. For the *Acting* portion of the course, students perform Contemporary and Classical monologues employing the following methods: the Karen Kohlhaas Technique, Auditioning, Improvisation, Physical Theatre, Physical and Vocal Warm Ups. For the *Theatre History* part of the course, students study the Origins of Drama, Greek and Roman Theatre, Medieval Theatre and African Theatre. Students participate in different *Playwriting* exercises culminating in the creation of an original monologue for performance. Students learn the Stanislavsky and Meyerhold Acting Techniques as they prepare to perform their Monologues and Scenes for an Evening of Performance before a live audience in the spring semester. ***Students that display consistent competence and technical excellence in the above criteria may be considered to advance to the next level. All Level placements is at the discretion of the Academy Instructor.***

## THEATRE ACADEMY II CP

### Grades 10, 11

In Theatre Academy II, students continue their study of the *Elements of Theatre* focusing on: Understudying for the Fall Play, Lighting Design, Sound Design, Directing, Dramaturgy, Stage Managing, and Marketing. For the *Acting* portion of the course, students study Contemporary and Classical scenes. Students enhance their acting abilities with: Time Frames, Etudes, Improvisation, Script Analysis, Physical Theatre, Physical and Vocal Warm Ups, and the Daily 18. The *Theatre History* component includes the Italian Renaissance, Commedia dell Arte, Elizabethan Theatre, Restoration Theatre and 17<sup>th</sup> Century Neoclassical French Theatre. Students perform a variety of Scenes from Shakespeare, Marlowe, Jonson, Aphra Behn and Moliere. An entire unit will be dedicated to preparing and presenting Shakespearean monologues and scenes for Auditions. Students continue *Playwriting* with composing an original scene for performance. Students deepen their understanding and application of the Stanislavsky Method and Meyerhold's Biomechanics as they prepare Scenes for an Evening of Performance in the spring semester. ***Students that display consistent competence and technical excellence in the above criteria may be considered to advance to the next level. All Level placements is at the discretion of the Academy Instructor.***

## **THEATRE ACADEMY III CP**

### **Grade 11**

In Theatre Academy III, students apply their knowledge of the *Elements of Theatre* in their first full production of a play. Students are introduced to Stage Management, and Directing with a variety of exercises for actors, stage managers, and directors. All exercises and rehearsals are done in preparation for the Theatre III fall production. Students develop their characters by deepening and enhancing the skills they learned in Theatre I and II including: Improvisation, Physical Theatre, Script Analysis, Physical and Vocal Warm Up. In the spring semester students apply their knowledge of Shakespeare and the Renaissance in preparation for the *Shakesperience* competition held in May at Rider University. Students also study the 19<sup>th</sup> and early 20<sup>th</sup> century periods of Theatre History including: Romanticism, Melodrama, Realism, the Independent Theatre Movement. Students perform a variety of Monologues and Scenes by: Wilde, Ibsen, Chekhov, Shaw, and Coward. Students continue Playwriting with a concentration on creating original One-Act plays.

## **THEATRE ACADEMY ADVANCED CP**

### **Grade 12**

In Theatre Academy Advanced, students demonstrate their knowledge of the *Elements of Theatre* by their participation in the fall production. In the first week of September, students have a staged reading of the play then prepare for Auditions. The fall semester is spent in rehearsal in which students develop their characters by deepening and enhancing the skills they learned in Theatre I, II, & III including: Improvisation, Physical Theatre, Script Analysis, Physical and Vocal Warm Up. In the spring semester students study the remaining periods of Theatre History: Romanticism, Melodrama, Realism, The Independent Theatre Movement, Brecht, Vaudeville, 1900's-Modern Day. Students perform a variety of Monologues and Scenes by: Wilde, Ibsen, Chekhov, Shaw, Coward, Kaufman & Hart, Pirandello, Brecht, Beckett, Sartre, Albee, Miller, O'Neill, Williams, Mamet, Wilson, Wasserstein and more. Students continue Playwriting with a concentration on creating original One-Act plays. Students deepen their understanding of Directing as they direct one another in the plays they wrote. Students learn techniques for teaching Theatre to other students, and some Senior Advanced Students may earn volunteer hours as Theatre Aides to Theatre Academy I.

## **PHYSICAL EDUCATION & HEALTH**

*Students must take and successfully pass physical education and health during each year in high school. Students must pass four years of physical education and health in order to graduate.*

### **GRADE 9 PE/HEALTH (*Family Life Education*)**

The 9th grade health program centers around sexuality education. Topics to be covered include: adolescence, relationships, communication, decisions about sexual relationships, sexual abuse and violence, common sexually transmitted diseases, HIV, and AIDS.

### **GRADE 10 PE/HEALTH (*Driver Education*)**

The 10th grade health program centers around driver education. Topics to be covered include: N.J. drivers license system, steps to a valid N.J. driver license, driver safety, rules and regulations for safe driving, defensive driving, driver privileges and penalties, drinking, drugs, and driving, other road users, vehicle information, and parts/goals of the highway transportation system.

### **GRADE 11 PE/HEALTH (*First Aid*)**

The 11th grade health program centers on first aid and safety. Topics to be covered include: injuries, illnesses, symptoms, techniques for immediate aid, and CPR. Also explored are current trends and careers in the health care field.

### **GRADE 12 PE/HEALTH (*Current Health Topics*)**

The 12th grade health program is a culminating course that highlights the most important concepts from the previous grade level health courses with emphasis on current health topics/issues and how they affect people physically, mentally, socially, and emotionally. Some topics covered are: decision making, over-the-counter and prescription drugs, nutrition, career exploration.

## **PHYSICAL EDUCATION ELECTIVES**

### **LIFETIME FITNESS**

#### **Grades 9, 10, 11, 12**

This is a course designed to develop in each student an understanding of the importance of physical fitness and obtain the knowledge of how to attain a health-enhancing level of fitness. Nutritional awareness and stress management are also covered. Students' will also design their own Lifetime Fitness Program.

### **OUTDOOR ADVENTURES**

#### **Grades 9, 10, 11 & 12**

Outdoor Adventures is an engaging and exciting elective course. Students are taught life-long skills by using an integrated curriculum of science, math, writing, critical thinking

skills, and computer technology. The focus is on outdoor activities including: Hunter Education, Fishing, Archery, Boater Education, Orienteering, Survival Skills, First Aid/CPR, Trip Planning, Tackle Crafts, Hiking, Backpacking, Camping, Outdoor Cooking, Wildlife Conservation, Mountain Bike Camping, Fauna/Flora/Wilderness Medicine, Paddle Sports and Wildlife Conservation.

### **SPORTS MEDICINE / ATHLETIC TRAINING I CP**

#### **Grades 11, 12**

This course examines athletic training and other medical fields as professions. Students will study elements of anatomy and physiology, with an emphasis on skeletal and muscular systems. The students will gain knowledge and skills necessary for basic first aid with relationship to sport and exercise. The students will also focus on the prevention techniques of sport and exercise injuries. The students will also gain knowledge of sport psychology and nutritional concepts for athletes. *Prerequisite: Must have passed Biology with a C.*

### **SPORTS MEDICINE / ATHLETIC TRAINING II CP**

#### **Grades 11, 12**

Sports Medicine two will utilize the material learn from Sports Medicine one and the students will begin to apply that information in real life situations. The course will encompass treatment and prevention of injuries related to sport and exercise. The course will cover upper and lower extremity injuries as well as basic first aid, therapeutic techniques and environmental issues related to sport and exercise. The students will also be given the opportunity to obtain a certification in first aid and CPR through the American Red Cross. *Prerequisite: Must have passed sports Medicine 1 with at least a B. Must have passed Biology with at least a C.*

### **SPORTS IN MODERN SOCIETY**

#### **Grades 9, 10, 11, 12**

Sports in Modern Society introduces students to the connections between sporting practices and the broader cultural, political, intellectual and economic patterns that shape societies and modern culture. The course will examine sport as a significant aspect of modern culture and a major institution of modern society. Among the topics that will be analyzed include: gender and sports, sports as an economic enterprise, and sports in high school, college, and professional sports. Students will examine the changing attitudes, behaviors, and trends in the world of sport.



## ENGLISH LANGUAGE ARTS AND LITERACY Courses

### 9TH GRADE ENGLISH CP

Grade nine college-prep English focuses on the reading, analysis, and evaluation of a broad spectrum of literature as well as non-fiction text. Through these readings, students will develop skills for reading, writing, speaking, and critical thinking. Students will study a variety of literary genres: drama, short story, novel, poetry, and nonfiction. They will develop their writing skills by responding to literature and conducting research. Students will be required to use the Modern Language Association (MLA) format for attribution of sources in research projects. Vocabulary instruction will be integrated across the curriculum in the literature units. Instruction in grammar and mechanics will be a part of all formal written work.

### 9TH GRADE ENGLISH HONORS

The 9th grade English Honors course serves those students who are highly proficient in reading and written expression. Beyond the 9th grade English CP course of study, the students, working at an accelerated pace, are expected to read additional novels, plays, and are required to respond to literature in essay form to further develop their analytical as well as their writing skills. **Prerequisite:** *Successful completion of Grade 8 Language Arts with an “A” or successful completion of Grade 8 Advanced Language Arts with a “B” or higher.*

### 10TH GRADE ENGLISH CP

Grade ten college-prep English builds on the previous year’s skills of reading, analysis, and evaluation of literature as well as non-fiction text. Through these readings, students will continue to develop skills for critical thinking, reading, writing, and speaking. Students will continue their study of a variety of literary genres: drama, short story, novel, poetry, and nonfiction. They will continue to develop their writing skills by responding to literature and conducting research. Students will be required to use the Modern Language Association (MLA) format for attribution of sources in research projects. Vocabulary instruction will be integrated across the curriculum in the literature units. Instruction in grammar and mechanics will be a part of all formal written work.

### 10TH GRADE ENGLISH HONORS

This course is designed for highly motivated students who will perform on an accelerated intellectual level. Extensive reading spans all major genres. Students will be challenged to think critically and to read challenging literature independently. Students will be required to comprehend, interpret, evaluate, respond to, and analyze literature through the reinforcement of formal vocabulary, a variety of writing assignments, research, and cooperative learning skills. **Prerequisite:** *Successful completion of English 9 CP with an “A” or successful completion of English 9 Honors with a “B” or higher.*

### **11TH GRADE ENGLISH CP: AMERICAN LITERATURE**

Grade eleven college-prep English emphasizes analysis, synthesis, and evaluation of American literature from the pre-Colonial era to the 21<sup>st</sup> century. One of the goals of this course is to promote independent reading, writing, and thinking. The course of study will include a variety of literary genres: drama, short story, novel, poetry, and nonfiction. Students will continue to develop their writing skills by responding to literature. Writing assessments may include analysis, comparison, comparison and contrast, film critique, argument and research project(s). In addition, reflective, personal pieces will be included. Students will be required to use the Modern Language Association (MLA) format for attribution of sources in research projects. Vocabulary instruction will be integrated across the curriculum in the literature units. Instruction in grammar and mechanics will be a part of all formal written work.

