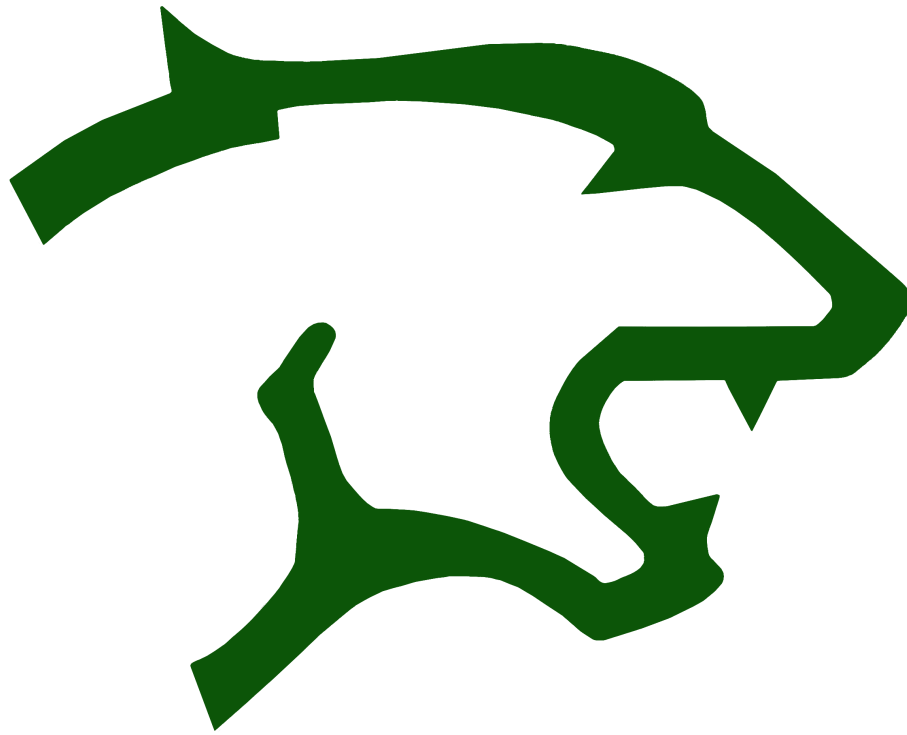


# ARTHUR P. SCHALICK HIGH SCHOOL

Pittsgrove, New Jersey



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## PROGRAM OF STUDIES

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2022-2023

***Growing All Learners to Thrive***

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

## **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 that 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 influence 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 and where improved academic and social growth is reflective 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 demonstrates the following: **P**atience, **R**espect, **I**ntegrity, **D**iligence, **E**mpathy.



**Arthur P. Schalick High School – Home of the Cougars**  
*Growing all learners to thrive since 1976*

**Yvette DuBois Trembley**, Principal, ext. 4103  
**Kevin Mulhern**, Assistant Principal, ext. 4105  
**Douglas Volovar**, Director of Athletics, ext. 4119  
**Gabrielle Chinnici-Heyel**, Director of School Counseling, ext. 4110

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**MESSAGE FROM THE PRINCIPAL**

Dear Parents/Guardians and Students:

The selecting of courses is one of the most important and critical processes in a student's high school career. This guide provides a plethora of information about the curricular and programmatic offerings here at Arthur P. Schalick High School, and it should serve as the focal point for conversations between you and your child regarding the progression through high school and post-graduation goals.

In order to meet the changing needs of our students and community, we continually refine our programs and offerings. We have introduced new courses for the 2022-2023 school year, inclusive of the following: *Cybersecurity*. Additionally, several courses have been revised and updated to meet the evolving interests of our student body, community, and society at large. For example, students enrolled in Advance Placement courses are no longer required to take the AP Test in order to obtain AP weighted credit for the course. Upperclassmen now have the opportunity to take elective courses online via our partnership with the Virtual High School (VHS). Information about VHS course offerings is available from our School Counseling Office.

Please encourage your child to take courses that will affirm his/her interests and expand his/her knowledge. Before making selections, please review graduation requirements with your child's school counselor, and give due consideration to the student's personal goals, abilities, and motivation. We encourage students to challenge themselves in courses at the Honors and Advanced Placement levels, as they may surprise themselves with what they are capable of accomplishing.

Once courses and the master schedule have 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.

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 maximizes the learning opportunities available to him/her here at Arthur P. Schalick High School. ***We seek to grow all learners to thrive.***

***GO COUGARS!***

Sincerely,

Mrs. Yvette DuBois Trembley  
Principal

**ARTHUR P. SCHALICK HIGH SCHOOL**  
**718 Centerton Road**  
**Pittsgrove, New Jersey 08318**  
**Telephone: (856) 358-2054**  
**FAX: (856) 358-7063**

**CENTRAL ADMINISTRATION**

Mr. Matthew C. Carey, Superintendent of Schools  
Darren Harris, Business Administrator/Board Secretary  
Stefanie Fox-Manno, Chief Academic Officer  
Board Office Telephone (856) 358-3094

**HIGH SCHOOL ADMINISTRATORS**

Yvette DuBois Trembley, Principal  
Kevin Mulhern, Assistant Principal

**DISTRICT ADMINISTRATORS/SUPERVISORS**

Gabrielle Chinnici-Heyel, Director of School Counseling  
Douglas Volovar, Director of Athletics/Supervisor Physical Education & Health  
Dr. Ronda Brown, Supervisor of Special Education  
Robert Rosenheim, Supervisor of Humanities  
Melissa Bonham, Supervisor of STEM (Science, Technology,  
Engineering & Math)

**SCHOOL COUNSELING STAFF**

Corinn Cole, School Counselor (Last Names A-F, S-Z)  
Joellen Collins-Cardona, School Counselor (Last Names G-R)  
Leah Reynolds, Student Assistance Counselor  
Dawn Vicari, Secretary

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**AFFIRMATIVE ACTION POLICY**

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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 the Affirmative Action Policy can be found on our website [www.pittsgrove.net](http://www.pittsgrove.net).

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

Copies of the District's comprehensive equity plan, policies, and grievance procedures are maintained in the office of the Affirmative Action Officer, Mrs. Michelle Deaver. The Affirmative Action Officer's office is located at the Olivet School.

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**HARASSMENT, INTIMIDATION, AND BULLYING**

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The harassment, bullying, and intimidation of students or employees by faculty, administrators, support staff, other employees, or students are prohibited by federal and state laws as well as district policy. Everyone in the Pittsgrove Township School 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).

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## **INTRODUCTION**

Arthur P. Schalick High School offers a curriculum that varies in scope and flexibility in meeting the 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 SCHOOL COUNSELING PROGRAM**

The School Counseling Program is designed to help students acquire competence in career planning and exploration, knowledge of self and others, and educational and vocational development. The School Counseling Department offers structured, developmental experiences through classroom presentations and individual and group activities. The School Counseling 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 for 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 School Counseling 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 resources, as well as counseling. The student's Individual Educational Plan determines the least restrictive environment and degree of services provided to each student.

## **SCHEDULING REQUIREMENTS**

- Freshmen, Sophomores, and Juniors will take eight classes.
- 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 a 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 School Counseling 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, and course offerings/sections.

Unfortunately, there have to be some limitations to 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 timeframe. Counselors are available during the summer for students to make schedule changes.*

## ORGANIZATION OF THE ACADEMIC PROGRAM

An important decision for the high school student is the choice of the pattern of subjects followed each year. School 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.

## COURSE SELECTIONS / LEVELS OF STUDY

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. Levels of study are defined as follows:

**COLLEGE PREPARATORY (CP):** Courses designated as CP are intended for students at grade level in their academic skills. Student ability level will be determined by previous academic achievement and standardized test scores where available. Students enrolled in courses designated as CP will receive instruction that will prepare them to enter colleges with open or less-competitive enrollment criteria, as well as other post-secondary schools or the work force. *Any and all courses outlined in this Program of Studies that do not have the designation of HONORS or AP are considered CP courses.*

**HONORS:** Courses designated as Honors are intended for students with strong academic skills at or above grade level. Students should possess the motivation and desire to extend

themselves in terms of workload and expectation. Curriculum is delved into at a deeper level, often requiring students to demonstrate more abstract thinking and problem-solving skills. More extensive reading and writing assignments are the norm. Students enrolled in courses designated as Honors will receive instruction at a pace and depth that will prepare them to enter colleges with competitive/very competitive enrollment criteria as well as other post-secondary schools or the work force. In order to qualify for Honors-level courses, students must successfully complete the prerequisite courses and obtain teacher recommendation.

**ADVANCED PLACEMENT (AP):** Courses designated as AP expose students to a curriculum approved through the recent AP Audit conducted by The College Board and are taught under guidelines established by this organization. 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 the student develop the content mastery and critical thinking skills expected of college students. More importantly, by participating in AP, the student 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 fee amount is subject to change. Participation in AP Courses is required of students seeking to gain entry to highly competitive and most competitive four-year colleges. In order to qualify for AP level courses, students must successfully complete the prerequisite courses and obtain teacher recommendation.

**\*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.**

## **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 prepared 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. Students will know how to listen for and note 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 schoolwork, 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 websites for schools that they are considering. **General guidelines for four-year colleges include a minimum of sixteen (16) academic units in the following areas:**

- 4 units.....Language Arts/Literacy (English)
- 4 units.....Math (may include Algebra I, Geometry, Algebra II, 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, and 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 students will be able to attend.

These include the following:

- College Entrance Requirements
- SAT/ACT Scores
- Rigor of the student's High School Curriculum (most challenging courses)
- Grade Point Average
- Rank in Class
- Resume
- Teacher and Counselor Recommendations
- 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 School Counseling Office utilizes Naviance as well as other online career search engines to help students in their search for colleges.

Opportunities are available through the school year for students to meet with college, military and other post-secondary institutions admissions representatives at A.P. Schalick High School. Visit Naviance for a list of those opportunities and to sign up.

## **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 coursework during the fall semester. These are general guidelines for eligibility. Any student or parent with questions should address either a School 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 at the end of the 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	Credits	Letter Grade	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
Fin. Literacy (Online)	2.5	B	4.5	3	=	11.25	7.5
<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 school year, enrolling prior to the end of Semester 1 of the Junior Year, in order to qualify for Senior Awards, including class rank awards such as all Top Ten ranking honors and awards, as well as Salutatorian and Valedictorian.

Students who transfer into APSHS with past credits earned in Honors and AP courses will receive the weight they would have been awarded as a member of our student body. Honors and/or AP courses that either we do not offer, or that were not offered in a particular year, will not be given the added weight.

### 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 a New Jersey High School Diploma endorsed by Pittsgrove Township Board of Education, each student must complete the following:

- Earn a minimum of 120 credits
- Demonstrate proficiency on all state-required assessments
- Earn a minimum grade of 70 in all courses
- Not exceed the district attendance policy

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

Freshman .....	0-30
Sophomore.....	35-65
Junior.....	70-100
Senior .....	105-120

## APSHS QUALIFYING COURSES FOR GRADUATION REQUIREMENTS

SUBJECT	REQUIRED CREDITS	ELIGIBLE COURSES
Language Arts Literacy	20	<b>English 9, English 10, English 11, English 12</b> , AP Language and Composition, AP Literature and Composition
SUBJECT	REQUIRED CREDITS	ELIGIBLE COURSES
Mathematics	15	<b>Algebra I, Algebra IA/IB, Geometry</b> , Algebra II, Algebra IIA/IIB, Pre-Calculus, Calculus, AP Calculus AB, Probability and Statistics, AP Statistics, Essential Math for College and Career
Science	15	<b>Integrated Science, Biology</b> , AP Biology, Chemistry, AP Chemistry (VHS), Physics, AP Physics (VHS), Environmental Science, Anatomy & Physiology
Social Studies	15	<b>World History, US History I, US History II</b> , AP US History II
Financial, Economic, Business, and Entrepreneurial Literacy	2.5 credits required by NJDOE	Life Management and Personal Finance, Accounting, Leadership, Innovation and Entrepreneurship, Wealth Management and Investing, and Personal Financial Literacy
Health, Safety, and Physical Education	20	<b>9-12 PE/Health</b>
Visual and Performing Arts	5	Explorations in Art, Exploration in Theatre Arts, Sculpture, Advanced Studio Arts, Creative Arts, Drawing/Painting, Concert Band, Guitar Workshop, Ukulele, History of Rock and Roll
World Languages	5	French I, II, III, IV; Spanish I, II, III, IV; World Cultures & Conversation

SUBJECT	REQUIRED CREDITS	ELIGIBLE COURSES
21st Century Life and Careers or Career-Technical Education	5	Computer I, Computer II, AP Computer Science A, Cybersecurity, Digital Art and Social Media Marketing, Desktop Publications, Dynamics of Allied Health, Early Childhood Development & Careers, Exercise Science, Introduction to Programming and Computer Science, Quantum Computing, Media, Sports Management, Street Law, Webpage Design. <i>See all courses under the heading of <b>21st Century Life and Careers or Career-Technical Education</b></i>
Electives	17.5	<i>See all courses under the heading of <b>Electives</b> and/or take additional courses in the content areas above.</i>

Note – Courses in **bold** are required per NJDOE High School Graduation Requirements.

