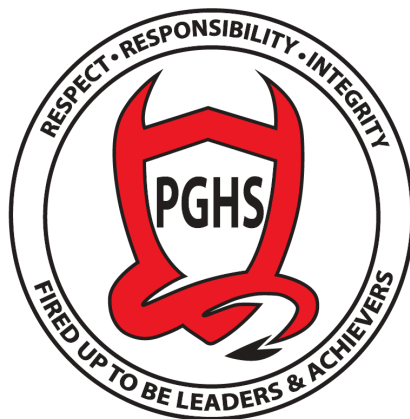


PENNS GROVE HIGH SCHOOL



Building a School Community of Leaders and Achievers

2026-2027

PROGRAM OF STUDIES

&

STUDENT PLANNING GUIDE



PENNS GROVE CARNEYS POINT REGIONAL SCHOOL
DISTRICT ADMINISTRATION

Superintendent of Schools

Dr. Zenaida Cobian

School Business Administrator/Board Secretary

Mrs. Christina Hunt

Director of Curriculum & Instruction

Dr. Sydonie Maitland

Director of Special Services

Dr. Lynn Booth

Mrs. Rebecca Moody

Human Resources Director

Ms. Kelly Reising

School Climate and Pupil Personnel Coordinator

Dr. Regina Washington

Supervisor of Science, Technology, Engineering & Mathematics

Mrs. Nicole Hannah

Supervisor of Humanities, Bilingual/ESL, Health & PE, VPA, World Language

BOARD OF EDUCATION

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Penns Grove High School Administration

Principal

Mrs. Lory O'Brien

Assistant Principal

Ms. Kristin Edwards

Assistant Principal/Athletic Director

Mr. Anwar Golden

Penns Grove High School Counselors

<u>Counselor</u>	<u>Student Case Load & Responsibilities</u>
Mrs. Rebecca Boatright	Last Names A-I*
Mr. Jason Brice	Last Names J-Z*
Ms. Cara DiGravio	Academy Students Early College HS Program Students School Testing Coordinator HIB Anti-Bullying Specialist
Ms. Amber Woodson	Students Chronically Absent during the 2025-26 SY Scholarship Coordinator

*Students who are not in the Early College HS Program, an Academy, or were chronically absent during the 2025-26 school year.

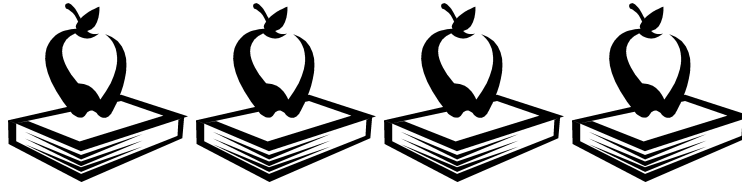


Table of Contents

<u>Roadmap to Student Success:</u> <u>Academic Guidelines and Student Programs</u>
<u>Message from the Principal</u>
<u>Graduation Requirements</u>
<u>Course Selection Process & Schedule Changes</u>
<u>Sample Four Year Programs</u>
<u>Early College High School Program</u>
<u>Academy of Engineering and Technology</u>
<u>Honors and Advanced Placement Courses</u>
<u>College Application Considerations</u>
<u>High School Activities</u>
<u>NJSIAA Eligibility/NCAA</u>
<u>Alternative Learning Experiences</u>
<u>School Counseling Program and Services</u>
<u>Dual Credit Program</u>
<u>Departmental Offerings</u>
Overview of Programing
<u>Course Descriptions</u>
<u>21st Century Life & Careers</u>
<u>Agricultural Science Program</u>
<u>Comprehensive Health and Physical Education</u>
<u>English Language Arts</u>



Learning Stations
Mathematics
Science
Social Studies
Visual and Performing Arts
World Language
Salem Vocational and Technical Schools



MESSAGE FROM THE PRINCIPAL

Dear Students, Parents, Guardians & Families:

This program of studies has been prepared to provide students and their parents with an overview of general information about our available school programs and the many course offerings at Penns Grove High School. **We are delighted to now celebrate our fourth cohort of students to graduate with an associates degree within our PGCPRSD [Early College High School Program](#)!**

The Penns Grove-Carneys Point Regional High School Board of Education recognizes that Penns Grove High School serves a diverse student population with varying skills, abilities, interests, educational and career goals. As illustrated by the range of educational opportunities presented in this program of studies, the district is committed to a comprehensive school program that meets the needs of all students. Through the selection of an appropriate program of studies, it is our goal that students be successful in attaining both a general educational background and specialized preparation.

The district provides academic counseling services to support students, in consultation with their parents, to choose the appropriate course offerings relative to their academic backgrounds and their plans for future educational or vocational endeavors. Our high school guidance counselors stand ready to assist with any questions concerning curricular options and opportunities available to our PGHS students.

Sincerely,

Lory O'Brien

Mrs. L. O'Brien



GRADUATION REQUIREMENTS

All courses at Penns Grove High School are designed to address knowledge and skills set forth in the New Jersey Learning Standards- Career Readiness, Life Literacies, and Key Skills, either through direct instruction or through infusion. Students who follow the educational program prescribed below and in consultation with their school counselor and/or case manager will meet all course requirements for graduation upon successful completion of coursework and be prepared to meet success on state-mandated assessments. Successful completion means that the pupil has demonstrated the degree of proficiency required by the district to indicate achievement of the district goals for the particular course, and has attended the required number of course sessions. Transfer pupils must meet all state and local requirements in order to receive a district diploma.

To graduate from the Penns Grove-Carneys Point Regional District high school, and receive a state-endorsed board of education diploma, a pupil must complete the following courses in addition to meeting state attendance and assessment requirements:

<u>Course Requirement</u>	<u>Number of Credits</u>
English/Language Arts	20
Mathematics	15
Science	15
Social Studies - World History	15
Physical Education and Health	3.75/year of enrollment
21st Century Life and Careers	5
Visual and Performing Arts	5
World Language	5
Economics	2.5
Electives	27.5
<u>Total Credits to Graduate</u>	<u>130</u>

Additional Requirements:

1. Attendance



All students must meet the minimum attendance requirement to be awarded credit for any and all courses successfully completed. This means no student can miss more than 16 days.

2. Assessment

Students in New Jersey have been required to demonstrate proficiency on standardized assessments since the 1985-1986 school year. These state assessment requirements are continually updated. For the most up to date information you can visit the state webpage:

- <https://www.nj.gov/education/assessment/requirements/>.

At the time of publication, there were three pathways to meet the assessment requirement successfully:

First Pathway

NJGPA:

ELA	Mathematics
New Jersey Graduation Proficiency Assessment—ELA ≥ 725 (Graduation Ready)	New Jersey Graduation Proficiency Assessment—Mathematics ≥ 725 (Graduation Ready)

Note: Cut Scores Approved by the New Jersey State Board of Education on May 3, 2023

Second Pathway

Menu of Substitute Competency Tests

ELA	Mathematics
<p>One of the following:</p> <ul style="list-style-type: none"> • ACT Reading ≥ 17 • Accuplacer WritePlacer ≥ 5 • Accuplacer WritePlacer English Second Language ≥ 4 • PSAT10 Evidence Based Reading and Writing (EBRW) ≥ 420 • PSAT10 Reading ≥ 21 • PSAT/NMSQT EBRW ≥ 420 • PSAT/NMSQT Reading ≥ 21 • SAT EBRW ≥ 450 • SAT Reading ≥ 23 	<p>One of the following:</p> <ul style="list-style-type: none"> • ACT Math ≥ 17 • Accuplacer Elementary Algebra ≥ 49 • Accuplacer Next-Generation QAS ≥ 250 • PSAT10 Math Section or PSAT/NMSQT Math Section ≥ 420 • PSAT10 Math or PSAT/NMSQT Math ≥ 21 • SAT Math Section ≥ 440 • SAT Math Test ≥ 22

Note: This pathway is only available to students who completed the NJGPA in Grade 11. Cut Scores Approved by the New Jersey State Board of Education on May 3, 2023



Third Pathway Portfolio Appeals

ELA	Mathematics
Meet the criteria of the NJDOE Portfolio Appeal for ELA An ASVAB composite score of 35 can reduce the portfolio process	Meet the criteria of the NJDOE Portfolio Appeal for Math An ASVAB composite score of 35 can reduce the portfolio process

Note: This pathway is only available to students who completed the NJGPA in Grade 11.

COURSE SELECTION PROCESS

The master schedule and staffing are determined by student course selections. Only courses with sufficient enrollment will be scheduled; sufficient enrollment means a minimum of ten (10) students. Any Students who select a one-semester course will not, in most cases, be able to specify the fall or spring semester. Many of the one-semester courses will only be given once and at a time which will help produce the most efficient overall schedule. Therefore, it is essential that students and parents/guardians carefully and deliberately choose students' courses.

Student schedules are developed in the spring of each year at which time the faculty and staff collaborate with students. The process includes input from students, parents, teachers, counselors, and administrators. Finally, the schedule each student selects is produced, and the Board of Education builds its budget from the resulting master schedule.

Seniors are given priority in the schedule. This means that any senior who needs a course in order to graduate will be given preference over underclassmen. For this reason, underclassmen are strongly encouraged to choose no less than 3 alternatives for their electives.

Students are expected to honor their commitments, attend, and satisfactorily complete the courses in which they enroll during counseling conferences.

On what basis should courses be selected?

Consider yourself! What kind of person are you? In what subjects do you have the most ability and interest? In what subjects do you experience the most difficulty?

Choose subjects in which you expect to do reasonably well if you make a good effort. If you can't reasonably expect to successfully complete a subject, no matter how strong the other arguments are for taking it, you won't accomplish your purpose by taking the subject and failing. If the subject is essential to your goals for the future, first prepare yourself for it, then take it.

Elect subjects which will make some positive contribution to the development of your strengths or the overcoming of your deficiencies. For example, if you have high ability in mathematics, elect as many math subjects as are available,



and develop this ability to a high level of proficiency. If, on the other hand, you find math difficult, persevere in it at least to the point where you have mastered the minimum amount needed for whatever you may choose to study or work at in the future.

Select the subjects required for admission to the field of work or the institution of higher education you will wish to enter following your graduation from high school. No single program will meet all requirements. Discuss your plans with your counselor, and ask for help in finding out what is required for the various occupations and colleges.

What is an elective course?

An elective course is a course, which a student may choose based upon his/her personal preferences. Elective courses provide students with the opportunity to pursue individual interests. Specific career pathway programs require definitive elective courses that must be completed to ensure eligibility for professional industry certifications. Furthermore, students should understand that in many instances college requirements virtually dictate what electives should be chosen. Students should discuss the selection of appropriate electives with their counselors and consult the career pathways, academy, and early college high school program course sequences.

How do I meet the physical education requirement if I am unable to participate because of medical reasons?

All students are required to participate in physical education each year. Students who are unable to participate in regular classes because of medical reasons must submit a letter from a physician to the school nurse indicating the reason for the recommended exception. Physical education exemptions are valid only through one school year and must be renewed annually.

After July 30, schedule changes will not be made for reasons of convenience. Only educationally sound changes will be considered according to the guidelines listed below.

Schedule changes will only be considered for the following reasons:

- If there is a need to correct a clerical error in the schedule. Examples might include a missing course; two or more courses in conflict; or failure in a prerequisite course.
- If there is a recommendation from the child study team.
- If there is a recommendation from an administrator for disciplinary, attendance, or instructional reasons.
- If a student is repeating a failed course and is assigned to the same course and teacher.
- If there is a request made by the professional staff through the appropriate supervisor.

Student-initiated schedule changes **will not** be considered for any of the following reasons:

- If the course content or standards differ from student expectations or the course is not needed for graduation.
- If the student does not like a given teacher or the student has a last minute preference for some other subjects.



- If the student wishes to take less than the required number of courses.

In exceptional cases, an appeal may be made to the Principal.



Sample Four Year Programs

Listed below are *sample* four-year programs for students. These are only *sample* schedules; given the various career pathways and alternative learning programs Penns Grove High School has developed schedules may look different. A student can choose both College Prep and Honors/AP level sequence courses. In addition, a student can re-evaluate and move between levels. The schedules below should help the student plan his/her four-year program at Penns Grove High School.