### **11TH GRADE ENGLISH HONORS: AMERICAN LITERATURE**

This course is designed for college bound students who are highly self-motivated and desire to perform on an accelerated intellectual level. The course is a sampling of American literature viewed from historical, social, political and moral perspectives. Students will participate in an intense study of diverse literary genre: nonfiction, drama, the short story, and the novel. Intensive writing in response to questions on literature and social issues is intended to train the students to become proficient writers of a variety of essays. Application of critical thinking in speaking and writing is at the core of the course. Students selecting English 11 Honors should possess strong reading, writing, and analytical skills. The course work is more complex than that of the 11CP course and more independent assignments are required. **Prerequisite:** *Successful completion of English 10 CP with an "A" or successful completion of English 10 Honors with a "B" or higher.*

### **11TH GRADE ENGLISH AP - (LANGUAGE AND COMPOSITION)**

*(Exam fee is required)*

This advanced placement course is designed for students who have excelled in English and wish to be intellectually challenged with demanding reading and writing assignments. Advanced Placement English is a college-level course developed according to guidelines and recommendations by the College Board. This course provides an outline of American non-fiction literature and focuses on the analysis and synthesis of rhetorical strategies. Students who choose to take the advanced placement examination may, based on their score, receive an Advanced Placement standing at a participating college. **STUDENTS WHO ENROLL IN THIS COURSE MUST ALSO ENROLL IN AP SEMINAR. If a student does not take the AP exam he/she will not receive weighted value points (5.5) for class rank and GPA. For further clarification of this course please see details on page 7. Prerequisite: "B" or higher in English 10 Honors and teacher recommendation.**

### **12TH GRADE ENGLISH CP: BRITISH LITERATURE**

Grade twelve college-prep English is a culmination of college preparatory studies, building on the previous years' requirements and work. This course develops an awareness of how the culture of the society influences a writer. The focus is on British

literature, which will be the foundation for analysis, comparison, contrast, and synthesis of elements of literature. The course of study will include a variety of literary genres: drama, short story, novel, poetry, and nonfiction. Students will be required to use the Modern Language Association (MLA) format for attribution of sources in research projects. Vocabulary instruction will be integrated across the curriculum in the literature units. Instruction in grammar and mechanics will be a part of all formal written work.

### **12TH GRADE ENGLISH HONORS: BRITISH LITERATURE**

This course is designed for college bound students who are extremely self-motivated and desire to perform on an accelerated intellectual level. This course concentrates on British literature, covering historical and cultural aspects of a variety of literary genres, including poetry, short stories, drama, and novels. Students will also write extensively, both formally and informally, focusing on analysis of literature. Students selecting 12 Honors should possess strong reading, writing and analytical skills. This course work is more complex than that of the 12 CP course and more independent assignments are required.

**Prerequisite:** *Successful completion of English 11 CP with an “A” or successful completion of English 11 Honors with a “B” or higher.*

### **12TH GRADE ENGLISH AP - LITERATURE AND COMPOSITION**

*(Exam fee is required)*

This advanced placement course is designed for students who have excelled in English and wish to be intellectually challenged with demanding reading and writing assignments. Advanced placement English is a college-level course developed according to guidelines and recommendations by the College Board under the advice of the Council on College-Level Services and its academic advisory committees on the disciplines concerned. Students who choose to take the advanced placement examination may, based on their score, receive an advanced placement standing at a participating college.

**STUDENTS WHO ENROLL IN THIS COURSE MUST ALSO ENROLL IN AP SEMINAR. If a student does not take the AP exam he/she will not receive weighted value points (5.5) for class rank and GPA. For further clarification of this course please see details on page 7. Prerequisite: “B” or higher in English 11 Honors and teacher recommendation.**

### **LANGUAGE ARTS LITERACY ELECTIVES**

*The courses listed below are electives and cannot be taken in lieu of state 4-year English requirement. They do fulfill district graduation requirements.*

### **INTRODUCTION TO 21st CENTURY FILMS**

**Grades 9, 10, 11, 12**

Students will watch, discuss, and write about classic and contemporary movies of the 21<sup>st</sup> century from America and some from other nations. The course will focus on the structure of film and the creative choices made by directors and how their films have changed or reflected upon personal and social values, institutions, and culture. Students will learn how to think critically about film, develop an aesthetic appreciation for the art form, and learn how to express their thoughts and observations in oral, written, and visual formats. In addition there will be emphasis on the inherent connection between the art of Literature and film.

# MATHEMATICS

## Courses

***NOTE: The traditional sequence for mathematics college prep courses is Algebra I, Geometry and Algebra II. Students who have not had Algebra I in grade 8 must take Algebra I in grade 9, Geometry and Algebra II in grade 10. In order to meet the New Jersey Student Learning Standards for math, it is recommended that every student take Algebra I, Geometry, and Algebra II prior to second semester of their junior year.***

### **ALGEBRA IA & ALGEBRA IB CP**

#### **Grades 9, 10**

This is an Algebra I course given in two parts over a full year. The first part, Algebra IA, will review the operations on integers, solve equations, solve and graph inequalities, graph linear functions, and emphasize problem solving. The second half, Algebra IB will include systems of equations, system of inequalities, polynomials, quadratics, rational expressions, simplifying radicals, exponential functions, and an emphasis on problem solving.

### **ALGEBRA I CP**

#### **Grades 9, 10, 11, 12**

This course covers all basic components of Algebra including concepts in variables, algebraic manipulations, factoring algebraic expressions, study of linear, and exponential functions as well as systems of equations, exponential and quadratic functions and irrational numbers. Some statistics, and Discrete Math will also be studied to prepare students for the PARCC. Emphasis is on problem solving. **Prerequisite:** *Successful completion of Grade 8 Mathematics with a “B”.*

### **ALGEBRA I HONORS**

#### **Grades 9, 10, 11, 12**

Algebra I Honors is Algebra I offered at an accelerated pace with topics covered in greater depth. The topics covered will include variables, Algebraic manipulations, factoring, Algebra expressions, study Linear, Exponential and Quadratic Functions, as well as system of equations, and irrational numbers. A higher level of mathematical skills and a greater degree of independent motivation is required. **Prerequisite:** *Successful completion of Grade 8 Mathematics with an “A”. A score of an 80 on the prerequisite exam must be obtained for students transferring in from out of district.*

### **ALGEBRA IIA & ALGEBRA IIB CP**

#### **Grade 9, 10, 11, 12**

This is an Algebra II course that is given in two parts over a full year. Topics to be covered in Algebra II A are: Review of Basic Algebra, Linear Equations, Systems of Linear Equations and Inequalities, Quadratic Equations and Parabolas, Functions, Power, Roots, and Radicals. The topics to be covered in Algebra II B are: Exponential and Logarithmic Functions, Families of Functions, Polynomials and Polynomial Functions,

Trigonometric Ratios and Functions, Sequences and Series and Probability and Statistics. **Students who are not successful in Algebra IIA, will be re-scheduled into Geometry in their spring semester.**

### **ALGEBRA II CP**

**Grades 9, 10, 11, 12**

This course provides continued work with variables and polynomials, solving exponential, quadratic and rational equations and inequalities, graphing, and introduces the student to radicals, complex numbers, and logs. Emphasis is on problem solving. Class work will include presentation of course material by the instructor, accompanied by appropriate problem solving assignments. **Prerequisite: *Successful completion of Algebra I.***

### **ALGEBRA II HONORS**

**Grades 9, 10, 11, 12**

Algebra II Honors continues to investigate and develop concepts in variables, polynomials, solving exponential, quadratic and rational equations, inequalities, graphing, radicals, complex numbers, and logs. It will move at a faster pace than CP allowing for more emphasis on applications of algebra and trigonometry. Concepts in trigonometry will be developed. There will be more emphasis on exponential and logarithmic functions in testing, as well as through alternative assessments and problem solving assignments. **Summer assignments may be required. Prerequisite: *Successful completion of Algebra I CP with an "A" or successful completion of Algebra I Honors with a "B" or higher.***

### **FOUNDATIONS OF COLLEGE MATH**

**Grade 11, 12**

Foundations of College Math is designed for students who have successfully completed three years of mathematics and would like to take an additional math course in preparation of attending college. This course will enable students to reinforce math skills necessary for entering a freshman level college math course and will help to prepare the student to take a college placement exam in mathematics. Topics may include, but are not limited to, number theory, counting principles, probability, consumer mathematics, and a review of Algebra and Geometry. **This course can be used as the 4<sup>th</sup> math for A.P. Schalick HS graduation requirements.**

### **AP CALCULUS AB (Exam fee is required)**

**Grade 11, 12**

AP Calculus is a very challenging course and should only be attempted by the serious student. This course is designed to prepare students for the advanced placement exam given in May. The student will gain knowledge of theories and apply the principals of differential and integral calculus in everyday application. Students will recognize the multi representational approach to calculus and the connections among these representations. A summer assignment is required for this course and is due the first day of school. **STUDENTS WHO ENROLL IN THIS COURSE MUST ALSO ENROLL**

**IN AP SEMINAR.** If a student does not take the AP exam he/she will not receive weighted value points (5.5) for class rank and GPA. For further clarification of this course please see details on page 7. **Prerequisite:** *Successful completion of Pre-Calculus Honors with a “B”, or successful completion of Pre-Calculus CP with an “A” and teacher approval.*

## **CALCULUS CP**

### **Grade 11, 12**

This course focuses on limits, differentiation, and integration and their application to problem solving situations. The student will gain knowledge of the properties and theory behind particles in motion, perform computations in velocity, slope, area and volume and apply the principles of calculus in everyday applications. **Prerequisite:** *Successful completion of Pre-Calculus CP or Honors.*

## **GEOMETRY CP**

### **Grades 9, 10, 11, 12**

This course is an introduction to the properties of plane and solid geometry. The student will gain knowledge of the relationships among geometric elements, compose some formal proofs, use tools for measurement, and apply principles of algebra in determining properties of geometric figures. Students will use Geometer Sketchpad and/or graphing calculators to investigate geometric shapes and relationships. Emphasis is on problem solving. Class work will include presentation of course material by the instructor, accompanied by appropriate problem solving assignments, and alternative assessments. **Prerequisite:** *Successful completion of Grade 8 Algebra or Algebra I CP.*