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

- Accuplacer — College Entrance Exam
- Final Exams — As required
- New Jersey's Standardized Assessments
- Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test
- (PSAT/NMSQT) — Grades 9-11
- Scholastic Aptitude Test (SAT I) — Grades 10, 11, and 12
- American College Test (ACT) — Grades 11 and 12
- ASVAB: Armed Services Vocational Aptitude Battery — Grades 10, 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, and SAT tests. The PSAT/NMSQT and SAT will be offered at Schalick High School. Registration information on ACT and SAT tests are available through the School Counseling Office, the School Counseling Office website, Naviance, [www.collegeboard.com](http://www.collegeboard.com), or [www.act.org](http://www.act.org).

### NJ DEPT. OF EDUCATION GRADUATION TESTING REQUIREMENTS

Students in the classes of 2023, 2024, and 2025 will take the New Jersey Graduation Proficiency Assessment in grade 11. The assessment will be aligned to New Jersey Student Learning Standards (NJSLS) for grade 10 ELA and NJSLS for Algebra I and Geometry. The assessment format will be familiar to students and educators, as it will be delivered on

the same platform students use for the current New Jersey Student Learning Assessments (NJSLA).

If, after completing the New Jersey Graduation Proficiency Assessment, a student does not demonstrate proficiency on the ELA or Mathematics section, the student may take the following steps:

- Retake the New Jersey Graduation Proficiency Assessment in the following summer or the following fall. A district must offer remediation and support to prepare the student to retake the assessment;
- Meet a designated cut score from the same menu of alternative assessments as the class of 2022; or
- Complete a portfolio appeal.

State testing is subject to change by the NJDOE.

*Students in the Class of 2026 and Beyond: The NJDOE is committed to providing fair notice to students and educators and will continue to collaborate with stakeholders to transition to the next generation of statewide assessments.*

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## PROGRAM OF STUDY OFFERINGS

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The Program of Study course sequences detailed on the following pages are created to assist students and their parents in developing a plan to achieve the goals for a student's future career in these particular fields. We acknowledge that there are a multitude of fields for which there is not a pathway noted but hope that these pathways can serve as a guide. These pathways are built around the current course offerings within A.P. Schalick High School, and it is our goal to continue to build additional pathways in the future. These course sequences are recommended for these particular fields of study. Any deviation from the sequence should be to meet an individual's abilities, interests, needs, and/or circumstances and should be discussed with a counselor.

The Program of Study offerings established by the district aim to assist students in the following ways:

- *Identify how specific courses/pathways correspond to specific careers*
- *Support students in identifying or expanding their interests in specific fields or skill areas*
- *Help make career decisions*
- *Build capacity for students to thrive in secondary and post-secondary opportunities*

A.P. Schalick High School has established the following *five (5) Program of Study pathways* to assist students in the identification of future career goals in the following areas:

- 1. Health Science and Medicine**
- 2. Engineering (STEM)**
- 3. Information Technology**
- 4. Business**
- 5. Education**

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# Program of Study Offerings

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## Health Science and Medicine Program of Study

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### *Course Sequence*

9th Grade	10th Grade	11th Grade	12th Grade
English 9 (H or CP)	English 10 (H or CP)	English 11 (AP, H, CP)	English 12 (AP, H, CP)
Health/PE	Health/PE	Health/PE	Health/PE
World History (H or CP)	US History I (H or CP)	US History II (AP, H, CP)	Financial Literacy or Elective
Algebra I or Geometry (H or CP)	Geometry or Algebra II (H or CP)	Algebra II or Pre- Calculus (H or CP)	AP Calculus or Calculus or AP Statistics or Statistics or Essential Math for College & Career
Visual/Performing Arts Elective	Financial Literacy or Elective	Elective (Computer Science or Business)	Elective (Computer Science or Business)
Integrated Science (H or CP)	Biology (H or CP)	Chemistry (H or CP)	AP Biology or AP Physics (VHS) or Honors Physics
World Language	World Language	World Language or Elective	World Language or Elective
Dynamics of Allied Health	Exercise Science	Anatomy & Physiology (H or CP)	Science/Health Elective

**Recommended electives for Health/Medicine students:** *Psychology, Introduction to Computer Science, Computer I and II, Cybersecurity, Digital Art and Social Media Marketing, American Government, Lifetime Fitness, Marine Science, Leadership, Innovation and Entrepreneurship, Web Page Design, Global Citizenship*

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### Health Science and Medicine Career Opportunities

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- Physician (Nuclear Medicine, Sports Medicine, Naturopathic)
- Surgeon
- Therapist (Physical, Occupational)
- Medical and Health Services Manager
- Medical Scientist
- Athletic Trainer
- Nurse

- Veterinarian
  - Veterinary Technologists and Technicians
  - Radiologist
  - Environmental Science and Protection Technician
  - Bioinformatics Scientist
  - Orthotists and Prosthetists
  - Family and General Practitioner
  - Nurse Practitioner/Physician's Assistant
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## Engineering Program of Study

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### Course Sequence

9th Grade	10th Grade	11th Grade	12th Grade
English 9 (H or CP)	English 10 (H or CP)	English 11 (AP, H, CP)	English 12 (AP, H, CP)
Health/PE	Health/PE	Health/PE	Health/PE
World History (H or CP)	US History I (H or CP)	US History II (AP, H, CP)	Financial Literacy or Elective
Algebra I or Geometry (H or CP)	Geometry or Algebra II (H or CP)	Algebra II or Pre- Calculus (H or CP)	AP Calculus or Calculus or AP Statistics or Statistics or Essential Math for College & Career
Visual/Performing Arts Elective	Financial Literacy or Elective	Elective (Digital Art or Computer Science or Business)	Elective (Digital Art or Computer Science or Business)
Integrated Science (H or CP)	Biology (H or CP)	Chemistry or Environmental Science (H or CP)	Physics, AP Biology or Science Elective
World Language	World Language	World Language or Elective	World Language or Elective
Intro to Engineering (PLTW)	Civil Engineering and Architecture	Principles of Engineering (PLTW)	Engineering Design and Development

**Recommended electives for Engineering students:** *Introduction to Computer Science, Computers I and II, Cybersecurity, Digital Art and Social Media Marketing, Psychology, American Government, Leadership, Innovation and Entrepreneurship, Web Page Design, Wealth Management and Investing, Global Citizenship*

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### Engineering Career Opportunities

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|---|---|
| <ul style="list-style-type: none"> <li>• Electronics Engineering Technician</li> <li>• Electrical Engineering Technologist</li> <li>• Environmental Engineering Technician</li> <li>• Industrial Engineering Technician</li> <li>• Nanotechnology Engineering Technician</li> </ul> | <ul style="list-style-type: none"> <li>• Civil Engineering Technician</li> <li>• Electromechanical Engineering Technologist</li> <li>• Engineer: Civil, Biomedical, Mechanical, Aerospace</li> <li>• Engineering Teacher</li> </ul> |
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## Information Technology Program of Study

### Course Sequence

9th Grade	10th Grade	11th Grade	12th Grade
English 9 (H or CP)	English 10 (H or CP)	English 11 (AP, H, CP)	English 12 (AP, H, CP)
Health/PE	Health/PE	Health/PE	Health/PE
World History (H or CP)	US History I (H or CP)	US History II (AP, H, CP)	Financial Literacy or Elective
Algebra I or Geometry (H or CP)	Geometry or Algebra II (H or CP)	Algebra II or Pre- Calculus (H or CP)	AP Calculus or Calculus or AP Statistics or Statistics or Essential Math for College & Career
Visual/Performing Arts Elective	Financial Literacy or Elective	Elective (Cybersecurity, Digital Art or Business)	Elective (Cybersecurity, Digital Art or Business)
Integrated Science (H or CP)	Biology (H or CP)	Chemistry or Environmental Science (H or CP)	AP Science or Science Elective
World Language	World Language	World Language or Elective	World Language or Elective
Introduction to Computer Science	Computer I	Computer II	AP Computer Science A

**Recommended electives for Information Technology students:** *Cybersecurity, Digital Art and Social Media Marketing, Psychology, American Government, Leadership, Innovation and Entrepreneurship, Web Page Design, Wealth Management and Investing, Introduction to Engineering, Allied Health, Marine Science, Intro to Engineering, Civil Engineering and Architecture, Principals of Engineering, Engineering Design and Development, Global Citizenship*

## Information Technology Career Opportunities

- Information Technology Project Manager
- Geographic Information Systems Technician
- Geospatial Information Scientist and Technologist
- Informatics Nurse Specialist
- Computer and Information Research Scientist
- Instructional Designer and Technologist

- Information Security Analyst
- Bioinformatics Technician
- Computer Network Architect
- Business Intelligence Analyst
- Computer Systems Analyst
- Computer Programmer
- Computer Systems Engineer/Architect
- Software Developer

## Business Program of Study

### Course Sequence

9th Grade	10th Grade	11th Grade	12th Grade
English 9 (H or CP)	English 10 (H or CP)	English 11 (AP, H, CP)	English 12 (AP, H, CP)
Health/PE	Health/PE	Health/PE	Health/PE
World History (H or CP)	US History I (H or CP)	US History II (AP, H, CP)	Elective
Algebra I or Geometry (H or CP)	Geometry or Algebra II (H or CP)	Algebra II or Pre-Calculus (H or CP)	AP Calculus or Calculus or AP Statistics or Statistics or Essential Math for College & Career
Visual/Performing Arts Elective	Elective (Computer Science or Computer Art or Business/Economics)	Elective (Computer Science or Computer Art)	Elective (Computer Science or Computer Art)
Integrated Science (H or CP)	Biology (H or CP)	Chemistry or Environmental Science (H or CP)	AP Science or Science Elective
World Language	World Language	World Language or Elective	World Language or Elective
Wealth Management and Investing	Sports Management or Allied Health or Accounting or Elective	Leadership, Innovation, and Entrepreneurship	Website Page Design-- Website Composition

**Recommended electives for Business students:** *Introduction to Computer Science, Computers I and II, Cybersecurity, Digital Art and Social Media Marketing, Psychology, American Government, Introduction to Engineering, Lifetime Fitness, Outdoor Adventures, Global Citizenship*

### Business Career Opportunities

- Business Continuity Planner
- Agent/Business Manager of Artists, Performers, Athletes
- Business Intelligence Analyst
- Business Teacher
- Computer Systems Analyst

- Software Developer (Systems Software)
- Information Technology Project Manager
- Bookkeeping
- Accounting
- Audit Clerk
- Marketing Manager

## Education Program of Study

### Course Sequence

9th Grade	10th Grade	11th Grade	12th Grade
English 9 (H or CP)	English 10 (H or CP)	English 11 (AP, H, CP)	English 12 (AP, H, CP)
Health/PE	Health/PE	Health/PE	Health/PE
World History (H or CP)	US History I (H or CP)	US History II (AP, H, CP)	Financial Literacy or Elective
Algebra I or Geometry (H or CP)	Geometry or Algebra II (H or CP)	Algebra II or Pre- Calculus (H or CP)	AP Calculus or Calculus or AP Statistics or Statistics or Essential Math for College & Career
Visual/Performing Arts Elective	Financial Literacy or Elective	Elective	Elective
Integrated Science (H or CP)	Biology (H or CP)	Chemistry or Environmental Science (H or CP)	AP Science or Science Elective
World Language	World Language	World Language or Elective	World Language or Elective
Media I or Elective	Early Childhood Development & Careers	Psychology	Elective

**Recommended electives for Education students:** *Leadership, Innovation and Entrepreneurship, American Government, World Geography, Contemporary U.S. Issues, Lifetime Fitness, Probability and Statistics, Web Page Design, Global Citizenship*

**\*\*Note for Education students:** Select electives that focus on a content area: history, math, science, art, music, engineering, business, health, computers, computer science.