Career and College Preparatory Level

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
English I	English II	English III	English IV
Algebra I	Geometry	Algebra II	Math Selection
Biology	Chemistry	Environmental Sci	Science Selection
World History	US History I	US II	PE/Health 12
PE/Health 9	PE/Health 10	PE/Health 11	Elective
World Language	World Language	Elective	Elective
VPA or CTE	VPA CTE	Financial Lit	Elective

Honors/AP Level

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
Hon English I	Hon English II	Hon/AP English III	Hon/AP English IV
Hon Geometry	Hon Algebra II	Hon Pre-Calculus	AP Calculus
Hon Biology	Hon Chemistry	Hon Environmental	Hon Science
Hon World History	Hon US History I	Hon US II/AP US	History Selection
PE/Health 9	PE/Health 10	PE/Health 11	PE/Health 12
World Language	World Language	World Language	World Language
VPA or CTE	VPA or CTE	Financial Lit	Elective

Early College High School Program

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
English I	English II	Hon/AP English III*	Hon/AP English IV*
Alg I or Geometry	Geom or Hon Algebra II*	Hon Alg II* or Pre-Calculus*	PE/Health 12
Biology	Chemistry	Environmental/Physics*	Environmental/Physics*
World History	US History I	US II/AP US*	SCC Elective*
PE/Health 9	PE/Health 10	PE/Health 11	SCC Elective*
World Language	World Language	SCC Elective*	SCC Elective*
College Success Seminar*	Digital Art/Musical Theatre*	Financial Lit	SCC Elective*

*Indicates dual credit or SCC course

*Courses that lack enrollment may not be offered.
Course selection cannot be guaranteed except for English and PE/Health.*



EARLY COLLEGE HIGH SCHOOL PROGRAM

Early College is an innovation that provides traditionally underserved youth with a path to and through college. Every young person needs a postsecondary credential to thrive in today's world. Early colleges are high schools and feeder middle schools that use a transformational strategy of bringing college into high school. Early college schools expose all students to college and careers, reducing time and costs as well as building a college-going culture for all students in high school.

Therefore, the Early College High School program offered at Penns Grove Carneys Point Regional School District will become the official Associate's degree pathway earned at Salem Community College. Penns Grove Carneys Point Regional School District students may also earn an Academic and/or Career Certificate as indicated on the scope and sequence charts available below.

Students in this Early College High School program will experience many benefits. They will:

1. enrich and broaden their educational experiences.
2. be provided with a stimulating and rigorous educational challenge.
3. obtain practice with skills they will need for success in college and career.
4. accumulate college credits that may be applied toward a college degree and potentially earn an Associate's degree by the end of 12th grade; however, no guarantee will be offered.
5. increase their chances of getting admitted to a four-year college with competitive admissions; however, no guarantee will be offered.

The incoming 9th grade students of Penns Grove High School will also have the opportunity to earn a career certificate or industry-recognized license while in high school. These career certificates/licenses prepare students for an entry level job right after high school graduation. Students will graduate ready for the job market in their field of study or have the opportunity to go on to a four-year college or university. All Early College students will attend job shadows, gain work experience through internships and apprenticeships, as well as visit companies and colleges that match their degree and career pathways. Students will visit colleges and industries such as the University of Pennsylvania, the University of the Arts, the FBI Headquarters in Washington, D.C., Google, DuPont, and so much more!

Students interested in the Early College High School Program of Penns Grove High School are required to attend and complete a "Summer Bridge Program" to help prepare for college-level coursework for the 2026-2027 school year.

Students in the Early College High School Program of Penns Grove High School will have the opportunity to earn up to 60 college credits toward an Associate Degree in Liberal Arts.

All students in the program begin with the following coursework during their freshman year:

COLLEGE SUCCESS SEMINAR

Grade: 9

Credits: 2.5

Prerequisite: Enrollment in Early College Program

This course facilitates the student's preparedness for college. Students become familiar with college resources and begin to make connections between secondary and post-secondary expectations. By clarifying the values and purposes of higher education, students gain an understanding of the skills, tools, and competencies needed to be successful college students. As part of this course, students explore and utilize college-based resources and strategies. Students learn to



identify and apply their learning style to academic courses and study skills. Students develop their academic and career goals.

Dual Credit Program with Salem Community College

Dual credit programs provide high school students with a distinct competitive advantage by allowing them to earn transferable college credits and fulfill high school graduation requirements simultaneously. By engaging with college-level coursework early, students significantly reduce their future higher education tuition costs and accelerate their timeline toward a degree or career certificate. Furthermore, this experience eases the transition to post-secondary life by building academic confidence, sharpening critical thinking skills, and proving to students that they are fully capable of succeeding in a collegiate environment. The Dual Credit Agreement between Penns Grove High School and Salem Community College will allow qualified students to earn credits that can be utilized both as fulfillment of a high school graduation requirement and as fulfillment of a future college degree requirement. During the first semester of coursework, registration information will be disseminated to students in qualifying coursework.

The chart below outlines courses that were approved for the 2025-2026 school year. Students in qualifying classes will receive instructions on how to complete registration for dual credit in the first semester of each school year. Student population codes are as follows:

- **All:** Courses marked with this designation are open to any PGHS student enrolled in the listed high school course. Information listed under the Procedure and Enrollment Information sections of this contract apply to these courses. To receive college credit, students must complete the necessary dual credit application forms by the designated deadline.
- **EA:** Courses marked with this designation are open to PGHS students enrolled in the Engineering Academy program. Information listed under the Procedure section of this contract apply to these courses. Students do not need to complete dual credit application forms or pay tuition to SCC to receive college credit for these courses. PGHS staff will provide SCC with the necessary information to enroll eligible students in appropriate college credits. SCC will bill PGCPD for related tuition and required course materials.
- **EC:** Courses marked with this designation are open to PGHS students enrolled in the Early College High School program. Information regarding procedures and guidelines for these courses are detailed in the SCC-PGCPD Early College High School Course Articulation Agreement. Students do not need to complete dual credit application forms or pay tuition to SCC to receive college credit for these courses. PGHS staff will provide SCC with the necessary information to enroll eligible students in appropriate college credits. SCC will bill PGCPD for related tuition and required course materials.

<u>Penns Grove HS Course</u>	<u>SCC Course (s)</u>	<u>Credits</u>	<u>Student Population</u>
Intro to Agricultural Science	AGR 101-Intro to Ag Science	3	All
Animal Science	AGR 111 - Animal Science	3	All
Botany	AGR 121 - Plant Science	4	All
AP Art: Drawing	ART 104 - Drawing	3	All



AP Art: 2-D Art & Design	ART 115 - Two Dimensional Design	3	All
AP Art Portfolio - Art III	ART 116 - Three Dimensional Design	3	All
Honors Biology	BIO 101 - General Biology I	4	All
AP Biology*	BIO 101 - General Biology I	4	All
	BIO 102 - General Biology II	4	All
Environmental Science	BIO 103 - Environmental Science	4	All
Anatomy and Physiology	BIO 150 - Fundamentals of A&P	4	All
Digital Art	CGA 101 - Intro to Computer Art	3	EC/All
Honors Chemistry	CHM 101 - College Chemistry I	4	All
AP Chemistry	CHM 101 - College Chemistry I	4	All
AP Comp. Science Principles	CSC 127 - Programming Fundamentals	4	All
Honors English 11	ENG 101 - English Composition 1	3	EC/All
Honors English 12	ENG 101 - English Composition II	3	EC/All
Ap English Lang & Comp	ENG 101 - English Composition I	3	EC/All
AP English Lit and Comp	ENG 101 - English Composition II	3	EC/EA/All
AP US History	HIS 201 - US History I	3	EC/All
	HIS 202 - US History II	3	EC/All
Honors US History I	HIS 201 - US History I	3	EC/All
Contemporary Math	MAT 134 - Contemporary Math	3	All
Honors Algebra II	MAT 137 - College Algebra	3	EC/All
Pre-Calculus	MAT 153 - Precalculus	4	EC/All
AP Calculus AB	MAT 231 -Calculus I	4	EA/All
Ap Calculus BC	MAT 232 - Calculus II	4	EA/All
Music Appreciation	MUS 101 - Music Appreciation	3	EC/All
Musical Theater	MUS 104 - Intro to Musical Theater	3	EC/All
Honors Physics	PHY 101 - Physics I	4	EC/All



ACADEMY OF ENGINEERING AND TECHNOLOGIES

Academy students enrolled in courses offered at Salem Community College and Rowan College of South Jersey receive dual credit. In addition academy students are awarded dual credit for all AP science and math courses. Colleges normally award 3 college credits for each dual credit course. College institutions are solely responsible for the awarding of college credits.

All Academy students will take the following courses as part of their Academy coursework:

INTRODUCTION TO ENGINEERING DESIGN

Grades: 9th Grade Academy

Credits: 5

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software and use an engineering notebook to document their work.

CIVIL ENGINEERING AND ARCHITECTURE

Grades: 10th and/or 11th Grade Academy

Credits: 5

Civil Engineering and Architecture is the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building design and construction including building components and systems, structural design, stormwater management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry.

PRINCIPLES OF ENGINEERING

Grades: 11th Grade Academy

Credits: 5

Students explore a broad range of engineering topics including mechanisms, strength of structure and materials, and automation, and then they apply what they know to take on challenges like designing a self-powered car.



HONORS AND ADVANCED PLACEMENT (AP) COURSES **WEIGHTED CLASS RANK/GPA CALCULATIONS**

To place more “weight” on Honors and Advanced Courses in Penns Grove High School, the following procedure shall be utilized to determine class rank for the high school students:

1. Rank in class is the position of any one student in a class in relation to all other students in the class based upon a computed cumulative average carried to four decimal places and rounded to three.
2. The weighted academic ranking system encourages students to enroll in Honors and Advanced College Preparatory Courses and rewards the students for their efforts.
3. Class rank will be determined by averaging the final numerical grades of all courses. A total of eight points will be added to the final average of all weighted courses.
4. The courses listed below will be weighted for class rank:
 1. All Advanced Placement courses.
 2. All Honors level courses.
 3. The last two years of all world language classes.
 4. “College” courses (Academy)

Advanced Placement Courses

Students interested in taking a college-level course, which may lead to college credit, are encouraged to take AP courses. Colleges and universities can award credit based on AP exam scores. Credit attainment is at the discretion of the institution.

Students who wish to take AP Biology are encouraged to take Honors Biology and Honors Chemistry before taking AP Biology. Students wishing to take AP Chemistry are encouraged to take Honors Biology, Honors Chemistry, Physics, and Algebra 2 before taking AP Chemistry.

Students wishing to take AP calculus are required to take Algebra 1 & 2, Geometry, and Pre-Calculus before taking AP Calculus in their junior or senior year.

Students who wish to take AP English are encouraged to take Honors English 9 and Honors English 10.

AP US History, and AP Art are also available to students.

AP Computer Science Principles is available to students.

Scheduling of AP Courses

Not all classes requested may be scheduled. Some courses will not be offered if not enough students are interested. Also, some will not be able to be scheduled because of schedule conflicts. Every attempt will be made to contact you personally if either of the above limitations pertains to you.



COLLEGE APPLICATION CONSIDERATIONS

When planning your high school trajectory, it is essential to understand that graduation requirements are a floor, not a ceiling. While the state of New Jersey sets minimum standards for high school graduation, colleges and universities—particularly those with competitive admissions—often look for a more rigorous academic profile.

NJ State Universities/Community Colleges vs. Competitive Institutions

Public state universities in New Jersey generally look for a well-rounded foundation. However, if your sights are set on highly competitive institutions like Stevens Institute of Technology, Villanova University, Lehigh University or an Ivy League school, your course selection should reflect a desire to challenge yourself at the highest levels available.

Subject Area	NJ State University (Typical)*	Competitive/Ivy League (Recommended)*
English	4 Years	4 Years (Honors/AP preferred)
Mathematics	3 Years (Algebra I, II, & Geometry)	4 Years (Including Calculus)
Science	3 Years (Lab Sciences)	4 Years (Biology, Chemistry, & Physics)
World Language	2 Years	3–4 Years of the <i>same</i> language
Social Studies	3 Years	3–4 Years

***NOTE:** It is important to check admission requirements at the institutions you plan to apply to as requirements may change.

For elite schools, "minimums" are rarely enough. Admissions officers at top-tier institutions look for academic rigor. This means taking Honors and Advanced Placement (AP) courses whenever possible, provided you can maintain a strong GPA. They want to see that you have exhausted the most challenging curriculum offered at Penns Grove High School.



While your transcript gets you into the "conversation," your life outside the classroom gets you into the "college." Highly competitive schools practice holistic review, meaning they look at the whole person, not just a set of numbers.

- **Depth Over Breadth:** Admissions officers prefer to see a student who has dedicated four years to one or two activities (eventually reaching a leadership role) rather than a student who joined ten clubs for only one year each.
- **Leadership & Initiative:** Whether it's being a team captain, an officer in the National Honor Society, or starting your own community service project, demonstrating leadership is vital.
- **Passion & Personality:** Use your extra-curricular activities, sports, and volunteer work to tell your unique story. Your involvement shows that you are a contributor who will add value to their campus community.

We encourage all Penns Grove High Students to aim high and plan early. Consult with your school counselor to ensure your four-year plan aligns with the specific expectations of your "dream" schools.

PENNS GROVE HIGH SCHOOL STUDENT ACTIVITIES

All PGHS students are encouraged to become involved in student activities. Please see the list below of available activities to get involved in.