## **GEOMETRY HONORS**

### **Grades 9, 10, 11, 12**

This course includes the studies of the properties of plane and solid geometry. It is offered at an accelerated pace and will cover more topics in greater depth and with more emphasis on proof than in Geometry CP. Topics of study will include reflections, translations, rotations, constructions, as well as, selected topics in discrete math, the use of Geometer Sketchpad and/or graphing calculators to investigate geometric shapes. The student will gain knowledge of the relationships among geometric elements, compose formal proofs, use tools for measurement, and apply principles of algebra in determining properties of geometric figures. Emphasis will be placed on problem solving. Class work will include the presentation of course material by the instructor, accompanied by appropriate problem solving assignments and alternative assessments. A higher level of mathematical skills and a greater degree of independent motivation is required of students enrolled in this class. **Prerequisite:** *Successful completion of 8<sup>th</sup> grade Algebra or Algebra I CP with an “A”, or Algebra I Honors with a “B” or higher.*

## **PRE-CALCULUS CP**

### **Grades 10, 11, 12**

The course is aimed at those students who desire a solid preparation for college mathematics, a review for College Board examinations, and further enrich their mathematical background. The course uses geometric and trigonometric concepts

extensively, integrating them with algebraic concepts. Emphasis is on problem solving. Class work will include presentation of course materials by the instructor, accompanied by appropriate problem solving assignments. **Prerequisites:** *Successful completion of Algebra II CP and Geometry CP with a “B” or higher.*

## **PRE-CALCULUS HONORS**

### **Grades 10, 11, 12**

The course emphasizes geometric and trigonometric concepts, integrating them with algebraic concepts. It will move at a faster pace than CP allowing for more emphasis on applications of algebra and trigonometry. Emphasis will be placed on problem solving, graphing, and advanced equation solving. Students will be evaluated through testing, and through alternative assessments and problem solving assignments. This course is designed for those students who wish an in-depth preparation for college entrance examinations, college mathematics, AP Calculus, or careers in engineering and the sciences. **Summer assignments may be required. Prerequisites:** *Successful completion of Algebra II CP and Geometry CP with an “A” or successful completion of Algebra II Honors with a “B” or higher.*

## **PROBABILITY AND STATISTICS CP**

### **Grades 11, 12**

This course introduces students to the basic concepts, logic, and issues involved in statistical reasoning. Major topics include one and two variable data analysis, an introduction to research methods, probability, and statistical inference. The objectives of this course are to give students confidence in manipulating and drawing conclusions from data and provide them with a critical framework for evaluating study designs and results. **Prerequisite:** *Successful completion of Algebra II CP.*

## **AP STATISTICS (*Exam fee is required*)**

### **Grades 11, 12**

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: **Exploring Data:** describing patterns and departures from patterns **Sampling and Experimentation:** planning and conducting a study **Anticipating Patterns:** exploring random phenomena using probability and simulation **Statistical Inference:** estimating population parameters and testing hypotheses. **STUDENTS WHO ENROLL IN THIS COURSE MUST ALSO ENROLL IN AP SEMINAR. If a student does not take the AP exam he/she will not receive weighted value points (5.5) for class rank and GPA. For further clarification of this course please see details on page 7. Prerequisite:** *Successful completion of Pre-Calculus CP with a “B” or higher or Honors.*

## SCIENCE

*All students are required to take three (3) years of a lab science to fulfill both NJ Department of Education requirements as well as A.P. Schalick High School requirements. Students must take Integrated Science, Biology, and one of the following: Environmental Science, Chemistry, or Physics. All Honors level students will be required to complete course work during the summer and will be tested on it within the first week of the semester.*

### **BIOLOGY CP**

#### **Grade 9, 10**

This course is intended to meet the minimum requirements of New Jersey Core Curriculum Content Standards for Science and to prepare students for the state Biology Competency Test (BCT). Biology CP is an in depth study of life and living things, their structures and functions, systems and processes in relationship to each other and the environment. The course content will include an inquiry into the nature of life, biological chemistry, ecology, structure and function of cells, mitosis, cellular energy (photosynthesis and cellular respiration), genetics, DNA, protein synthesis, evolution pathogens and immunity. Laboratory investigations, labs are a major component of this course. Students will be required to perform, observe, and collect data and answer questions regarding investigations. Students will be expected to participate in daily class discussions, take notes from class, and complete all required writing assignments. Written and/or oral reports and assigned major individual open-ended projects may be required.

**Prerequisites: Successful completion of Integrated Science.**

### **BIOLOGY HONORS**

#### **Grades 9, 10**

This course is intended to meet the minimum requirements of New Jersey Core Curriculum Content Standards for Science and to prepare students for the state Biology Competency Test (BCT). Biology involves the study of life and living things, their structures and functions, systems and processes in relationship to each other and the environment. The course content will include an inquiry into the nature of life, biological chemistry, ecology, structure and function of cells, mitosis, cellular energy (photosynthesis and cellular respiration), genetics, DNA, protein synthesis, evolution pathogens and immunity. A higher level of analytical skills and a greater degree of personal motivation is required of students enrolled in this class. Students who possess the intellect but who lack the discipline to complete daily assignments and studying are discouraged from choosing this class. Content is covered more quickly and in greater detail. Students will frequently be called upon to do independent or group research. The ability to read and understand a first year college biology textbook is imperative. Laboratory investigations, labs, are a major component of this course. Students will be required to perform, observe, and collect data and answer questions regarding investigations. Students will be expected to participate in daily class discussions, take notes from class, and complete all required writing assignments. Written and/or oral



reports and assigned major individual open-ended projects may be required. **Prerequisites: Successful completion of Integrated Science with a grade of a “B” or higher.**

### **CHEMISTRY CP**

#### **Grades 10, 11, 12**

This inquiry-based lab course is offered to 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade students planning to enter a two or four-year college after graduation from high school. It satisfies pre-college lab requirements. Chemistry involves an in-depth study of matter and its changes. The course content includes the study of elements, chemical reactions, chemical bonding, acids and bases, properties of solids, liquids and gasses, and the mathematical relationships of each. Chemistry CP requires the student to have a working knowledge of percent, ratio, proportions, graphing, solving for unknowns in algebraic equations and the ability to solve word problems. A major emphasis of the course is laboratory investigations. In addition to taking notes from classroom lectures, presentations, videos, and demonstrations, students will be required to write lab reports, pass laboratory performance assessments, as well as tests and/or quizzes, read scientific articles and complete open-ended projects. **Prerequisites: Successful completion of Integrated Science and Algebra I and/or Geometry.**

### **CHEMISTRY HONORS**

#### **Grades 10, 11, 12**

Chemistry Honors is designed for students who are planning to enter a four-year college program in sciences, mathematics, or engineering after high school. The course involves an in-depth study of chemical reactions, chemical bonding, stoichiometry, acids and bases, properties of solids, liquids, and gasses, kinetics, organic chemistry and the mathematical relationships of each. This will provide the student with a working knowledge of percent, ratio, proportion, graphing, solving for unknowns in algebraic equations, and the ability to solve word problems and interpret and analyze written and graphic information. A major emphasis of the course is laboratory investigations. In addition to taking notes from classroom lectures, presentations, films, videos, and demonstrations, students will be required to write lab reports, pass laboratory performance assessments, as well as tests and/or quizzes, read scientific articles, complete open-ended projects and work as part of a group in problem solving. **Prerequisites: Successful completion of Integrated Science or Biology, Algebra II or Geometry with a grade of a “B” or higher.**

### **INTEGRATED SCIENCE CP**

#### **Grade 9, 10, 11, 12**

Integrated Science will establish a foundation for high school learning and for preparation in upper level science classes. This inquiry based lab science course to introduces the main ideas of several scientific specialties—physical science, chemistry, and physics—and organizes the material around thematic units. Common themes covered include: systems, models, energy, patterns, change, and constancy. The content includes the study of and identification of elements, chemical reactions, chemical and physical change, chemical bonding, water, matter, energy, forces, motion, mechanics and if time permits

light, sound and electricity. This course uses appropriate aspects from each specialty to investigate applications of the theme.

## **INTEGRATED SCIENCE HONORS**

### **Grade 9**

Integrated Science will establish a foundation for high school learning and for preparation in upper level science classes. This inquiry based lab science course to introduces the main ideas of several scientific specialties- physical science, chemistry, and physics—and organizes the material around thematic units. Common themes covered include: systems, models, energy, patterns, change, and constancy. The content includes the study of and identification of elements, chemical reactions, chemical and physical change, chemical bonding, water, matter, energy, forces, motion, mechanics and if time permits light, sound and electricity. This course uses appropriate aspects from each specialty to investigate applications of the theme. Students in this course would be expected to perform mathematics functions at least at the Algebra I level. All students will be required to complete an independent research and/or enrichment project. **Prerequisite:** *Grade 8 Science with a “B” or higher.*

## **ENVIRONMENTAL SCIENCE**

### **Grades 11, 12**

This course is an introductory environmental science study that will incorporate the topics of land, water, and energy use and the effects of such on the environment, both long term and short term. Plant and animal populations and the effects of controlling them will be considered. There will be a unique focus on establishing an appreciation for nature and how nature can be incorporated into a campus environment. Students will be exposed to topics that will develop a sense of stewardship of their home environments on a local level. Students will utilize field guides to identify species of flora and fauna, demonstrate a working knowledge of observation skills, participate in the development and maintenance of cultured and wild life areas around the school campus, and relate how human intervention can alter such landscapes. They also employ scientific sampling techniques to analyze the campus habitat. Students will investigate and develop understandings of how to select, grow, and maintain plants that would commonly be used in commercial and home landscaping. There will be laboratory work to allow for practical experience. Students will be expected to apply the techniques learned in class. **Prerequisite:** *Must successfully pass Biology.*

## **HONORS ENVIRONMENTAL SCIENCE**

### **Grades 11, 12**

Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. The goal of this course is to provide students with the scientific principles, concepts, and methodologies to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, and to evaluate the risks associated with these problems and examine alternative solutions for resolving and/or preventing them. Specific topics discussed in this class include: the state of the atmosphere in terms of weather, climate, air pollution, ozone, and greenhouse gases. Students will analyze the environmental quality of air, soil, and water. Explain

how usable energy is generated from fossil fuels, nuclear fuels, and alternative sources and the tradeoffs associated with their use. They will explain environmental problems in relationship to scientific, social, legal, cultural, and economic factors, relate course topics to local problems faced by New Jersey residents, and demonstrate an awareness of careers related to environmental science as well as the effects of environmental quality on human health. Instruction is inquiry based with focus on discussions and demonstrations.