### Education Career Opportunities

- Teacher
- Professor
- School Counselor
- Speech, Occupational, or Physical Therapist
- School Psychologist
- Social Worker

- LDTC (Learning Disabilities Teacher Consultant)
- Nurse
- Administrator
- Director
- Curriculum Developer
- Educational Consultant
- Instructional Coach

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## VISUAL AND PERFORMING ARTS ELECTIVES

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### **ADVANCED STUDIO ARTS**

**5 credits**

**Grades 11, 12**

This is a non-sequential course offered to students who have completed at least two other art courses, such as *Explorations in Art*, *Creative Arts I* or *II*, *Sculpture*, or *Drawing/Painting*. Students will study the role of the artist in their own society and in other cultures. The student will seek personal inspiration through the study of a variety of art genres, such as Art Nouveau, Surrealism, and Modern Art. Use of Adobe Photoshop will further the student's technique and creativity within their own designs. **Prerequisite:** *Successful completion of at least two other art courses in any combination.*

### **CREATIVE ARTS I**

**5 credits**

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

Students will explore a variety of media while creating both two and three-dimensional works. In Creative Arts, students are encouraged to experiment with concepts and techniques while being inspired by non-traditional artists, concepts, and works of art. There is an emphasis on arts and crafts. Students will utilize elements and principles of art to create prints, weavings, mosaics, jewelry pieces, and masks—involving a variety of tools and materials. Historical and cultural aspects of various world civilizations are studied.

### **CREATIVE ARTS II**

**5 credits**

**Grades 10, 11, 12**

There will be a continued emphasis on arts and crafts. Students will continue to explore the arts from around the world as a basis for creating and expanding their own artistic styles and techniques. **Prerequisite:** *Successful completion of Creative Arts I.*

### **DRAWING/PAINTING**

**5 credits**

**Grades 10, 11, 12**

This is a second-level art course focusing on two-dimensional media. Students will continue to explore the elements and principles of art, current and past practicing artists, technique, and concept as it pertains to art making. A variety of two-dimensional media will be explored including but not limited to the following: pencil, charcoal, pastels, acrylics, watercolors, etc. **Prerequisite:** *Successful completion of Explorations in Art or Creative Arts.*

**EXPLORATIONS IN ART**  
**Grades 9, 10, 11, 12**

**5 credits**

This is an introductory course to the visual arts. The content covers a variety of concepts and drawing media, painting and color theory as well as techniques in perspective. Students learn about art history and visual art careers.

**EXPLORATIONS IN THEATRE ARTS**  
**Grades 9, 10, 11, 12**

**5 credits**

*Exploration in Theatre Arts* is a semester long course for students interested in sampling the different elements of Theatre. Students will explore introductory units in acting, theatrical design, musical theatre, theatre history, and production. Depending on which semester students are enrolled, students will have the opportunity to contribute to either the Fall Play or the Spring Musical to understand what it means to be part of a production. Students will participate in an end of the semester showcase during school hours for their final assessment.

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

**5 credits**

Students will discover the connections between sculpture and other art disciplines as they relate specifically to three-dimensional art. Students will gain knowledge in additive, subtractive, and assemblage techniques as sources of construction. This class explores the various materials used to create sculptures, which include plaster, clay, paper maché, and recycled materials. Students learn how to manipulate these materials and use sculpting tools safely. They analyze other works of sculpture through reading and discussion and critique and examine geometric, abstract, and organic forms

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**MUSIC ELECTIVES**

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**CONCERT BAND (*SPRING ONLY*)**  
**Grades 9, 10, 11, 12**

**5 credits**

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**

**1.25 credits**

**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**

**1.25 credits**

**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**

**5 credits**

Students will explore beginning to intermediate guitar playing and basic musicianship. This course is for students who want to learn how to play the guitar and for 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 will be provided. Students who successfully complete this course with a grade of "B" or higher may continue on to *Guitar Workshop II*.

**GUITAR WORKSHOP II/UKULELE II**  
**Grades 10, 11, 12**

**5 credits**

This course is for students interested in expanding their knowledge of guitar/ukulele and music through the guitar/ukulele by continuing instruction on the instrument. Students will explore music through the guitar or ukulele using medium and advanced music theory and advanced guitar or ukulele techniques as a continuation of musical knowledge learned in either *Guitar Workshop I*, *Ukulele Class* or prior instruction. Students will

various genres of music on the guitar or ukulele. School guitars or ukuleles may be provided based on availability. Students should be prepared to provide their own instrument. **Prerequisite:** *Successful completion of Guitar Workshop I or Ukulele Class.*

**UKULELE CLASS**  
**Grades 9, 10, 11, 12**

**5 credits**

Students will explore beginning to intermediate ukulele playing and basic musicianship. This course is for students who want to learn how to play the ukulele and for students who have already begun playing the ukulele. The course begins with open chords, note reading, and basic strumming. Styles of ukulele playing will include classical, folk, rock, and pop. Students will be expected to practice and play during class on a daily basis. School ukuleles will be provided.

**HISTORY OF ROCK AND ROLL**  
**Grades 9, 10, 11, 12**

**5 credits**

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.

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

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



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## VISUAL ARTS

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### **FOUNDATIONS OF ART and DESIGN**

**10 credits**

**Grade 9, 10**

The *Foundations of Art and Design* course will serve to introduce students to the elements and principles of art and design and instruct them in successfully utilizing the elements and principles in their own work. Emphasis will be on mastery of the elements of art and design, which are the foundational building blocks of visual art. Students will also be introduced to formal art analysis, art history, and contemporary art. Traditional art genres such as: portraiture, still life and landscape will be explored, as well as other contemporary approaches. Universal themes such as: identity, ancestry/culture, environment, and symbolism, will be explored while learning and utilizing the elements and principles of art and design. Art history, guest artists, field trips, and critiques are integral components in Art Academy courses. Students are required to participate in *The Annual Art and Jazz Festival* and *The Teen Arts Festival*.

### **INTERMEDIATE ART and DESIGN**

**10 credits**

**Grades 10, 11**

In the *Intermediate Art and Design* class, students will continue to study and produce work that incorporates the elements and principles of art with an emphasis on the principles of art: balance, emphasis, harmony, movement, rhythm, contrast, unity, variety, and pattern. Students will continue to work in drawing, painting, and mixed-media, but will work at a higher level that emphasizes concepts, themes, symbolism and decision-making. Oil painting and other art media and techniques such as printmaking will be introduced. Art history, guest artists, field trips, and critiques will continue to be integral components in Art Academy courses. Students are required to participate in *The Annual Art and Jazz Festival* and *The Teen Arts Festival*. **Prerequisite: Successful completion of Foundations of Art and Design.**

### **AP STUDIO ART** (*Exam fee is required in November; late fee applied after due date*)

**10 credits**

**Grades 11, 12**

Students have the option to take *Advanced Placement Studio Art* during their junior and/or senior years. *Advanced Placement Studio Art* is a very rigorous and specific course of study that requires students to demonstrate skill and understanding in drawing (including painting and mixed-media) or 2D Design. The *AP Drawing* class is a college-level art class. During this class, students will work on a portfolio consisting of approximately 15 pieces of art. This portfolio is designated for work that focuses on the issues of drawing—use of mark-making, line, surface manipulation, space/perspective, light and shade, and composition. Students focus on the arrangement of marks, shapes and imagery on a flat surface, the materials and processes of marks, and relationships of marks and ideas. Some work will be teacher directed, but most will be student directed, especially during the sustained investigation portion of this class. Students will research,

explore and execute approximately 8-10 pieces of work based on one idea/concept/ theme during the Sustained Investigation portion. Art history, guest artists, field trips, and critiques will continue to be integral components in Art Academy courses. Students are required to participate in *The Annual Art and Jazz Festival* and *The Teen Arts Festival*.

The *AP 2-D Art and Design* class is a college level art class. During this class, students will work on a portfolio consisting of approximately 15 pieces of art. This portfolio is designated for 2D elements and principles of art and design, including point, line, shape, layer, space, texture, color, value, opacity, transparency, unity, variety, rhythm, movement, proportion/scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, and hierarchy. Students consider how materials, processes, and ideas can be used to make work on a flat surface. Some work will be teacher directed, but most will be student directed, especially during the Sustained Investigation portion of this class. Students will research, explore and execute approximately 8-10 pieces of work based on one idea/concept/ theme during the sustained investigation portion. Art history, guest artists, field trips, and critiques will continue to be integral components in Art Academy courses. Students are required to participate in *The Annual Art and Jazz Festival* and *The Teen Arts Festival*.

**Prerequisite:** *Successful completion of Foundations of Art and Design, Intermediate Art and Design, and/or AP Studio Art Prep is recommended before taking AP Studio Art. Teacher recommendation is required.*

## **AP STUDIO ART PREP** **Grade 11**

**10 credits**

This course is for the art student who wants more preparation before entering into the *AP Studio Art* college-level class. The course is essentially a pared down version of the *AP Studio Art* class, thus students will complete 10-12 pieces of artwork throughout the year and will work in a series of work based on one theme or idea. Students will work on becoming more independent and continue to develop their own sense of style, while strengthening skills. Art history, guest artists, field trips, and critiques will continue to be integral components in Art Academy courses. Students are required to participate in *The Annual Art and Jazz Festival* and *The Teen Arts Festival*. **Prerequisite:** *Successful completion of Foundations of Art and Design and Intermediate Art and Design.*

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## **DANCE**

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## **DANCE ACADEMY I/II** **Grades 9, 10**

**10 credits**

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, jazz, tap, contemporary, and modern dance forms. Specialty styles, such as musical theatre, hip hop, ballroom, and

Bollywood may also be introduced. Dance History will be covered and researched throughout the Academy program. 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. All Dance Academy students will participate in the following required performances: *The Nutcracker*, Winter Performance, Salem County Teen Arts Festival, and Spring Performance. ***Students that display consistent competence and technical excellence in the above criteria may be considered to advance to the next level. All level placements are at the discretion of the Academy Instructor.***

**DANCE ACADEMY III/IV**  
**Grades 10, 11, 12**

**10 credits**

In levels III/IV of the Dance Academy students will continue to refine and improve their technique in ballet, modern, contemporary, and jazz disciplines at a faster and more technically advanced pace. Specialty styles such as musical theatre, tap, hip hop, ballroom, and Bollywood may also be incorporated in class. 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). Students will be responsible for writing critiques for others' work as well as their own. Dance history will be covered and researched throughout the Academy program. An introduction to performance marketing, costume design, and make-up will be included. All Dance Academy students will participate in the following required performances: *The Nutcracker*, Winter Performance, Salem County Teen Arts Festival, and Spring Performance. ***Students that display consistent competence and technical excellence in the above criteria may be considered to advance to the next level. All level placements are at the discretion of the Academy Instructor.***

**DANCE ACADEMY ADVANCED**  
**Grades 11, 12**

**10 credits**

*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. Advanced dancers will begin work behind the scenes as part of the technical and stage crew during

performances, while executing performance marketing, costume design, and make-up design. Seniors are required to choreograph, rehearse and perform a solo for the end of the year performance. 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 perform in community-based venues for the school and surrounding area. All Dance Academy students will participate in the following required performances: *The Nutcracker*, Winter Performance, Salem County Teen Arts Festival, and Spring Performance.