Academic Services		
21st Century After School Program	Achieve Beyond Evening Program	Extended Academics & Counseling
Subject Area Tutoring		
Clubs		
DuPont Academic League	Color Guard	Future Educators of America (FEA)
Gifted and Talented	Mock Trial	National FFA Organization
National Honor Society	PGHS Red Devil Players (School Play)	Red and White (School Newspaper)
Technology Student Association	Yearbook	
Clubs in Development		
Art Club	Broadcasting	Dance/Theatre Club
French Club	Robotics	Spanish Club
Music Programs		



Concert Band	Concert Choir	Jazz Band
Marching Band	Modern Band	Select Choir
Select Choir		
Sports Teams - Fall		
Cheerleading	Cross Country	Field Hockey
Football	Girls Soccer	Girls Tennis
Boys Soccer		
Sports Teams - Winter		
Cheerleading	Boys Basketball	Girls Basketball
Winter Track	Wrestling	
Sports Teams - Spring		
Baseball	Boys Tennis	Boys Track
Girls Track	Softball	
Student Congress		
Student Congress	Senior Executive Committee	Junior Executive Committee
Sophomore Executive Committee	Freshman Executive Committee	

NJSIAA Eligibility

The state of New Jersey has outlined minimum eligibility requirements to participate in interscholastic athletic competition. To be eligible for athletic activity in the fall season, students must have earned 30 credits by the end of the summer or September 1st for the preceding school year. All first-time 9th grade students are eligible to participate in fall sports. To be eligible for the spring season, students must have earned 15 credits in the first semester (by January 31st).

The Penns Grove-Carneys Point Regional Board of Education has adopted the following eligibility rules for student participation in interscholastic and extra-curricular programs/activities:

1. Students who are in block scheduling must be passing a minimum of 15 credits during each semester to be eligible for participation in the extra-curricular program for the following semester.



2. The eligibility of a student will be determined by the grades received in the preceding marking period as long as they were eligible at the beginning of that semester.
3. In addition, in order to participate in any extra-curricular or co-curricular activity students who meet all the eligibility requirements outlined above must have a 70% average in the quarter preceding the activity as well as any report card during the season.
4. In the month of August, all freshmen student-athletes, and student-athletes identified as being in need of Math/ELA, or ELL support must attend scheduled Achieve Beyond academic support sessions, if offered.
5. The final grades in June will determine eligibility in September. Students who are ineligible in September cannot become eligible to participate until February 1st of the following year.
6. To be eligible to participate in the second semester (February 1 to June 30), a student must have passed at least 15 credits during the first semester. A student participating in any extra-curricular activity must adhere to these rules. Students will become ineligible upon publication of the failure list.
7. The head coach and athletic director or the advisor, with the approval of the principal, retain the right to suspend temporarily from competition any student that he/she feels fails to abide by the rules and regulations established for the activity or sport.
8. Any student who leaves school early or arrives after 10:30 am will not be permitted to practice or participate in an interscholastic or extracurricular event that day unless a legal excuse is presented that is acceptable to the principal and/or director. Excuse to be presented prior to leaving school.
9. Abuse of early dismissals will be considered by the High School Administration and the specific individual director, and may have an effect on a student's continued participation in a given interscholastic or extra-curricular event. (See lateness to school policy.)
10. For certain extra-curricular activities, eligibility will be determined by the building principal on a case-by-case basis if the above guidelines do not pertain to the activity involved. It should be noted that the spirit of the above eligibility rules will apply.

NCAA ATHLETIC ELIGIBILITY REQUIREMENTS

To study and compete at an NCAA Division I or Division II college/university, student-athletes must earn 16 NCAA-approved core-course credits, earn a corresponding test score that matches their core-course GPA, and submit their final transcript with proof of graduation to the [NCAA Eligibility Center](http://www.eligibilitycenter.org).

For Division I, ten of the 16 core course requirements must be completed by the end of the junior year of high school. See the NCAA websites below for more information.

<https://www.ncaa.org/playcollegesports>
<http://www.eligibilitycenter.org>



ALTERNATE LEARNING EXPERIENCES

Option II

Students interested in pursuing Option II coursework must consult with their school counselor and the principal to review program requirements, application procedures, and credit allocation guidelines.

Early Graduation

Pupils who have clearly demonstrated a scholastic aptitude, an unusual readiness for the world of work, a financial need, or a serious health or family concern, may be considered for early graduation. Minimum graduation requirements must be completed early. **Approval must be obtained from the parents/guardians and the administration by February of the student's 10th grade year.**

Pass/Fail Senior Option

Seniors may qualify to take elective courses on a pass/fail basis. To qualify, the following conditions must be met:

1. Senior students who have a 100 credits or more may take any elective course during their senior year on a Pass/Fail basis.
2. Eligible students must inform their guidance counselor that they wish to select the Pass/Fail option no later than 5 days after the start of the class.
3. An elective class is defined as any class, which is not required to meet local or state graduation requirements.
4. Once a student selects the Pass/Fail option for a course, it will remain in effect for the length of the course and will not be changed.

Work Release/Early Dismissal

It is often necessary for some of our students to hold down part-time jobs. To assist these students through an appropriate schedule adjustment, the following requirements must be met:

1. The student must be a senior with one hundred (100) or more accrued credits.
2. A work permission form must be filled out by a parent, student, and employer.
3. Final permission must be granted by both the counselor and building principal.

NOTE: Students seeking early dismissals must submit the work permission form to the School Counseling Office by the end of the third week in September.

Student Enrollment in College Courses

The board shall make reasonable efforts to develop articulation agreements with New Jersey colleges and universities to facilitate the delivery of college credit courses to qualified pupils. The board shall determine eligibility requirements for these pupils and monitor the quality of the courses offered and the college faculty who teach the courses.

SCHOOL COUNSELING PROGRAMS AND SERVICES



General Information

Counseling services at Penns Grove High School are oriented in the belief that a basic purpose of guidance is to help each individual make the most of himself and his opportunities to the end that he may thereby be of greatest benefit to himself and society. Implicit in such a concept is the need for each individual to understand himself and to be aware of the opportunities available to him.

Much of the work of a counselor is organized around these pivotal points of self and opportunity. It involves helping the student to know his strengths and how to use them for the greatest benefit to himself and others, to understand his limitations and how to compensate for them, and to realize the opportunities available to him both within the school and in the changing worlds of work and education which lie beyond high school.

To achieve these goals, guidance services provided include orientation to the high school, program planning, evaluation of academic progress, personal concerns, college planning, and career exploration. These goals can be realized through such activities as individual and group counseling, career and school conferences, field trips, use of media, individual and large group meetings, and learning stations.

SCHOOL-BASED YOUTH SERVICES

The School-Based Youth Services Program (SBYSP) was started in 1987 to help young people navigate their adolescent years, finish their education, obtain skills leading to employment or continuing education, and graduate healthy and drug-free. Adolescents have numerous concerns and problems. Since a substantial number of teenagers have multiple issues that call for several different services, SBYSP provides an array of employment, health, and social services. Services are available to all youth and recreation is provided.

Herb Woodard, BA, MA - Program Director
hwoodard@pgcpschools.org 856 299 6300 ext 3303

Julisa Fabian - Mental Health Counselor
jfabian@pgcpschools.org , 856 299 6300 ext 3302

Viancy Morales, BA - Youth Development Specialist
vmorales@pgcpschools.org 856 299 6300 ext 3304

Angelia Kelly- Administrative Assistant
akelly@pgcpschools.org 856 299 6300 ext 3301

Summer Youth Leadership Academy

This program was developed in response to an ever-increasing need to promote healthy character development, community service, educational support, appropriate socialization skills, and develop qualities through an already proven recreation-oriented program.

Programs and Services Available

- Mental Health & Family Support
- Individual/Group Counseling



- Case Management
- Healthy Youth Development
- College/Career Preparation
- Recreation (during open lunches and after school)
- Homework/Tutorial Assistance
- Volunteer/Community Service
- Health Education
- Substance Abuse Counseling/Prevention
- Pregnancy Prevention/Intervention (male & female programs)



DEPARTMENT OVERVIEW

<u>PROGRAM</u>	<u>GRADE</u>	<u>COURSE</u>	<u>CREDITS</u>
21st Century Life & Careers	10, 11, 12	Agricultural Engineering	5
	9,10,11,12	Audio Recording 1	5
	10, 11, 12	Audio Recording 2 (Broadcasting)	5
	9,10,11,12	AP Computer Science Principles	5
	10, 11, 12	Civil Engineering & Architecture	5
	9,10,11,12	Digital Art	5
	9,10,11,12	Information Technology 1	5
	9,10,11,12	Introduction to Engineering Design	5
	9,10,11,12	Multimedia Design	5
	10, 11, 12	Multimedia Design II (Broadcasting)	5
	10, 11, 12	Landscape Technical Design	5
	11, 12	Principles of Engineering	5
	10, 11, 12	Publication Production	5
	9,10,11,12	Visual Communications 1	5
	10, 11, 12	Visual Communications 2	5
	9,10,11,12	Woodworking Technology 1	5
	10, 11, 12	Woodworking Technology 2	5
	11, 12	Woodworking Technology 3	5
	12	Woodworking Technology 4	5



Comprehensive Physical, Health, and Safety Education	9,10,11,12	Physical, Health, and Safety Education	5
	11, 12	Kinesiology	5
	9,10,11,12	Yoga, Wellness, & Mindfulness	2.5
	9,10,11,12	Nutrition, Wellness & Food	2.5
English Language Arts	9	English 9	5
	9	English 9 Honors	5
	9	College Success Seminar	2.5
	10	English 10	5
	10	English 10 Honors	5
	11	English 11	5
	11	English 11 honors	5
	11	AP English Language & Composition	5
	12	English 12	5
	12	English 12 Honors	5
	12	AP English Literature & Composition	5
	9, 10, 11	English Labs	2.5
	12	Supplemental Language Lab	2.5
	9,10,11,12	English as a Second Language	10
	9,10,11,12	Creative Writing I	2.5
	9,10,11,12	Creative Writing II	2.5
	9,10,11,12	Mythology	2.5
	9,10,11,12	Mythology II	2.5



	9,10,11,12	Journalism	2.5
	9,10,11,12	Celebrating Diversity	2.5
Mathematics	9	Algebra I	5
	9	Algebra I Honors	5
	9,10,11,12	Geometry	5
	9,10,11,12	Geometry Honors	5
	9,10,11,12	Algebra 2	5
	10, 11, 12	Algebra 2 Honors	5
	11, 12	Probability and Statistics	5
	11, 12	Applications of Algebra & Geometry	5
	10, 11, 12	Pre-Calculus	5
	11, 12	Advanced Placement Calculus AB	5
	11, 12	Advanced Placement Calculus BC	5
	9, 10	Math Labs 9-10A	5
	11, 12	Math Labs 11-12A	5
	12	Supplemental Math Lab	5
	12	Contemporary Math	5
Science	9	Biology	5
	9	Biology Honors	5
	10, 11, 12	Chemistry	5
	10, 11, 12	Chemistry Honors	5
	9,10,11,12	Physics	5
	9,10,11,12	Physics Honors	5
	11,12	Environmental Science	5



	11,12	Environmental Science Honors	5
	9,10,11,12	Introduction to Agriscience	5
	9,10,11,12	Botany	5
	9,10,11,12	Animal Science	5
	11, 12	Advanced Placement Chemistry	10
	11,12	Advanced Placement Biology	10
	10, 11, 12	Anatomy & Physiology	5
	10, 11, 12	Forensic Science	5
	10, 11, 12	Biotechnology	5
Social Studies	9	World History	5
	10,11,12	U.S. History 1	5
	10,11,12	U.S. History 1 Honors	5
	11,12	U.S. History 2	5
	10,11,12	AP United States History	10
	9, 10,11, 12	Sociology	5
	9, 10,11, 12	Genocide Studies	5
	10,11,12	AP African American Studies	5
	11,12	Financial Literacy	2.5
	11,12	US Law	2.5
	10,11,12	Current Events	2.5
	10,11,12	African American	2.5
Visual & Performing Arts	9, 10,11,12	Art 1 or Art 2	2.5
	11,12	Art 3 Studio	5



	11,12	AP Drawing	5
	9,10,11,12	Basic Drawing	2.5
	10,11,12	Advanced Drawing	2.5
	10,11,12	Painting	2.5
	10,11,12	3D Art	2.5
	9,10,11,12	Concert Band	5/10
	9,10,11,12	Music Theory	2.5
	9,10,11,12	Concert Choir	5/10
	9,10,11,12	Piano Performance	2.5
	9,10,11,12	Music History	2.5
	9,10,11,12	Modern Music Studies	2.5
	9,10,11,12	Guitar	2.5
	9,10,11,12	Modern Band	5
	9,10,11,12	Music Production	2.5
	9,10,11,12	Introduction to Theater	2.5
	9,10,11,12	Theater, Literature, History & Culture	2.5
	9,10,11,12	Playwriting	2.5
	9,10,11,12	Acting	2.5
	9,10,11,12	Theatre Performance	5
	9,10,11,12	Public Speaking	2.5
	9,10,11,12	Musical Theater Workshop	2.5
	9,10,11,12	Theater Technology	2.5
	9,10,11,12	Dance 1 or Dance 2	2.5



	9,10,11,12	Advanced Dance Performance (Dance 3/4)	2.5
	9,10,11,12	Broadway Dance	2.5
	9,10,11,12	Screendance	2.5
	9,10,11,12	World Dance Forms	2.5
	9,10,11,12	Dance Appreciation	2.5
World Languages	9,10,11,12	Spanish 1	5
	9,10,11,12	Spanish 2	5
	10, 11, 12	Spanish 3	5
	11, 12	Spanish 4	5
	10, 11, 12	Spanish Literature	5
	9,10,11,12	French 1	5
	9,10,11,12	French 2	5
	10, 11, 12	French 3	5
	11, 12	French 4	5



COURSE OFFERINGS

21st Century Life & Careers

DIGITAL ART

Grades: 9,10,11,12

Credits: 5

Prerequisite: none

This entry-level course is intended to introduce students to basic digital imaging manipulation skills within the Fine Art context of creative expression. Focus on digital imaging manipulation techniques learned within a raster-based environment, primarily including the fundamentals of various special effects, filters, layers, and masks used to explore the creation of artistically expressive images. Students will use current Adobe computer-imaging software such as Photoshop to create original art in a variety of final output formats.