Students will be required to complete written assignments—including research projects, in-class assignments, and homework regularly. A minimum of one period per week is devoted to hands-on laboratory experiences or fieldwork. All lab and fieldwork requires a written report.

**Prerequisites:** *Successful completion of Honors Integrated Science and Honors Biology with a grade of B or higher.*

## **PHYSICS HONORS**

### **Grades 11, 12**

Honors Physics is designed for students who are planning to enter a four-year college program in the sciences, mathematics, or engineering after high school. Students should enjoy the practical application of mathematics and scientific concepts. This course uses higher mathematical skills. This will provide the student with a working knowledge of percent, ratio, proportions, graphing, solving for unknowns in algebraic equations, the ability to solve word problems, the interpretation, and analysis of written and graphic information, the application of derivative, unit conversions and graphical analysis. Students must also be competent in the use of computers as they will be used as data collection tools in laboratory experiences. Students must be able to work with maturity, independence, and purpose. A major independent project will be required. Units of study include: nuclear energy, electrostatics and electromagnetism, sound, light, heat, Newtonian mechanics, and Einstein relativity. **Prerequisites:** *Successful completion of Integrated Science and Algebra II.*

## **SCIENCE ELECTIVES**

*Courses below are electives and cannot be taken in lieu of state 3 yr Science requirement.*

### **ANATOMY AND PHYSIOLOGY CP**

#### **Grades 11, 12**

Anatomy and Physiology CP is an introduction to the structure and function of the human body with a major emphasis on anatomy and minor emphasis on physiology. This course will examine the structure and function of the human body including the skin, skeletal, muscular and nervous systems as well as the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. Dissection will be a minimal component of the class and failure to participate in dissection will not have a major effect upon the student's grade for the class. This course is intended for students who have a general interest in how the human body works and who may be interested in pursuing a career in the health field. **Prerequisite:** *Successful completion of Integrated Science, Biology with a "C" or better.*

## **ANATOMY AND PHYSIOLOGY HONORS**

### **Grades 11, 12**

Honors Anatomy and Physiology is an intensive introduction to the structure and function of the human body with a major emphasis on both the anatomy and physiology of the human body. This course will examine the structure and function of the human body including the skin, skeletal, muscular and nervous systems as well as the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. Dissection will be a very important component of the class and failure to participate in dissection could have a major effect upon the student's grade for the class. This course is intended for students who have an advanced interest in the functioning of the human body and who may be interested in pursuing a college degree in biology, physician's assistant, nursing, physical therapy or athletic training. Successful completion of the course will require daily evening study and a high level of academic determination. **Prerequisite: Successful completion of Integrated Science, Biology, Chemistry CP or Honors with a "B" or better.**

## **AP BIOLOGY (Exam fee is required)**

### **Grade 12**

The AP Biology course is designed to be the equivalent of a college introductory biology course. The course will run for the full school year, covering both first and second semester. Successful completion of the AP examination may allow a college freshman to register for upper level college biology courses while other students may have fulfilled a basic requirement for a laboratory science course. AP Biology is a very challenging course and should only be attempted by the serious student. The student attempting this class must be academically serious and prepared to endure daily study, reading, and writing assignments. In addition, students will be expected to present written and oral reports as well as other performance assessments. The textbook for AP Biology is one that is used by many college classes while the labs are equivalent to those done by college students. A student in this class can expect to spend about one hour each night completing assignments, studying, and preparing for the next day. Occasionally students will also remain after school to complete some lab activities. The AP Biology course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Primary emphasis is placed on developing an understanding of concepts rather than memorizing terms and technical details. **A SUMMER PROJECT IS REQUIRED FOR THIS COURSE** and is due the first week of school. **If a student does not take the AP exam he/she will not receive weighted value points (5.5) for class rank and GPA. For further clarification of this course please see details on page 7. Prerequisites: Successful completion of Integrated Science CP/H, or Biology CP/H, and Chemistry CP/H with a grade of a "B" or higher.**

## **MARINE SCIENCE**

### **Grades 11, 12**

This course is designed to engage students in scientific investigations of the marine environment. Areas of concentration include physical oceanography, marine biology, and

applied marine ecology. Some investigations require work outside the classroom. Group projects and fieldwork are required components of this course. Students will receive unique learning opportunities that require them to research a topic, conduct experiments, collect, analyze, and report data using technology, and present their findings through various media. Important laws and career paths will also be discussed. **Prerequisite:** *Successful completion of Biology.*

## **NATURAL DISASTERS**

### **Grades 9, 10,11, 12**

This course explores the science and history of Natural Disasters and their impact on humankind. Tectonic and climate related disasters are examined in detail, including earthquakes, tsunami, volcanic eruptions, landslides, flooding, hurricanes, tornadoes, and climate change. Recent events and notable case histories are studied through lecture, Internet, and video. There are no prerequisites for this course.

## **SOCIAL STUDIES**

### **Courses**

### **WORLD HISTORY CP**

#### **Grade 9**

This course will focus on the time period between the Middle Ages and the end of the 17th century. Students will investigate the emergence of the nations of Europe and the causes and results of major developments such as the Reformation and Renaissance. Additionally, regional civilizations in Asia, Africa, the Middle East, and the Americas will be surveyed and students will be encouraged to compare and contrast these cultures with those of Europe. Students will be expected to examine the course content with in-depth detail presenting oral reports, completing independent research and outside reading to analyze relationships and explain changes resulting from various historical events.

### **WORLD HISTORY HONORS**

#### **Grade 9**

This course will focus on the time period between the Middle Ages and the end of the 17th century. Students will investigate the emergence of the nations of Europe and the causes and results of major developments such as the Reformation and Renaissance. Additionally, regional civilizations in Asia, Africa, the Middle East, and the Americas will be surveyed and students will be encouraged to compare and contrast these cultures with those of Europe. Students will be expected to read and analyze primary sources and literature of the respective peoples and cultures. Evaluation of events, role-playing activities, and critical thinking skills will be part of the emphasis of this course.

### **U. S. HISTORY I CP**

#### **Grade 10**

This course covers the history of America from colonial times through the Revolution, the Constitution, Jacksonian Democracy, to the Civil War and Reconstruction, expansion

west, growing industrialization and imperialism. This course deals with understanding what problems occurred in Early American History and how the problems were dealt with and why the solutions did or did not work. Students will be expected to complete reading assignments from textbook and supplemental materials, participate in class activities, take notes, complete all homework assignments, present oral reports, demonstrate ability to research assigned subjects in the library, and be able to use critical thinking skills throughout the course. Thematic topics include: economics, social history, Civil War/Reconstruction, and expansion of the military.

## **U. S. HISTORY I HONORS**

### **Grade 10**

This course will cover American History from colonial times to 1877. The course is designed to provide students with analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States History between the years 1607 and 1877. It is geared toward high ability and highly motivated students. Responsibility is placed on the individual student to learn the materials in the text and readings. Students will also be expected to complete all reading assignments from textbook and supplemental materials, take extensive notes, participate in all class activities, present oral reports, and demonstrate the ability to research and critically analyze problems and solutions in American development. Thematic topics include: economics, social history, Civil War/Reconstruction, and expansion of the military. **This course is a prerequisite to US History II AP and is taught at an AP level. Requirements also include a summer project which is due in September and an extensive Civil War project.**

## **U. S. HISTORY II CP**

### **Grade 11**

This course will focus on developments in United States History from 1877 to the present. The primary objective of the class is to guide the students to a better understanding of the present state of American and world affairs. The following concepts will be emphasized throughout the curriculum: the role of government, the rights and responsibilities of citizens, issues of racial and ethnic diversity, the influence of technological advances, principles of economics, and the implications of the United States playing a leading position in global affairs. Students will develop reading, writing, vocabulary, geography, and research skills for the purpose of enhancing their ability to make connections to the past, solve problems they will encounter in the future, and become responsible and productive members of society.

## **U. S. HISTORY II AP (Exam fee is required)**

### **Grade 11**

This course is designed for students who have taken the U.S. History I Honors course. The purpose of this course is to prepare students for the advanced placement exam. In preparation for the AP Exam, students will be required to do extensive independent reading and research in order to master a curriculum that investigates social, cultural, political, economic, and diplomatic developments from 1865 to the present. Students who choose to take the advanced placement examination may, based on their score, receive an

advanced placement standing at a participating college. **STUDENTS WHO ENROLL IN THIS COURSE MUST ALSO ENROLL IN AP SEMINAR. If a student does not take the AP exam he/she will not receive weighted value points (5.5) for class rank and GPA. Prerequisite: Successful completion of U. S. History I Honors with a “B” or higher.**

## **SOCIAL STUDIES ELECTIVES**

*The courses listed below are electives and cannot be taken in lieu of the state’s 3 year Social Studies requirement. They do fulfill district graduation requirements.*

### **CONTEMPORARY U.S. ISSUES**

**Grades 9, 10, 11, 12**

This course will focus on major political, economic, social issues in the United States today. Students will explore the events, issues, and personalities that have shaped and are shaping their lives. The major sources of information will be provided by the use of the Internet, news magazines, newspapers, and television. Interaction within the class is also key to student achievement. Students will be asked to read, write, research, debate, and critically think throughout the course.

### **PSYCHOLOGY CP**

**Grades 11, 12**

This course will give students a broad view of the field of psychology. Students will study historically what is involved in psychology, how it developed, how it applies to them, and what lies ahead. Such topics as human development, heredity and biological influences with respect to behavior will be presented. The course will also deal with personality disorders, learning, social interaction, and coping with stress. Practical and meaningful applications of psychology will be included. Students will be expected to concentrate on research skills as related to course content in depth.

### **AP PSYCHOLOGY (*Exam fee is required*)**

**Grades 11, 12**

This course is beyond an introduction to the study of psychology. Different theories of intelligence, personality, social and moral development will be explored, discussed and evaluated in class. Maladjusted patterns of behavior are also investigated with the goal of increasing the student’s understanding of abnormal and normal behavior patterns. Additionally, the American Psychological Association has published several objectives for secondary school psychology courses that are pertinent to an Advanced Placement Course. These objectives will serve as the basis of this course. **STUDENTS WHO ENROLL IN THIS COURSE MUST ALSO ENROLL IN AP SEMINAR. If a student does not take the AP exam he/she will not receive weighted value points (5.5) for class rank and GPA. For further clarification of this course please see details on page 2.**

## **WORLD GEOGRAPHY**

### **Grades 9, 10, 11, 12**

World Geography courses provide students with an overview of world geography, but may vary widely in the topics they cover. Topics typically include the physical environment; the political landscape; the relationship between people and the land; economic production and development; and the movement of people, goods, and ideas.