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## THEATRE

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### THEATRE ACADEMY I Grades 9, 10

10 credits

In *Theatre Academy I*, students begin their study of the *Elements of Theatre*. *Elements of Theatre* guides students to an understanding of the craft of acting through their participation in a wide variety of theatrical exercises. Each day begins with a series of warm-up activities designed to stimulate the imagination and encourage exploration of vocal and physical freedom. These skills will be further developed through improvisation exercises and scene work. Units covered throughout this course include, but are not limited to the following: *Theatre Interiors & Theatre Safety*, *Actor Wellness & Performance Preparation*, *Theatre History: Greek, Roman, & Elizabethan*, *Acting Techniques: Character Analysis and Movement for the Actor I*, *Business of Theatre: The Theatre Ecosystem*, *Musical Theatre: The Birth of an Artform*, and *Theatre Production*. Students are required to participate in the Fall Play and will be required to participate in either the winter production or the spring musical, and the *One Act Festival*. ***Students that display consistent competence and technical excellence in the above criteria may be considered to advance to the next level. All level placements are at the discretion of the Academy Instructor.***

### THEATRE ACADEMY II Grades 10, 11

10 credits

In *Theatre Academy II*, students continue their study of the *Elements of Theatre* in order to build a strong foundation in the basics while continuing to develop new skill sets. Units covered throughout this course include, but are not limited to the following: *Theatre Interiors & Theatre Safety*, *Vocal Health and Actor Wellness*, *Theatre History: Medieval & the Restoration*, *Acting Techniques: Character Analysis & Movement for the Actor II*, *Business of Theatre: The Audition Process*, *Musical Theatre 1940s-1960s*, and *Theatre Production*. Students are required to participate in the Fall Play and will be required to participate in either the winter production or the spring musical, and the *One Act Festival*. ***Students that display consistent competence and technical excellence in the above criteria may be considered to advance to the next level. All level placements are at the discretion of the Academy Instructor.***

**THEATRE ACADEMY III**  
**Grade 11, 12**

**10 credits**

In *Theatre Academy III*, students develop 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. Units covered throughout this course include, but are not limited to the following: *Improvisation, Vocal Performance & IPA, Theatre History: Realism & the Italian Renaissance, Acting Techniques: Accents & Dialects, Business of Theatre: Production Team, Musical Theatre 1960s-1980s*, and *Theatre Production*. For the Fall Play, *Theatre III* students take on the responsibilities of the production team, designing and executing all technical elements of the production. Students are required participate in the Fall Play and will be required to participate in either the winter production or the spring musical, and the *One Act Festival*. ***Students that display consistent competence and technical excellence in the above criteria may be considered to advance to the next level. All level placements are at the discretion of the Academy Instructor.***

**THEATRE ACADEMY ADVANCED**  
**Grade 12**

**10 credits**

*Advanced Theatre* guides students to an understanding in the craft of acting through their participation in a wide variety of theatrical exercises. These skills will be further developed through improvisation exercises and scene work. In *Theatre Academy Advanced*, students demonstrate their knowledge of the *Elements of Theatre* by their participation in the fall production. Students deepen their understanding of directing, as they direct one another in a series of scenes through a directing unit. Units covered throughout this course include but are not limited to the following: *College Prep, Vocal Performance & the Internationals Phonetic Alphabet, Theatre History: Theatre of the Absurd & Contemporary American Theatre, Marketing and Public Relations in Theatre, Directing, Musical Theatre 1980s—Now*, and *Theatre Production*. Students are required to participate in the Fall Play and will be required to participate in either the winter production or the spring musical, and the *One Act Festival*. 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*.

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**PHYSICAL EDUCATION & HEALTH COURSES**

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**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**

**5 credits**

All physical education and health courses have one single focus: all students will acquire the knowledge and skills of what is most essential to become individuals who possess

health and physical literacy and pursue a life of wellness by developing the habits necessary to live healthy, productive lives that positively impact their families, schools, and communities. In Grade 9, the physical education instructional time is focused on individual and team sports, skill development, team-building skills, and fitness-related activities for a lifetime commitment to wellness. The Health portion of the course will focus in the areas of personal safety, personal growth and development, social and sexual health, emotional health, nutrition, and pregnancy and parenting.

## **GRADE 10 PE/HEALTH**

**5 credits**

All physical education and health courses have one single focus: all students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness by developing the habits necessary to live healthy, productive lives that positively impact their families, schools, and communities. In Grade 10, the physical education instructional time is focused on individual and team sports, skill development, team-building skills, and fitness-related activities for a lifetime commitment to wellness. The Health portion of the course will focus on N.J. driver's 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; the organ/tissue donation; avoiding driving distractions; other road users; vehicle information; and parts/goals of the highway transportation system.

## **GRADE 11 PE/HEALTH**

**5 credits**

All physical education and health courses have one single focus: all students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness by developing the habits necessary to live healthy, productive lives that positively impact their families, schools, and communities. In Grade 11, the physical education instructional time is focused on individual and team sports, skill development, team-building skills, and fitness-related activities for a lifetime commitment to wellness. The Health portion of the course will focus on personal safety, personal growth and development, community health services and support (First Aid/CPR/response to emergencies), recognizing common signals of illnesses and injuries (health conditions), and nutrition.

## **GRADE 12 PE/HEALTH**

**5 credits**

All physical education and health courses have one single focus: all students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness by developing the habits necessary to live healthy, productive lives that positively impact their families, schools, and communities. In Grade 12, the physical education instructional time is focused on individual and team sports, skill-development, team-building skills, and fitness-related activities for a lifetime commitment to wellness. The Health portion of the course will

focus on personal safety, personal growth and development (such as decision-making and self-development), nutrition, drug abuse (over-the-counter and prescription drugs), and community health services and support.

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## PHYSICAL EDUCATION ELECTIVES

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### **LIFETIME FITNESS**

**5 credits**

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

*Lifetime Fitness* is a beneficial course for students who are interested in learning how to live an active and healthy lifestyle. This course requires students to create a personalized fitness plan. The fitness plan must include both anaerobic and aerobic exercises, proper warm-up and cool-downs, and a complete total body workout. *Lifetime Fitness* also requires students to complete a nutrition project; the nutrition project gives the students the opportunity to food shop under a specific budget.

### **EXERCISE SCIENCE**

**5 credits**

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

*Exercise Science* gives students who have an interest in the Health field the opportunity to explore possible career opportunities while gaining the necessary knowledge to pursue those careers. (possible career options include: Health and Physical Education teacher, Personal Training, Athletic Trainer, Physical Therapy, Sports Medicine, and Nursing).

### **OUTDOOR ADVENTURES**

**5 credits**

**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, Mountain Bike Camping, Fauna/Flora/Wilderness Medicine, and Wildlife Conservation.*

### **SPORTS MANAGEMENT**

**5 credits**

**Grades 11, 12**

This introductory course emphasizes basic management principles as they relate to sports-related enterprises. A variety of marketing techniques and approaches are analyzed to broaden students' background in this area and to better allow them to develop effective and comprehensive sports marketing plans.

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## ENGLISH LANGUAGE ARTS AND LITERACY COURSES

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### GRADE 9 ENGLISH

5 credits

*Grade Nine 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. ***This course will prepare students with the knowledge and skills necessary for college and/or career.***

### GRADE 9 ENGLISH HONORS

5 credits

The 9th grade *Honors English* course serves those students who are highly proficient in reading and written expression. Beyond the *Grade Nine English* 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 and a teacher recommendation***

### GRADE 10 ENGLISH

5 credits

*Grade Ten 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. ***This course will prepare students with the knowledge and skills necessary for college and/or career.***

### GRADE 10 ENGLISH HONORS

5 credits

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 and a teacher recommendation.*

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

**5 credits**

*Grade Eleven 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. ***This course will prepare students with the knowledge and skills necessary for college and/or career.***

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

**5 credits**

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 genres: 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 *Honors English 11* should possess strong reading, writing, and analytical skills. The course work is more complex than that of the *Grade Eleven English* course and more independent assignments are required. **Prerequisite:** *Successful completion of English 10 and a teacher recommendation.*

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

**5 credits**

*(Exam fee is required in November; late fee applied after due date)*

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 take the advanced placement examination may, based on their score, receive an Advanced Placement standing at a participating college. **Prerequisite:** *Successful completion of English 10 and a teacher recommendation.*  
**This course is eligible for dual credit with Salem Community College.**

## GRADE 12 ENGLISH: BRITISH LITERATURE

5 credits

*Grade Twelve 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. ***This course will prepare students with the knowledge and skills necessary for college and/or career.***

## GRADE 12 ENGLISH HONORS: BRITISH LITERATURE

5 credits

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 *Grade Twelve Honors English* should possess strong reading, writing and analytical skills. This course work is more complex than that of the *Grade Twelve English* course and more independent assignments are required. **Prerequisite: Successful completion of English 11 and a teacher recommendation**

## AP ENGLISH GRADE 12 - LITERATURE AND COMPOSITION

5 credits

*(Exam fee is required in November; late fee applied after due date)*

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. **For further clarification of this course please see details on page 7. Prerequisite: Successful completion of English 11 and a teacher recommendation. This course is eligible for dual credit with Salem Community College.**

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## LANGUAGE ARTS LITERACY ELECTIVES

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**The course listed below is an elective and cannot be taken in lieu of state four-year English requirement. It does fulfill district graduation requirements.**

**INTRODUCTION TO FILM**  
**Grades 9, 10, 11, 12**

**5 credits**

In this course, students will view, discuss, and write about classic and contemporary movies 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 in meaningful ways

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**MATHEMATICS COURSES**

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**NOTE:** The traditional sequence for mathematics college prep courses is *Algebra I* or *Algebra IA/IB*, *Geometry*, and *Algebra II* or *Algebra IIA/IIB*. Students who have not had *Algebra I* in grade 8 must take *Algebra I* in grade 9. In order to meet requirements for high school graduation, it is recommended that every student take *Algebra I*, *Geometry*, and a third course that builds upon these two prior to the second semester of the student's junior year. *Algebra II* is not required, but encouraged.

**ALGEBRA IA & ALGEBRA IB**  
**Grades 9, 10**

**10 credits\***

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. **\*The total of 10 credits is made up of 5 elective credits for *Algebra IA* and 5 math credits for *Algebra IB*.**

**ALGEBRA I**  
**Grades 9, 10, 11, 12**

**5 credits**

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 NJSLA. Emphasis is on problem solving. **Prerequisite: Successful completion of Grade 8 Mathematics. A score of a 70 or higher on the prerequisite exam must be obtained for students transferring in from out of district.**

**ALGEBRA I HONORS**  
**Grades 9, 10, 11, 12**

**5 credits**

*Honors Algebra I* 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 and a teacher recommendation. A score of an 80 or higher on the prerequisite exam must be obtained for students transferring in from out of district.*

**ALGEBRA IIA & ALGEBRA IIB**  
**Grade 9, 10, 11, 12**

**10 credits\***

This is an *Algebra II* course that is given in two parts over a full year. Topics to be covered in *Algebra IIA* are the following: 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 IIB* are the following: exponential and logarithmic functions, families of functions, polynomials and polynomial functions, trigonometric ratios and functions, sequences and series and Probability and statistics. **Prerequisite:** *Successful completion of Algebra I. Students who are not successful in Algebra IIA, may be rescheduled into Geometry in the spring semester.* \*The total of 10 credits is made up of 5 elective credits for *Algebra IIA* and 5 math credits for *Algebra IIB*.