MULTIMEDIA DESIGN I

Grades: 9, 10, 11 & 12

Credits: 5

Prerequisite: none

This entry-level course is intended to introduce students to multimedia design skills with combined use of text, graphics, sound, animation, and video. A primary objective of this workshop is to teach students how to develop multimedia programs. Another objective is to demonstrate how still images, sound, and video can be digitized on the computer. Students will use current Adobe computer-imaging software such as Premiere, After Effects, and Animate to create original multimedia pieces in a variety of final output formats.

MULTIMEDIA DESIGN II (Broadcasting)

Grades: 10, 11 & 12

Credits: 5

Prerequisite: Multimedia Design I

This course is intended to extend students' multimedia design skills with combined use of text, graphics, sound, animation, and video. A primary objective of this workshop is to use multimedia design skills to produce weekly broadcast presentations.

VISUAL COMMUNICATIONS I

Grades: 9, 10, 11 & 12

Credits: 5

Prerequisite: None

Visual Communications I is intended to introduce students to a practice-based, hands-on approach to visual communication design. Students will learn about vector and raster graphics, how to design with specific audiences in mind, and edit images using some of the most commonly used photo editing software in the visual design industry. Topics also include the elements and principles of design, color theory, visual perception theories, typography, symbols, brand identity, logos, and information design. Connections to the current and historical context of the graphic arts are woven throughout the course. Students will use current Adobe computer-imaging software such as Illustrator to create original art in a variety of final output formats.



VISUAL COMMUNICATIONS II

Grades: 10, 11 & 12

Credits: 5

Prerequisite: Visual Communications I

Visual Communications II builds on student design and development skills by focusing on longer print production projects as well as more in-depth content and advanced techniques for graphic and layout development. Students continue to work on teams to produce rich print communication such as brochures, newsletters, and yearbooks. They focus on effective graphic design, project management, design specifications, and iterative development. They develop graphic design and print-production skills that solve specific communication challenges to meet client and audience needs. They build technical skills to address project needs and learn to track complex projects. Students culminate this semester with a portfolio redesign that has them project forward on their aspirations, goals, and interests. The student's additional focus will be to complete a school request and follow all the necessary steps to complete the project. Projects might include tickets for sports events, t-shirts, note pads, among others.

INFORMATION TECHNOLOGY I

Credits: 5

Grades: 9,10,11,12

Prerequisite: None

This course is intended to introduce students to a computer science curriculum and teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem-solving skills. Students will learn how to create basic HTML documents using the core HTML, CSS, and JavaScript elements. Topics also include the basic structure of an HTML element (content, attributes, etc.) and how they are used in the context of HTML web pages. Another objective will be to learn the basics of the JavaScript language and then implement simple JavaScript applications through hands-on exercises. Students will use current program software such as Notepad ++ to create script programs and applications.

WOODWORKING TECHNOLOGY I

Grades: 9,10, 11 & 12

Credits: 5

Prerequisite: None

Beginning with the rules of safety and an introduction to the shop, Woodworking Technology I takes the student through the various phases of project planning, application, and care of tools and, finally, to the construction of basic projects.

WOODWORKING TECHNOLOGY II

Grades: 10, 11 & 12

Credits: 5

Prerequisite: Woodworking Technology I

Beginning with a review of the rules of safety and an introduction to the shop, Woodworking Technology II takes the student through the various processes of planning more sophisticated projects, working more proficiently with hand and power tools, and constructing advanced projects. Many procedures and methods that are learned through the construction of projects in the shop are adaptable and related to those in today's industry.



WOODWORKING TECHNOLOGY III

Grades: 11 & 12

Credits: 5

Prerequisites: Woodworking Technology II

This is an advanced course, which begins with a thorough review of safety in the shop using hand and power tools with emphasis given to power equipment. At this level, the student will have a free choice of project variety and scope within limits. Also studied in the course are the many technological advances in wood finishing and antiquing.

WOODWORKING TECHNOLOGY IV

Grades: 12

Credits: 5

Perquisite: Woodworking Technology III

Woodworking Technology IV is the most advanced course in the four-year woodworking sequence. It is designed to allow students to concentrate and build upon those skills learned in Woodworking Technology III.

LANDSCAPE TECHNICAL DESIGN

Grade: 10, 11 & 12

Credits: 5

Prerequisite: Agriscience or Basic Drawing

The students in this course will develop skills in many areas of designing outdoor spaces. Beginning with learning to hand-draft landscape symbols using drafting tools, students will later create original designs of landscapes. Students will maintain a portfolio of designs created throughout the course.

AGRICULTURAL ENGINEERING

Grade: 10-12

Credits: 5

Prerequisite: Intro to Agriscience

Students develop a foundation of mechanical and engineering skills in *Agricultural Engineering*. Science of materials and energy used in agriculture are involved throughout the course. Inquiry-based exercises give applications of the math and science of agricultural mechanics and engineering. Throughout the course, students apply technical skills while becoming competent in the process used to operate, repair, engineer, and design agricultural tools and equipment.

AUDIO RECORDING-TECHNOLOGY I

Grades: 9, 10, 11 & 12

Credits: 5

Prerequisite: None

This course is designed to introduce many aspects of music technology, including the use of computers for composition and production, the basics of hardware and software electronic instruments MIDI, the use of electronics in performance, and basic audio recording and editing. Over the course of the year, students will be expected to create a number of original musical compositions and create an album of their work. Previous musical experience is not required but students with little or no previous experience will find this course challenging.



AUDIO RECORDING-TECHNOLOGY II (Broadcasting)

Grades: 10, 11 & 12

Credits: 5

Prerequisite: Audio-Technology 1

This course is for students who wish to undertake advanced study in music technology. Students will build on knowledge and skills gained in *Audio-Technology I* and will continue study in electronic music and audio engineering. Students may choose to emphasize a particular area of study, such as electronic music (including effective use of MIDI and audio effects, programming of hardware MIDI controllers and instruments, principles of synthesis and sound design, and proficiency in the use of an electronic instrument) or audio engineering (including effective use of microphones, mixers and other audio equipment; listening carefully to recorded and live sound; and use of digital audio workstation software to mix, edit and master audio). All students will collaborate to create major projects integrating multiple fields of study. Students are expected to participate in any extracurricular activities involving the Audio-Technology program. Students taking this class will gain significant experience in the music technology field.

AP COMPUTER SCIENCE PRINCIPLES

Grades: 9-12

Credits: 5

Prerequisite: Concurrent enrollment in or successful completion of Algebra I

Code.org's Computer Science Principles (CSP) curriculum is a full-year, rigorous, entry-level course that introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. The CS Principles Conceptual Framework developed by the College Board outlines five "Big Ideas" of computing which are further subdivided into Enduring Understanding, Learning Objectives, and Essential Knowledge Statements. The framework further identifies six "Computational Thinking Practices," containing skills that students should employ and develop. The curriculum is designed such that students investigate each of these big ideas while practicing the computational thinking practices.

ENGLISH

ENGLISH 9

Grade: 9

Credits: 5

Prerequisite: None



English 9 builds upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and the writing process. It includes the four aspects of language use: reading, writing, speaking, and listening. Students will analyze various genres of literature, with writing exercises linked to reading selections, write persuasive, critical, and creative multi paragraph essays and compositions.

ENGLISH 9 HONORS

Grade: 9

Credits: 5

Prerequisite: A in 8th grade English Language Arts, or minimum of B in 8th grade Honors English Language Arts, or a teacher recommendation, or enrollment in the Early College High School Program.



This course is designed to challenge and develop the student's critical reading and writing skills through a survey of classical and contemporary literary forms and developmental composition forms. This course is distinguished by



independent study, accelerated pace, depth of analysis, and extensive reading and writing requirements. The major units of study include those listed under English 9 but are characterized by more long-range and independent assignments plus multiple opportunities for students to write on various topics, to respond to critical literary comments, and to further develop creative writing skills. This course also integrates preparation for the SAT.

COLLEGE SUCCESS SEMINAR

Grade: 9

Credits: 2.5

Prerequisite: Enrollment in Early College High School Program

This course facilitates the student's preparedness for college. Students become familiar with college resources and begin to make connections between secondary and post-secondary expectations. By clarifying the values and purposes of higher education, students gain an understanding of the skills, tools, and competencies needed to be successful college students. As part of this course, students explore and utilize college-based resources and strategies. Students learn to identify and apply their learning style to academic courses and study skills. Students develop their academic and career goals.

ENGLISH 10

Grade: 10

Credits: 5

Prerequisite: None



English 10 has a balanced focus on composition and literature. Students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students improve their reading rate and comprehension and develop the skills to determine the author's intent and theme and to recognize the techniques used by the author to deliver his or her message.

ENGLISH 10 HONORS

Grade: 10

Credits: 5

Prerequisite: None

A student who is highly motivated with a desire to prepare for Advanced Placement courses.

A student should have at least a B average in English 9 Honors or an A in English, with teacher recommendation.



English 10 Honors students will be required to write analytical essays, especially in exposition. Advanced grammar and stylistic methods will be taught as the need arises. Vocabulary study is drawn from the literary works under consideration, from a sequential text, and supplementary lists. Literary study emphasizes critical reading activities and an in-depth analysis of multiple genres including an abundance of fiction, nonfiction, drama, and poetry, which is drawn from diverse cultures and literary periods. The literature studied will emphasize universal themes as students learn to connect what they read to their own experiences. Students have the responsibility to work independently on research and to develop projects. Summer reading will be assigned as required by the teacher.



ENGLISH 11

Grade: 11

Credits: 5

Prerequisite: None



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

ENGLISH 11 HONORS

Grade: 11

Credits: 5

Prerequisite: None



A student who is enrolled in the Early College Program or is highly motivated with a desire to prepare for challenging college level courses. A student should have at least a B average in English 10 Honors or an A in English, with teacher recommendation. English 11 Honors students will continue to read works of literature, hold literacy conversations, and write analytical essays, using advanced grammar and stylistic methods. Emphasizing clear, logical writing patterns, word choice, and usage will be a focus as research papers are developed. Summer reading will be assigned as required by the teacher.

AP ENGLISH LANGUAGE AND COMPOSITION

Grade: 11-12

Credits: 5

Prerequisite: Successful completion of Honors English 10, or a minimum of a B in English 10, or teacher recommendation.



Advanced Placement (AP) English Language and Composition follows the College Board's suggested curriculum designed to parallel college-level English courses, AP English Language and Composition exposes students to prose written in a variety of periods, disciplines, and rhetorical contexts. This course emphasize the interaction of authorial purpose, intended audience, and the subject at hand, and through them, students learn to develop stylistic flexibility as they write compositions covering a variety of subjects that are intended for various purposes.

ENGLISH 12

Grade: 12

Credits: 5

Prerequisite: None



English 12 blends composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. Students write multi-paragraph essays, and one or more major research papers.



ENGLISH 12 HONORS

Grade 12

Credits: 5

Prerequisites: None



A student enrolled in the Early College Program or is highly motivated to prepare for challenging college-level courses. A student should have at least a C average in English 11 Honors or an A in English 11, with teacher recommendation. English 12 Honors will build upon skills achieved in Honors English 11. Summer reading will be assigned as required by the teacher. English 12 Honors emphasizes critical thinking, reading, and writing as they relate to research and argumentation. Students will spend significant time learning about different types of argumentation, evaluating, and writing arguments. In addition, the research process is a significant part of the course. Students will perform all aspects of the academic research process, from topic selection to source evaluation, synthesis of multiple points of view, and source documentation.

AP ENGLISH LITERATURE AND COMPOSITION

Grade: 12

Credits: 5

Prerequisites: Successful completion of AP English Language and Composition, or a minimum of a B in English 11.



Advanced Placement (AP) English Literature and Composition follows the College Board's suggested curriculum designed to parallel college-level English courses, AP English Literature and Composition enables students to develop critical standards for evaluating literature. Students study the language, character, action, and theme in works of recognized literary merit; enrich their understanding of connotation, metaphor, irony, syntax, and tone; and write compositions of their own (including literary analysis, exposition, argument, narrative, and creative writing).

ENGLISH LABS

Credits: 2.5

Grade: 9-11

Prerequisite: Standardized Assessment Scores

This course was developed to improve students' academic performance, providing supplemental instruction and resources for success in English. Specific student data is used (i.e. MAP score, Lexile level, and classroom assessments) to individualize the classroom instruction based on student needs. This course will provide practice in reading comprehension and writing to prepare students for standardized assessments and success at the high school level. Students will be placed in this course based on their level of proficiency as indicated on the standardized test and benchmark assessments.