## **WORLD LANGUAGE**

### **Courses**

#### **FRENCH I CP**

##### **Grades 9, 10, 11, 12**

The French I curriculum is designed for college bound students who want to learn the French language and culture. The focus of this course is on the four aspects of communication: listening, speaking, writing, and reading. Grammar will be taught to support and enable the students to communicate in French. Furthermore, students will gain a general understanding of the French cultural products, practices, perspectives, and how it compares to the United States. In French I, the focus is on self and the student's surroundings and expressing those ideas. Students who plan to study French should begin no later than 10<sup>th</sup> grade and plan to continue for a minimum of two to three years.

#### **FRENCH II CP**

##### **Grades 9, 10, 11, 12**

The French II curriculum is focused on broadening the students' range of oral dialogue and written speech through additional vocabulary, idiomatic expressions, and more complex language structures. The student's ability to read, comprehend, and speak, as well as the content of their communication, will be enhanced through intense vocabulary study. Students will continue to learn about French cultural products, practices perspectives, and how it compares to the United States. **Prerequisite:** *Successful completion of French I CP.*

#### **FRENCH III CP**

##### **Grades 10, 11, 12**

In this course students will be expected continue to learn more about the French culture, and to expand their vocabulary while building on the four areas of listening, speaking, reading comprehension, and writing. Students will be expected to speak French more fluently by more precisely applying their knowledge of grammar, sentence structure, and vocabulary.

**Prerequisite:** *Successful completion of French II CP with an 80 or above. Any grade lower than an 80 would require approval by the French teacher.*



## **FRENCH IV CP**

### **Grades 11, 12**

In French IV, the four areas of communication, listening, speaking, reading comprehension, and writing will be stressed, as well as knowledge of the French language, culture, and history. Students will study French literature, poetry, songs, art, and films/videos. Independent study and research may also be assigned.

**Prerequisite:** *Successful completion of French III CP with an 80 or better. Any grade lower than an 80 would require French teacher approval.*

## **GERMAN I CP**

### **Grades 9, 10, 11, 12**

The German I curriculum is designed for those students who are college bound and are interested in learning to communicate in German and also experience German culture through activities offered both during the day and as co-curricular events. The focus of German I is communication through listening, speaking, reading and writing. Activities will include individual and group work, presentations and interpretation of reading. Grammar will be taught to support and enable the student to communicate in German. Students will also gain knowledge and understanding of the German culture and history, its comparison to our culture and its place in today's global economy. In German I, the focus is on the self and the student's surroundings and expressing those ideas. Students planning to study German should plan to study for a minimum of two or three years beginning no later than the 10th grade.

## **GERMAN II CP**

### **Grades 9, 10, 11, 12**

Emphasis is placed on the development of more complex language structures in order to broaden the students' range of oral dialogue and written speech. Intense vocabulary study will serve to enhance the content of communication in German as well as the students' ability to read and comprehend. Cultural aspects of German-speaking countries will continue to be taught to provide the students with a perspective of the people and their world. **Prerequisite:** *Successful completion of German I CP.*

## **GERMAN III CP**

### **Grades 10, 11, 12**

In this course students will be expected to speak German more fluently, and apply vocabulary and their knowledge of sentence structuring more precisely. A continued expansion of the vocabulary and writing skills will be stressed. **Prerequisite:** *Successful completion of German II CP with a 80 or better. Any grade lower than an 80 would require German teacher approval.*

## **GERMAN IV CP**

### **Grades 11, 12**

In German IV, all communicative skills are stressed. The main objectives are confidence in conversation, competence in writing, and knowledge of German language, culture, and history. German literature is studied, focusing on poetry and modern short stories. Independent study and research may also be assigned. **Prerequisite:** *Successful completion of German III CP with a 80 or better. Any grade lower than an 80 would require German teacher approval.*

## **SPANISH I CP**

### **Grades 9, 10, 11, 12**

The Spanish I curriculum is designed for students who are interested in learning to communicate in a world language and also experience Spanish and Hispanic culture both in Europe and in the Americas. The course concentrates on the four aspects of communicating in Spanish: listening, speaking, writing and reading. Grammar is taught to support the effort to speak and understand a world language. Students will develop a working vocabulary and basic grammatical patterns will be covered. It is suggested that the study of Spanish be for a minimum of two or three years beginning no later than the 10<sup>th</sup> grade.

## **SPANISH II CP**

### **Grades 9, 10, 11, 12**

The Spanish II curriculum is designed for students who are interested in learning to communicate in a world language and also experience Spanish and Hispanic culture both in Europe and in the Americas. The course concentrates on the four aspects of communicating in Spanish: listening, speaking, writing and reading. Grammar is taught to support the effort to speak and understand a world language. Students will develop a working vocabulary that will be extended to apply more advanced grammar patterns, idiomatic expressions, and explore the culture of Spanish speaking people.

## **SPANISH III CP**

### **Grades 10, 11, 12**

This Spanish III course is developed on the experience of Spanish and Hispanic culture both in Europe and the Americas. The course will continue to build on the four aspects of communication in Spanish: listening, speaking, reading, and writing. Students will continue developing a thematic working vocabulary and more advanced grammatical patterns. **Prerequisite: *Successful completion of Spanish II with an 80 or better.***

## **SPANISH IV CP**

### **Grades 11, 12**

In Spanish IV, reading and writing skills, conversation and speaking are stressed. Cultural experiences continue to be emphasized. This course will continue to build on the four aspects of communication in Spanish: listening, speaking, reading, and writing. Short literary works are a peripheral focus. **Prerequisites: *Successful completion of Spanish III with an 80 or better.***

## **WORLD CULTURE AND CONVERSATION**

### **Grades 9, 10, 11, 12**

This course is designed to meet the needs of a student who must take one course in a world language to meet graduation requirements, but who is not planning to go beyond the one year nor to study a world language in a four-year college. This course will introduce the student to a world language through conversation and cultural study. This course could be focused on German, French or Spanish based on the availability of staff. The student will develop communication skills through student-centered activities,

conversations about current events and events in every day life, and storytelling. Students will learn to appreciate another culture's customs, holidays, politics, and works of art. Students will use technology to enhance language acquisition and to acquire cultural information. Grammar will play a supplementary role. This is not a CP course and will not fulfill college entry requirements.

## 21st CENTURY LIFE AND CAREERS ELECTIVES

*These courses address the Cross Content Workplace Readiness Standards. Students must earn 5 credits in this area. Students may select elective courses to earn credits toward graduation and to develop personal interests and/or vocational goals.*

### AP COMPUTER SCIENCE A

#### Grades 11, 12

Following the College Board's suggested curriculum designed to mirror college-level computer science courses, AP Computer Science A courses provide students with the logical, mathematical, and problem-solving skills needed to design structured, well-documented computer programs that provide solutions to real world problems. These courses cover such topics as programming methodology, features, and procedures; algorithms; data structures; computer systems; and programmer responsibilities. **If a student does not take the AP exam he/she will not receive weighted value points (5.5) for class rank and GPA. For further clarification of this course please see details on page 7. Prerequisite: Successful completion of Computer I, or equivalent with an "A" and teacher recommendation.**

### COMPUTER ART

#### Grades 9, 10, 11, 12

Computer Art students will utilize graphic software to learn the fundamental technology of vector graphics and to generate graphic images. This course is offered as part of and in addition to, the traditional art curriculum. Students will use the computer as an art tool to produce paintings, and drawings. The second half of the course will utilize software to learn the fundamental technology of raster and vector images and use the computer to generate both graphic and photographic images. Students will continue use of the computer as an art tool in scanning and manipulating images to produce both logos and advertising and commercial graphics.

### COMPUTER ART II

#### Grades 9, 10, 11, 12

It's time for MORE! More Photoshop! More Illustrator! And more *combining* Photoshop and Illustrator! Plus 3D design and printing! A review of the basics; then on to more advanced and individual projects with *real-world* use. **Prerequisite: Computer Art or teacher recommendation.**

## **COMPUTER I - C++ PROGRAMMING**

### **Grades 9, 10, 11, 12**

C++ Programming courses provide an opportunity for students to gain expertise in computer programs using the C++ language. As with more general computer programming courses, the emphasis is on how to write logically structured programs, include appropriate documentation, and use problem-solving techniques. More advanced topics may include multi-dimensional arrays, functions, and records.

## **COMPUTERS II - JAVA PROGRAMMING**

### **Grades 10, 11, 12**

Java Programming courses provide students with the opportunity to gain expertise in computer programs using the Java language. As with more general computer programming courses, the emphasis is on how to structure and document computer programs, using problem-solving techniques. Topics covered in the course include syntax, I/O classes, string manipulation, and recursion.

## **DESKTOP PUBLISHING I**

### **Grades 10, 11, 12**

If you thought this year's yearbook was terrific, be a part of producing next year's yearbook. This practical, hands-on course offers students a chance to learn new computer and writing skills and see their work published. Students will learn journalistic skills and use them to publish the Schalick High School yearbook, the Horizon. They will learn how yearbooks are developed and organized, how to interview people, and how to write news and feature stories, as well as headlines and captions. They will also learn how to take good photographs and crop and organize them for maximum effect on the printed page. Students will learn basic and advanced layout design on the computer, using an online desktop publishing program. Students need to be self-starters and diligent workers since the course grade is based largely on the amount of work the student produces for publication. Any hard-working student will be able to learn the skills necessary for producing a yearbook. Students who have successfully completed the Desktop Publishing I CP will also be given priority consideration for editorial positions on the yearbook.

## **DESKTOP PUBLISHING II, III, IV**

### **Grades 11, 12**

Students who select this course will apply the skills attained in Desktop Publishing I to finalize the yearly edition of the Schalick High School yearbook, the Horizon. Participation in this course requires the student to display a degree of organizational skill, the ability to work independently on a group project, and to understand the importance of meeting specific publication deadlines. Students who have successfully completed Desktop Publishing I will also be given priority consideration for editorial positions on the yearbook. **Prerequisite: Successful completion of Desktop Publishing I with an 80% or better.**

## **EARLY CHILDHOOD DEVELOPMENT & CAREERS**

### **Grades 10, 11, 12**

Students will learn about early childhood development with an emphasis on the pre-school years. In addition to learning about childcare practices, students will examine the physical, social, emotional and cognitive growth and development of a child from birth through the age of five. In addition to exploring careers in early childhood, students will gain hands-on experience by collaborating with teachers and children in the Norma Pre-School center.

## **MEDIA**

### **Grades 10,11, 12**

This course concentrates on three main areas of study: radio history and production, television history and production, and video editing and production. The history of the various media will be studied in light of their historical and cultural impact on society. Students will present one semester of Schalick Sunrise, pre-taped, and will use iMovie and Final Cut Pro to plan, edit, and export video segments. Assessment is primarily based on student performance. Collaborative work is emphasized.