**ALGEBRA II**  
**Grades 9, 10, 11, 12**

**5 credits**

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 logarithms. Emphasis is on problem solving. Classwork 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**

**5 credits**

*Honors Algebra II* continues to investigate and develop concepts in variables, polynomials, solving exponential, quadratic and rational equations, inequalities, graphing, radicals, complex numbers, and logarithms. It will move at a faster pace than *Algebra II*, allowing for more emphasis on applications of algebra and trigonometry. 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 and a teacher recommendation.***

**ESSENTIAL MATH FOR COLLEGE AND CAREER**  
**Grade 11, 12**

**5 credits**

*Essential Math for College and Career* is designed for students who were successful in *Algebra* and *Geometry*, and would like to take an additional math course in preparation of attending college or entering the workforce. This course will enable students to reinforce math skills necessary to prepare the student to take a college placement exam in mathematics, entering a freshman level college math course and/or entering the workforce after high school. Topics may include, but are not limited to, number theory, counting principles, probability, consumer mathematics, and a review of *Algebra* and *Geometry*. Students will review these topics by exploring areas, such as income/salaries, payroll taxes, mortgages, banking, automotive loans, and other topics as generated by student interest. **This course qualifies as one of the math courses required for high school graduation.**

**AP CALCULUS AB** (*Exam fee is required in November; late fee applied after due date*)  
**Grade 11, 12**

**10 credits**

*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 principles 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. **Prerequisite: *Successful completion of Pre-Calculus or Pre-Calculus Honors and a teacher recommendation.*** **This course is eligible for dual credit with Salem Community College.**

**CALCULUS**  
**Grade 11, 12**

**5 credits**

This course is intended to develop students' understanding of the concepts of limits, differential calculus and possibly integral calculus and provide experience with its methods and applications. Students who take this course will have a good understanding of calculus concepts so they will be prepared for a first-level college calculus course. The student will gain knowledge of theories and apply the principles of calculus in everyday applications.

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

**5 credits**

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 formal proofs, use tools for measurement, and apply principles of algebra in determining properties of geometric figures. Students will use geometry software and/or graphing calculators to investigate geometric shapes and relationships. Emphasis is on problem solving. Classwork 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.*

**GEOMETRY HONORS**  
**Grades 9, 10, 11, 12**

**5 credits**

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 proofs than in *Geometry*. Topics of study will include reflections, translations, rotations, constructions, as well as, selected topics in discrete math, the use of geometry software 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. Classwork 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 Grade 8 Algebra or Algebra I and a teacher recommendation*

**PRE-CALCULUS**  
**Grades 10, 11, 12**

**5 credits**

This 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. Classwork will include presentation of course materials by the instructor, accompanied by appropriate problem-solving assignments. **Prerequisites:** *Successful completion of Algebra II and Geometry.*

**PRE-CALCULUS HONORS**  
**Grades 10, 11, 12**

**5 credits**

This course emphasizes geometric and trigonometric concepts, integrating them with algebraic concepts. It will move at a faster pace than *Pre-Calculus*, 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 Geometry Algebra II, and a teacher recommendation. This course is eligible for dual credit with Salem Community College.**

**PROBABILITY AND STATISTICS**  
**Grades 11, 12**

**5 credits**

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. An understanding of statistics and probability provides students planning a career in business, science, education, engineering, accounting, law, medicine, math, or communications with a foundation for success. **Prerequisite: Successful completion of Algebra II or Algebra IIA & Algebra IIB.**

**AP STATISTICS** (*Exam fee is required in November; late fee applied after due date*)  
**Grades 11, 12**

**5 credits**

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. **Prerequisite: Successful completion of Pre-Calculus. and teacher recommendation.**

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**SCIENCE COURSES**

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**All students are required to take three (3) years of a lab science to fulfill both the NJ Department of Education requirement and APSHS requirements. Students must successfully complete Integrated Science, Biology, and one of the following: Environmental Science, Chemistry, or Physics. All Honors-level students will be**

**required to complete assignments during the summer and will be tested at the start of the semester. Students in Grade 11 are required to take the New Jersey Student Learning Assessment (NJSLA) – Science.**

**INTEGRATED SCIENCE**  
**Grade 9, 10, 11, 12**

**5 credits**

*Integrated Science* will establish a foundation for high school learning and for preparation in upper level science classes. This inquiry-based lab science course 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, 10, 11, 12**

**5 credits**

*Honors Integrated Science* will establish a foundation for high school learning and for preparation in upper level science classes. This inquiry-based lab science course 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: *Teacher recommendation.***

**BIOLOGY**  
**Grades 10, 11, 12**

**5 credits**

*Biology* 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, and evolution. 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 10, 11, 12**

**5 credits**

*Honors 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, and evolution. 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 and a teacher recommendation.*

**AP BIOLOGY** *(Exam fee is required in November; late fee applied after due date)*  
**Grade 11, 12**

**10 credits**

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. **Prerequisites:** *Successful completion of Integrated Science, Biology, and Chemistry or Physics and teacher recommendation. Chemistry is preferred.* **This course is eligible for dual credit with Salem Community College.**

**ANATOMY AND PHYSIOLOGY**  
**Grades 11, 12**

**5 credits**

*Anatomy and Physiology* 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 and Biology.*

**ANATOMY AND PHYSIOLOGY HONORS**  
**Grades 11, 12**

**5 credits**

*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, and Chemistry or Physics, and teacher recommendation.*

**ENVIRONMENTAL SCIENCE**  
**Grades 11, 12**

**5 credits**

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 wildlife 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:** *Successful completion of Integrated Science and Biology.*

## **ENVIRONMENTAL SCIENCE HONORS** **Grades 11, 12**

**5 credits**

*Honors 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 require a written report. **Prerequisites:** *Successful completion of Integrated Science and Biology and a teacher recommendation.*

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

**5 credits**

This inquiry-based lab course is offered to grade 10, 11 and 12 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* 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**

**5 credits**

*Honors Chemistry* 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, 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 and Algebra I, Algebra II, or Geometry and a teacher recommendation.*

**PHYSICS**  
**Grades 11, 12**

**5 credits**

*Physics* is an algebra-based physics course. Students should enjoy the practical application of mathematics and scientific concepts. This will provide the student with a working knowledge of vectors in one-dimension, 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, 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. The course will focus on units covering Newtonian mechanics but may also include units on electricity, electromagnetism, waves, light, or nuclear energy. **Prerequisites:** *Successful completion of Integrated Science and Algebra I, Teacher Recommendation, and it is highly recommended that Pre-Calculus is taken prior to taking Physics Honors.*

**PHYSICS HONORS**  
**Grades 11, 12**

**5 credits**

*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

vectors in two dimensions, 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 graphical 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. Units of study may include the following: nuclear energy, electrostatics and electromagnetism, sound, light, heat, Newtonian mechanics, electricity and electromagnetism. **Prerequisites:** *Successful completion of Integrated Science and Pre-Calculus or Pre-Calculus Honors, and a teacher recommendation.*

**AP PHYSICS – OFFERED THROUGH VHS**  
**Grade 12**

**10 credits**

*AP Physics* is an algebra-based college level introductory physics course. Topics covered align with the College Board AP Physics I syllabus and include translational motion, forces, momentum, energy, simple harmonic motion, waves, rotational motion, static electricity, direct current electronics and electric fields. The primary instructional tool is a private online program containing instructional scaffolding, multiple assessment tools, simulations and a suite of virtual explorations emphasizing science process practices. Students are not left to move through the course at their own pace. Students will be assigned time during the school day equivalent to any other major course to work in the online instructional tool. **Prerequisites:** *Students selecting this course should have the potential for independent learning, a demonstrated track record of on-time assignment production, and completed Algebra II or its equivalent successfully.*

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**SCIENCE ELECTIVES**

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**The courses listed below are electives and do not fulfill the NJDOE three-year laboratory science requirement. They do fulfill district graduation requirements.**

**MARINE SCIENCE**  
**Grades 11, 12**

**5 credits**

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.

**NATURAL DISASTERS**  
**Grades 9, 10, 11, 12**

**5 credits**

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, tsunamis, volcanic eruptions, landslides, flooding, hurricanes, tornadoes, and climate change. Recent events and notable case histories are studied through lecture, internet, and video.

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**SOCIAL STUDIES COURSES**

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**WORLD HISTORY**  
**Grade 9**

**5 credits**

*World History* is an introductory course for high school freshmen, designed to provide a survey of the political, social, economic, and cultural history of countries around the globe from the mid 14th century to the early 20th century. Throughout the course, students analyze primary sources, develop critical thinking skills, and evaluate ideas and events from each era. Students begin the course by studying empires from China, Japan, and the Middle East. Next, students gain an understanding of the Italian Renaissance and its connection to the Arabic world, the development of the Protestant Reformation in Europe, and the impact exploration had on indigenous populations around the world. Throughout the course, students are assessed in various ways to check for understanding. Assessments include, but are not limited to, presentations, summative tests, primary source analysis, formative assessments, open-ended responses, and debates. The second half of the course focuses on changing political beliefs ushered in by the Enlightenment, and an age of revolution where students investigate various political revolutions (France, Austria, Germany, Italy) as well as the economically and socially important Industrial Revolution. The struggle between tradition and reform is a major focus, as students evaluate the rise of political ideologies, and trace their influence to motives for European imperialism. The course ends with a discussion of the causes and outcomes of World War I, as students analyze the importance that war played on the modern era.

**WORLD HISTORY HONORS**  
**Grade 9**

**5 credits**

The *Honors World History* course is designed to provide students a survey of world history from the early global empires of the 1300s to modern societies and policies. Students will start by examining the rise and fall of dynasties in early China and Japan, as well as the Middle East including both the Ottoman and Mogul empires. The impact of European exploration will also be evaluated, as students will be challenged to recognize the countries and explorers that established the earliest routes of the New World. Throughout this course, students will consistently analyze primary and secondary sources for every major unit, write historically and informatively on key historical figures and ideas, and connect themes in one unit of study to events of another period of

history. In *Honors World History*, students will be able to enhance their skills in geography, research, and historiography, as they learn about past civilizations. Students will be consistently assessed from a cumulative standpoint, as they are challenged to recall key details and themes, explain historical significance, as well as break down the essential parts of a primary source. Later in the semester, students will move towards more modern history as they analyze political and social movements that occurred around the globe, assess the impact of the Industrial Revolution, and evaluate the effect expanding superpowers had during the Age of Imperialism. The course will conclude with an examination of the first major war of the 1900s, as students break down military strategies, discuss the causes of World War I, and analyze the short term and long-term impacts of the war. Students will continue to be assessed in multiple ways to enhance both their learning and understanding of the content. Projects, presentations, and cumulative assessments will all be key markers of student success throughout the course. *Honors World History* provides an overview of *World History* with a higher rigor, pace, and depth while fostering critical historical and writing skills for higher level students. **Prerequisite: Teacher recommendation.**

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

### **Grade 10**

**5 credits**

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**

**5 credits**

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 advanced level.**

Requirements also include a summer project, which is due in September. Prerequisite: *Teacher recommendation.* This course is eligible for dual credit with Salem Community College.

**U. S. HISTORY II**  
**Grade 11**

**5 credits**

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.

**AP U. S. HISTORY II**(Exam fee is required in November; late fee applied after due date) **5 credits**  
**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. **If a student does not take the AP exam, he/she/they will not receive AP-weighted value points for class rank and GPA.** Prerequisite: *Successful completion of U. S. History I and a teacher recommendation.* This course is eligible for dual credit with Salem Community College.

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**SOCIAL STUDIES ELECTIVES**

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The courses listed below are electives and do not fulfill the NJDOE three-year Social Studies requirement. They do fulfill district graduation requirements.

**CONTEMPORARY U.S. ISSUES**  
**Grades 11, 12**

**5 credits**

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.

**GLOBAL CITIZENSHIP: A Closer Look at Human Rights,  
Social Justice, and Movements for Change  
Grades 11, 12**

**5 credits**

*Global Citizenship* is designed to provide interested students the necessary background knowledge on human rights issues, so they can become active global citizens equipped to advocate for change. Participants of the course will look critically at topics including modern examples of human rights violations, cases of genocide, organized movements for social change, instances of modern slavery, and current environmental concerns. While learning about these topics, questions regarding international organizations and the role they play, the level of government leadership required, and the responsibility of individual citizens will be discussed and debated, with attempts toward solutions being offered. Students will develop skills, such as critical thinking, team collaboration, effective communication, empathy, and problem solving, as they discuss issues, analyze written and visual texts, and collaborate with classmates. As a history elective, this course is open to all 11th and 12th grade students.