CREATIVE WRITING

Grades: 10-12

Credits: 2.5

Prerequisite: None



This course is designed to develop students' creative writing talents through the reading and critical study of examples of various literary genres (short stories, poems, plays, essays). Students will be expected to express themselves creatively in these same literary forms.



CREATIVE WRITING II

Grades: 10-12

Credits: 2.5

Prerequisite: Creative Writing I

This course is designed to further advance students' creative writing talents after completion of Creative Writing I. Students will further their reading and critical study of examples of various literary genres. Students will be expected to express themselves creatively in various literary forms.

JOURNALISM

Credits: 2.5

Grades: 9, 10, 11, 12

Prerequisite: None



Journalism will focus on developing writing skills for possible careers in journalism, public relations, advertising, and other communication fields. Students will investigate news stories, conduct interviews, and write news articles for a real audience. They will gain hands-on experience, such as editing and producing a school newspaper.

MYTHOLOGY

Grades: 9-12

Credits: 2.5

Co-requisite: College Preparation English



This course involves the study of the myths of ancient Greece and Rome as well as Norse, American Indian, and Eastern legends. Students will learn how these fascinating beliefs and stories have influenced man's thinking and literature up through the ages to modern times.

MYTHOLOGY II: Advanced Greek Myths & Their Legacy

Grades: 9-12

Credits: 2.5

Co-requisite: College Preparation English



This course builds on the foundation of Mythology I, taking an in-depth look at Greek mythology beyond the basics. Students will explore complex myths, legendary heroes, the roles of gods and goddesses, and recurring themes such as heroism, hubris, fate, and morality. The course emphasizes literary analysis of primary sources, including Homer, Hesiod, and Greek tragedies, as well as the enduring influence of Greek myths on literature, art, and modern media. Comparative references to other mythologies may be included, but Greek mythology is the central focus.



CELEBRATING DIVERSITY

Credits 2.5

Grades: 11 & 12

Prerequisite: None



Celebrating Diversity will focus on gaining an understanding and appreciation of culture, cultural values, and perspectives by analyzing and evaluating literature written by authors of a variety of races, ethnicities, backgrounds, classes, genders, and orientations. Emphasis will be placed on learning and understanding the importance of tolerance and respect for people regardless of culture, race, religion, sexual orientation, socioeconomic status, body image, or disability.

ENGLISH AS A SECOND LANGUAGE

Grades: 9-12

Credits: 10

Prerequisite: None

This progressive course provides the English as a second language student with individualized instruction in listening, speaking, reading, and writing skills in the English language. Through this course, content areas are strengthened via study skill techniques. The primary purpose is to teach students to function effectively in a society requiring oral and written communication in English. Placement is determined based on standardized test results.

SUPPLEMENTAL LANGUAGE LAB 12

Grade: 12

Credits: 2.5

Supplemental Language Lab is designed to assist students who have not yet met the New Jersey high school assessment requirements. Students will gain skills necessary to meet with success on the New Jersey Graduation Proficiency Assessment (NJGPA), alternative standardized assessments, and assessment portfolio.

MATHEMATICS

ALGEBRA 1

Grade: 9

Credits: 5

Prerequisite: Successful completion of 8th-grade math



The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. This course will involve work with more complicated equations and inequalities, functions and their graphs, systems of equations, polynomials, factoring, and various other topics. Students should be proficient working with fractions and decimals without a calculator. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.



GEOMETRY

Grades: 9, 10, 11 & 12

Credits: 5

Prerequisite: Successful completion of Algebra I



The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. This course involves plane, two-dimensional figures. A study of point, line, and angle relationships are made. Also included are angles related to parallel lines and circles as well as proving triangles congruent by use of reasoning. Formulas are used in conjunction with finding area, volume, and perimeter of various polygons. The basic trig functions of Sine, Cosine and Tangent are also taught. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

ALGEBRA 2

Grades: 10, 11 & 12

Credits: 5

Prerequisite: Successful completion of Algebra 1 and Geometry



Continuing with and building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms as well as working with and solving problems involving sequences and series. The student will review, strengthen, and expand the skills learned in Algebra I. There will be a concentration on the more difficult problems in each area of the course content. Additionally, this course builds on the previous knowledge from geometry or trig ratios and circles in order to model periodic phenomena. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

APPLICATIONS OF ALGEBRA & GEOMETRY

Credits: 5

Grades: 11 & 12

Prerequisite: Successful completion of Algebra 1 & Geometry

This course intertwines key concepts of algebra and geometry, emphasizing their profound connections and practical applications in the real world. Students will embark on engaging exploration of both disciplines, mastering skills and discovering their relevance in everyday life. Course objectives include the study of formulas, algebraic expressions, first-degree equations and inequalities, the rectangular coordinate system, area, perimeter, and volume of geometric figures, surface area of geometric figures, and properties of triangles and circles.



ALGEBRA 1 HONORS

Grade 9

Prerequisite: Successful completion of 8th grade math

Credits: 5



The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. This course will involve work with more complicated equations and inequalities, functions and their graphs, systems of equations, polynomials, factoring, and various other topics. Students should be proficient working with fractions and decimals without a calculator. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

GEOMETRY HONORS

Grades: 9, 10, 11 & 12

Credits: 5

Prerequisite: Successful completion of Algebra I



The fundamental purpose of the course is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The class starts with two-dimensional geometry and its functional uses, and it is extended to coordinate with three-dimensional geometry. Topics from non-Euclidean geometry and trigonometry are also covered. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course is part of an accelerated program for students who have demonstrated content mastery in previous mathematics courses. Academic rigor will be significant and students will experience challenging coursework.

ALGEBRA 2 HONORS

Grades: 10, 11, 12

Prerequisite: Successful completion of Honors Algebra I and Honors Geometry

Credits: 5



Continuing with and building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms as well as working with and solving problems involving sequences and series. The student will review, strengthen, and expand the skills learned in Algebra I. There will be a concentration on the more difficult problems in each area of the course content. Additionally, this course builds on the previous knowledge from geometry or trig ratios and circles in order to model periodic phenomena. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course is part of an accelerated



program for students who have demonstrated content mastery in previous mathematics courses. Academic rigor will be significant and students will experience challenging coursework.

PROBABILITY & STATISTICS

Grades: 11, 12

Credits: 5

Prerequisite: Algebra II

OR teacher recommendation, or enrollment in the Early College HS Program



An understanding of basic probability and statistics is vital for nearly all careers, as well as for most standardized testing. Probability and Statistics is a mathematics course for students planning a career in business, science, education, engineering, accounting, law, medicine, math, or communications as well as those who have an interest in mathematics. The course will focus on calculating, understanding, interpreting, and applying descriptive and inferential statistics, probabilities, experimental design, and construction of confidence intervals and with an overall emphasis on their applications in our world. Some of the topics in this course include random samplings, permutations and combinations, and frequency distributions. In addition, you will study the measures of variability and learn how to test hypotheses. Students are exposed to four broad conceptual themes: Theme 1: Describing patterns and departures from patterns; Theme 2: Planning and conducting a study; Theme 3: Anticipating Patterns: Exploring random phenomena using probability and simulation; Theme 4: Statistical Inference: Estimating population parameters and testing hypotheses

PRE-CALCULUS

Grades: 10, 11, 12

Credits: 5

Prerequisite: Algebra II (It is suggested that students have a minimum grade of 75 in Algebra II and Geometry).



The intent of this course is to enable students to move toward independent learning within the context of review and extension, as well as to provide an introduction of topics essential for further study. Attention will be given to strengthening skills learned in previous courses and using these skills to develop problem-solving strategies in advanced mathematical topics. This is a full-year course that will include linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; system of equations and matrices. Additional topics cover trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including laws of cosine and sine and arithmetic of complex numbers. Cross-curricular connections are made throughout the course to calculus, art, science, and a variety of other fields related to mathematics. Graphing, problem solving, and analysis are stressed. Graphing calculator use is emphasized. The use of technology is infused to gather, analyze, and communicate mathematical information.

ADVANCED PLACEMENT (AP) CALCULUS – AB

Grades: 11, 12

Credits: 5

Prerequisite: Successful completion of Pre-Calculus



AP Calculus is a course intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, axiomatic geometry, trigonometry, and analytic geometry. It is an introduction to calculus with elementary functions. The topics in the scope of the course are divided into three broad categories: limits and continuity, differential calculus, and integral calculus. Students will receive instruction that emphasizes topics found on the AP Calculus exam. It is highly recommended that students take the AP exam in the spring to obtain college credits for possible use upon graduation. This course is part of an accelerated program for students who have demonstrated content



mastery in previous mathematics courses. Academic rigor will be significant and students will experience challenging coursework.

ADVANCED PLACEMENT (AP) CALCULUS – BC

Grade: 11,12

Credits: 5

Prerequisite: Advanced Placement Calculus AB



AP Calculus BC is roughly equivalent to both first and second semester college calculus courses. It extends the content learned in AB to different types of equations (polar, parametric, vector-valued) and new topics (such as Euler's method, integration by parts, partial fraction decomposition, and improper integrals), and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. This course is part of an accelerated program for students who have demonstrated content mastery in previous mathematics courses. Academic rigor will be significant and students will experience challenging coursework.

CONTEMPORARY MATH

Credits: 5

Grade: 12

Prerequisite: Successful completion of Algebra II

This College Accelerated Program course is an academically advanced mathematics course designed to enable students to develop an appreciation of mathematics and an awareness of how it is used today. The course will investigate transformational geometry, statistics, and discrete mathematical models (graph theory). This course will also examine the mathematical concepts of voting theory, fair division, apportionment, fractal geometry, and real numbers as related to continuous mathematics. Successful completion of this course will also provide students the opportunity to apply for Salem Community College credit for MAT 134.

MATH LABS 9-11

Grades: 9, 10, 11

Credits: 2.5

Prerequisites: MAP scores, must be currently enrolled in Algebra or Geometry level math course

The Math Lab class will build on the course content that is taught during Algebra and Geometry. All subject matter will coincide with the New Jersey Student Learning Standards and assist students in building the foundations needed to succeed in Algebra and Geometry. The course will also adequately provide students with additional help in preparing for the End of Course Assessment. This course will be scheduled simultaneously with the regular Algebra 1 class.

SUPPLEMENTAL MATH LAB

Grade: 12

Credits: 2.5

This course is designed to improve each student's mathematical skills so that he/she may be successful on the NJGPA assessment, or alternative standardized assessments. Specific student data (i.e. MAP, classroom assessments) will direct



the classroom instruction to meet the diverse needs of each student. This course is designed to finalize an assessment portfolio to meet the needs of graduation.

SCIENCE

BIOLOGY

Grades: 9

Credits: 5

Prerequisite: None



This course is intended for those students who are interested in attending college or some other form of post-high school education or career. Topics covered will include characteristics of life, structure and function of the cell, biochemistry, homeostasis and cell transport, photosynthesis, cellular respiration, cell reproduction, nucleic acids and protein synthesis, fundamentals of genetics, inheritance patterns, taxonomy, morphology and physiology of selected animal forms, evolution, survey of the six Kingdoms, and environmental science. Laboratory work, projects, and presentations are major requirements of the course. The Biology Course is designed to use life science principles as powerful concepts to make sense of the complexity, diversity, and interconnectedness of life on Earth. Students engage in laboratory and authentic learning experiences that encourage the application of biological knowledge to make decisions and solve problems.

BIOLOGY HONORS

Grades: 9

Credits: 5

Prerequisite: None

Required: Enrollment in the Early College HS Program



This course is intended for those students who are interested in attending college or some other form of post-high school education or career. Topics covered will include characteristics of life, structure and function of the cell, biochemistry, homeostasis and cell transport, photosynthesis, cellular respiration, cell reproduction, nucleic acids and protein synthesis, fundamentals of genetics, inheritance patterns, taxonomy, morphology and physiology of selected animal forms, evolution, survey of the six Kingdoms, and environmental science. Laboratory work, projects, and presentations are major requirements of the course. The Biology Course is designed to use life science principles as powerful concepts to make sense of the complexity, diversity, and interconnectedness of life on Earth. Students engage in laboratory and authentic learning experiences that encourage the application of biological knowledge to make decisions and solve problems.

CHEMISTRY

Grades: 10-12

Credits: 5

Prerequisite: Successful completion of Algebra I



This course considers the elements of which the world is made and their interaction. The concepts developed and stressed include the following: matter, energy, and change; measurements and solving problems; atoms, the building blocks of matter; arrangement of electrons in atoms; the periodic law; chemical bonding; chemical formulas and chemical compounds; chemical equations and reactions; stoichiometry; physical characteristics of gases; molecular composition of



gases; liquids and solids; solutions; aqueous solutions; acids, bases, and pH; reaction energy and reaction kinetics; and chemical equilibrium. Laboratory experiments will serve to introduce, develop, and illustrate major concepts. The student develops skills in chemistry-related mathematics, symbolic expressions, and safe laboratory techniques.

CHEMISTRY HONORS

Grades: 9-12

Credits: 5

Prerequisite: enrollment in the Early College HS Program.