## **MEDIA ADVANCED**

### **Grades 11, 12**

Successful completion of Media is a prerequisite for Media Advanced. Students in this class will concentrate on producing one semester of Schalick Sunrise with live broadcasting. They will refine basic camera and editing skills, and expand skills in Final Cut Pro including Live Type and Sound Effects. In addition, projects will include camera angle project, chroma key project, a commercial and PSA project, a documentary or short film, and a video for a client. Additionally, a critical study of film will be another aspect of this course. Emphasis in this class will be on real-life work production projects and experiences. There will be continued emphasis on aesthetic and creative shot composition as well as design and decision-making skills. Collaborative and individual work is the basis for this course. Assessment is based on student projects and performance. **Prerequisite: Successful completion of Media with a "B", or teacher recommendation.**

## **SENIOR VIDEO**

### **Grades 11, 12**

This course will center around the creation of the Senior Video. Together students will produce a video that is approximately one hour in length. This video is presented at the Senior Dinner in the spring and highlights the members of the senior class, both individually and a group. Various roles will exist for class members focusing on organization of materials and tasks, communication with seniors, filming, interviewing, and/or editing of video. Completion of Media 1 or Media Advanced is helpful, but not necessary as much of the work requires more leadership and organization skills than technical proficiency.

## **PARTICULAR TOPICS IN COMPUTER PROGRAMMING - INTRODUCTION TO PROGRAMMING AND COMPUTER SCIENCE**

### **Grades 9, 10, 11, 12**

This course is designed for those students who are hesitant to take Computers I (which consists of a much more in depth study of computer science and programming). It will consist mainly of a project-based introduction to computer programming via Android App creation (35%) using Google's App Inventor and the Visual Basic Language (65%). Those students who wish to take more computer science courses in high school and college are urged to take Computers I.

## **STREET LAW**

### **Grades 9, 10, 11, 12**

This course focuses on legal issues relevant to students' lives and helps students to develop the knowledge and skills essential for our law-saturated society. Students will work on their problem-solving skills with case studies that illustrate legal issues in the context of real-life and hypothetical situations. They will study both civil and criminal law and how the government develops laws and deals with law-breakers. The course will also use hypothetical scenarios to explain legal processes. There are also legal documents to study, human rights issues to consider and highlights of variations in state laws.

## **WEB PAGE DESIGN – WEBSITE COMPOSITION**

### **Grades 9, 10, 11, 12**

Web Page Design courses teach students how to design web sites by introducing them to and refining their knowledge of site planning, page layout, graphic design, and the use of markup languages-such as Extensible Hypertext Markup, Java Script, Dynamic HTML, and Document Object Model –to develop and maintain a web page. These courses may also cover security and privacy issues, copyright infringement, trademarks, and other legal issues relating to the use of the Internet. Advanced topics may include the use of forms and scripts for database access, transfer methods, and networking fundamentals.

## **SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS (STEM) – PROJECT LEAD THE WAY (PLTW) PATHWAY**

Project Lead the Way (PLTW), the nation's leading STEM program, was introduced to the Schalick High School curriculum in the Fall 2016. Students prepare for careers in a global economy through rigorous courses that include applying engineering, science, math, and technology to solve complex, open-ended problems, both individually and collaboratively, in a real-world context.

Students may apply to take part in the STEM pathway course progression with the expectation that, if accepted, he or she will successfully complete honors level Science and Math courses, in addition to their PLTW class, each school year.

**Project Lead the Way Program Course Sequence**  
**Honors weight will be awarded for all PLTW courses**

Foundation Courses

Introduction to Engineering Design (IED)  
Principles of Engineering (POE) – Fall 2018

Specialization Courses

Civil Engineering and Architecture with 3D

Capstone Course

Engineering Design and Development – Fall 2019

**INTRODUCTION TO ENGINEERING DESIGN**

***A Project Lead the Way Foundation Course***

**Grades 9, 10, 11**

Introduction to Engineering Design (IED) is the rigorous foundation course in the Project Lead the Way (PLTW) Engineering Program in which students are introduced to the engineering profession and a common approach to the solution of engineering problems, an engineering design process. Students will participate in project-problem based learning and complete structured activities and solve open-ended problems that require planning, documentation, communication, and other professional skills. Computational methods, statistical analysis, mathematical modeling, and product development skills are emphasized.

**CIVIL ENGINEERING AND ARCHITECTURE with 3D:**

***A Project Lead the Way Engineering Pathway Course***

Civil Engineering and Architecture (CEA) will introduce students to important aspects of building and site design and development. Students will utilize Science, Math, and Engineering practices to design residential and commercial projects using 3D architectural design software. Students will solve open-ended projects and problems that require collaboration, planning, documentation, communication, and other professional skills. Students will develop skills in engineering calculations, technical representation, and documentation of design solutions according to accepted technical standards. This course is the second offering in the Project Lead the Way Engineer Pathway. **Prerequisite: Successful completion of Introduction to Engineering Design is required prior to enrollment in this course.**

**PRINCIPLES OF ENGINEERING (FALL 2018)**

***A Project Lead the Way Foundation Course***

This survey course will expose students to some major concepts that they will encounter in a postsecondary engineering program. This engaging and challenging course will explore a broad range of engineering topics, including mechanisms, materials and structures, automation, and kinematics. This course will develop secondary level

knowledge and skills in math, science, and technology through activity-, project-, and problem-based learning. **Prerequisite:** *Successful completion of Introduction to Engineering Design is required prior to enrollment in this course.*

## **ENGINEERING DESIGN AND DEVELOPMENT (FALL 2019)**

*A Project Lead the Way Capstone Course*

**A senior level course for students who have successfully completed the PLTW foundation and elective courses.**

Open-ended engineering research is the highlight of this PLTW capstone course. Students will work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process. The teams will select an approach, create, and test their solution prototype and present and defend their original solution to an outside panel by working closely with experts in the field. EDD is appropriate for any student interested in a technical career path and should be taken as the final course in the PLTW pathway. **Prerequisite:** *Successful completion of Introduction to Engineering Design is required prior to enrollment in this course.*

## **FINANCIAL LITERACY/ECONOMICS ELECTIVES**

*2.5 credits in Finance, Economics, Business & Entrepreneurship is a required elective for all students for graduation.*

### **ACCOUNTING**

**Grades 10, 11, 12**

Accounting introduces the fundamental accounting principles and procedures used in businesses. Course content includes the full accounting cycle, payroll, taxes, debts, ledger and journal techniques, and periodic adjustments. Students will learn how to apply standard auditing principles. Calculators, electronic spreadsheets, and other automated tools are used.

### **ACCOUNTING II**

**Grades 10, 11, 12**

Accounting II reinforces the accounting cycle and continues the study of accounting for a corporation through departmentalized accounting. The course includes the study of advanced payroll, uncollectible receivables, inventory systems, methods of depreciation, plant assets, notes receivable and payable, accrued revenue and expenses, related taxes, corporate financial statements, and financial analysis. Advanced adjustments, financing a corporation, and reports unique to corporate and managerial accounting are included. The basics of cost accounting will also be included. This course is the basis for further advanced accounting study and highly recommended for students interested in a career in accounting and/or business.



## **ENTREPRENEURSHIP**

### **Grade 11, 12**

Entrepreneurship introduces students to the world of creating and owning their own business. Students will learn the concepts and techniques of planning and innovation. They will brainstorm opportunities, create a basic business plan, and learn basic marketing, management, and economics. Business etiquette, networking, effective client presentations in a business environment will be developed through role-playing and case study. **Prerequisite:** *Successful completion of Accounting I, Managing Money or Personal Financial Literacy.*

## **MANAGING MONEY AND FINANCIAL LITERACY**

### **Grades 9, 10, 11, 12**

Managing Money and Financial Literacy helps students develop the skills to think independently and critically about money management and financial investment. All areas of personal finance will be covered including savings options, investing (Stock Market Game), compound interest, loans, credit/debit cards, insurance, and budgeting. Individuals will learn and become proficient in using Excel spreadsheets for organization, calculations, and charts. Computer use and the internet are part of the daily activities.

## **PERSONAL FINANCIAL LITERACY (*On Line Only*)**

### **Grades 9, 10, 11, 12**

This course covers Money & Global Economy, Income & Spending, Budgeting & Goal Setting, Banking Services, Investing Money, Credit, Debit & Bankruptcy, Taxes, Financial Risk Management, and Career Planning. This is an Independent course. Students should expect to spend an additional 5 to 10 hours of independent study outside of the classroom.

## **AP SEMINAR**

### **AP SEMINAR – 11th GRADE**

Advanced Placement classes may also require students to enroll in AP Seminar. This course will meet during the second semester and will afford students the opportunity to review material to prepare for the examination(s). Students will only enroll ONCE in AP Seminar, regardless of the number of AP classes taken during the fall semester. Content will be taught on a rotating basis so that all fall AP classes are reviewed.

### **AP SEMINAR – 12th GRADE**

Advanced Placement classes may also require students to enroll in AP Seminar. This course will meet during the second semester and will afford students the opportunity to review material to prepare for the examination(s). Students will only enroll ONCE in AP Seminar, regardless of the number of AP classes taken during the fall semester. Content will be taught on a rotating basis so that all fall AP classes are reviewed.

## **NON-CREDIT SELECTIONS**

*Students must apply for the aide position*

### **ACADEMY AIDE**

#### **Grade 12**

Students must demonstrate an interest in the Performing Arts they will work directly with the visual art teacher and the theatre art teacher. Assisting with a variety of duties for the visual art department and the theatre classes. Working on props, lighting, preparation of advertisements and brochures. ***Must have teacher approval.***

### **GUIDANCE AIDE**

#### **Grade 12**

Responsibilities of Guidance Aide include:

- Maintenance of Guidance bulletin boards
- Assisting students with locating and using Guidance reference materials
- Distributing passes for counselors
- Helping new students navigate the high school (locker, lunch, classroom, etc)

*The student must have good organizational skills, be personable, willing to work on assigned tasks and accept responsibility.*

### **MEDIA AIDE**

#### **Grade 12**

Students will work directly with the media teacher, assisting with a variety of duties for the media class, helping in the production of Schalick Sunrise. ***Must have teacher approval.***

### **OFFICE AIDE**

#### **Grade 12**

A sense of responsibility and willingness to assist others is essential to be an office aide. Students selected as office aides should be able to demonstrate abilities and accept responsibilities for the following:

- Assisting the receptionist with greeting visitors to the main office
- Distributing passes for the Assistant Principal
- Assisting with copy work as needed
- Preparing mail for the daily mail run / sorting mail
- Counting out materials to be distributed to students and teachers
- Distributing student messages

### **YEARBOOK AIDE**

#### **Grade 12**

Students will work directly with the Yearbook teacher, assisting with a variety of duties in creating, editing, photography, etc. Students must apply for this position with the Yearbook Advisor.