**PSYCHOLOGY  
Grades 11, 12**

**5 credits**

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** (*Course will not be offered for the 2021-2022 school year*)  
**Grades 11, 12**

**5 credits**

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. **If a student does not take the AP exam, the student will not receive weighted value points (5.5) for class rank**

and GPA. **Prerequisite:** *Successful completion of Psychology and a teacher recommendation.* **This course is eligible for dual credit with Salem Community College.**

**WORLD GEOGRAPHY**  
**Grades 9, 10**

**5 credits**

*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.

**AMERICAN GOVERNMENT**  
**Grades 11, 12**

**5 credits**

This course will examine the origins of American democracy and government, while taking an in-depth look at the constitutional system and political culture that is found within the United States. Students will analyze the balance of rights and responsibilities of citizens, the functioning of government at various levels, and will examine important public issues using primary documents to interpret the implications. The class will also utilize a variety of media, news sources and guest speakers. **Prerequisite:** *Successful completion of U.S. History I.*

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**WORLD LANGUAGE COURSES**

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**FRENCH I**  
**Grades 9, 10, 11, 12**

**5 credits**

This course will help students develop their skills in the four areas of French language proficiency: reading, writing, speaking, and listening. Students will begin using the language to exchange greetings and introductions, follow basic classroom directions, spell words in French, give commands, talk and write about French food, travel, directions, their childhood and daily life. They will review the basics. They will interpret simple spoken and written French, using the language to communicate about their preferences, things they like to do, and their families. They will give descriptions of people and communicate about school, including objects found in the classroom and their classes. Students will be able to talk about their childhood, the past, the present, and the future. Students will explore the language and the culture of the people who speak this modern world language. Vocabulary and basic grammatical structures will be taught within the context of everyday topics. Culture is embedded throughout the course and relates directly to the topics studied. By the end of a semester, students will have attained a sufficient vocabulary to engage in a conversation in a variety of everyday situations.

**FRENCH II**  
**Grades 9, 10, 11, 12**

**5 credits**

This course will help students develop their skills in the four areas of French language proficiency: reading, writing, speaking, and listening. Students will begin using the language to exchange greetings and introductions, and then follow basic classroom directions and spell words in French. They will interpret simple spoken and written French, using the language to communicate about their preferences, things they like to do, and their families. They will give simple descriptions of people and communicate about school, including objects found in the classroom and their classes. Students will explore the language and the culture of the people who speak this modern world language. Vocabulary and basic grammatical structures will be taught within the context of everyday topics. Culture is embedded throughout the course and relates directly to the topics studied. By the end of a semester, students will have attained a sufficient vocabulary to engage in brief conversation in a variety of everyday situations. **Prerequisite: *Successful completion of French I.***

**FRENCH III HONORS**  
**Grades 10, 11, 12**

**5 credits**

This course will help students develop their skills in the four areas of French language proficiency: reading, writing, speaking, and listening. Students will begin using the language to exchange greetings and introductions, follow basic classroom directions, spell words in French, give commands, talk and write about French food, travel, directions, their childhood and daily life. They will review the basics. They will interpret simple spoken and written French, using the language to communicate about their preferences, things they like to do, and their families. They will give descriptions of people and communicate about school, including objects found in the classroom and their classes. Students will be able to talk about their childhood, the past, the present, and the future. Students will explore the language and the culture of the people who speak this modern world language. Vocabulary and basic grammatical structures will be taught within the context of everyday topics. Culture is embedded throughout the course and relates directly to the topics studied. By the end of a semester, students will have attained a sufficient vocabulary to engage in a conversation in a variety of everyday situations. **Prerequisite: *Successful completion of French II and a teacher recommendation***

**FRENCH IV HONORS**  
**Grades 11, 12**

**5 credits**

In *Honors 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 and a teacher recommendation.***

## **LEARNING FRENCH THROUGH ART, HISTORY, FILM & SONG**

**Grades 10, 11, 12**

**5 credits**

This course will focus on expanding French vocabulary, listening, reading, writing and speaking skills. The materials used will be based on French art, history, films/videos and songs. This will allow students to improve their French while learning about French culture and how it compares to the United States. **Prerequisite:** *Successful completion of French II.*

## **GERMAN IV HONORS**

**5 credits**

**Grades 11, 12**

*\*Effective with the 2020-2021 school year, this course will be provided online.*

In *Honors 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.*

## **SPANISH I**

**5 credits**

**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, reading (interpretive skills); speaking and writing (interpersonal and presentational skills). 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 through relevant, thematic units. Culture is embedded throughout the course and relates directly to the topics studied. By the end of a semester, students will have attained a sufficient vocabulary to engage in a conversation in a variety of everyday situations.

## **SPANISH II**

**5 credits**

**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 continue to develop communication through interpersonal, presentational and interpretive experiences. Students will develop a working vocabulary through relevant, thematic units that will be extended to apply more grammar patterns and idiomatic expressions. Culture is embedded throughout the course and relates directly to the topics studied. By the end

of a semester, students will have attained a sufficient vocabulary to engage in a conversation in a variety of everyday situations. **Prerequisite:** *Successful completion of Spanish I.*

**SPANISH III HONORS**  
**Grades 10, 11, 12**

**5 credits**

The curriculum for *Honors Spanish III* is intended to engage students in communication with spoken and written Spanish language. Students will also continue to familiarize themselves with different perspectives of the target language cultures through experiences with its products and practices. Through the study of thematic vocabulary and more advanced grammatical structures, students will be able to develop their communication skills through interpersonal, presentational and interpretive experiences. The course continues to build on the four aspects of communication: listening, speaking, reading, and writing. Culture is embedded throughout the course and relates directly to the topics studied. **Prerequisite:** *Successful completion of Spanish II and a teacher recommendation.*

**SPANISH IV HONORS**  
**Grades 11, 12**

**5 credits**

The curriculum of *Honors Spanish IV* is designed to meet the needs of students who are interested in learning to communicate in a world language at a more sophisticated level. Additionally, students will be exposed to the cultural similarities and differences as they relate to Spanish-speaking countries. The class focuses on the four content areas: speaking, listening, reading, and writing. Students will acquire a working knowledge of relevant thematic vocabulary and more advanced grammatical structures to enhance their ability to communicate through interpersonal, presentational and interpretive experiences. Although speaking and listening continue to be the principal emphasis, students will be exposed to more opportunities in the reading and writing content areas. Culture is embedded throughout the course and relates directly to the topics studied. The curriculum is supplemented by an adventure/mystery novel entitled *La Catrina* and the culture of Mexico, the setting of the novel. The novel is read in class and is enhanced by accompanying video episodes. **Prerequisite:** *Successful completion of Spanish III and a teacher recommendation.*

**WORLD CULTURE AND CONVERSATION**  
**Grades 9, 10, 11, 12**

**5 credits**

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 everyday 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 course is not a college preparatory course and will not fulfill college entry requirements. However, the course does fulfill high school graduation requirements.***

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## 21st CENTURY LIFE AND CAREERS ELECTIVES

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**These courses address the New Jersey Student Learning Standards in the area of 21st Century Life and Careers. 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 career goals.**

### **DYNAMICS OF ALLIED HEALTH Grades 9, 10, 11, 12**

**5 credits**

This course provides the foundational knowledge and the skills the students need for careers in health care. Students begin by exploring the services, structure, and professions of the health care system. The remainder of the course focuses on day-to-day skills and expectations for health professionals, which include promoting wellness, maintaining a safe environment, creating medical records, and practicing good communication, collaboration, and leadership. Using real-life scenarios and application-driven activities, students learn the responsibilities and challenges of being health care professionals. In addition to building their understanding of technical concepts and skills, students will evaluate the qualifications required for specific careers and develop personal career plans to pursue work in the health care industry.

### **AP COMPUTER SCIENCE A**

*(Exam fee is required in November; late fee applied after due date)*

**Grades 11, 12**

**5 credits**

This course mirrors *Computers II* (the difference being that *Computers II* students can use notes and the textbook on assessments and major assignments are weighted lower than the AP students). This is a secondary computer science (main focus on computer programming) course designed to familiarize students with the JAVA programming language and object-oriented programming. Course topics will include a relatively quick review of general computer science topics, primitive types, basic I/O, arithmetic operations, control structures, and methods. Then a focus on object-oriented programming (classes, objects, data members, method members, encapsulation, abstraction) will be maintained through the rest of the course. With this, standard library objects, object references, static data and methods, interfaces, arrays, array lists, inheritance, polymorphism, and recursion are all covered. Stacks and queues may be taught with time permitting. Classwork will include presentation of material by the instructor, accompanied by multi-faceted questions on subject matter and appropriate programming on the computer. **If a student does not take the AP exam, the student**

**will not receive AP-weighted value points for class rank and GPA. Prerequisite:**  
***Successful completion of Computer I or equivalent and a teacher recommendation.***

**COMPUTER I - C++ PROGRAMMING**  
**Grades 9, 10, 11, 12**

**5 credits**

The *Computer I* course introduces students to the field of computer science with the main focus on computer programming. The C ++ language will be studied utilizing IDEs/Compilers within a Windows environment. Topics covered include history of computers and programming, primitive types, basic I/O, arithmetic operations, control statements, arrays, functions, file I/O, user defined data structures and classes/objects. Students will be expected to write, debug, and run their own command line computer programs.

**COMPUTER II - JAVA PROGRAMMING**  
**Grades 10, 11, 12**

**5 credits**

This is a secondary computer science (main focus on computer programming) course designed to familiarize students with the JAVA programming language and object-oriented programming. Course topics will include a relatively quick review of general computer science topics, primitive types, basic I/O, arithmetic operations, control structures, and methods. Then a focus on object-oriented programming (classes, objects, data members, method members, encapsulation, abstraction) will be maintained through the rest of the course. With this, standard library objects, object references, static data and methods, interfaces, arrays, array lists, inheritance, polymorphism, and recursion are all covered. Stacks and queues may be taught with time permitting. Classwork will include presentation of material by the instructor, accompanied by multi-faceted questions on subject matter and appropriate programming on the computer.  
**Prerequisite:** *Successful completion of Computer I and a teacher recommendation.*

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

**5 credits**

This course is designed for students who are interested in exploring careers in Cybersecurity. The focus of instruction will include the implementation and monitoring of security on network and computer systems. Students will investigate strategies to identify and protect against security threats such as hackers, eavesdropping, and network attacks. Course will cover basics of cybersecurity, logic reasoning, vulnerabilities found in digital systems and methods to implement defenses. Advanced forms of cybersecurity will be explored along with the role they play in securing remote transactions. Hand-on labs executed in a cyber range provide practice in the configuration and mitigation of system vulnerabilities. Each unit integrates current events with cyber ethics and law.

**DESKTOP PUBLICATIONS I (YEARBOOK)**  
**Grades 10, 11, 12**

**5 credits**

Would you like to be involved in producing the Schalick High School Yearbook? In this course, you will learn how various types of publications are produced. Students will study principles of good design and layout of these publications utilizing online desktop publishing programs. Graphic art and journalistic skills will be developed. You will learn how yearbooks are produced and organized, how to interview people, and how to write news and feature stories, as well as headlines and captions. Students will learn how to take good photographs and crop and enhance them for dramatic effect. To be successful in this course, students need to be conscientious workers as we are working toward *real world* deadlines. Students who excel in this course will be given priority consideration for yearbook editorial positions in *Desktop Publications II*.

**DESKTOP PUBLICATIONS II & III**  
**Grades 11, 12**

**5 credits**

This course will apply the skills attained in *Desktop Publications I (Yearbook)*. Students are responsible for all aspects of the design and publication of the Schalick High School Yearbook. Success in this course requires students to display a good degree of organizational skill, the ability to work independently, as well as on a team, and to understand the importance of meeting specific publication deadlines. Students will be responsible for the creation and production of assigned page layouts. Page layout assignments include collecting and taking photographs, conducting interviews, writing captions and stories, organizing the information into well designed pages, meeting deadlines, and proofreading and editing for accuracy. This may entail attending school activities and events. ***Prerequisite: Successful completion of Desktop Publications I (Yearbook).***

**DIGITAL ART AND SOCIAL MEDIA MARKETING**  
**Grades 9, 10, 11, 12**

**5 credits**

*Digital Art and Social Media Marketing* is an introductory business course, in which students will explore marketing concepts, marketing management, and learn how business leaders utilize technology and digital tools to effectively communicate. Using Adobe Creative Suite (Illustrator, Photoshop, and InDesign), students will apply marketing concepts to develop a promotional strategy, create presentations, develop marketing material, develop logos and advertisements, manage customer relationships, and communicate (“pitch”) business products and ideas. Additionally, students will learn how to analyze business-marketing strategies, compare and contrast strategies through case study analysis, and present information creatively and succinctly.