This course is designed for students interested in pursuing advanced studies in science, technology, engineering, or mathematics. The Honors Chemistry Course is a rigorous first-year high school chemistry course designed to serve as a prerequisite for Advanced Placement Chemistry or a first-year college chemistry course. The key concepts are Structure of Matter, Chemical Bonding, States of Matter, Solutions, Stoichiometry, Equilibrium, Thermochemistry, Chemical Kinetics, Electrochemistry, Organic Chemistry.

PHYSICS

Grades: 11-12

Credits: 5

Prerequisite: Concurrent enrollment in Algebra I



This course will provide students an overview of the study of matter and energy. The course consists of a variety of classroom and laboratory experiences covering units on forces and motion, fundamental forces, Kepler's laws, energy, the physics of the geosphere, wave properties, electromagnetic radiation, electricity and magnetism. Because most of the content is delivered in class through discussions, demonstrations, lab explorations, regular attendance is extremely important. Students will frequently be asked to work in small group situations to explore, learn and apply physics principles. Laboratory work will emphasize connections made between classroom discussions and calculations and the outcomes observed in the labs. Engineering standards will be addressed through group building exercises that will apply and test physics concepts learned in the classroom.

HONORS PHYSICS

Grades: 9-12

Credits: 5

Prerequisite: Successful completion of Algebra I & Concurrent enrollment or completion of Geometry.



This course will provide students an overview of the study of matter and energy. The course consists of a variety of classroom and laboratory experiences covering units on forces and motion, fundamental forces, Kepler's laws, energy, the physics of the geosphere, wave properties, electromagnetic radiation, electricity and magnetism. Because most of the content is delivered in class through discussions, demonstrations, lab explorations, regular attendance is extremely important. Students will frequently be asked to work in small group situations to explore, learn and apply physics principles. Laboratory work will emphasize connections made between classroom discussions and calculations and the outcomes observed in the labs as well as issues related to precision and accuracy and significant figures. Engineering standards will be addressed through group building exercises that will apply and test physics concepts learned in the classroom.



ENVIRONMENTAL SCIENCE

Grade: 9-12

Prerequisites: None

Credits: 5



This course is designed to assist the student in becoming more aware of the scientific principles governing the environment and assist the student in developing and refining the ability to identify problems existing or emerging in the environment. The content within this course centers on the theme of Earth's sustainability. As students go through each of the units, they also address the effect that humans have had on planet Earth. As students explore the different themes of the course, they try to investigate solutions to various environmental problems. Major emphasis is placed on how environmental science can help students make informed decisions and how these choices can lead to various outcomes. The growing awareness of global environmental issues is considered a positive indication of a developing global ethic that is necessary to prevent major catastrophe. The major studies of this course include the creation of planet earth, the atmosphere, the oceans, ecosystems, human population dynamics, environmental health, agriculture, water resources, biodiversity decline, energy challenges, atmospheric pollution, changing climate, and the discussion of our role in the sustainability of our planet.

ENVIRONMENTAL SCIENCE HONORS

Grade: 9-12

Prerequisites: None

Credits: 5



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

INTRODUCTION TO AGRISCIENCE

Grades: 9-12

Credits: 5

Prerequisites: None



An introduction to Agricultural Science focuses on four major areas of agriculture: plant science, animal science, natural resources, and agricultural engineering. Students also study the basics of the agriculture industry and the National FFA Organization. This course relies on the use of activities, projects, and problems to allow students to learn scientific concepts from an agricultural perspective.

BOTANY

Grade: 10-12

Prerequisite: Introduction to Agriscience

Credits: 5



Botany will teach students about the form and function of plant systems. Students are immersed in inquiry-based exercises filled with activities, projects, and problems to teach them plant concepts through laboratory and practical experiences. Student experiences will include the study of plant anatomy and physiology, classification, and the fundamentals of production and harvesting. Students who complete this course may be eligible to receive credit from Rutgers University.



ANIMAL SCIENCE

Grades: 9-12

Prerequisites: Introduction to Agriscience

Credits: 5

This course exposes students to the world of animal agriculture through the use of activities, projects, lab experiences, and problems. Students will be involved in the study of animal anatomy, physiology, behavior, nutrition, reproduction, health selection, and marketing. Experiences include multiple dissections. Students who complete this course may be eligible to receive credit from Delaware Valley College.

BIOTECHNOLOGY

Credits: 5

Grades: 10, 11, 12

Prerequisite: Animal Science



Biotechnology provides students with experiences in industry-appropriate applications of biotechnology related to plant and animal agriculture. Students will complete hands-on activities, projects, and problems designed to build content knowledge and technical skills in the field of biotechnology. Students are expected to become proficient at biotechnological skills involving micro-pipetting, bacterial cultures and transformations, electrophoresis, and polymerase chain reaction.

ANATOMY AND PHYSIOLOGY

Credits: 5

Grade: 11, 12

Suggested Prerequisite: Biology



This course is designed as a beginning course for students interested in entering the health profession. The emphasis of the course is on human structure and function and the basic mechanisms of disease. Recent advances in medicine, biotechnology, immunology, and molecular genetics will also be covered. Basic concepts involved in cell structure, tissue function, and all organ systems of the human are a major part of the course. Laboratory dissection of the cat is a major laboratory activity. Awareness of careers available in the health profession is achieved by a shadowing project for the last marking period.

FORENSIC SCIENCE

Grade: 11 & 12

Credits: 5

Prerequisite: Physics & Chemistry



Forensics is the application of science to law. Therefore, the primary focus of this class is having students explore how various inquiry-based scientific disciplines are applied to both civil and criminal law proceedings. The course examines the common day "CSI Effect" and works to dispel myths and misconceptions about the processes and analytics used to solve crimes. The course integrates physics, chemistry, biology, civil & criminal law, reading, and writing in day-to-day lectures, activities, and hands-on experiences. Students will regularly analyze evidence, apply scientific practices, and present their findings. There is a heavy focus on reading case studies and case law in this course. An emphasis is also placed on being able to write and defend conclusions in a concise manner supported with evidence either from class or from the lab experiences presented. Students work regularly in teams to complete tasks simulating the team nature of



forensics investigations and the importance of assigning roles and managing workload properly. Students also have regular opportunities to present evidence and arguments giving them a chance to hone their public speaking skills. Forensics topics that students will experience include, but are not limited to, the following: an introduction to civil and criminal law; crime scenes & protocols; physical and trace evidence specifically including hairs and fibers; fingerprints; human remains involving entomology (bugs), anthropology (bones), and odontology (teeth); serology involving blood typing, blood spatter, and drugs & toxicology; fires & explosions including arson, explosives, and ballistics; DNA; and white collar crime including forgeries & document analysis and cyber forensics.

ADVANCED PLACEMENT (AP) CHEMISTRY

Grades: 11 & 12

Credits: 10

Suggested Prerequisites : Honors Chemistry, & Algebra II, concurrent enrollment in precalculus.



This course is designed for students interested in pursuing advanced studies in science, technology, engineering, or mathematics. The AP Chemistry Course is a rigorous first-year college chemistry course designed by *The College Board*.

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. For some students, this course enables them to undertake, in their first year, second-year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. For other students, the AP Chemistry course fulfills the laboratory science requirement and frees time for other courses. The key concepts are Structure of Matter (Atomic Theory/Structure, Periodicity, Quantum Mechanics, Nuclear Chemistry), States and Properties of Matter (Chemical Bonding, Localized Electron Model, Molecular Orbital Model, Ideal Gases, Kinetic Molecular Theory, Liquids and Solids, Solutions and Solubility) Chemical Reactions (Acid-Base Reactions, Precipitation Reactions, Oxidation-Reduction Reactions, Stoichiometry, Electrochemistry), Chemical Kinetics, Thermodynamics, Equilibrium, Organic Chemistry, Biochemistry students will be expected to take the AP Examination in the second semester of the course.

ADVANCED PLACEMENT (AP) BIOLOGY

Grades: 11 & 12

Credits: 10

Suggested Prerequisite: Honors Biology and Honors Chemistry



The AP Biology course is designed to be the equivalent of a college introductory biology course. The main areas of study will be molecules and cells, heredity and evolution, and organisms and populations. Students taking AP Biology will develop a conceptual framework for modern biology and gain an appreciation of science as a process. The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry. Students will be expected to take the AP Examination in the second semester of the course.



SOCIAL STUDIES

WORLD HISTORY

Grade: 9

Credits: 5

Prerequisite: None



World History provides a study of modern world history between the 1300s and the 1900s. This course includes the study of the Renaissance and Reformation, the Age of Exploration, Monarchy in Europe, the Enlightenment, Global Revolutions, the Industrial Revolution, Imperialism, and the Great War. The primary objective of the course is to provide students with an understanding of past historical events and how these events continue to influence the world in which they live. The course includes connections to Geography, New Jersey History, Holocaust/Genocide, African-American History, Women's History, and Agricultural History.

U.S. HISTORY I

Grade: 10, 11 & 12

Credits: 5

Prerequisite: None



U.S. History I presents a study of our national heritage from the period of national growth that occurred after the Revolutionary War to the Progressive Period of the early 20th Century. The course focuses on the following themes: National Growth and Sectionalism, Civil War and Reconstruction, Industrialization and Urbanization, Immigration, and Progressivism aimed at solving industrial programs. The primary objective of the course is to provide students with an understanding of past historical events and actions and how these actions influence the world in which they live. The course includes connections to Geography, New Jersey History, Genocide, African-American History, Women's History, and Economics.

U.S. HISTORY I Honors

Grade: 10, 11 & 12

Credits: 5

Prerequisite: None

A student who is enrolled in the Early College Program or is highly motivated with a desire to prepare for challenging college level courses. A student should have at least a B average in English Honors or an A in English, with teacher recommendation.



U.S. History I Honors presents US History I with an in-depth examination of the political, economic, and social development of the United States. The course is rigorous and reading and writing intensive. Students are expected not only to know content but also to apply content. This course helps students to develop the ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world and offers students the opportunity to develop and use the skills and methods employed by historians such as analyzing primary and secondary sources, developing historical arguments and citing evidence in support of the argument, making historical connections, and using reasoning to make conclusions. Students will acquire knowledge to think analytically about past and present interactions of peoples and cultures.



U.S. HISTORY II

Grade: 11 & 12

Credits: 5

Prerequisite: Successful completion of US History I



U.S. History II presents a study of our national heritage from World War I through the present day. The course includes the study of foreign and domestic conflicts and affairs during the periods of Imperialism, World War I, The Roaring Twenties, the Great Depression, and the New Deal, World War II, and the Cold War period through to its end. The objective of the course is to provide students with an understanding of past historical events and actions that still influence the world in which they live as well as their relation to current events. The course includes connections to Geography, New Jersey History, World History, Holocaust/Genocide, African-American History, Women's History, and Economics.

FINANCIAL LITERACY

Grade: 11 & 12

Credits: 2.5

This course will emphasize personal financial literacy and an understanding of foundational concepts in economics. Financial literacy includes the ability to discern financial choices, discuss money and financial issues without discomfort, plan for the future, and respond competently to life events that affect everyday financial decisions, including events in the general economy. Economics is the study of how people cope with their environment and each other as they try to satisfy their needs and wants. People have unlimited needs and wants, but they live in a world that surrounds them with limits. Students will learn the importance of financial literacy/economics and how personal behavior and decisions affect a person's finances and quality of life.

AP UNITED STATES HISTORY

Grades 10 & 11

Credits: 10

Prerequisite: Successful completion of World History with a B average and a teacher recommendation from either English 9 or World History teacher; Enrollment in the Early College HS Program



Advanced Placement United States History is a chronological survey of the history of the United States from the colonial period to the present. It is a demanding course whose emphasis goes beyond the memorization of facts to the interpretation and analysis of historical data and writings. Student writing is an important component of the course. This course is designed to prepare the student to take the Advanced Placement Examination in United States History administered by the College Board in May of each year. The U.S. History course will provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History through college-level coursework. In addition, prerequisite coursework is required before admittance to this course. Because of the special nature of Advanced Placement classes, students need to be aware of the specific commitments required. Students must know this is a year-long course with the culmination of the College Board AP test in May.



US LAW

Grade: 11 & 12

Credits: 2.5

Prerequisite: U.S. History I



U.S. Law provides a study of our national legal system and its operation. The course will focus on the rights of the individual as gained through Supreme Court precedent decisions, operation of both civil and criminal court, and the roles of judges, lawyers, and witnesses in our legal system. The course will analyze specific cases identifying and comparing their outcomes while making connections to current cases of prominence.

WORLD GEOGRAPHY

Credits 2.5

Grades 9-12

Prerequisite: None



World Geography will enable students to understand issues and solve problems in the contemporary world. It will provide students the opportunity to acquire an understanding of the interrelationships among people and their environments. Content to be covered will include, but not limited to, an understanding of the relationship between physical geography, natural resources, and the economic, political, social, cultural, religious, and historic aspects of human activity.

CURRENT EVENTS

Credits 2.5

Grades 11-12

Prerequisite: None



Current Events emphasizes the evaluation of current events in the United States and the world, and their effect on society, including controversial issues. Students will explore various forms of media and media bias to analyze and understand the world around them.