## **EARLY SIGNOUT**

### **Grade 12**

Seniors who have sufficient credits for graduation may apply. Students are required to attend school for at least 4 blocks per day and can not sign out earlier than 11:12 a.m. Seniors who choose this option are permitted to attend and stay for 1 pep rally or assembly held in the afternoon. Students are not permitted to leave school. You must remain in a supervised area, in school until the start of the event. **(Applications may be obtained in the Guidance Office.)**

## **LATE SIGN IN**

### **Grade 12**

Seniors who have sufficient credits for graduation may apply. Students are required to attend school for at least 4 blocks per day. **(Applications may be obtained in the Guidance Office).**

## **EARLY SIGN OUT/LATE SIGN IN/MENTOR**

### **Grade 11, 12**

Schalick High School students in grades 11 & 12 mentor students in grades K-5 to increase academic achievement, student motivation, self-esteem, life and social skills.

## **OPTION TWO**

The following opportunities are available to students while still enrolled in Schalick High School:

- **Academy program** (grades 9-12) see pages 53-55 for further information.
- **Alternative Educational Opportunities** which includes dual credit with Salem Community College, Jumpstart College Cohort Program, summer school, credit recovery online courses.
- **College courses** for academic credit with preapproval by administration.
- **Full-time/Shared time at Salem County Technical and Career High School** (grades 9-12) for further information see pages 48-52.
- **Mentor program** -Schalick High School students in grades 11 & 12 mentor students in grades K-5 to increase academic achievement, student motivation, self-esteem, life and social skills.

## JUMP START COLLEGE COHORT PROGRAM

### Grades 11, 12

Salem Community College offers seniors the opportunity to take a full year of college courses during their senior year as a cohort group. <sup>The Jump Start courses are offered at Arthur P. Schalick High School.</sup>

Successful completion of this program will earn the student a minimum of 26 college credits as well as Dual Credit on their high school transcript for courses successfully completed.

Students in this cohort group program will be transported to Salem Community College following block 1. Students in this program will be required to complete the SHS Senior Health/PE requirements while at SHS and will also be permitted to enroll in any other course at SHS that will coordinate with their SCC schedule,

Students interested in the Jump Start College Cohort Program will need to have earned a minimum of 110 credits as well as carry a minimum GPA of 2.8 or higher.

Students accepted into this program will take those courses organized through the Curriculum Office and may not substitute another course during the Fall or Spring Semester. Students will have the opportunity to elect to enroll in a course of their choosing during the summer session 1 at the end of their senior year for up to an additional 6 credits. Transportation for summer session 1 will still be provided by the school district.

### Approved Course of Study for 2018-19

Semester	SCC Courses	Credits
<b>Fall Semester - 2018</b>	~ English Comp-ENG. 101	3
	~ Gen. Biology – BIO. 101	4
	~ Western Civ. –HIS. 101	3
	~ Sociology – SOC. 101	3
<b>Spring Semester - 2019</b>	~ Eng. Comp 2 – ENG.102	3
	~ Gen. Bio. 2 – BIO. 102	4
	~ Gen. Psych. – PSY. 101	3
	~ Ethics in the Mod. World – ETH. 200	3
		<b>13 - credits per semester</b> <b>26 - total earned credits</b>

#### Summer Session option:

Student may elect to take up to 2 courses of their choosing for the first summer session. Transportation to the community college will be provided up to the final day of school at SHS.

**NOTE: SCC registration takes place in March for the Fall Semester.**

## DUAL CREDIT COURSES

A number of SHS courses that are part of the regular curricular program are eligible for Dual Credit. Students enrolled in these courses must declare their intent to gain college credit for successful course completion by the middle of the semester of the course.

Application, tuition and fees are due to Salem Community College at the time of Dual Credit declaration. Tuition and fees are solely the responsibility of the student. Students must earn a 76 or higher in the SHS course to earn the Dual Credit course from SCC.

### SHS offers the following courses for Dual Credit with SCC:

SHS Courses equivalent to:	SCC courses
AP Biology	General Bio 1 – BIO 101 & General Bio 2 – BIO - 102
AP Calculus	Calculus - MAT 231
AP Psychology	General Psychology – PSY101
AP US History	US History 1 – HIS 201 & US History 2 – HIS 202
Accounting	Principles of Accounting – ACC 121
Pre- Calculus Honors	Pre-Calculus – MAT 153
US History Honors	US History 1 – HIS 201

**Please ask your guidance counselor for more information on Option Two selections.**

## **SALEM COUNTY CAREER AND TECHNICAL HIGH SCHOOL – PROGRAMS**

All programs are offered on a full or shared time basis. Applications are available in the Guidance Office. Students who attend the Salem County Career and Technical High School and desire to transfer back to Schalick High School, should do so at the end of the semester or end of the school year in order to earn all possible credits. Students who attend Vo-Tech are not permitted to forego Vo-Tech to attend Schalick pep-rally's/assemblies.

Air Force Junior ROTC  
Allied Health Professionals  
Auto Collision Repair Technology  
Automotive Technology  
Child Care and Early Childhood Education  
Computer Assisted Design and Drafting  
Construction Technology  
Cosmetology  
Culinary Arts and Hospitality  
Electrical Technology  
Graphics Technology  
Information Technology: Computer Hardware and Software  
Law Enforcement and Public Safety  
Welding Technology  
Career Orientation

### **AIR FORCE JUNIOR ROTC**

The Air Force Junior Reserve Officer Training Corps (AFJROTC) offers students the opportunity to explore the fast-paced world of aerospace and military science. Students learn about the history of flight, the development of airpower, as well as the missions and operations of the United States armed forces. They examine the science of flight, from weather and aviation physiology, to the theory of flight and aircraft navigation. The program includes studies of the solar system and space technology. Students will be exposed to several career opportunities in the aerospace industry. Students will learn the fundamentals of good communications, effective management, and human relations and receive leadership training that will prepare them for life after high school.

### **ALLIED HEALTH PROFESSIONALS**

The Allied Health Professionals program at the Career and Technical High School centers on the philosophy that health encompasses an individual's mind, body, and spirit. An imbalance in one of the three can have adverse effects on the other two. For this reason, instruction focuses on a holistic health model that reinforces healthy-living concepts. The Allied Health Professionals program expands upon these concepts to develop a new vision of health and wellness. Classrooms and instructional styles are designed to use the latest in state-of-the-art technology and equipment. Within the

structure of the program, and through numerous curriculum in action trips, students explore multiple career pathways in the health sciences to help them decide on a future career or college major.

### **AUTO COLLISION REPAIR TECHNOLOGY**

The Automotive Collision Repair program trains students for a challenging career in the automotive industry. Students learn identification, construction removal, replacement, and repair of all automobile body parts, glass and upholstery. The Career and Technical High School meets the stringent requirements set by the National Institute for Automotive Service Excellence (A.S.E.) and has been certified by the National Automotive Technicians Education Foundation (NATEF). Upon completion of this program and three years of on the job work experience students are eligible to test for the Automotive Service Excellence certification.

### **AUTOMOTIVE TECHNOLOGY**

The Automotive Technology program familiarizes students with safe work practice, tool introduction, and what would be expected in a working environment. There are extensive hands- on and theory situations throughout all aspects of the program. Students also study: brake repair, emission control repair, electrical repair, and transaxles and differentials repair. This program follows the Automotive Service Excellence (ASE) certification standards. Upon completion of this program students have the opportunity to become ASE certified.

### **CHILD CARE AND EARLY CHILDHOOD EDUCATION**

The Child Care and Early Childhood Education program helps the student prepare for a career in childcare or early education fields. The program guides the student through practical ways to assist children in a variety of daily experiences in healthy, safe and educational ways. Students learn about how children develop physically, intellectually, socially, and emotionally. This understanding of children will help enable the student to plan for and react to children with confidence and ensure the student that these actions are developmentally appropriate. All students will have the opportunity to participate in a clinical experience, which allows for interaction with children and elementary aged students.

### **COMPUTER ASSISTED DESIGN AND DRAFTING**

The Computer Assisted Design and Drafting (CADD) program equips students with computer drafting and design skills from a range of disciplines. Students learn technical and computer skills that can be applied to: mechanical, architectural, civil, electrical, HVAC, and pipe drafting and design. Students experience manual as well as computer drafting in AutoCAD. In addition to AutoCAD students will have the opportunity to explore Architectural Desktop, Mechanical Desktop, Inventor, 3D Studio Vis, AutoDesk Mechanical and Electrical, Revit, SignLab, Corel Draw, and more. In addition to the

conventional drafting and design skills, students develop an understanding of Computer Aided Manufacturing (CAM) through the use of graphic designs. At the completion of the CADD program students are prepared for employment or higher educational opportunities.

### **CONSTRUCTION TECHNOLOGY**

The Construction Technology program is designed to provide basic knowledge and develop technical skills used in the construction industry. Classroom instruction prepares students for an apprenticeship in the construction trades. The program relies on hands-on activities supported by visual presentations to assist the student with workplace preparation. The information and techniques presented by this program illustrate practices that are generally accepted throughout the United States. Typically, these practices are taught to all entry-level apprentices. Therefore, mastery of these skills should be the goal of every student participating in the Construction Technology program.

### **COSMETOLOGY**

The Cosmetology program provides students with the skills necessary to enter a fast-paced and highly competitive industry. Students learn basic job entry-level skills and develops an attitude of life long learning. The training covers permanent waving, hair coloring, hairstyling, skin care, shaving, chemical and physical hair straightening, manicuring, and pedicure. Students also learn the importance and value of creating and maintaining a client database. In November of each school year, experienced second-year students operate a cosmetology clinic, where clients can come to receive services, and students apply the technical skills that they have learned. After acquiring 600 hours, students will obtain a student permit. The permit allows a student to work in a salon after school and on weekends. Upon completion of the program students are prepared and expected to take and pass the State Board Examination to receive the Cosmetology and Hairstyling license.

### **CULINARY ARTS AND HOSPITALITY**

The Culinary Arts and Hospitality program prepares students for a career in one of the fastest growing industries today. Students have complete access to a fully equipped, state-of-the-art kitchen facility, where they experience a full-scale culinary operation. After completing the courses of study, students are able to make several soups and sauces, a variety of salads, entrees, and desserts. The district employs culinary arts students during the school year to prepare and serve breakfast, lunch, and dinner functions held at the school. Upon completion of the course, students can receive certification in Serve-Safe Training and Pro-Start Year 1 and 2.