**EARLY CHILDHOOD DEVELOPMENT & CAREERS**  
**Grades 10, 11, 12**

**5 credits**

Students will learn about early childhood development with an emphasis on the preschool years. In addition to learning about childcare practices, students will examine the physical, social, emotional, and cognitive growth and development of a child from age three through age five. Students will explore careers in early childhood, and they will gain hands-on experience by observing and collaborating with teachers and children in the Norma Preschool center several times over the course of the semester. **Prerequisite:** *An interest in early childhood education or childcare as a potential career path in addition to a love for working with young children is strongly recommended.*

**MEDIA I**  
**Grades 10, 11, 12**

**5 credits**

This course focuses on the production of video projects. Students learn the technical aspects of camera, audio, and video editing. In addition to the technical aspects of video production, students also become familiar with the artistry of camera work, audio design, and story structure. Journalism, especially short documentary journalism, is a main focus of the course. This course would be especially helpful to students interested in producing videos for the internet/social media and those interested in video storytelling of real-world events and issues. Students can expect much of their class time to be spent on independent work and a chance to use and improve their time management, project management, and small group collaboration skills.

**MEDIA II**  
**Grades 11, 12**

**5 credits**

Successful completion of *Media I* is a prerequisite for *Media II*. Students will use the technical skills and artistry of video production that was developed during *Media I*. In addition to further developing journalistic video skills, students will also begin developing their skills in producing fictional short films. Students will deepen their aesthetic and creative use of shot composition, lighting, sound design, and editing techniques. Students will generate original screenplays, format them according to industry standards, and then plan and execute the production of the film. Students can expect much of their class time to be spent on independent work and a chance to use and improve their time management, project management, and small group collaboration skills. **Prerequisite:** *Successful completion of Media I and a teacher recommendation.*

**PARTICULAR TOPICS IN COMPUTER PROGRAMMING - INTRODUCTION  
TO PROGRAMMING AND COMPUTER SCIENCE** **5 credits**  
**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 the Visual Basic programming language (70%), Robotic Programming using the Java programming language (15%), and SNAP (block) Programming (15%). Those students who wish to take more computer science courses in high school and college are urged to take *Computers I*.

**QUANTUM COMPUTING** **5 credits**  
**Grades 9, 10, 11, 12**

This course is an introduction to the field of quantum computing. It will first cover the math needed to understand how quantum computation works including complex numbers and matrix multiplication. Qubits will then be introduced as the carriers of information as opposed to classical bits. It will be shown that the quantum state of a single qubit (whether it is produced by an electron, atom, or photon) can be represented mathematically by a two-dimensional vector. Superposition, expressed as a linear combination of states will then be covered. Entanglement and quantum teleportation will also be covered. Useful quantum algorithms will be covered (including Grover's Algorithm) and the course will end with what quantum computing can do for us as humans in the future.

**STREET LAW** **5 credits**  
**Grades 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** **5 credits**  
**Grades 9, 10, 11, 12**

After students cover the history of the internet, internet services and browsers, they will be given instruction on HTML5. With pure html, static web pages will be created that will contain text, images, lists, links, formatting, tables, frames, and forms. Styling and layout will follow via CSS. Web servers will then be covered and Apache servers will be installed locally. With http and other server capabilities, interactive and dynamic pages

will then be created. Form data will then be processed and stored with PHP. The content will continue with a natural progression to MySQL database creation, connectivity, and interaction using SQL. The use of current industry-standard (WSYWIG) website creation software will then be used to create static web pages. Adding some JavaScript and templates will be the main focus with the use of this software.

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

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**Project Lead the Way (PLTW)**, the nation’s leading STEM program, was introduced to the Schalick High School curriculum in 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. All of the PLTW courses listed below qualify as 21<sup>st</sup> Century Life and Careers or Career-Technical Education courses for graduation requirements. PLTW courses earn a weighted GPA at the level of an honors course.

### **INTRODUCTION TO ENGINEERING DESIGN HONORS** **5 credits** *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. **Prerequisite:** *Teacher recommendation.*

### **CIVIL ENGINEERING AND ARCHITECTURE HONORS** **5 credits** *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 and a teacher recommendation.*

## **PRINCIPLES OF ENGINEERING HONORS**

**5 credits**

### ***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 Pre-Calculus or Pre-Calculus Honors is recommended prior to enrollment in this course and a teacher recommendation.*

## **ENGINEERING DESIGN AND DEVELOPMENT HONORS**

**5 credits**

### ***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 and a teacher recommendation.*

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## **FINANCIAL LITERACY/ECONOMICS ELECTIVES**

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

## **ACCOUNTING**

**5 credits**

**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. **This course is eligible for dual credit course with Salem Community College.**

**ACCOUNTING II**  
**Grades 10, 11, 12**

**5 credits**

*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.

**LEADERSHIP, INNOVATION & ENTREPRENEURSHIP**  
**Grades 9, 10, 11, 12**

**5 credits**

This survey course will provide students with a clear understanding of the various functions of business, including basic economic concepts, marketing principles, entrepreneurship, human resource management, and financial and technological resource management. Students will gain an understanding of how business impacts and is influenced by a global economy within the 21<sup>st</sup> Century. Furthermore, students will learn leadership principles, business etiquette, networking, and explore possible careers paths and courses of study in the field of business.

**WEALTH MANAGEMENT AND INVESTING**  
**Grades 9, 10, 11, 12**

**5 credits**

In *Wealth Management and Investing*, students will learn personal finance principles, decision-making skills, personal goal setting, money management, budgeting, taxes, credit, savings, investing, and insurance. Integrating project-based learning and 21<sup>st</sup> Century Skills, the course curriculum provides students with a solid foundation on which they can build their financial future. Students will learn how to manage wealth, explore various investment opportunities, and understand the financial terms and conditions associated with wealth management. This course will empower students to be financially responsible by engaging them in a variety of learning experiences that require collaborative, critical, and creative thinking skills. Students will participate in a myriad of investment projects, gaining valuable knowledge of individual financial potential. Students will learn money management by creating and maintaining personal and collaborative budgets. Students will also engage in a variety of banking activities such as: check writing, CD rate comparisons, using ATM cards, and electronic banking. Moreover, this course offers an understanding and application of purchasing appropriate types of insurance, tax preparation skills, investing in real estate, loans and interest, and how to prepare for future financial stability.

**PERSONAL FINANCIAL LITERACY (*Online Only*)**  
**Grades 9, 10, 11, 12**

**2.5 credits**

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.

**LIFE MANAGEMENT AND PERSONAL FINANCE**  
**Grades 11, 12**

**5 credits**

This course is intended to assist the student in developing the skills necessary to live away from home for the first time. Included in this course are units of study in values clarification, goal setting, food and nutrition, clothing, financial management, interview and employment skills, consumerism, and leisure time activities. This course prepares students to become self-reliant and better capable of managing their future.

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**NON-CREDIT SELECTIONS**

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**Students must apply for aide positions.**

**ACADEMY AIDE – Grade 12**

Students must demonstrate an interest in the Performing Arts as 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 Academy teacher approval.***

**EARLY SIGN-OUT – Grade 12**

Seniors who have sufficient credits for graduation may apply for Early Sign-Out. Students are required to attend school for at least two full and one Enrichment/lunch blocks per day and cannot sign out earlier than 11:12 a.m. Seniors who choose this option are permitted to attend pep rally(ies) or assembly(ies) held during the school day. If choosing to attend a Pep Rally or Assembly during the regularly-scheduled release time, students are not permitted to leave school, and must remain in a supervised area, in school, until the start of the event. **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-8 to increase academic achievement, student motivation, self-esteem, and life and social skills.

### **GUIDANCE AIDE – Grade 12**

The student must have good organizational skills, be personable, willing to work on assigned tasks, and accept responsibility. Responsibilities of Guidance Aide include the following:

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

### **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 School Counseling Office.**

### **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 Media teacher approval.***

### **PHYSICAL EDUCATION AIDE – Grade 12**

Students will assist the PE teacher or Athletic Director with equipment and other duties as needed. ***Must have the approval from the Athletic Director and a PE teacher.***

## **STUDY HALL – Grade 10, 11, 12**

Study Hall is a time for students to work on homework, prepare for tests/quizzes, catch up on missed assignments, and even read/journal/sketch. Study Hall is NOT a time for socialization or play. Students will not be permitted to take more than one Study Hall per semester.

## **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.

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### **OPTION TWO**

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

- **Academy Program** for Grades 9-12
- **Alternative Educational Opportunities** which include dual credit with Salem Community College, on-site college courses, 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** for Grades 9-12
- **Mentor Program**—Schalick High School students in grades 11 and 12 mentor students in grades K-5 to increase academic achievement, student motivation, self-esteem, and life and social skills.

**More detailed information about Option II is located in the  
APSHS Option II Manual.**

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### **DUAL CREDIT COURSES**

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A number of APSHS 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 and 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 75 or higher in the APSHS course to earn the Dual Credit course from SCC.



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

<b>SHS Courses equivalent to...</b>	<b>SCC courses</b>
Accounting	Principles of Accounting I – ACC 131
AP Biology	General Biology 1 – BIO 101 & General Biology 2 – BIO - 102
Computers I	Computer Programming – CSC 140
AP English (Lit & Comp)	English Composition I – ENG 101 & English Composition II – ENG 102
AP English (Language and Composition)	English Composition I – ENG 101
US History I – Honors	US History I – HIS 201
AP US History	US History I – HIS 201 & US History II – HIS 202
Pre-Calculus – Honors	Pre-Calculus – MAT 153
AP Calculus	Calculus I – MAT 231
AP Psychology	General Psychology – PSY 101

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

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**VIRTUAL HIGH SCHOOL (VHS) COURSES**

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The Pittsgrove Township School District (Arthur P. Schalick High School) is pleased to provide the opportunity for eligible high school students to take online courses through the Virtual High School (VHS). The Virtual High School is a high-quality online course provider that works in cooperation with local schools to provide enriching online courses. Virtual High School is a collaborative effort of hundreds of high schools from across the country and around the world. VHS sees online learning as a conduit for collaboration, skills development, and equal access to quality educational choices. Skilled, prepared educators are a key part of this equation, and provide essential support and guidance to maximize student success. VHS is nationally accredited by the Middle States Commission on Secondary Schools, ACS Western Association of Schools and Colleges, and Cognia. VHS has also been an NCAA-approved online course provider since 2002.

Although exciting and innovative, virtual courses are not for everyone. **A student must meet the VHS course prerequisites and only consider taking a VHS class if they are an extremely self-motivated, self-disciplined learner who is a proficient user of technology.** Before students apply, they need to make sure that they fully understand what is involved in taking an online course through VHS. VHS courses are facilitated by experienced, certified teachers and their curriculum provides students with opportunities to pursue unique areas of interest while gaining critical thinking and communication skills. For further information, please visit the Virtual High School website [www.thevhs.org](http://www.thevhs.org).

Specific information about APSHS VHS course offerings is accessible via our website: [http://schalick.pittsgrove.net/guidance/virtual\\_high\\_school\\_v\\_h\\_s](http://schalick.pittsgrove.net/guidance/virtual_high_school_v_h_s)

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## **SALEM COUNTY VOCATIONAL TECHNICAL HIGH SCHOOL – PROGRAMS**

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All programs are offered on a full or shared-time basis. Applications are available in the School Counseling 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-rallies/assemblies.