SOCIOLOGY

Credit: 5

Grade: 9, 10, 11, 12

Prerequisite: None



The course of sociology examines how individuals, groups, and institutions interact to make up human societies. Students will learn about sociological perspectives, culture, social structures, and social inequality. Students will study people and the roles they play in society, both as individuals and groups.



GENOCIDE STUDIES

Credits: 5

Grade: 10, 11, 12

Prerequisite: World History



Students will explore the concept of prejudice – why it has always existed, how it can be identified, when it occurs and how to respond to it. Students will develop social skills to defuse prejudicial feelings and become more tolerant of cultural differences. The second semester deals with genocide. Special emphasis is placed on the causes and origins of bigotry, and the roles played by individual persons as victims, perpetrators, and spectators. Specific historical study of major genocides of the 20th century will also be included. Frequent opportunities will be provided for students to discuss, debate, research, and participate in activities that will encourage broader tolerance and understanding.

AFRICAN AMERICAN STUDIES

Credits: 5

Grade: 10, 11, 12

Prerequisite: None

African American Studies is designed to provide a comprehensive understanding of African American history, culture, and contributions to society. It also aims to promote critical thinking, empathy, and social awareness among students.

AP AFRICAN AMERICAN STUDIES

Credits: 5

Grade: 11, 12

Prerequisite: Successful completion of US History I

Students in AP African American Studies courses use authentic and varied sources to explore diverse African American experiences. Students study topics that span early African kingdoms to the contemporary challenges and achievements of the African American communities in the U.S.

COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION

PHYSICAL, HEALTH, AND SAFETY EDUCATION

Grade: 9-12

Credits: 5

Prerequisite: None

The aim of Physical Education is to expose the students to the basic fundamentals of all team sports and social and recreational activities. The opportunity is provided for individuals and groups to interact in situations that are mentally and physically stimulating and satisfying.

HEALTH 9

Grade: 9

Prerequisite: None

This course will help the student to establish or strengthen desirable behavior patterns for optimum functioning. The student will be able to understand himself as a biological, psychological, social and sexual human being. He/she will be able to understand the nature of sexual development and the social adjustment process. Basic Health fundamentals are



designed to acquaint the students with knowledge of the anatomy of the human body, its functions, and its diseases. Emphasis will be placed on the study of sexually transmitted diseases, to include AIDS.

DRIVER EDUCATION (Health 10)

Grade: 10

Prerequisite: None

The primary purpose of Driver and Traffic Safety Education is to ultimately save lives and reduce motor vehicle accidents through the education of future drivers. Classroom instruction will meet the thirty-hour requirement. The course emphasizes knowledge, habits, skills and attitudes necessary to become safe drivers. Dangers of using drugs and alcohol will be emphasized and the unpredictability of how a given drug or alcohol will affect a person at any given time will be stressed. Defensive driving will be emphasized.

HEALTH 11

Grade: 11

Prerequisite: None

This course will introduce students to specific health areas and enable them to demonstrate an understanding of themselves in relations and to their environment. Mental and emotional health will be emphasized. The course will also instruct the student in basic first aid.

HEALTH 12

Grade: 12

Prerequisite: None

This course deals with dating, courtship, engagement and marriage. This course is designed to encourage students to establish short and long-term personal goals. Emphasis will be placed on the individual and his/her relationship with others in today's society. There will be a review of human sexuality with special emphasis on all sexually transmitted diseases, to include AIDS.

KINESIOLOGY

Credits: 2.5

Grade: 11, 12

Prerequisite: Grade 10 or 11 Physical Education and Grade 9 or 11 Health

This course will contain the following: Physiology of the cardiovascular system, anatomy of the muscles, how muscles react to exercise, how muscles react to stress, physiology of weight training, correct technique of executing exercises, use of various equipment, safety practices, nutrition, and how to design a personal fitness program to achieve personal fitness goals. Students will learn about the effects of physical activity on health and performance and the psychological and social factors that influence an individual's participation in physical activities and sports. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

NUTRITION, WELLNESS, AND FOODS

Credits: 2.5

Grade: 10, 11, 12

Prerequisite: Grade 9, 10, or 11 Physical Education and Grade 9 or 11 Health



This course explores the relationship between food, food choices, food nutrition, and food preparation to meet the needs of individuals and groups.

YOGA, WELLNESS, AND MINDFULNESS

Credits: 2.5

Grade: 10, 11, 12

Prerequisite: Grade 9, 10, or 11 Physical Education and Grade 9 or 11 Health

This course is designed to introduce students, safely and accessible, to the foundational postures, breathing techniques, and relaxation methods of yoga. Students will begin to experience the benefits of stretching, moving, and breathing freely as they relieve built-up stress and learn to relax.

VISUAL AND PERFORMING ARTS

DANCE 1: INTRODUCTION TO DANCE

Grades: 9, 10, 11 & 12

Credits: 2.5

Students will study multiple dance genres through lecture, discussion, studio practice, and performance. This class is designed to develop awareness and insight of dance through creation, discussion, observation, writing, movement experiences and performance. **This is a performance based class and participation will be required in the final Showcase performance.*

DANCE 2: TECHNIQUE A

Grades: 9, 10, 11 & 12

Prerequisite: Dance 1 or World Dance Forms

Credits: 2.5

This course builds on the technical skills introduced in the prior course Introduction of Dance. Students will study elements of dance, composition, ballet, jazz, contemporary, and modern dance genres through lecture, discussion, studio practice, and performance. This class is designed to develop a foundation of dance through technique, creation, discussion, observation, writing, movement experiences and performance.

**This is a performance based class and participation will be required in the final Showcase performance.*

ADVANCED DANCE PERFORMANCE (Dance 3/4)

Grades: 10, 11 & 12

Prerequisite: By Audition or Teacher Recommendation

Credits: 5

This course builds on the technical skills introduced in the prior course Dance Technique 1. Students will further study choreographic principles, ballet, jazz, contemporary, and modern dance genres through lecture, discussion, studio practice, and performance. This class is designed to develop an intermediate level of dance through technique, creation, discussion, observation, writing, movement experiences and performance.

**This is a performance based class and participation will be required in the final Showcase performance.*



BROADWAY DANCE

Grades: 9, 10, 11 & 12

Prerequisite: Dance 1 or World Dance Forms

Credits: 2.5

A dance studio class focusing on jazz and tap technique with strong emphasis on style, terminology, skill preparation, and character development for Broadway performance. Context areas include movement used most often in performances On Broadway and movement fundamentals applicable to all aspects of presentation and principle to refine and articulate the performer's awareness and use of the body through body language and dance.

SCREENDANCE

Grades: 9, 10, 11 & 12

Prerequisite: None

Credits: 2.5

This class will investigate the cinematic approaches to dance choreography and performance. Students will learn the creative and technical skills needed to create short dance commercials, reels, and films including conceptualization, directing, recording, lighting, and editing. As a practice-led course, students will gain hands-on experience in creating dance for camera. The coursework will include Screendance viewings, history and theory readings, studio practice, independent projects, and collaborative work. This course is a practical introduction to Screendance for dancemakers interested in extending their experience in dance into a new technological realm.

WORLD DANCE FORMS

Grades: 9, 10, 11 & 12

Prerequisite: None

Credits: 2.5

This course is great for every student. From the novice dancer to the advanced dance student. This class will broaden the students' knowledge of dance by studying various cultures and explore why they dance.

DANCE APPRECIATION

Grades: 9, 10, 11 & 12

Prerequisite: None

Credits: 2.5

This course is a beginner's level class which will introduce dance as an art form. Students will study how people use dance as a form of communication, culturally, socially, and as a performing art. Focus is on developing a critical framework for viewing various styles of dance performance. The course includes lectures, discussions, and selected readings, films, writing assignments, research papers and a final exam.

ART 1

Grades: 9, 10, 11 & 12

Prerequisite: None

Credits: 2.5

Art 1 will offer a basic understanding of elements and principles of design through various art disciplines and media. Projects may be based on simple concepts in drawing, collage, painting, printmaking, sculpture, etc. It will introduce students to the appreciation of the Arts and Art history, as well as possible careers in Art for those who wish to continue on.



ART 2

Grades: 9, 10, 11 & 12

Prerequisite: Art 1

Credits: 2.5

Art 2 will review learned knowledge and expound on it through more difficult methods and materials. Students will build upon their technical skills, but begin to focus more on the conceptual aspect of their work to build a portfolio. Art history and appreciation are an integral part of this course.

ART 3 STUDIO

Grades: 11, 12

Prerequisite: Art 1 and Art 2

Credits: 5

This course is designed for students wanting to pursue a career in the Arts. Students will prepare an advanced portfolio and a resume. They will learn how to interview, as well as how to professionally display works of art. In this class, students will take on more of a proactive and collaborative role in the school community through mural projects.

BASIC DRAWING

Grades: 9, 10, 11 & 12

Prerequisite: None

Credits: 2.5

Basic drawing will be an introductory course that will build a foundation in art by exploring the fundamentals of drawing. Students will create 2-dimensional compositions through the utilization of the Elements of Art and Principles of Design, as well as experimentation with various techniques and materials. Students will learn about the importance of drawing, strengthening observational skills, as well as strengthening skills in other disciplines.

ADVANCED DRAWING

Grades: 10, 11 & 12

Prerequisite: Basic Drawing

Credits: 2.5

Advanced Drawing will be a continuation of Basic Drawing, elaborating on methods and materials. Students will complete observational drawings of more complicated forms, and learn more advanced techniques such as linear perspective and figure drawing. They will also be challenged about their perspectives in drawing and learn about contemporary practices.

PAINTING

Grades: 10, 11, 12

Prerequisite: Basic Drawing

Credits 2.5

This course introduces students to classical and contemporary painting, techniques and concepts, with emphasis on the understanding of its formal language and fundamentals of artistic expression. We will expound on learned elements and principles including movement, focus, form, value and so on learned from basic drawing classes. Painting from still life, landscape, and models from observation will have linear perspective, compositional structure, figure/ground relationships, visual perception, spatial concepts, and movements in historical context. Our hope is that students will use this global approach to develop a “critical eye” in evaluation of contemporary painting. This will be achieved through demonstrations, videos, powerpoint lectures, group and individual critiques and discussions.



3-D DESIGN

Credits 2.5

Grades: 10, 11, 12

Prerequisite: Art 2

This course will introduce basic three dimensional processes and materials as well as develop the student's ability to analyze form and space relationships.

AP 2-D ART AND DESIGN

Credits: 5

Grades: 11, 12

Prerequisite: Art 1 and 2 or Teacher Recommendation

Students will prepare a 2-D design portfolio working on flat surfaces to communicate an extensive understanding of the principles of design in relationship to the elements of art. Throughout the entire artistic process, students will consider how to utilize the elements of art to contribute to the design of their work. Examples of acceptable media are drawing, painting, photography, mixed media, etc. Unlike other AP courses that allot credit based on a written exam, credit for this course is based on a strong portfolio created throughout the school year.

AP Drawing

Credits: 5

Grades: 11, 12

Prerequisite: Art 1 and 2 or Teacher Recommendation

Students will prepare a drawing portfolio demonstrating an understanding of a wide range of drawing concerns, such as drawing from observation, work with invented or nonobjective forms, effective use of light and shade, line quality, surface manipulation, composition, various spatial systems and expressive mark-making." A variety of media and methods including painting, printmaking, and mixed media may be used as long as the fundamental elements of drawing and mark-making are the primary focus. Unlike other AP courses that allot credit based on a written exam, credit for this course is based on a strong portfolio created throughout the school year.

CONCERT BAND

Credits: 2.5, 5 or 10

Grades: 9, 10, 11 & 12

Prerequisite: Play band instrument

Band is an applied experience in the music of the past and present through concert performance. It provides the opportunity for continued improvement in the playing of a musical instrument. This class is a performance class and will require all students to perform in various concerts and performances throughout the year. Performances might include, but not limited to: Fall Marching Band, Football games, community and the Winter Concert, August Band Camp, and night rehearsals, not mandatory, will be considered as part of the class grade. Class is open to all students.

CONCERT CHOIR

Credits: 2.5, 5 or 10

Grades 9, 10, 11, 12

Prerequisite: None

Concert Choir is a course designed to provide an atmosphere for the enjoyment, appreciation, and performance of all types of choral music from classical to pop. It is open to all students. The instruction and improvement of voice quality, intonation, ability to read music, ability to sight-sing, and the overall development of musicianship is stressed in conjunction with the learning of each piece of music. Several required performances such as: evening concerts in the winter and spring will be considered as a major part of the course grade.



MODERN MUSIC STUDIES

Grades: 9, 10, 11, 12

Credits: 2.5

The content of this course explores the elements and history of modern music from early folk music, through rock and roll, jazz, hip-hop, and more. Students will increase their knowledge of musical mechanics and develop listening skills to increase their aesthetic appreciation of music. Famous composers, both international and domestic, will be explored. Students will learn to make informed and critical judgments of various styles of music, performances and compositions.