## **ELECTRICAL TECHNOLOGY**

The primary purpose of this program is to educate students about electrical technology by presenting a comprehensive selection of courses. At this level, students learn: basic electrical theory, wiring methods and materials, national and local electrical codes, and print layout. The students gain the experience to install receptacles, switches, lighting, and service entrance conductors. While working with the various circuits for both residential and industrial facilities, students learn to work safely around electricity and to use the proper tools for residential and industrial wiring. As students progress through the program, they learn about motors, programmable logic controls, generators, and meters.

## **GRAPHICS TECHNOLOGY**

Graphics Technology is a dynamic, rapidly evolving industry. The knowledge and skills of production and printing technology used in the industry are needed in many professions including marketing and sales. Producing professional quality business newsletters, brochures, color catalogs and magazines are considered in house projects for countless organizations. Graphics Technology courses are designed for students who want to pursue careers in graphic arts or print production. The program allows students to work individually on both large and small scale print production projects. Students enrolled in this program give creative input to projects in addition to design and final print production.

## **INFORMATION TECHNOLOGY**

### **Computer Hardware and Software**

The Information Technology Computer Hardware and Software program provides students with the skills necessary to maintain personal computers in a networked environment and introduces them to the perpetually evolving software industry. For the hardware component, students learn how to design and install voice, data communications, and video systems in a wire or wireless network. Students also prepare for an A+ certification exam to succeed in the PC repair and network industry. For the software component, students begin with a foundation in computer software application and image manipulation. Students also learn how to integrate advanced web- design techniques into their websites in the advanced courses.

## **LAW ENFORCEMENT AND PUBLIC SAFETY**

Students enrolled in the Law Enforcement Program learn about the history of the criminal justice system in America, the crime and nature of law, as well as legal and behavioral aspects of crimes. Students study New Jersey Code of Criminal Justice (Title 2C), New Jersey Motor Vehicle Law (Title 39), as well as various criminal statistics and the extent of crimes. The program investigates drug and alcohol abuse, the criminal justice process, the U.S. Constitution and Constitutional issues, as well as search and seizure involving police and the Constitution. Students learn police report writing, various career identifications in the Bar of Justice, and describe the structure of American and New

Jersey courts. Students also study the components of investigating motor vehicle crashes, patrolling and investigation, and techniques and responsibilities of telephone and radio communications.

## **WELDING TECHNOLOGY**

Welding is more than simply joining two pieces of metal together. Students who enter the Welding Technology program acquire very useful skills. Many people, who never intended to make welding a profession, take welding courses to gain a valuable skill used in their own work. Plumbers often use a welding torch. Automobile mechanics frequently need welding skills for auto bodywork. Farmers who weld save money by repairing their own tools and equipment. Students develop skills in a variety of areas such as: shielded metal arc, tungsten inert gas (TIG), metal inert gas (MIG) and oxyfuel welding techniques. Through the use of blueprints and development of layout procedures, students also learn to make multi-positional, high quality welds on a variety of metals.

## **CAREER ORIENTATION PROGRAM (shared time only)**

The Career Orientation program serves students with special needs to successfully complete a two year shared-time career and technical education program over the course of four years. Students are expected to demonstrate adequate progress in both the hands-on and essential skills components of the program. The Career Orientation cluster classes introduce students to several career pathways. The four courses include: Trade and Industry Career Cluster, Hospitality and Human Service Career Cluster, Information and Design Career Cluster, and Essential Academic and Social Skills Cluster.

## **SALEM COUNTY ARTS, SCIENCE AND TECHNOLOGY ACADEMY PROGRAMS**

Salem County Academy Programs are available on a full time basis only.

### **Academy of Communications and Information Technology Hosted at Woodstown High School**

The Academy of Communications and Information Technology is hosted at Woodstown High School. The core curriculum will focus on the field of communications, public relations and the radio, television and film industries. This program will focus on writing skills essential to media production, news reporting, documentation, and developing audience appeal. Students will learn the skills necessary to compose concise, succinct news articles. Feature writing, Public Speaking, and various types of creative writing will also be explored. Audio (radio, recording, and narration), visual (television and video) production as well as mass print media, advertising, public relations, law and ethics will also be taught. The academy has an articulation agreement with Salem Community college that gives six credits at no cost to the student.

**Academy of Engineering and Technology**  
**Hosted at Penns Grove High School**

The Academy of Engineering and Technology is a collaborative program offered by the Salem County Vocational Technical Schools in partnership with the Penns Grove/Carneys Point Regional School District. The program design provides a small nurturing, student-centered environment for young people who are talented and truly interested in the science and engineering. The focus of the program is to prepare students for life-long learning as responsible, creative, problem-solving adults. This program offers a rigorous curriculum in science and engineering education for students in grades nine through twelve. It is designed to provide a career pathway to further education in the engineering sciences. In the senior year students may choose to pursue a option to take engineering and technology courses at Salem Community College or the Freshman Engineering Clinic at Rowan University.

**Academy of Graphic Design in Multi Media Technology**  
**Hosted at Pennsville Memorial High School**

The Academy of Graphic Design in Multi-Media Technology is hosted at Pennsville Memorial High School in a state-of-the-art facility containing desktop publishing computer stations, advanced software and a Graphic Design Center. The curriculum is designed for highly motivated students who are interested in pursuing careers and further education in multi-media design, desktop publishing and commercial graphic design. Emphasis is placed on computer-generated applications and software in the arts field. Students are required to develop and maintain a professional portfolio of their year's work. Student projects will include, but not be limited to, consumer package design, record package design, political poster design, quarter to full-page advertisements, the study of typography, slide presentations, personal business cards and book jacket design. Students may earn college credit through Salem Community College and can be awarded PrintEd certification.

**Academy of Biological and Medical Sciences**  
**Hosted at the Career and Technical High School**

This academy, hosted at the Salem County Career and Technical High School, provides a curriculum based in the sciences. Independent thinking in a collaborative learning environment is encouraged. The academy focuses on providing students with a full range of medical and biological science studies. Within the structure of the program, students can explore multiple career pathways in the medical and biological sciences to help them decide on their future career. Students will participate in four years of college preparatory education in which college credits can be earned during the sophomore, junior and senior years of high school. Throughout the four years, students will be exposed to a wide range of health occupations and medical terminology to provide perspective in their career decision.

**Academy for Energy Applications**  
**Hosted at the Career and Technical High School**

The Academy for Energy Applications is offered through the Salem County Vocational Technical Schools in partnership with Atlantic City Electric, PSEG Nuclear and South Jersey Gas. The academy, hosted at the Career and Technical High School is available to high school students in Salem County. The curriculum for the academy program focuses on hands-on and laboratory learning experiences in the fields of energy, power generation, distribution, and utility technologies. Students will also study the variety of scientific, mathematical, and communication skills necessary to support the hands-on learning experiences. The academy offers college credits, at no cost to the student, towards an associate's degree at Salem Community College.

**Academy of Creative and Performing Arts:**

**Dance**

**Hosted at Arthur P. Schalick High School**

The Academy of Creative and Performing Arts – dance discipline is hosted at Arthur P. Schalick High School. The core arts component will focus on dance. This program is designed for the serious-minded individual who wishes to explore their artistic discipline fully. Its goal is to introduce students to a variety of dance disciplines and equip them with a high degree of technical proficiency and create a well-rounded dancer: a technical and an intellectual artist. In addition, students will gain an understanding of the historical, and cultural perspective and build an awareness of the strong links between the visual arts, music, theater, and dance.

**Drama**

**Hosted at Arthur P. Schalick High School**

The Academy of Creative Arts drama major is hosted at Schalick High School. The core arts component will focus on drama. Students participating in the Academy will become versed in the literature, language of the theatre, gain practical understanding in scripts and be exposed to the various aspects of technical theatre including lighting, sound design, set design, costume design, construction design, and front of the house operations.

**Visual Arts**

**Hosted at Arthur P. Schalick High School**

The Academy of Creative Arts is hosted at Schalick High School. The core arts component will be Visual Arts. Students participating in the Academy will be expected to exhibit a rigorous work ethic relating to all aspect of art, including creative visual thinking, art history and design for commercial and private sectors. Students will also be exposed to practicing professional artist, studios and art galleries. It is assumed that students participating in the Academy will be serious college-bound art majors and will produce a balanced portfolio prior to completing the program.

**Vocal Music**  
**Hosted at Pennsville Memorial High School**

The Academy of Creative and Performing Arts- Vocal Music discipline is hosted at Pennsville Memorial High School. The core arts component will focus on Vocal Music. Students participating in the academy will be enrolled in two periods of music each year. One will be their major performance ensemble (Eagle Singers) and the other will be Advanced Music Class. In addition, students will receive a private or small group voice lesson.

**Instrumental Music**  
**Hosted at Pennsville Memorial High School**

The Academy of Creative and Performing Arts Orchestral Music discipline is hosted at Pennsville Memorial High School. The core arts component will focus on Orchestral Music. Students participating in the academy will be enrolled in two periods of music each year. One will be their major performance ensemble (Band or Orchestra) and the other will be Advanced Music Class. In addition, students will receive a private or small group lesson on their major instrument. Each participating student will produce a balanced art portfolio prior to completing the program.

\*Students participating in the Academy program may not necessarily be admitted into a specific college prep or honor level course due to scheduling of the core technical arts components, however, all efforts will be made to accommodate when possible.

**HIGH SCHOOL PROGRAM PLANNER & WORKSHEET**  
**(Class of 2019 & higher)**

	GRADE 9	GRADE 10	GRADE 11	GRADE 12	REQUIRED FOR YEARS	GRATUATION CREDITS
English					4	20
Social Studies					3	15
Mathematics					4	20
Science					3	15
World Language					1/2	5/10
Physical Education/Health					4	20
Visual/Performing Arts					1	5
Career Education, 21 <sup>st</sup> Century Life & Careers					1	5
Financial Economic, Business & Entrepreneurial Literacy					1	2.5/5
Freshman Seminar/Personal Financial Literacy					1	5
Electives						22.5/15
<b>TOTAL CREDITS</b>						<b>135</b>

- All courses are college preparatory, unless otherwise indicated in the Program of Studies.
- In order to be eligible for Fall and Winter co-curricular activities and sports, students must have earned at least 30 credits during the prior school year.
- In order to be eligible for Spring co-curricular activities and sports, students must be passing the equivalent of at least 15 credits at the end of the first semester.
- € Must achieve the passing score on the ELA & Math section of the PARCC assessment to meet graduation requirements.