- |  |                                     |
|--|-------------------------------------|
| • Agricultural Sciences                            | • Culinary Arts & Pastry Arts       |
| • Air Force Junior ROTC                            | • Electrical Technology             |
| • Allied Health – Medical Sciences                 | • Energy Applications               |
| • Automotive Studies                               | • Global Logistics                  |
| • Child Care and Early Childhood Education         | • Graphics Technology               |
| • Computer Assisted Design and Drafting (C.A.D.D.) | • Law Enforcement and Public Safety |
| • Construction Technology                          | • Welding Technology                |
| • Cosmetology                                      | • Career Orientation                |

For detailed program information, please visit the Salem County Vocational Technical High School's website: <http://www.scvts.org/>

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

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Salem County Academy Programs are available on a full-time basis only. For information about the SCVTS Academy Programs hosted at the various Salem County High Schools, please visit the SCVTS website:  
<http://www.scvts.org/host-site-academies.html>

**Creative and Performing Arts Academies: Dance, Theater, Visual Arts –**  
Arthur P. Schalick High School

**Creative and Performing Arts Academies: Graphics in Multimedia Technology,  
Instrumental Music, Vocal Music –** Pennsville Memorial High School

**Communications –** Woodstown High School

**Engineering and Technologies –** Penns Grove High School

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## HIGH SCHOOL PROGRAM PLANNER & WORKSHEET

	GRADE 9	GRADE 10	GRADE 11	GRADE 12	REQUIRED FOR GRADUATION	
					YEARS	CREDITS
English	English 9	English 10	English 11	English 12	4	20
Social Studies	World History	US History I	US History II		3	15
Mathematics	Algebra I/Algebra IA/IB/Geometry	Geometry/Algebra II/Algebra IIA/IIB/Essential Math	Geometry/Algebra II/Algebra IIA/IIB/Pre-Calculus/AP Calc/ Calc/ Probability & Statistics/AP Statistics/Essential Math		3	15
Science	Integrated Science	Biology	Lab Science Course		3	15
World Language	Spanish or French	Spanish or French			1	5
Physical Education/Health	Health/PE 9	Health/PE 10	Health/PE 11	Health/PE 12	4	20
Visual/Performing Arts					1	5
21 <sup>st</sup> Century Life & Career					1	5
Financial Literacy/Economics					1	Min. 2.5
Electives						17.5
<b>TOTAL CREDITS</b>						<b>120</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 meet an assessment requirement as outlined on pp. 14 of the Program of Studies.

**Arthur P. Schalick High School  
Course Recommendation Form  
2022-2023**

**Student Name:** \_\_\_\_\_ **Current Grade Level** \_\_\_\_\_

- Students should present this form to all teachers for course recommendations for next school year.
- Students who plan to take an Honors or AP course **MUST** complete this form including parent signature and return it to their counselor.
- Students should be aware of the expectations including summer assignments for the courses.

The decision to take an Honors or AP course is a serious one. The work in these courses will require the following:

- 1) Exemplary work habits and time management skills.
- 2) A genuine desire to learn.
- 3) Personal responsibility for attendance and work requirements.
- 4) Self-discipline and the determination to succeed.
- 5) Completion of summer reading assignments where required.
- 6) Competence in and a willingness to improve communication skills--especially writing.
- 7) Students **MAY NOT DROP** an Honors or AP course once the semester has started.

<b>Subject</b>	<b>Current Course/Recommended Course</b>	<b>Teacher's Signature</b> Required for Honors and AP course
English		
Math		
History		
Science		
World Lang.		
Academy		

I have seen the above recommended courses for the 2022-2023 school year and understand the commitment and time necessary to ensure my child's success. I also understand the policies regarding course changes outlined above.

\_\_\_\_\_  
Student Signature and Date

\_\_\_\_\_  
Parent Signature and Date

Arthur P. Schalick High School  
Course Offerings

**English Language Arts & Literacy**

- ☐ 9<sup>th</sup> Grade English
- ☐ 9<sup>th</sup> Grade English Honors
- ☐ 10<sup>th</sup> Grade English
- ☐ 10<sup>th</sup> Grade English Honors
- ☐ 11<sup>th</sup> Grade English
- ☐ 11<sup>th</sup> Grade English Honors
- ☐ 11<sup>th</sup> Grade English AP
- ☐ 12<sup>th</sup> Grade English
- ☐ 12<sup>th</sup> Grade English Honors
- ☐ 12<sup>th</sup> Grade English AP

**Science**

- ☐ Integrated Science
- ☐ Integrated Science Honors
- ☐ Biology
- ☐ Biology Honors
- ☐ Chemistry
- ☐ Chemistry Honors
- ☐ Environmental Science
- ☐ Environmental Science Honors
- ☐ Anatomy & Physiology
- ☐ Anatomy & Physiology Honors
- ☐ Physics
- ☐ Physics Honors
- ☐ AP Biology (*a full-year, two-part course*)

**World Languages**

- ☐ French I
- ☐ French II
- ☐ French III Honors
- ☐ French IV Honors
- ☐ German IV Honors
- ☐ Spanish I
- ☐ Spanish II
- ☐ Spanish III Honors
- ☐ Spanish IV Honors
- ☐ Learning French Through Art, History, Film & Song
- ☐ World Culture and Conversations

**Mathematics**

- ☐ Algebra I A & Algebra 1 B  
(*a full-year, two-part course*)
- ☐ Algebra I
- ☐ Algebra I Honors
- ☐ Algebra IIA & Algebra IIB  
(*a full-year, two-part course*)
- ☐ Algebra II
- ☐ Algebra II Honors
- ☐ AP Calculus AB (*a full-year, two-part course*)
- ☐ Calculus
- ☐ Geometry
- ☐ Geometry Honors
- ☐ Essential Math for College and Career
- ☐ Pre-Calculus
- ☐ Pre-Calculus Honors
- ☐ Probability and Statistics
- ☐ AP Statistics

**Social Studies**

- ☐ World History
- ☐ World History Honors
- ☐ US History I
- ☐ US History I Honors
- ☐ US History II
- ☐ AP US History II

**Health & Physical Education**

- ☐ PE/Heath Grade 9
- ☐ PE/Health Grade 10
- ☐ PE/Health Grade 11
- ☐ PE/Health Grade 12

## **Academic Electives**

### **Language Arts Literacy**

- ☐ Introduction to Film

### **Social Studies**

- ☐ Contemporary US Issues \*
- ☐ Psychology \*
- ☐ World Geography
- ☐ American Government \*
- ☐ Global Citizenship \*

### **Physical Education**

- ☐ Lifetime Fitness
- ☐ Outdoor Adventures

### **Science**

- ☐ Marine Science \*
- ☐ Natural Disasters

### **Virtual High School**

- ☐ Online Courses TBD

## **Electives**

### **Arts (Visual & Performing)**

- ☐ Explorations in Art
- ☐ Sculpture
- ☐ Advanced Studio Arts \*
- ☐ Creative Arts I
- ☐ Creative Arts II
- ☐ Drawing/Painting
- ☐ Explorations in Theater Arts
- ☐ Guitar Workshop I
- ☐ Guitar Workshop II/Ukulele II
- ☐ History of Rock & Roll
- ☐ Ukulele Class
- ☐ Concert Band (Spring Only)

### **Financial Literacy**

- ☐ Accounting
- ☐ Accounting II
- ☐ Leadership, Innovation and Entrepreneurship
- ☐ Personal Financial Literacy (online)
- ☐ Wealth Management and Investing
- ☐ Life Management and Personal Finance \*

### **Science, Technology, Engineering & Mathematics (STEM) Project Lead the Way (PLTW) Pathway**

- ☐ Introduction to Engineering Design Honors
- ☐ Civil Engineering 3D Honors
- ☐ Principles of Engineering Honors \*
- ☐ Engineering Design & Development Honors \*

*The PLTW courses meet the 21<sup>st</sup> Century Life and Career requirement.*

### **21<sup>st</sup> Century Life and Careers**

- ☐ Computer I CP/ C++ Programming
- ☐ Computer II CP/ Java Programming
- ☐ AP Computer Science A
- ☐ Cybersecurity
- ☐ Particular Topics in Comp. Programming-Intro to programming and Computer Science
- ☐ Quantum Computing
- ☐ Digital Art and Social Media Marketing
- ☐ Web Page Design - Website Composition
- ☐ Desktop Publications I (Yearbook)
- ☐ Desktop Publications II & III (Yearbook) \*
- ☐ Dynamics of Allied Health
- ☐ Early Childhood Development & Careers
- ☐ Exercise Science
- ☐ Media
- ☐ Media II \*
- ☐ Street Law
- ☐ Sports Management \*
- ☐ Salem County Vo-Tech

### **Visual & Performing Arts Academics**

*(the below are full-year, two-part courses)*

- ☐ Foundations of Art and Design
- ☐ Intermediate Art and Design
- ☐ AP Studio Art Prep
- ☐ AP Studio Art
- ☐ Dance Academy I & II
- ☐ Dance Academy III & IV
- ☐ Advanced Dance Academy
- ☐ Theater Academy I
- ☐ Theater Academy II
- ☐ Theater Academy III
- ☐ Theater Academy Advanced

### **12<sup>th</sup> Grade Only Selections**

- ☐ Academy Aide (*Teacher Recommendation Only*)
- ☐ Guidance Aide
- ☐ Media Aide (*Teacher Recommendation Only*)
- ☐ PE Aide (*Teacher Recommendation Only*)
- ☐ Yearbook Aide (*Teacher Recommendation Only*)
- ☐ Late Sign-In
- ☐ Early Sign-Out
- ☐ Mentor

### **Study Hall • Grades 10, 11, 12**

Study Hall is a time for students to work on homework, prepare for tests/quizzes, catch up on missed assignments and even read/journal/sketch. Study Hall is NOT a time for socialization or play. Students will not be permitted to take more than one study hall per semester.

*\* These courses are open only to 11<sup>th</sup> and 12<sup>th</sup> grade students.*

Arthur P. Schalick High School  
Course Offerings for Freshmen

**English Language Arts & Literacy**

- ☐ 9<sup>th</sup> Grade English
- ☐ 9<sup>th</sup> Grade English Honors

**Science**

- ☐ Integrated Science
- ☐ Integrated Science Honors

**Mathematics**

- ☐ Algebra IA & IB (*a full-year, two-part course*)
- ☐ Algebra I
- ☐ Algebra I Honors
- ☐ Geometry
- ☐ Geometry Honors
- ☐ Algebra II
- ☐ Algebra II Honors
- ☐ Algebra IIA & IIB (*a full-year, two-part course*)

**Social Studies – Select 1**

- ☐ World History
- ☐ World History Honors

**World Languages – Select 1**

- ☐ French I
- ☐ Spanish I
- ☐ World Culture and Conversations

**Financial Literacy**

- ☐ Personal Financial Literacy (*online*)
- ☐ Leadership, Innovation and Entrepreneurship
- ☐ Wealth Management and Investing

**Physical Education/Health — Select 1**

- ☐ PE/Health Grade 9

**Visual & Performing Arts Academies**

*For academy students only (the below are full-year, two-part courses)*

- ☐ Foundations of Art and Design
- ☐ Dance Academy I and II
- ☐ Theater Arts I

**Electives**

**Arts (Visual & Performing)**

- ☐ Explorations in Art
- ☐ Creative Arts I
- ☐ Explorations in Theatre Arts
- ☐ Concert Band (Spring Only)
- ☐ Guitar Workshop I
- ☐ History of Rock & Roll
- ☐ Sculpture
- ☐ Ukulele Class

**21<sup>st</sup> Century Life and Careers**

- ☐ Digital Art and Social Media Marketing
- ☐ Computer I CP/C++ Programming
- ☐ Cybersecurity
- ☐ Quantum Computing
- ☐ Dynamics of Allied Health
- ☐ Exercise Science
- ☐ Particular Topics in Comp. Programming-Intro to Programming and Computer Science
- ☐ Web Page Design - Website Composition

**Science, Technology, Engineering & Mathematics (STEM) Project Lead the Way (PLTW) Pathway**

- ☐ Introduction to Engineering Design - Honors

**Academic Electives**

- ☐ Introduction to Film
- ☐ Lifetime Fitness Education
- ☐ Natural Disasters
- ☐ World Geography
- ☐ Outdoor Adventures

**After School**

- ☐ Jazz Band
- ☐ Chorus