MUSIC HISTORY

Grades: 9, 10, 11 & 12

Credits: 2.5

The content of this course explores the elements and history of western European music from the Antiquity Era through current 20th Century minimalist composers. Students will increase their knowledge of musical mechanics and develop listening skills to increase their aesthetic appreciation of music. Famous composers, both international and domestic, will be explored. Students will learn to make informed and critical judgments of various styles of music, performances and compositions.

GUITAR

Grades 9, 10, 11, 12

Credit: 2.5

Prerequisite: None

Students develop basic guitar techniques through performing solo and ensemble guitar literature from difficulty levels I and II. Students will learn the basics of the guitar including, strumming, picking, chord fingerings, and music reading. Skills emphasized include proper right and left hand technique, tone production, and tuning. Students also develop listening skills by identifying and analyzing the elements and structural characteristics of blues, folk, pop, and rock music. Additionally, students learn basic improvisational and compositional techniques using technology. This course develops skills for the beginning level guitarist.

MODERN BAND

Grades 9, 10, 11, 12

Credit: 5.0

Prerequisite: Guitar, Piano, Concert Band, or Choir *Students without prerequisite may audition.

Students will explore various genres and historical eras of music through performance on both traditional and non-traditional instruments. This course utilizes hands-on instrumental or vocal performances to learn, adopt, refine and perform various pieces of music. Students will spend time researching different pieces of music, discussing and working out instrumentation, and refining their skills through practice and preparation. Students will also learn how to market their "band" using avenues such as: social media, posters, or youtube, or other media. Students will also learn how to prepare a set list, set up a gig with a performance venue, and manage the group.

PIANO PERFORMANCE

Grades: 9, 10, 11, 12

Credits: 2.5

Piano class is an applied experience in the music of the past and present through piano performance. It provides the opportunity for students to learn the basics of playing the piano or keyboard. Students will learn the basics of the piano including hand positioning and music reading. Class is open to all students of any ability, however, this is a beginner level class.



MUSIC THEORY

Credits: 2.5

Grades: 9, 10, 11, 12

Students learn the basic elements of music and their applications in elementary composition. Aural development is stressed throughout the year through rhythmic and melodic dictation and sight-singing. Music technology will be used as a resource to develop aural and compositional skills. A student with limited experiences in music must seek teacher approval.

MUSIC APPRECIATION

Credits: 2.5

Grades: 9, 10, 11, 12

Music Appreciation class provides students with an understanding of music and its importance in their lives. Course content focuses on how various styles of music apply musical elements to create and expressive or aesthetic impact. Students also have the ability for informal music performance and creation within the classroom

MUSIC PRODUCTION

Credits: 2.5

Grades: 9, 10, 11, 12

Students learn basic compositional techniques and apply them using notation and sequencing software programs. Using original compositions, students analyze, describe, and discuss the various compositional techniques. Students also develop multimedia presentations to describe/ accompany their original music compositions and participate in a "live" concert performance of their original compositions in a concert setting. All students interested in music technology may participate.

MUSICAL THEATER

Credits: 2.5

Grades: 10, 11, 12

This class explores the history of American Musical Theater, emphasizing further development of the skills necessary for performing in Musical Theater. Students will develop their acting, movement, and vocal performance techniques through active participation. At the end of the course, students will give a mandatory performance to showcase the skills they learned in class. Participation in the school play auditions will be considered part of the course grade.

INTRODUCTION TO THEATER ARTS

Credits: 2.5

Grades: 9, 10, 11, 12

Introduction to Theatre Arts is an exploration of the versatility of theater. Throughout the course, students will explore the origins and history of theater, learn to critique professional and student productions and discuss and reflect on theater's connection to their own lives. The course covers significant historical aspects of theater, such as essential periods and written works, types of theater, and the various jobs and duties within the theater business. Areas discussed include script writing, fundamental acting techniques, directing, introduction to the technical and performance theater elements, and current theatrical practices.



THEATER LITERATURE, HISTORY & CULTURE

Grades: 9, 10, 11, 12

Credits: 2.5

This course is designed to familiarize students with various aspects of theatrical productions, including acting, playwriting, directing, and design, within the context of historical and contemporary dramatic literature, theory, and criticism. Students will be provided with a solid foundational knowledge of story, structure, dramatic action, and character development that will deepen their understanding of theater's many forms and genres. Students will develop analytical, critical, and writing skills by exploring theater history and the multiple roles that theater plays in society through observing, discussing, and responding to dramatic literature and live theater.

ACTING

Grades 9, 10, 11, 12

Credits: 5

This course is intended to promote students' experience and skill development concentrating on acting and performance skills. Students will discover how to use their voice and body as tools to create effective pantomimes, characters, and scenes. Be prepared to perform frequently for fellow classmates.

THEATRE PERFORMANCE

Grades 9, 10, 11, 12

Credits: 5

Prerequisite: Successful completion of another theatre course. *Students without prerequisites may audition.

In this course, students will explore and partake in various styles of theater performance, including long-form improvisation, Shakespeare/heightened language, Commedia dell'arte, musical theater, acting on-camera, and more. This course will provide many opportunities for peer collaboration, student leadership, and creativity. Students will become familiar with notable plays and playwrights through the act of performing in preparation for two cumulative evening performances (one at the end of the Fall semester, and one in the Spring semester). Acting and performing in front of audiences is essential for this course.

PLAYWRITING

Grades: 9, 10, 11, 12

Credits: 2.5

This course will improve students' skills in creating a script suitable for live production. Students will learn to develop a personal voice, style, and esthetic by expanding their exposure to various playwrights, theatrical techniques, and traditions. Students must write original scenes, one-act plays, and full productions.

PUBLIC SPEAKING

Grades: 9, 10, 11, 12

Credits: 2.5



This course is ideal for students interested in developing and improving public speaking, oral presentation, and debate skills.



THEATER TECHNOLOGY

Grades: 9, 10, 11, 12

Credits: 2.5

Students will learn about the various design elements of theater. Topics studied will include set design, lighting design, costume design, makeup design, and sound design. Students will study these components through text, applied projects, and analyzing several theatrical performances throughout the semester. Through this course, students can express their creativity in design, drawing, and creating their own sketches, models, and ideas for theatrical productions.

WORLD LANGUAGE

FRENCH I

Grades: 9, 10, 11 & 12

Credits: 5

Prerequisite: None



This is an introductory class for students with little or no previous experience with French. The student will develop communicative competence in French, with an emphasis in the four skill areas: listening comprehension, speaking, reading, and writing. The richness and diversity of French-speaking cultures will be studied. The abilities and knowledge acquired in French I will enable students to communicate with others at a novice-mid level.

FRENCH II

Grades: 10, 11 & 12

Credits: 5

Prerequisite: French I



This class further develops the student's communicative competence skills in French with an emphasis in the four skill areas: listening comprehension, speaking, reading, and writing. The abilities and knowledge acquired in French II will enable students to communicate with others at a novice-high level.

FRENCH III

Credits: 5

Grades: 11 & 12

Prerequisite: Successful completion of French II



This class completes the student's communicative competence skills in French with an emphasis in the four skill areas: listening comprehension, speaking, reading, and writing. Real world connections will be explored through expressing needs, helping others, and communicating with friends. French speaking will be studied through literature and film. The abilities and knowledge acquired in Intermediate French will enable students to communicate with others at an intermediate level.

FRENCH IV

Grade: 12

Credits: 5

Prerequisite: Successful completion of French III

This class emphasizes oral skills and conversation through the use of authentic language and cultural content at the intermediate-mid level to interact and communicate with others. Students will debate, argue, and defend opinions while exploring different regions in the French-speaking world. Some of the themes covered are: stereotypes in the media,



immigration (past and present), heritage, identity, and cultural practices. By the end of the class, students are able to converse on a variety of topics, even unfamiliar topics, due to their increased fluency and ability to communicate their ideas.

SPANISH I

Grades: 9, 10, 11 & 12

Credits: 5

Prerequisite: None



This is an introductory class for students with little or no previous experience with Spanish. The student will develop communicative competence in Spanish, with an emphasis in the four skill areas: listening comprehension, speaking, reading and writing. The richness and diversity of Spanish-speaking cultures will be studied. The abilities and knowledge acquired in Spanish I will enable students to communicate with others at a novice-mid level.

SPANISH II

Grades: 10, 11 & 12

Credits: 5

Prerequisite: Spanish I or appropriate score on placement test.



This class further develops the student's communicative competence skills in Spanish with an emphasis in the four skill areas: listening comprehension, speaking, reading, and writing. The abilities and knowledge acquired in Spanish II will enable students to communicate with others at a novice-high level.

SPANISH III

Grades: 11 & 12

Credits: 5

Prerequisite: Spanish II



This class completes the student's communicative competence skills in Spanish with an emphasis in the four skill areas: listening comprehension, speaking, reading, and writing. Real world connections will be explored through expressing needs, helping others, and communicating with friends. Cultures in the Hispanic world will be studied through literature and film. The abilities and knowledge acquired in Intermediate Spanish will enable students to communicate with others at an intermediate level.

SPANISH IV

Grades: 12

Credits: 5

Prerequisite: Spanish III



This class emphasizes oral skills and conversation through the use of authentic language and cultural content at the intermediate-mid level to interact and communicate with others. Students will debate, argue, and defend opinions while exploring different regions in the Spanish-speaking world. Some of the themes covered are: stereotypes in the media, immigration (past and present), heritage, identity, and cultural practices. By the end of the class, students are able to converse on a variety of topics, even unfamiliar topics, due to their increased fluency and ability to communicate their ideas.



SPANISH LITERATURE

Grades: 10, 11, 12

Credits: 5

Prerequisite: Spanish I Teacher Recommendation. If no recommendation is issued, a Placement test may be required. (Placement test scores must be 75% or above.)

Spanish Literature for high school students in grades 10-12. The course will provide a comprehensive understanding of Hispanic literature, art, history, culture, and contributions to society. The objective of this course is to promote critical thinking, enhance cross-curricular skills, increase empathy, raise social awareness amongst students, and strengthen the writing, speaking, listening, and reading skills of students. The class will be conducted in Spanish and all materials used will be in the target language.

LEARNING STATIONS

Learning Station courses are provided to enhance student achievement in core content areas for Penns Grove High School students. Learning Station courses are Pass/Fail.

ACADEMY OF ENGINEERING AND TECHNOLOGY

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

Salem County Arts, Science & Technology High School

Academy of Biological and Environmental Technology at Mannington

Academy of Graphic Design in Multimedia Technology at Pennsville

****Academy of Engineering and Technology at Penns Grove**

Academy of Communication and Information Technology at Woodstown

Academy of Creative and Performing Arts

Orchestral at Pennsville

Vocal Music at Pennsville

Dance at Woodstown and Salem County Vocational Technical Schools

Visual Arts at Schalick

Drama at Schalick



PGHS AGRICULTURAL SCIENCE CAREER & TECHNICAL EDUCATION PROGRAMS

The Agricultural Science program at Penns Grove High School prepares students for college, technical school and the workforce in science and agriculture. All courses involve hands-on experiences in agriculture to teach scientific concepts. Students enrolled in any Agricultural Science course receive automatic membership in the National FFA Organization and all of the opportunities that it provides. There are two areas of focus in agriculture that students may study: Plant Science and Animal Science. Each area requires students to complete a sequence of three courses in a specific order. Courses currently qualify for articulated credit from Rutgers University and Delaware Valley University and may provide industry-based, entry-level credentials.

Year	Plant Pathway	Animal Pathway
1	<i>Intro to Agriscience</i>	<i>Intro to Agriscience</i>
2	<i>Botany</i>	<i>Animal Science</i>
3	<i>Landscape Design</i>	<i>Biotechnology</i>

SALEM COUNTY VOCATIONAL AND TECHNICAL SCHOOLS

Students choosing to attend the Salem County Vocational and Technical Schools receive 20 credits for the full year program. Students returning to Penns Grove High School prior to the end of the first semester will receive zero credits. Students returning to Penns Grove High School after the successful completion of the first semester will receive 10 credits. However, no student will be allowed to re-enter Penns Grove High School from Salem County Vo-Tech after September 30, unless dismissed from Salem County Vo-Tech for disciplinary reasons. All students and parents must sign a contract when registering for Salem County Vo-Tech acknowledging and agreeing to the above.

The Salem County Vocational and Technical Schools offer career and technical training opportunities for high school students and adults on a full and shared time basis. Programs and services are designed to meet the needs of individuals who are entering or planning to attend an institution of higher learning. Applied knowledge and skills in a variety of career and occupational, technical programs are available for those who desire entry-level employment, job training, occupational licenses and certification, technical updating or for general preparation for the world of work and for further education. Before finalizing your enrollment decision at Salem County Vocational Technical School, we highly encourage families to schedule a meeting with their school counselor to thoroughly compare our robust program pathways here at Penns Grove High School. Working closely with your counselor ensures that the specific career path you select aligns perfectly with your student's long-term academic and professional goals.



Anticipated Career Pathways at PGHS

Please check the Penns Grove High School Website for more information on career pathways at PGHS.

[PGHS Career Pathways Website](#)

NOTE: All students who participate in regular shared-time programs have the opportunity to participate in a Cooperative Industrial Education program after two-thirds of their instruction has been completed.